Organizational Conditions for Effective Teams

Rate each element on scale of 1 to 5 (with one being lowest and five being highest) based on how strongly you agree with the indicators.

Element	Indicators	Rating	Evidence and Comments
Purpose	• Everyone in our school or organization knows what our vision and mission is. • Our goals are posted in many places, and we reference them regularly. • I can see how everything that everyone is doing leads to meeting our goals.		
Focus	• Our school or organization has fewer than four annual goals. • These goals build on previous years' work and are easy to remember. • Annual foci are determined based on student (or client) needs and through a clear decision-making process.		
Alignment	• Every team works to meet our school or organization's goals. • I understand the work that every team is doing and am updated regularly on the work done in other teams. • The work of other teams complements ours, and it doesn't feel like there's any redundancy in teamwork.		
Stability	• Our site or organization leadership and staff have remained stable for at least five years. • Staff turnover has been less than 10%. • For the most part, implementation of our core programs has been consistent for several years.		
Membership	• The majority of team members have the skills necessary to engage in collaboration. • Members want to be a part of the team. • It feels like the right people are in our team.		

Exhibit 13.4.   © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016.

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Rate each element on scale of 1 to 5 (with one being lowest and five being highest) based on how strongly you agree with the indicators.

Element	Indicators	Rating	Evidence and Comments
Leadership	• Our site or organization's leaders have many strengths. • They are vocal advocates for team development and set a vision for effective teams. • They allocate resources for team development. • They are effective team leaders. • They monitor the work of teams, appreciate our work, and push us to refine our work.		
Culture of Learning	• On the Indicators of a Learning Organization, Exhibit 9.1 there is evidence of two-thirds of the indicators. • There is no evidence of a toxic culture.		
Decision-Making	• There are articulated and transparent decision-making processes in our school or organization. • Outside of our team, we understand why decisions are made and sometimes have input into them.		
Trust	• On the Indicators of Trust, Exhibit 13.3, there's evidence of 35–40 of the elements.		
Time	• The team's facilitator always has time to prepare for meetings. • Team time is sacred and rarely canceled. • Team time is exclusively focused on work that will lead us to meet our goals. • We have enough time to meet our goals.		

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