

BECKHARD/BURKE TEAM EFFECTIVENESS MODEL¹



USE OF THE MODEL:

A simple way to use this type of model is as a gauge to determine current awareness and understanding each team member has on the four dimensions of team effectiveness.

A quick poll of the team in a session, on a scale of one to ten, will provide one with a quick reference point as to the understanding of the group on each of the elements.

For example ask the group: “How clear are you on our team purpose and goals on a scale of one to ten?”

Jot down the numbers or an average. (Depending in the results your goal as a leader may become finding ways to move the team to greater understanding and reduce assumptions about that element.)

¹ Adapted from Richard Beckhard and Warner Burke’s model of High Performing Teams

PURPOSE - THE REASON THE TEAM EXISTS – THE VISION

Purpose

This element of team effectiveness refers to the clarity of awareness and understanding each member has of the overarching Team Purpose. Can the destiny be clearly articulated by each member in his or her own words with such congruence that each team member can support it?

This is about strategic alignment. This element allows you to contemplate questions like:

- Who are we?
- Who are we here to serve? (Who is our primary customer)
- What do we see for our future?
- What do we want to be extraordinary at?
- How do we contribute to the organization and the community?

A team exists when members have a passion to achieve a shared purpose, and take responsibility to strive towards a common vision.

GOALS - WHAT THE TEAM IS TO ACCOMPLISH – A STRATEGY MAP

Goals

This element of team effectiveness refers to the clarity of awareness and understanding each member has of the Key Goals. What is this team in “business” to do? And what are the key strategies to make the purpose a reality?

This is about the connection of milestones that will move your team towards the vision and purpose. This element asks you to think about the question: What does success look like?

An effective team is aware of and manages:

1. The extent to which goals are clear, understood and communicated to all members
2. The amount of ownership of team goals
3. The extent to which goals are defined, quantified and deliverable
4. The extent to which goals are shared or congruent
5. The extent of goal conflict or divergence

Signs to look for: The goals are unclear or not communicated, everyone is doing their own thing and not participating in goal setting. Goals are not aligned with the teams’ purpose or goals are not set at all.

ROLES - WHO DOES WHAT ON THE TEAM

Roles & Responsibilities

This category of team effectiveness refers to the level of clarity each member has on his or her specific roles and responsibilities within the overarching Team Purpose and Goals. Can be as formal as a Job Description or less formal in terms of a common understanding of who does what and who has responsibility and accountability for what processes and initiatives. If the team member is in turn a team leader,

what level of clarity does he or she have about their team roles and responsibilities within the larger picture? What accountability structure does the team have in place to identify and orient people to the expectations and accountabilities of a particular job?

Do all members understand what they and others are to do to accomplish the task? Do they know their individual responsibilities and limits of authority?

In new teams time should be spent discussing and defining roles and responsibilities. As the team develops it is typical for individuals to build expectations and assumptions of others which are seldom recorded anywhere. These should be discussed and agreed upon.

Conflict may occur as a result of differing expectations among team members. Overlapping roles can create conflict, especially when two or more team members see themselves as responsible for the same task.

Signs to look for: Responsibilities are poorly defined, there is a power vacuum, members act independently and avoid responsibility.

PROCESS & PRACTICES

Processes & Practices

This element of team effectiveness refers to what extent each team member understands and supports the team process that have been collaboratively put in place to facilitate group process. For example what are the team norms, ground rules, operational processes such as decision-making criteria, levels of reporting, meeting documentation, confidentiality processes, feedback and review process etc.

Once team members know what they are to do and who is to do it, they must determine how they will work together. Typical considerations are:

- **Decision making** - how will each of the team members participate in decision making.
- **Communication** - what should be communicated within the team, to whom, by what method, when and how frequently?
- **Meetings** - what is the team trying to accomplish, what subjects are to be covered, who is responsible for the subject, how will the meeting be conducted, who should attend?
- **Management style** - the leader and the team agree the most appropriate style to meet the situation and the leader should be open to receiving feedback from the team.
- **Business Processes** – do we have documentation that enables us to see and improve on the steps that our information or services take?

Signs to look for: Meetings are unproductive or poorly attended, decision making is dominated by one or two people, actions are taken without planning, we engage in practices that are inefficient, or communication is primarily one way.

RELATIONSHIPS - THE QUALITY OF INTERACTION AMONG TEAM MEMBERS

Relationships

This category of team effectiveness refers to the level of effective relationships built between and amongst team members and their groups with others. Relationships refer here to personal one to one relationships of team members AND those that need to be established between teams and departments in a systems type of fashion.

As team members work together, relationships often become strained. Individual members must have ways of resolving issues to ensure good working relationships continue.

Sometimes relationship problems occur because of a difference in values or a personality or management style clash. Managers may need to take an active role in soothing relationships during times of conflict. The more energy that is siphoned off because of bad feelings, attitudes or strong emotions, the less energy is available for the team's task. Signs to look for: Personality conflicts, or members are defensive or competitive.

An approach to capture the complexity of the relationships element is defined in 3 realms: My Self, My Work team, and My Organization. Carefully focusing in on and sharing dialogue and learning in each of these three areas can support teams in becoming high performing.

My Self:	My Work Team (Dept):	My Organization:
<ul style="list-style-type: none"> ○ My own preferences (Lumina Spark/ MBTI / Johari Window/ TKI / Learning Styles etc.) <ul style="list-style-type: none"> • How do I choose to “show up” • How do I deal with change? • How do I deal with conflict? • How do I lead? • Who do I aspire to be? • What communities am I a part of? 	<ul style="list-style-type: none"> ○ Personal & Team Competencies (UVic Learning Calendar) ○ Team Charter <ul style="list-style-type: none"> • What challenges do we set for ourselves? • What environment can we create? ○ Team Norms 	<ul style="list-style-type: none"> ○ UVic Strategic Plan ○ The Edge ○ Learning Culture ○ Leadership style

Team development is aimed at improving team performance in any one or all of the five elements in the team effectiveness model. After examining your team's awareness, articulation and performance in these areas, your role as a leader is to identify where the focus for team development needs to be.