

Items for the Scales Used in the TDS Feedback Charts  
TDS Version 10: 23 July 2003

1. *Title chart* [insert short team name, and date in month, year format]
2. *Introductory chart for outcome variables to come next*
3. *Introductory chart for how well the team is managing its work*
4. *How well is the team doing in managing its work?*

**Summary** [PROZSUM]

Average of scores for effort, performance strategy, and knowledge and skill

**Effort** [EFOTPROZ]

- 8-1: Members demonstrate their commitment to our team by putting in extra time and effort to help it succeed.
- 8-5: Everyone on this team is motivated to have the team succeed.
- 8-7: Some members of our team do not carry their fair share of the overall workload. (R)

**Performance Strategy** [STRTPROZ]

- 8-2: Our team often comes up with innovative ways of proceeding with the work that turn out to be just what is needed.
- 8-9: Our team often falls into mindless routines, without noticing any changes that may have occurred in our situation. (R)
- 8-11: Our team has a great deal of difficulty actually carrying out the plans we make for how we will proceed with the task. (R)

**Knowledge and Skill** [TLNTPROZ]

- 8-3: How seriously a member's ideas are taken by others on our team often depends more on who the person is than on how much he or she actually knows. (R)
- 8-8: Members of our team actively share their special knowledge and expertise with one another.
- 8-13: Our team is quite skilled at capturing the lessons that can be learned from our work experiences.

5. *Introductory chart for how well the team is managing member relationships*
6. *How well is the team doing in managing relations among members?*

**Quality of Interaction** [IPRLSUM]

- 8-4: There is a lot of unpleasantness among members of this team. (R)
- 8-6: The longer we work together as a team, the *less* well we do. (R)
- 8-10: Working together energizes and uplifts members of our team.
- 8-12: Every time someone attempts to correct a team member whose behavior is not acceptable, things seem to get worse rather than better. (R)

**Relationship Satisfaction [RELSAT]**

9-2: My relations with other team members are strained. (R)

9-6: I very much enjoy talking and working with my teammates.

9-8: The chance to get to know my teammates is one of the best parts of working on this team.

7. *Introductory chart for how well the team sustains member motivation and satisfaction*

8. *How well is the team doing in sustaining member motivation and satisfaction?*

**Internal Motivation [IMOT]**

9-4: I feel a real sense of personal satisfaction when our team does well.

9-5: I feel bad and unhappy when our team has performed poorly.

9-10: My own feelings are not affected one way or the other by how well our team performs. (R)

9-12: When our team has done well, I have done well.

**General Satisfaction [GSAT]**

9-3: I enjoy the kind of work we do in this team.

9-9: Working on this team is an exercise in frustration. (R)

9-13: Generally speaking, I am very satisfied with this team.

**Growth Satisfaction [GROWSAT]**

9-1: I learn a great deal from my work on this team.

9-7: My own creativity and initiative are suppressed by this team. (R)

9-11: Working on this team stretches my personal knowledge and skills.

9. *Introductory chart listing the five conditions for team effectiveness*

10. *Introductory chart for whether this is a real work team*

11. *Is this a real work team?*

**Real Team [REALTEAM]**

Average of scores for bounded, stable, and interdependent

**Bounded [BOUNDED]**

2-1: Team membership is quite clear--everybody knows exactly who is and isn't on this team.

2-7: There is so much ambiguity about who is on this team that it would be nearly impossible to generate an accurate membership list. (R)

2-13: Anyone who knows this team could accurately name all its members.

**Interdependent [INTERDEP]**

2-6: Members of this team have their own individual jobs to do, with little need for them to work *together*. (R)

- 2-11: Generating the outcome or product of this team requires a great deal of communication and coordination among members.
- 2-14: Members of this team have to depend heavily on one another to get the team's work done.

**Stable** [STABLE]

- 2-4: Different people are constantly joining and leaving this team. (R)
- 2-9: This team is quite stable, with few changes in membership.

**Smallest reported size** [MINSIZE] (integer)

**Average reported size** [SIZE] (integer)

**Largest reported size** [MAXSIZE] (integer)

Note that a narrow range means members had little disagreement about team size and therefore the team is well bounded; a wide range (i.e., a great deal of disagreement) means that it is not.

12. *Introductory chart for amount of the team's authority*

13. *How much authority does the team have?* (from Section Three, Item B)

**Self-governing** [AUTHSG]

The team has the authority to manage its work processes, alter its design and organizational features, *and* specify its main purposes.

**Professional** [AUTHPR]

The team has the authority to specify its main purposes, but *not* to alter its design or organizational features.

**Self-designing** [AUTHSD]

The team has the authority to alter design or organizational features that are affecting the team or its work (for example, selecting its own members, obtaining special training, etc.).

**Self-managing** [AUTHSM]

The team has the authority to manage its own work processes and to change or adjust them if needed.

**Manager led** [AUTHML]

The team has no authority beyond actually carrying out the work.

**Hybrid** [AUTHHYB]

The team does not fall into any of these categories.

Note. This chart shows both (a) how much authority members think the team has, and (b) how much they agree about that. Question: Is this an appropriate amount of authority given the team's purposes?

14. *Introductory chart for degree to which the team has a compelling direction*

15. *Does the team have compelling direction?*

**Summary [DIR]**

Average of scores for challenging, clear, and consequential

**Challenging [CHLNGE]**

2-3: This team's purposes are so challenging that members have to stretch to accomplish them.

2-8: This team's purposes are *not* especially challenging--achieving them is well within reach. (R)

**Clear [CLEAR]**

2-2: There is great uncertainty and ambiguity about what this team is supposed to accomplish. (R)

2-5: This team's purposes are specified so clearly that all members should know exactly what the team exists to accomplish.

**Consequential [CONSEQ]**

2-10: The purposes of this team don't make much of a difference to anybody else. (R)

2-12: This team's purposes are of great consequence for those we serve.

16. *Is the team's direction specified properly? (From Section Three, Item A)*

**Neither ends nor means specified** (upper left) [DIRNONE]

**Ends specified, means not** (upper right) [DIREO]

**Means specified, ends not** (lower left) [DIRMO]

**Both ends and means specified** (lower right) [DIRBOTH]

The desirable cell is the upper right: ends specified but means not.

Note both (a) what cell most members think the team occupies, and (b) how much agreement there is among them about that.

17. *Introductory chart for the degree to which the team is well structured*

18. *How well structured is the team?*

**Summary [STRUCT]**

Average of scores for task design, team composition, and group norms

**Task Design [TASK]**

Average of scores for whole task, autonomy/judgment, and knowledge of results (see below for breakdown)

**Composition [COMPO]**

Average of scores for size, diversity, and skills (see below for breakdown)

**Group Norms [NORMS]**

4-7: Standards for member behavior in this team are vague and unclear. (R)

4-13: It is clear what is--and what is not--acceptable member behavior in this team.

4-15: Members of this team agree about how members are expected to behave.

19. *Breakdown: Motivating team task*

**Summary [TASK]** (repeats from Chart 11)

Average of scores for whole task, autonomy/judgment, and knowledge of results.

**Whole Task [WHOLE]**

4-3: We do a whole, identifiable piece of work.

4-10: Our team does such a small part of the overall task that it is hard to point specifically to *our* special contribution. (R)

4-20: This team's work is inherently meaningful.

**Autonomy/Judgment [JUDGMNT]**

4-4: The work of this team leaves little room for the exercise of judgment or initiative. (R)

4-19: The work we do requires the team to make many "judgment calls" as we carry it out.

**Knowledge of Results [KRESULTS]**

4-5: Carrying out our team's task automatically generates trustworthy indicators of how well we are going.

4-14: The work itself provides almost no trustworthy feedback about our team's performance. (R)

4-18: The only way we can figure out how well we are performing is for other people in the organization to tell us. (R)

20. *Breakdown: Well-composed team*

**Summary [COMPO]** (repeats from Chart 11)

Average of scores for size, diversity, and skills

**Size [SIZESUM]**

4-12: This team is larger than it needs to be. (R)

4-6: This team has too few members for what it has to accomplish. (R)

4-1: This team is just the right size to accomplish its purposes.

Note that the score is an algebraic computation, based on (but not a simple average of) the above items.

**Mix [MIXSUM]**

4-2: Members of this team are too dissimilar to work together well. (R)

4-9: This team does not have a broad enough range of experiences and perspectives to accomplish its purposes. (R)

4-17: This team has a nearly ideal “mix” of members--a diverse set of people who bring different perspectives and experiences to the work.

Note that the score is an algebraic computation, based on (but not a simple average of) the above items.

**Skills [SKILLS]**

4-8: Members of this work team have more than enough talent and experience for the kind of work that we do.

4-11: Everyone in this team has the special skills that are needed for *team* work.

4-16: Some members of this team lack the knowledge and skills that they need to do their parts of the team’s work. (R)

**Text tag for Size [TSIZEDIR]**

This tag reflects the *direction* of the difference between items 4-12 and 4-6, coded as follows:

0: ‘(appropriate size)’

1: ‘(too small)’

2: ‘(a bit too small)’

3: ‘(a bit too large)’

4: ‘(too large)’

**Text tag for Mix [TMIXDIR]**

This tag reflects the *direction* of the difference between items 4-2 and 4-9, coded as follows:

0: ‘(a good mix)’

1: ‘(too homogeneous)’

2: ‘(a bit too homogeneous)’

3: ‘(a bit too heterogeneous)’

4: ‘(too heterogeneous)’

21. *Introductory chart for the supportiveness of the team’s organizational context*

22. *How supportive is the organizational context?*

**Summary [CONTEXT]**

Average of the scores for rewards/recognition, information, education/ consultation, and material resources.

**Rewards/Recognition [REWARD]**

5-2: Excellent team performance pays off in this organization.

5-6: Even teams that do an especially good job are not recognized or rewarded by the organization. (R)

5-10: This organization recognizes and reinforces teams that perform well.

**Information [INFO]**

- 5-1: It is easy for teams in this organization to get any data or forecasts that members need to do their work.
- 5-8: This organization keeps its teams in the dark about information that could affect their work plans. (R)
- 5-14: Teams in this organization can get whatever information they need to plan their work.

**Education/Consultation [EDUC]**

- 5-3: Teams in this organization have to make do with whatever expertise members already have--technical training and support are not available even when needed. (R)
- 5-9: When something comes up that team members do not know how to handle, it is easy for them to obtain the training or technical advice they need.
- 5-13: In this organization, teams do *not* receive adequate training for the work they have to do. (R)

**Material Resources [RESOURCE]**

- 5-4: Teams in this organization can readily obtain all the material resources that they need for their work.
- 5-12: Scarcity of resources is a real problem for teams in this organization. (R)

23. *Introductory chart for the availability/helpfulness of team coaching*

24. *How much coaching is available to the team?*

**Summary [COCHSUM]**

Note that the coaching summary score is an algebraic computation, based on (but not a simple average of) coaching availability and coaching helpfulness (below). Specifically,  $COCHSUM = \text{SQRT}(COCHAVLB * LEADHELP)$

**Availability [COCHAVLB]**

- 5-5: When members of teams in this organization have trouble working together, there is no one available to help them out. (R)
- 5-7: Teams in this organization have access to “coaches” who can help them learn from their successes and mistakes.
- 5-11: Expert coaches are readily available to teams in this organization.

**Helpfulness [LEADHELP]**

Components are:

LEADRATE

6E: Overall, how helpful is your team leader in building your team’s capabilities?  
Scale: 1 (detrimental), 2 (mostly unhelpful), 3 (neither particularly helpful or unhelpful), 4 (mostly helpful), 5 (quite helpful)

LBGGOOD = MEAN(LBTASK, LBOPER, RLBBAD) [see below for items]

LEADHELP = MEAN(LEADRATE, LBGGOOD)

25. *What is the focus of the team leader's behavior?*

6D: Mean rank for each of the following four activities

**Coaching individuals** (Item 6Da) [LORIIND]  
**Building good group processes** (Item 6Db) [LORIPROZ]  
**Structuring the team and its work** (Item 6Dc) [LORISTRU]  
**Running external interference** (Item 6Dd) [LORIENT]

26. *Introductory chart for the kind of coaching the team receives*

27. *What kind of coaching does the leader provide the team?*

Note these items are scored on a five point scale, indicating how frequently the team leader engages in the behavior: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always)

**Task Processes** [LBTASK]

6C-3: ...helps the team build a high shared commitment to its purposes.

6C-8: ...helps the team sustain the motivation of *all* members.

6C-2: ...works with the team to develop the best-possible approach to its work.

6C-11: ...keeps the team alert to anything that might require a change of work strategy.

6C-1: ...helps members learn from one another and from the team's work experiences.

6C-12: ...helps the team identify use well each member's unique talents

**Reinforcing Good Behavior** [LBOPER]

6C-6: ...provides positive feedback when the team behaves or performs well.

6C-7: ...provides corrective feedback when needed.

6C-14 ...gives inappropriate or undeserved praise or criticism. (R)

**Interpersonal Processes** [LBPROZ]

6C-5: ...helps members resolve any conflicts that may develop among them.

6C-10: ...helps members work on improving their interpersonal relationships.

**Unhelpful Interventions** [LBBAD] (Reversed is: RLBBAD)

6C-4: ...micromanages the content and process of team discussions.

6C-9: ...instructs the team in detail about how to solve its problems.

6C-13: ...tells the team everything it is doing wrong.

28. *What kind of coaching is done by team members themselves?*

Note these items are scored on a five point scale, indicating how frequently regular team members engage in the behaviors: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always)

**Task Processes** [PBTASK]

7-1: ...take initiatives to promote high shared motivation and commitment.

7-2: ...take initiatives to make sure the team develops and uses the best possible approach to its work.

7-3: ...take initiatives to help the team build and use well members' knowledge and skills.

**Interpersonal Processes** [PBPROZ]

7-4: ...take initiatives to constructively resolve any problems or conflicts that develop among members.

**Unhelpful Interventions** [PBBAD]

7-5: ...tell other members what to do and how they should do it.

29. *Introductory slide pointing to the final graphic (chart 30) and summary of the team's standing on the five conditions (chart 31)*

30. *Imported graphic, showing the team effectiveness model*

31. *Summary: What is the team's standing on the five enabling conditions?*

**Real Team** (repeats from Chart 11) [REALTEAM]

**Direction** (repeats from Chart 15) [DIR]

**Structure** (repeats from Chart 18) [STRUCT]

**Context** (repeats from Chart 22) [CONTEXT]

**Coaching** (repeats from Chart 24) [COCHSUM]

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