

## SECTION 1

# THE BASICS

## WHAT IS A TEAM?

A team is a group of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable and interdependent.

- ✔ A **common purpose** allows a team to build an identity, to give itself a direction, a momentum, a *raison-d'être*. A common purpose gives a team an identity that extends beyond the sum of the individuals involved. (Remember  $3+3=7$ ?) A common purpose ensures stability through change and a means of overriding the potentially conflicting agendas of bureaucracy.
- ✔ **Performance goals** help a team transform its common purpose into specific and measurable goals.
- ✔ A **common approach** enables a team to sort out who will do a particular job, how schedules will be set and adhered to, what skills need to be developed, how the group will make decisions, and when and how to modify the approach to ensure successful completion of the team's objectives.
- ✔ **Mutual accountability and interdependence** mean that every team member is equally engaged and responsible for accomplishing tasks and achieving goals.

## WHAT DOES TEAMWORK MEAN?

**Teamwork** is the relationship between interdependent individuals who share a common purpose. It encompasses the approach, practices and methodologies used by members of the team to achieve their common goals.

## WHAT ARE THE BENEFITS OF TEAMS?

Some of the experiences gained from being on a successful team are:

- ✔ From the perspective of a team member and team leader
  - *a sense of belonging;*
  - *a sense of building “a sum greater than its parts”: everyone contributes what they can and if any one person had not contributed, the result would not have been as good;*

- *a sense of commitment to serving on the team and meeting objectives; and*
- *a sense of working toward a common goal and an understanding of how to measure success toward meeting that goal.*



From an organizational perspective

- *a sense of acknowledging that broader focus produces a higher quality response to issues, challenges and opportunities;*
- *a sense of fostering co-operation and learning;*
- *a sense of increasing the commitment of people;*
- *a sense of leveraging talents across an organization; and*
- *a sense of increasing opportunity for individual growth.*

## ARE TEAMS NEEDED ALL THE TIME?

The answer is no. Teams are an effective tool for achieving results, but there are times in any organization where instituting a team is counter-productive and will only create frustration. Teams are unnecessary if:



the task/job does not require the people involved to work interdependently;



the task/job is best carried out by an individual;



the options are so narrow that real discretion or choice is non-existent;



team members are not voluntary participants but have been conscripted or appointed, such that they are unwilling contributors;  
or



the organization/champion is not willing to provide the required ongoing resources.

Many people also argue that teams are not appropriate in settings where the work is mundane and repetitious or very regulated.

## TYPES OF TEAMS

The following are the most common.

Type	Description
SELF-DIRECTED WORK TEAMS	These groups of employees have day-to-day responsibility for managing themselves and the work they do with a minimum of direct supervision. The supervisor, if there is one, acts as a coach and facilitator. <i>Example: British Columbia Region, Human Resources, Compensation Unit.</i>
INTACT TEAMS	These teams have an ongoing responsibility to provide products and/or services to clients and have the skills and resources within the team to do so successfully. <i>Example: employees working in the mailroom.</i>
CROSS-FUNCTIONAL TEAMS	The purpose of these teams crosses multiple organizational units. Cross-functional teams look at issues that have an impact on the entire organization and co-ordinate activities accordingly. <i>Example: Learning and Leadership Support Team.</i>
SMALL-PROJECT TEAMS	These groups of employees are brought together temporarily to work on a specific task; they usually retain a home-base position. <i>Example: Accommodation committee.</i>
SPECIAL-PURPOSE TEAMS	Such teams are usually temporary and disband once their mandate is completed. Nevertheless, the nature of work and the responsibilities are usually much larger than those of project teams, and participants are often committed to the team for several weeks, months or years. <i>Example: the Negotiation Team.</i>
VIRTUAL TEAMS	In such teams, participants work together from a distance. Even though they may be in different parts of the country or perhaps abroad, they function as a team via telephone, fax, e-mail, video-conferencing and other distance tools. They may be “intact” teams (working together indefinitely) or “cross-functional teams” brought together for a finite period and for a specific project. <i>Example: Bridging the Gap.</i>
MANAGEMENT/STEERING COMMITTEES	Consisting mainly of managers from various areas and levels of an organization, these committees have access to everyone in the organization and co-ordinate work among teams. <i>Example: National Steering Committee on Risk Management.</i>

The above chart differentiates among different types of teams. However, people also work in groups which are no less important than teams. A work group is made up of people who share information that will help each perform within his or her area of responsibility. Assistance is provided upon request, and as needed, by whoever is equipped to help. On the other hand, a team engages in collective work that requires a joint effort and generates synergy. Support to each other is a continuous hallmark of a team.

## CHARACTERISTICS OF AN EFFECTIVE TEAM

- ✓ **A clear purpose:** goal or task of the team has been defined and accepted by everyone.
- ✓ **Appropriate leadership:** the leader has the skills and desire to develop a team approach and allocates time to team-building activities. Management of the team is seen as a shared function.
- ✓ **Constructive climate:** team members are encouraged to feel relaxed, be direct and open, and feel comfortable about taking risks.
- ✓ **Commitment to the team:** the team members are committed to the aim and purposes of the team, believing that working together leads to more effective decisions than working in isolation.
- ✓ **Clear roles and work assignments:** there are clear expectations about the roles played by each team member; work is fairly distributed.
- ✓ **Suitable membership:** team members are individually qualified and contribute to the mix of skills and characteristics that provide an appropriate balance. Selection is based on challenges and issues or the skills required to address them rather than availability and hierarchy.
- ✓ **Effective work methods:** the team has developed lively, systematic and effective ways of solving problems.
- ✓ **Critique without rancour:** team and individual errors and weaknesses are examined without personal attack to enable members to learn from experience.
- ✓ **Creative strength:** team members are open to new ideas, share them and put them into action. Some innovative risk taking is rewarded.
- ✓ **Open communication:** team members feel free to express their feelings on the tasks as well as the group's operation. There are no hidden agendas, and team members communicate with enthusiasm.
- ✓ **Organization's mission and mandate:** team members understand the organization's mission and mandate and understand the team's contribution to their achievement.

- ✔ **Team learning:** team members are committed to learning from one another and building on each other's knowledge, skills and competencies. It is a planned and conscious process for which time and energy are committed. Usually three broad categories of essential skills are required for team effectiveness: people skills, process skills and subject matter or operational skills.
  
- ✔ **Sharing team responsibilities:** players in a team are sponsors, team leaders and members.
  - *A sponsor is anybody who has the power and authority to create a team as a strategy to achieve a goal or complete a task. The sponsor's responsibilities are to:*
    - provide a clear sense as to the challenge and its root causes and the desired results.
    - identify a team leader and level of authority. Selection criteria might be past experience, related experiences, availability and hierarchy.
    - provide financial and human resources.
    - eliminate barriers that could prevent the team from achieving its goal.
    - provide ongoing feedback on progress.
    - act on recommendations made by teams.
  - *A team leader is anyone who has been asked to accept responsibility to provide direction to his or her team. The style of leadership can be open, sharing and facilitative as appropriate to the group. The team leaders' responsibilities are to:*
    - Clarify and ensure that team goals are challenging and relevant to the organization.
    - Act as role models, exhibiting behaviour expected from team members; use team norms to measure success.
    - Create and maintain a climate of trust.
    - Are open and encourage openness and respect for diversity.
    - Hold team and self accountable for commitments.
    - Support and assist team members.
    - Act as advocates and information sources for team.
  - *A team member is an individual who has been asked to contribute his or her energy and subject matter expertise to achieve a common goal. Selection criteria might be past experience, related experience, availability, communication skills, project planning, writing skills and so on. The team member's responsibilities are to:*

- Help develop team performance goals and commit to their achievement.
- Accept responsibility for their own behaviour and/or others in teams.
- Encourage and support other team members.
- Express own views and feelings and contribute to discussions.
- Carry out assigned/agreed tasks on time.
- Seek guidance/assistance when needed.
- Act as advocates or communication channels for team.



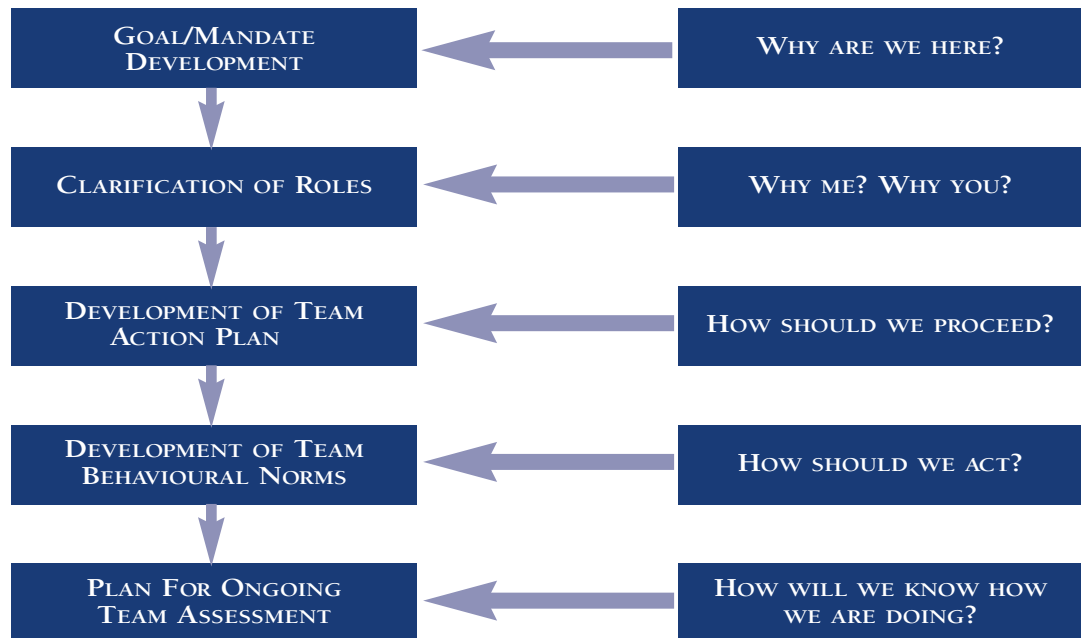
**Team effectiveness:** Characteristics of an effective team can be synthesized in a few words. Goals are clear to all team members. All have agreed on roles and processes. Relationships are based on respect, integrity, honesty, fairness, transparency and mutual support.

## TEAM EFFECTIVENESS MODEL



## TEAM EFFECTIVENESS OVERVIEW

The following model represents an overview of a solid foundation for teams to operate effectively:



## SECTION 1: SUMMARY

- A team is a group of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.
- Teamwork is the relationship among interdependent individuals and teams with a common purpose. It encompasses the approach, practices and methodologies used by members of the team to achieve their common goals.
- A team engages in collective work that requires a joint effort and generates synergy. Continuous support is a hallmark of a work team.
- A work group shares information that will help each group member perform within his or her area of responsibility. Assistance is provided by upon request, as needed, by whoever is equipped to help.

## SECTION 2

# UNDERSTANDING TEAM DYNAMICS / PROCESS

A team is a group of people working together toward a common goal. It sounds simple on the surface, but teams are essentially about human dynamics and building relationships. Team members are often diverse individuals, with differences in personality, culture, knowledge and skills. Clashes may happen. And there lies the challenge in building and maintaining effective teams.

In this section you will find some “how to” strategies to help you and your team be successful and satisfied.

## STAGES OF TEAM DEVELOPMENT

Effective team building is a dynamic, interactive process that relies on continuous learning. Effective teams take advantage of interactions and build on them. The following table presents five stages of group development through which a team evolves from early formation to high performance.

Understanding this model assists a team in planning and reacting to fairly predictable situations (e.g., storming could occur and is not necessarily negative).

**“It is not a question of how well each person on a team works; the question is how well members work together.”**  
*Anonymous*

The sequence of stages may not be in order 1, 2, 3, 4 and 5. For instance, the “storming” stage often recurs. A team’s progress through developmental stages may happen over many meetings or could occur within the course of a single meeting. Remember that each time a new member joins a team, the whole team will spend time forming, illustrating the importance of commitment over a period of time.



## Five Stages of Development

Stage 1	<b>FORMING</b>	<p>In forming a team, members may be cautious and reserved, looking to the leader for guidance and direction. They want to be accepted by other members of the team and usually have positive expectations with regard to outcomes.</p>	<p><i>During the forming stage, it may be important for team members to:</i></p> <ul style="list-style-type: none"> <li>• define the purpose of the team and spend time and energy on writing down goals and tasks;</li> <li>• discuss individual responsibilities, and team processes and procedures; and</li> <li>• seek active participation from all members.</li> </ul>
Stage 2	<b>STORMING</b>	<p>In this stage, team members may feel frustration and anger as deadlines loom and perspectives clash. Divergent interests surface in this stage, generating a high potential for conflict.</p> <p>Team members may resist task demands because they interfere with individual needs.</p> <p>There is a high risk that this dynamic will cut productivity. There is also a high risk of decrease in morale and job satisfaction.</p>	<p><i>During the storming stage, it may be important for team members to:</i></p> <ul style="list-style-type: none"> <li>• assess where reality and expectations of the team and team members collide;</li> <li>• discuss what is hampering the team;</li> <li>• focus on redefining what the process is; and</li> <li>• manage emotions from the conflict created.</li> </ul>
Stage 3	<b>NORMING</b>	<p>During this stage, team members begin to be more sensitive to each other's needs, attempt harmony by avoiding conflict and develop a preliminary sense of closeness/cohesiveness of the team.</p> <p>Task considerations start to override personal goals.</p>	<p><i>During the norming stage, it may be important for team members to:</i></p> <ul style="list-style-type: none"> <li>• continue to monitor the effectiveness of processes and procedures being used;</li> <li>• discuss the norms that the team has developed;</li> <li>• celebrate successes regularly;</li> <li>• monitor progress regularly; and</li> <li>• confront issues/problems in a positive problem-solving mode.</li> </ul>
Stage 4	<b>PERFORMING</b>	<p>During this stage, team members are highly oriented to people and tasks. Team members work well together, are autonomous and communicate openly and freely. They are results oriented and can handle membership disagreements in creative ways.</p>	<p><i>During the performing stage, it may be important for team members to:</i></p> <ul style="list-style-type: none"> <li>• continue to process the work of the team, take pride in successes and team cohesion; and</li> <li>• make maximum use of member resources.</li> </ul>

<b>Stage 5</b>	<b>ADJOURNING</b> (see checklist, <i>Adjourning a Team</i> )	In this stage, the team will have completed its work. For some teams it may mean adjourning (e.g., a special-purpose team). For another team it may mean developing a new set of goals and action plans and assigning new members to the team.	<b><i>During this stage, it may be important for team members to spend time and energy to:</i></b> <ul style="list-style-type: none"> <li>• ensure that the things your team has learned in its work are not lost;</li> <li>• celebrate;</li> <li>• reward yourselves for a job well done; and</li> <li>• assess the experience of working as a team.</li> </ul>
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## GUIDELINES FOR TEAM DISCUSSION

Team members are often asked to share information and provide opinions and ideas on specific issues, tasks and expected results. In this context, communication is one of the most fundamental interpersonal skills for effective team maintenance.

- ✓ Avoid arguing for your own position for its own sake; present your position and seriously consider others' points of view.
- ✓ Avoid “win-lose” impasses; when they occur, look for compromises or alternatives that do not have a winner or a loser.
- ✓ View differences of opinion as both natural and helpful; try to understand other views whether you agree with them or not.
- ✓ Try to find something to praise in an idea before criticizing it.
- ✓ Encourage minority views; don't pin people down by forcing them to agree or disagree.
- ✓ Don't assume silence means agreement.

## PROBLEM-SOLVING MODEL

Teams are confronted every day by problems; the challenge is to find ways of getting past those problems to the solutions. There are many problem-solving models (for others, see DIAND's *Tool Kit: Tools for Leadership and Learning, Building a Learning Organization*) but the one shown here has the advantage of being simple while following a natural process. Most people solve problems, not in an orderly fashion, but by jumping in at various stages of the process. The following model is flexible: a team does not have to start with the first component, nor follow the model in any particular order.

## A Problem-solving Model

Stages/Phases		
<p><b>Component 1</b> (Can be skipped if issue, challenge or opportunity is self-evident.)</p>	<p><b>UNDERSTANDING THE ISSUE/CHALLENGE/OPPORTUNITY</b> A team will use this component when faced with a situation that has become ambiguous, or where a gap exists between what is and what could be. It is a stage where converging techniques are used to identify data, broad statements are made to describe the area of need, and as many problem descriptions as possible are generated.</p>	<ul style="list-style-type: none"> <li>• Data Finding (asking Who, What, Where, When, Why and How)</li> </ul>
<p><b>Component 2</b></p>	<p><b>GENERATING IDEAS: IDEA FINDING</b> Once the team has identified the issue, challenge or opportunity, it tries to create various solutions. There are two phases to idea finding. The divergence phase involves producing, as a group, a number of new options; the converging phase provides an opportunity for examining, reviewing, clustering and selecting promising options.</p>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Nominal Group Technique</li> <li>• Mind Mapping</li> <li>• Force Field Analysis</li> <li>• Consensus</li> <li>• Team Performance Index</li> </ul>
<p><b>Component 3</b></p>	<p><b>PLANNING FOR ACTION</b> By now, the team will have chosen the best solution to the issue, challenge or opportunity and will move to implement that solution.</p>	<ul style="list-style-type: none"> <li>• Outcome</li> <li>• Action/Steps</li> <li>• Standard/Measures</li> <li>• Completion Dates</li> <li>• Resources Required</li> <li>• Contingency Plan</li> </ul>

**“A committed team can overcome obstacles by pulling together and combining the individual strengths of the team members.”**

*Anonymous*

## LEARNING FROM CONFLICT

Since conflict is part of human nature, there is no doubt teams will have their fair share of disagreement. But conflict does not have to be destructive.

### CONFLICT IS DESTRUCTIVE WHEN:

- ✓ there is disagreement over the interpretation of organizational objectives;
- ✓ team members are more concerned about themselves than with showing respect for others; and
- ✓ team members value their own opinion more than others’.

**CONFLICT IS CONSTRUCTIVE WHEN:**

- ✓ new and challenging information is accepted for discussion within the team; and
- ✓ new solutions arise out of conflicting positions.

These four ground rules ensure that conflict is constructive.

1. *Team members need to value the diversity, and understand the inevitability, of conflict. They should welcome opportunities to voice opposing views, openly discuss their frustrations and work to make their relationships productive.*
2. *Team members should seek mutual benefit by recognizing that they have shared interests and by seeking common ground. They should commit themselves to pursuing their shared vision and creating a work environment that is fair for all.*
3. *Team members should be confident of their mandate, opportunities and skills to manage conflict.*
4. *Team members should regularly take stock and reflect on how they handle conflict. They should realize that handling conflict effectively requires continuous experimenting, feedback and improvement.*

**TYPE OF CONFLICT AND TACTICS**

<b>Conflict over facts</b>		
<i>WHAT IS IT?</i>	<i>INEFFECTIVE TACTICS</i>	<i>EFFECTIVE TACTICS</i>
A disagreement about data/information or interpretations.	<ul style="list-style-type: none"> <li>• Compromise</li> <li>• Use of authority</li> <li>• Withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>• Third-party reference</li> <li>• Independent sources</li> <li>• Collaboration</li> </ul>
<b>Conflict over goals/ends</b>		
<i>WHAT IS IT?</i>	<i>INEFFECTIVE TACTICS</i>	<i>EFFECTIVE TACTICS</i>
A disagreement about the purpose/mission or end point to be achieved.	<ul style="list-style-type: none"> <li>• Withdrawal</li> <li>• Compromise</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Authority/Accommodation (in some instances)</li> </ul>
<b>Conflict over means/methods</b>		
<i>WHAT IS IT?</i>	<i>INEFFECTIVE TACTICS</i>	<i>EFFECTIVE TACTICS</i>
A disagreement over how to achieve an agreed goal.	<ul style="list-style-type: none"> <li>• Third-party reference</li> <li>• Withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>• Compromise</li> <li>• Collaboration</li> <li>• Accommodation</li> </ul>

## Conflict over values

WHAT IS IT?	INEFFECTIVE TACTICS	EFFECTIVE TACTICS
A disagreement about basic beliefs that will influence behaviour.	<ul style="list-style-type: none"> <li>• Compromise</li> <li>• Use of authority</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance of differences</li> <li>• Increase of understanding</li> </ul>

## EFFECTIVE TEAM MEETINGS

Meetings are part of a team's day-to-day reality. Well-run and productive meetings provide an excellent opportunity to polish relationships and to review the purpose, goals, working processes, progress and mutual accountability of the team.

The three phases in organizing a meeting are planning, conducting and communicating results. Responsibility for these three phases can be shared between team members and team leaders.

### PHASE 1: Planning

- ✓ Establish the need/purpose for the meeting.
- ✓ Specify the meeting objectives.
- ✓ Identify expected outcomes/desired results.
- ✓ Prepare an agenda based on the needs and objectives.
- ✓ Identify who must be part of the meeting.
- ✓ Solicit issues from team for agenda.
- ✓ Communicate location and time.

### PHASE 2: Conducting the meeting

- ✓ Introduce participants and state desired results.
- ✓ Identify certain roles within the meeting (leader, note taker, etc.).
- ✓ Follow the agenda.
- ✓ Establish team norms based on organization's core values.
- ✓ Allow each member to contribute as appropriate.

- ✓ Clearly define methods of making decisions/assigning tasks and use consistently.
- ✓ Stay focussed.
- ✓ Summarize frequently.
- ✓ Monitor time.

### PHASE 3: Communicating results

- ✓ Distribute notes/minutes or record of decisions to each team member within an agreed time frame. Focus must be on decisions made and actions expected.

## SECTION 1: SUMMARY

- *The five stages of team development are Forming, Storming, Norming, Performing and Adjourning.*
- *The three components of problem solving are Understanding the Issue/Challenge/Opportunity, Generating Ideas and Planning for Action.*
- *Conflict is destructive when there are different visions of organizational objectives, and when people value their own opinions over those of others.*
- *Conflict is constructive when new solutions appear out of conflicting positions, and new and challenging information surfaces for discussion within the team.*

## SECTION 3

## CHECKLISTS

The checklists in this section are provided to assist team sponsors, team leaders and team members in establishing and working effectively with teams.

## SETTING UP AN EFFECTIVE TEAM

- | YES                      | NO                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there an issue/challenge/opportunity requiring team action?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there already a team to address it?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Do people need to work together to achieve this?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Could the task be completed by an individual?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a sponsor?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a role for the sponsor?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Are there clear and measurable deliverables?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a clear level of accountability and empowerment? Will the team</i><br><i>— create ideas?</i><br><i>— make recommendations?</i><br><i>— make and implement decisions?</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a need for a leader?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Are the right people invited to be part of the team?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a feedback process by which the team can evaluate its own performance?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a need for a budget?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a need for specific skills/tools to achieve the desired result?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a clear understanding of the desired result?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Are roles and respective contributions clear to every team member?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is membership voluntary?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is there a deadline?</i>  |

## LEADING A TEAM MEETING

YES NO

### PLANNING

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Are objectives clearly identified?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Is agenda in support of achieving objectives prepared?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Has membership been informed of location, time and goals?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Has necessary information been distributed?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Are roles identified clearly as appropriate (e.g., facilitator, scribe, information sources, etc.)?</i> |

### CONDUCTING THE MEETING

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meeting started on time?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Agenda/objectives reviewed?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Group norms established (by referring to DIAND's core values)?</i>                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Agenda used as framework of discussion?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Outcome for each agenda item clarified (e.g., decision, action taken, responsibility assigned)?</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Full contribution/discussion encouraged?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Differences of opinion treated with respect?</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Possible agreement and consensus frequently tested for?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Meeting's effectiveness assessed as part of agenda?</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Items for the next agenda surveyed?</i>   |

### COMMUNICATING RESULTS

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Results summarized into minutes? Decisions recorded and forwarded to participants?</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Appropriate follow-up ensured?</i>   |



## SAMPLE AGENDA

### Agenda

Date:                      Location:                                      Schedule: *From*                                      *To*

Goals:

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08:30 - 9:00	Topic 1	Richard	Reporting
09:00 - 10:00	Topic 2	Bob	Reporting
10:00 - 10:15	<b>Break</b>		Networking
10:15 - 12:00	Topic 3	Francine	Reporting
12:00 - 13:00	<b>Lunch</b>		Networking
13:00 - 13:45	Topic 4	Ellen	Reporting Decision
13:45 - 14:30	Topic 5	Edmond	Information Planning
14:30 - 14:45	<b>Break</b>		Networking
14:45 - 16:00	Topic 6	Jackie	Decision Planning

## ADJOURNING A TEAM

- | YES                      | NO                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Assess whether desired results were achieved.</i>   |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Review agreement about need for adjourning team.</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Ensure sign-off on the results has been given.</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Recognize and reward team members for their efforts.</i>                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Develop next steps (e.g., communication plan, implementation strategy, etc.) as required.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Celebrate.</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Provide feedback to each team member and his or her manager.</i>                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>Wrap up financial resources.</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <i>File all documentation.</i>   |