Team charter

Research on team performance shows that high-quality team charters (written plans for how the team will manage its activities) are positively related to team performance.[[1]](#footnote-1)

Drafting a team charter increases team members’ knowledge of the strengths and weaknesses within the team, helps to create shared expectations, and facilitates the establishment of effective group practices for dealing with high and poor performance.

# The team charter has two parts:

### Part 1 The individual charter

In the individual part you answer a number of questions about yourself and your expectations with respect to the performance of the team. Part 1 is to be filled out by each team member individually prior to the first team meeting.  
  
Part 2 The team charter  
In the team part, taking your individual sections into account, you discuss together your team roles, expectations, and processes. Together, you complete part 2 of the team charter. Next, each student sends in the team charter form, with a) their own individual part filled out, and b) the collective part filled out as you decided on in the team meeting. Each students sends a filled out team charter form to a) their competence coach and b) the PREMIUM Central Management Team.

# Part 1: Individual preparation

Please fill out this part of the team charter individually. During the first meeting you will share your answers with the group, and collectively they will form the basis of the team charter.

Questions 1 to 6 focus on your profile, while questions 7 to 14 focus on your expectations regarding the team performance.

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| Your profile | | | | | | |
| Please provide some information on your personal background (e.g. where you grew up, what courses you have followed, hobbies, personality traits). | | | | | | |
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| What do you consider to be the criteria/elements of a perfect team? | | | | | | |
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| What strengths do you have that can contribute to the functioning of your PREMIUM project group? | | | | | | |
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| What do you need from the team to improve/optimise your individual contribution? | | | | | | |
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| What aspect of personal development would you like to work on during PREMIUM? | | | | | | |
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| What are your preferred working styles, particularly in relation to teamwork? Please refer to the Belbin team roles. | | | | | | |
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| **Your expectations regarding the team** | | | | | | |
| 1. Team name | | | | | | |
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| 1. Meeting attendance (showing up on time, turning off mobile phones, indicating when members will miss a meeting) | | | | | | |
|  | | | | | | |
| 1. Participation quantity and quality | | | | | | |
|  | | | | | | |
| 1. Cooperation | | | | | | |
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| 1. Attitudes | | | | | | |
|  | | | | | | |
| 1. Who will be responsible for what activities (e.g. responsibilities of the discussion leader, presenter, scribe and other team members; backup roles, etc.)? | | | | | | |
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| 1. Please complete the table below. | | | | | | |
| Date | Discussion leader | Scribe | Presenter | Presentation evaluator 1 | Presentation evaluator 2 | … |
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| 1. How and when will you send around materials, questions, presentations, etc. to the other group members? | | | | | | |
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# Part 2: Team roles, expectations and processes

*In Part 1 each student answered the following questions individually. In the team meeting, the idea is to come up with collective answers/decisions for all questions/themes.*

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| **Team performance** | | | | | | |
| 1. Team name | | | | | | |
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| 1. Meeting attendance (showing up on time, turning off mobile phones, indicating when members will miss a meeting) | | | | | | |
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| 1. Participation quantity and quality | | | | | | |
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| 1. Cooperation | | | | | | |
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| 1. Attitudes | | | | | | |
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| 1. Who is responsible for what activities (e.g. responsibilities of the discussion leader, presenter, scribe and other team members; backup roles, etc.)? | | | | | | |
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| 1. Please complete the table below. | | | | | | |
| Date | Discussion leader | Scribe | Presenter | Presentation evaluator 1 | Presentation evaluator 2 | … |
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| 1. How and when will the team send around materials, questions, presentations, etc. to the other group members? | | | | | | |
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| **Rewards and sanctions** | | | | | | |
| How will the team ensure expected contributions and performance levels? | | | | | | |
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| How will the team reward team members for successes? | | | | | | |
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| How will the team deal with free-riders? | | | | | | |
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| How will the team deal with members who perform poorly? | | | | | | |
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1. Mathieu, J. E., & Rapp, T. L. (2009). Laying the foundation for successful team performance trajectories: The roles of team charters and performance strategies. *Journal of Applied Psychology*, *94*(1), 90-103. doi:10.1037/a0013257 [↑](#footnote-ref-1)