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, you discuss together your team roles, expectations and processes. You fill out the team charter as a group during your first team meeting, and submit it to your competence coach directly after the meeting.

# 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.

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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 H+ 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 or academic development would you like to work on during H+? |
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| What are your preferred working styles, particularly in relation to teamwork? You may 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) |
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| 1. Participation quantity and quality |
|  |
| 1. Cooperation |
|  |
| 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. 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) |
|  |
| 1. Participation quantity and quality |
|  |
| 1. Cooperation |
|  |
| 1. Attitudes |
|  |
| 1. Who is responsible for what activities (e.g. responsibilities of the discussion leader, presenter, scribe and other team members; backup roles, etc.)? |
|  |
| 1. How and when will the team send around materials, questions, presentations, etc. to the other group members? |
|  |
| **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? |
|  |
| How will the team deal with free-riders? |
|  |
| 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)