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| **Week 5 RESOURCES** | | |
| *Checklist for Assessing a Team’s Performance* | | |
| *Answer the following questions to identify areas in which a team may need to improve.* | | |
| **Question** | **Yes** | **No** |
| **1.** Does the team have written statements for their vision, values, mission or purpose, structure, roles, and goals? |  |  |
| **2.** Does the team have a charter? |  |  |
| **3.** Has the charter been reviewed for relevance? |  |  |
| **4.** Are there clear, common, and current goals? |  |  |
| **5.** Are there action plans to meet those goals? |  |  |
| **6.** Have roles been defined? |  |  |
| **7.** Are roles habitually rotated, or are the same few people doing all the work? |  |  |
| **8.** Has the team defined its rules? |  |  |
| **9.** Does the team regularly review compliance with its rules? |  |  |
| **10.** Are there patterns of high and low participation by team members? |  |  |
| **11.** Are tasks equally shared? |  |  |
| **12.** Does the team run its meetings well (i.e., agenda, priorities, time frames, decision making, timeliness) and at regularly scheduled intervals? |  |  |
| **13.** Have team members been cross-trained? |  |  |
| **14.** Is communication open, honest, and direct? |  |  |
| **15.** Do team members give each other constructive feedback? |  |  |
| **16.** Does the team check its authority to make each decision? |  |  |
| **17.** Does the team achieve consensus on decisions? |  |  |
| **18.** Is the team open to new ideas in solving problems? |  |  |
| **19.** Does the team use sound problem-solving methods? |  |  |
| **20.** Does the team take responsibility for instituting, modifying, and implementing its processes? |  |  |
| **21.** Does the team have a method for handling conflicts constructively? |  |  |
| **22.** Are team members clear about the benefits of being on the team? |  |  |
| **23.** Has training continued beyond the initial team-training period? |  |  |
| **24.** Does the team assess its needs for refresher trainings? |  |  |
| *Adapted from Katzenbach and Smith* | | | |