

## TEAM EFFECTIVENESS RUBRIC

This rubric is designed to diagnose strengths and weaknesses in teams during or following a task. Rate the C's on the behaviors demonstrated by the *team as a whole*, and their impact on the team's ability to effectively meet their objective or complete their task.

What was the team's objective or task? \_\_\_\_\_

	NOT EFFECTIVE	SOMEWHAT EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A
<b>COOPERATION</b>	Disrespectful, dismissive; lack of trust that others will perform tasks; expressions of doubt about team success	Inattentive, disinterested; skeptical others will perform tasks; expressions of uncertainty about team success	Attentive, interested; generally trust others will perform tasks; expressions of optimism about team success	Listen actively, respectful, attentive; explicitly trust other to perform tasks; expressions of certainty about team success	<input type="checkbox"/>
<b>COMMUNICATION</b>	Updates on task-related status and needs given only when requested; candid feedback is not given	Updates on task-related status and needs only given when changes occur; members are uncomfortable giving or receiving candid feedback	Updates on task-related status and needs are given at regular intervals even if unnecessary; candid feedback usually given	Updates on task-related status and needs given proactively; Candid feedback encouraged, utilized for improvement	<input type="checkbox"/>
<b>CONFLICT RESPONSE</b>	Conflicts are not openly discussed, or if discussed, conversation does not focus on solutions, only assigning blame	Conflict conversations are passive aggressive or ineffective; one member dictates solution, others accommodate	Most members are comfortable participating in open conflict discussion; listen to others' solutions, select the best	Conflict is openly discussed; members are open-minded and work collaboratively to integrate others' solutions	<input type="checkbox"/>
<b>COORDINATION</b>	Ineffective or no task planning; no task synchronization and no effort to minimize down time; little effort to monitor progress; unable to adapt to changes or redistribute unbalanced workloads	Vague or general planning; task synchronization assumed, no effort to minimize down time; inconsistent progress monitoring; some effort to adapt to changes, unbalanced workloads	Adequate planning; tasks generally synchronized; down time minimized when recognized; generally aware of progress; able to adapt to changes, redistribute unbalanced workloads	Preemptive, explicit planning; tasks efficiently synchronized; minimal down time; formally or actively monitor progress; anticipated changes and are ready to immediately adjust or rebalance	<input type="checkbox"/>
<b>COACHING &amp; LEADERSHIP</b>	Has not defined member roles; does not state team performance expectations	Provided vague member roles; vague or minimal team performance expectations	Established clear member roles; expresses high team performance expectations	Established clear member roles; redefines as new responsibilities emerge; expresses and encourages others to express high team performance expectations	<input type="checkbox"/>
<b>COGNITION</b>	No real task operating procedures; no clear team role functions; members do not fully understand what others are doing	Vague task procedures; some understanding of others' roles, but do not understand how roles are connected	Task procedures generally outlined and understood; members have basic understanding of role connections	All explicitly understand clearly outlined task procedures; members understand and can adjust connections between roles to maximize efficiency	<input type="checkbox"/>
<b>CAPABILITIES</b>	Team lacks knowledge and skills needed to satisfactorily complete task work; failure to develop strategies to cope with changes	Team lacks some essential knowledge and skills needed to produce high quality work; strategies are ineffective or not well thought out	Team possesses most of the knowledge and skills needed to produce high quality work; strategies are usually effective	Team possesses knowledge and skills to consistently produce high quality work; develops innovative and effective strategies	<input type="checkbox"/>
<b>CONDITIONS</b>	Repercussions or rebukes are common results of dissent or new ideas; resources and/or support available make task impossible	Dissent or new ideas are discouraged or dismissed; resources and/or support available make task difficult	Dissent and new ideas are generally accepted; resources and/or support are sufficient for task completion	Dissent and new ideas are encouraged and openly discussed; resources and/or support are plentiful and accessible	<input type="checkbox"/>

Overall how would you rate the team's effectiveness?

<input type="checkbox"/> Not Effective	<input type="checkbox"/> Somewhat Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
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