Building Teams To Produce Results

Presentation by
Robert M. Smith
University of Tennessee
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No longer do we look for the "heroic" leader whose silver bullet rights wrong and restores justice. Today's most powerful leaders are those who are not as much on the stage but in the arena inspiring high performing teams, maximizing the intellectual capacity needed for leading change in today's complex world. Be prepared to break the rules you have been told in the past about leadership.

Robert M. Smith

Dr. Smith is concurrently the Co-Director for the Tennessee Higher Education Commission’s Innovation and Fellows Program for the development of executive leadership and Senior Associate for Executive Talent and Leadership Development for the University of Tennessee, Office of the President. He is Chancellor Emeritus of the University of Tennessee at Martin (UTM) and President Emeritus of Slippery Rock University of Pennsylvania (SRU). His leadership at both institutions led to significant turnarounds resulting in national commendations and rankings for both educational achievements and organizational performance. He is credited with refocusing the UTM vision resulting in resolving accreditation challenges and leading to the highest retention and graduation rates in the University's history. At SRU, in addition to achieving all-time enrollment, retention, and graduation records, the university was recognized with multiple consecutive national and regional “Best Places To Work” accolades. He has also held positions at Wichita State University, Princeton University, Ohio University, and Temple University. He is an Associate with AASCU-Penson Center for Professional Development, a national consulting firm serving presidents of colleges and universities.

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Building Teams To Produce Results

Course Number PER 2254

We will explore the latest applied methods for developing effective teams to execute a leader's vision and performance expectations. The course offers proven ideas for building teams and improving your team skills. You will leave knowing what a learning organization is and why it is important to higher education institutions. You will learn about your strengths and weaknesses as a team member. You will develop a message to use in helping others understand your leadership style. You will know how to deal with groupthink and face "wicked problems."

Tuesday, 8:30p.m. - 12:15p.m. (3.75 hours)
What Are Teams?

“A ________________________________ with a

high degree of ________________________________

focused on achieving a ________________________________.

Getting to Effective Teams:

What is the purpose of your team?

Types of Teams:
- Information Sharing
- Consultative
- Decision-making/Policy-forming
- Coordinating/Implementing of strategy
- Enterprise teams

Two defining characteristics of Enterprise Leadership

1. The nature of the challenges: **Wicked Problems**

Examples at your institution: __________________________________________________

____________________________________________________________________________

____________________________________________________________________________

2. Being an *Enterprise Leader*: Characteristics of which are:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Every team should be a form of a “Learning Organization.”
LOOKING FOR YOUR TEAMWORK STYLES
For each item listed below, select either "a" or "b" based on your honest view of how you believe. For the purposes of our analysis, use your work setting as the context for your answers.

1. At a function, do you:
   a. Interact with many, including strangers
   b. Interact with few, known to you

2. Are you more:
   a. Realistic than speculative
   b. Speculative than realistic

3. Is it worse to:
   a. Have your head in the clouds
   b. Be in a "rut"

4. Are you more impressed by:
   a. Principles
   b. Emotions

5. Are you more drawn toward the:
   a. Convincing
   b. Touching

6. Do you prefer to work:
   a. To deadlines
   b. Just "whenever"

7. Do you tend to choose:
   a. Rather carefully
   b. Somewhat impulsively

8. At work, do you:
   a. Stay late, with increasing energy
   b. Leave early, with decreasing energy

9. Are you more attracted to:
   a. Sensible people
   b. Imaginative people

10. Are you more interested in:
    a. What is actual
    b. What is possible

11. In judging others are you more swayed by:
    a. Laws than circumstances
    b. Circumstances than laws

12. In approaching others is your inclination to be somewhat:
    a. Objective
    b. Personal

13. Are you more:
    a. Punctual
    b. Leisurely

14. Does it bother you more having things:
    a. Incomplete
    b. Completed

15. In your work or social groups do you:
    a. Keep abreast of other's happenings
    b. Get behind on the news

16. In doing ordinary things, are you more likely to:
    a. Do it the usual way
    b. Do it your own way

17. Writers should:
    a. Say what they mean and mean what they say
    b. Express things more by use of analogy

18. Which appeals to you more:
    a. Consistency of thought
    b. Harmonious human relationships

19. Are you more comfortable in making:
    a. Logical judgments
    b. Value judgments

20. Do you want things:
    a. Settled and decided
    b. Unsettled and undecided

21. Would you say you are more:
    a. Serious and determined
    b. Easy-going

22. In phoning, do you:
    a. Rarely question that it will all be said
    b. Rehearse what you will say

23. Facts:
    a. Speak for themselves
    b. Illustrate principles

24. Visionaries are:
    a. Somewhat annoying
    b. Rather fascinating

25. Are you more often:
    a. A cool-headed person
    b. A warm-hearted person

26. Is it worse to be:
    a. Unjust
    b. Merciless

27. Should one usually let events occur:
    a. By careful selection and choice
    b. Randomly and by chance

28. Do you feel better about:
    a. Having purchased
    b. Having the option to buy
29. In company do you:
   a. Initiate conversation
   b. Wait to be approached

30. Common sense is:
   a. Rarely questionable
   b. Frequently questionable

31. Children often do not:
   a. Make themselves useful enough
   b. Exercise their fantasy enough

32. In making decisions do you feel more comfortable with:
   a. Standards
   b. Feelings

33. Are you more:
   a. Firm than gentle
   b. Gentle than firm

34. Which is more admirable:
   a. The ability to organize and be methodical
   b. The ability to adapt and make do

35. Do you put more value on the:
   a. Definite
   b. Open-ended

36. Does new and non-routine interaction with others:
   a. Stimulate and energize you
   b. Tax your reserves

37. Are you more frequently:
   a. A practical sort of person
   b. A fanciful sort of person

38. Are you more likely to:
   a. See how others are useful
   b. See how others perceive

39. Which is more satisfying:
   a. To discuss an issue thoroughly
   b. To arrive at agreement on an issue

40. Which rules you more:
   a. Your head
   b. Your heart

41. Are you more comfortable with work that is:
   a. Contracted with clear expectations
   b. Done on a casual basis

42. Do you tend to look for:
   a. The orderly
   b. Whatever turns up

43. Do you prefer:
   a. Many friends with brief contact
   b. A few friends with more lengthy contacts

44. Do you go more by:
   a. Facts
   b. Principles

45. Are you more interested in:
   a. Production and distribution
   b. Design and research

46. Which is more of a compliment:
   a. "There is a very logical person"
   b. "There is a very sentimental person"

47. Do you value in yourself more that you are:
   a. Unwavering
   b. Devoted

48. Do you more often prefer the:
   a. Final and unalterable statement
   b. Tentative and preliminary statement

49. Are you more comfortable:
   a. After a decision
   b. Before a decision

50. Do you:
   a. Speak easily and at length with strangers
   b. Find little to say to strangers

51. Are you more likely to trust your:
   a. Experiences
   b. Hunch

52. Do you feel:
   a. More practical than ingenious
   b. More ingenious than practical

53. Which person is more to be complemented: One with:
   a. Clear reason
   b. Strong feelings

54. Are you inclined more to be:
   a. Fair-minded
   b. Sympathetic

55. Is it preferable mostly to:
   a. Make sure things are arranged
   b. Just let things happen

56. In relationships should most things be:
   a. Renegotiable
   b. Random and circumstantial

57. When the phone rings, do you:
   a. Hasten to get to it right away
   b. Hope someone else will answer

58. Do you prize more in yourself:
   a. A strong sense of reality
   b. A vivid imagination

59. Are you drawn more to:
   a. Fundamentals
   b. Overtones
60. Which seems the greater error:
   a. To be too passionate
   b. To be too objective

61. Do you see yourself as basically:
   a. Hard-headed
   b. Soft-hearted

62. Which situation appeals to you more:
   a. The structured and scheduled
   b. The unstructured and unscheduled

63. Are you a person that is more:
   a. Routinized than whimsical
   b. Whimsical than routinized

64. Are you more inclined to be:
   a. Easy to approach
   b. Somewhat reserved

65. In writings, do you prefer:
   a. The more literal
   b. The more figurative

66. Is it harder for you to:
   a. Identify with others
   b. Utilize others

67. Which do you wish more for yourself:
   a. Clarity of reason
   b. Strength of compassion

68. Which is the greater fault:
   a. Being indiscriminate
   b. Being critical

69. Do you prefer:
   a. Planned events
   b. Unplanned events

70. Do you tend to be more:
   a. Deliberate than spontaneous
   b. Spontaneous than deliberate

Scoring Sheet

Simply transfer your a or b choices for each item to the columns below by putting a check mark in the appropriate column. You will then add up the number of check marks in each column for the Totals row and Grand Totals. The first two columns of a and b do not have a subtotal row. When you get a total for each pair, circle the one letter that got the most check marks. For example, if you had 6 for “E” and 4 for “I”, then circle the “E”. If you get a tie in the number of checkmarks, circle both letters.

|   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 29.| ___ | ___ | 30.| ___ | 31.| ___ | 32.| ___ | 33.| ___ | 34.| ___ | 35.| ___ | 36.| ___ | 37.| ___ | 38.| ___ | 39.| ___ | 40.| ___ | 41.| ___ | 42.| ___ |
| 36.| ___ | ___ | 37.| ___ | 38.| ___ | 39.| ___ | 40.| ___ | 41.| ___ | 42.| ___ | 43.| ___ | 44.| ___ | 45.| ___ | 46.| ___ | 47.| ___ | 48.| ___ | 49.| ___ |
| 43.| ___ | ___ | 44.| ___ | 45.| ___ | 46.| ___ | 47.| ___ | 48.| ___ | 49.| ___ | 50.| ___ | 51.| ___ | 52.| ___ | 53.| ___ | 54.| ___ | 55.| ___ | 56.| ___ |
| 50.| ___ | ___ | 51.| ___ | 52.| ___ | 53.| ___ | 54.| ___ | 55.| ___ | 56.| ___ | 57.| ___ | 58.| ___ | 59.| ___ | 60.| ___ | 61.| ___ | 62.| ___ | 63.| ___ |
| 57.| ___ | ___ | 58.| ___ | 59.| ___ | 60.| ___ | 61.| ___ | 62.| ___ | 63.| ___ | 64.| ___ | 65.| ___ | 66.| ___ | 67.| ___ | 68.| ___ | 69.| ___ | 70.| ___ |
| Totals | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   | a   | b   |

(Add a to a for S and b to b for N) (Add a to a for T and b to b for F) (Add a to a for J and b to b for P)

| E  | I  | Grand Total | S   | N   | Grand Total | T   | F   | Grand Total | J   | P   |

Circle the letter with the highest score in each pair. If tied, circle both letters.
Effects of Style Preference in Teamwork Situations*

This leadership test organizes your preference for interacting within your world into four pairs of activities. Within each pair you have indicated a choice for interacting one way or another. These are not dichotomous nor completely enduring. That is, you will often have characteristics of both choices and on different days with different conditions, might switch from one type to another.

Preferences leaders have for interacting with other people:

E Extrovert
Likes variety and action. A tendency to be impatient with long slow jobs. Will often act quickly. Likes to have people around and has an extensive network of contacts. Sometimes acts without carefully thinking things through and dislikes complicated procedures. Good person to energize groups and motivate people. Likely to take the spokesperson role, represent the department or division at meetings.

I Introvert
Likes quiet for concentration. Good with details and does not usually mind working on one project for a long uninterrupted period of time. Does not like interruptions and prefers to work contentedly alone. A good person to research issues and prepare materials for projects. Likely to be good at developing materials, making arrangements for activities.

Preferences leaders have for gathering data:

S Sensing
Likes an established way of doing something. Works steadily with realistic idea of time management. Seldom makes errors of fact and good at precise work. Usually patient with routine details. Good person to temper the extremes of others with practical reality. Strengths are ability to work within the system, to utilize existing rules and structures to get new action. Likes practical applications of principles and probably is already irritated with Dr. Smith for pondering over what seems like the obvious.

N Intuitive
Likes solving new problems. Good at finding connections and relationships between seemingly unrelated conditions. Works with burst of energy powered by enthusiasm. Tends to be impatient with complicated situations and occasionally makes errors of fact. Not amused by details or specifics of a problem and often frustrated by those who are. Good person for generating ideas. Sees unlimited opportunity for change. Not shackled by traditions and "the way we have always done it." Likes the challenge of change and probably is already irritated with Dr. Smith for not spending enough time exploring these new ideas for communication.

Preferences leaders have for making decisions:

T Thinking
Likes analysis and putting things into logical order. Likely to stay calm and objective in controversial conflicts. Would rather solve problems by the facts than the politics. Doesn't mind discord and may frequently hurt another's feelings unknowingly. Analytically oriented. Tends to be firm-minded. Good person for decision-making, seeing consequences of actions. Willing to make difficult choices. Needs to temper tendencies by trying to be a "pleasant devil's advocate."

F Feeling
Aware of the politics of decisions and sensitive to the feelings of others. Works hard to accommodate others even at own expense. Likes harmony and tends to let emotions enter into decision-making. Dislikes telling others bad news. Good person at soothing ruffled feathers of others in the group. Good at coalition building. Good at judging the impact of a decision on others.

Preferences leaders have for orienting their lives:

J Judging
Likes to get things settled and finished. Good at noticing what needs to be done. May decide things too quickly and often satisfied with the first judgment of some issue or person. Very organized with a place for everything and everything in its place. Doesn't like surprises. Good at organizing groups, developing time schedules and assuring plans are executed in orderly fashion. Excellent work ethic. Interpersonally will need to back-off from imposing a "one-way-to-do-something" attitude. Probably has already thought through what dessert to get at dinner today. Has already flipped through the pages of this entire handout.

P Perceiving
Loves to explore the unknown. Adapts well to changing situations and does not mind leaving things open for alternatives. Can easily proceed without a schedule. Responds to last-minute demands. However, often waits until the last minute to act. Good at breaking up road-blocks by seeing the non-traditional answers. May have some problem making a firm decision and likely to postpone unpleasant tasks. Good at coping with ambiguity and dealing with confusion when plans don't go as expected. Is not really bothered that we are already behind schedule and hadn't even noticed it.

Reminders:
How you see yourself may not be how others see you. How you see yourself today may not be how you will see yourself tomorrow
How you see yourself in one role may not be how you see yourself in your other roles

*Adapted from a host of sources loosely based on the Myers-Briggs Type Indicator™
Looking For Your Teamwork Styles

<table>
<thead>
<tr>
<th>Extroversion</th>
<th>Introversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Private</td>
</tr>
<tr>
<td>Expressive</td>
<td>Quiet</td>
</tr>
<tr>
<td>Many</td>
<td>Few</td>
</tr>
<tr>
<td>Broad</td>
<td>Deep</td>
</tr>
<tr>
<td>Interaction</td>
<td>Concentration</td>
</tr>
<tr>
<td>Outward</td>
<td>Inward</td>
</tr>
<tr>
<td>Action before thought</td>
<td>Thought before action</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensing</th>
<th>iNtuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
<td>Possibilities</td>
</tr>
<tr>
<td>Experience</td>
<td>Novelty</td>
</tr>
<tr>
<td>Present</td>
<td>Future</td>
</tr>
<tr>
<td>Practicality</td>
<td>Aspiration</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>Development</td>
</tr>
<tr>
<td>Realism</td>
<td>Idealism</td>
</tr>
<tr>
<td>Using</td>
<td>Changing</td>
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<table>
<thead>
<tr>
<th>Thinking</th>
<th>Feeling</th>
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</thead>
<tbody>
<tr>
<td>Analyzing</td>
<td>Sympathizing</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Logical</td>
<td>Personal</td>
</tr>
<tr>
<td>Criticism</td>
<td>Appreciation</td>
</tr>
<tr>
<td>Onlooker</td>
<td>Participant</td>
</tr>
<tr>
<td>Decides on principle</td>
<td>Decides using values</td>
</tr>
<tr>
<td>Long term view</td>
<td>Immediate view</td>
</tr>
</tbody>
</table>

Judgement | Perception |
<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Close</td>
<td>Open</td>
</tr>
<tr>
<td>Decide</td>
<td>Explore</td>
</tr>
<tr>
<td>Structure</td>
<td>Meander</td>
</tr>
<tr>
<td>Organize</td>
<td>Inquire</td>
</tr>
<tr>
<td>Firmness</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Control</td>
<td>Spontaneity</td>
</tr>
</tbody>
</table>

Special Notes for Introverts:
For an excellent resource for introverts (as well as caring extroverts) that includes a self-assessment along with a wealth of unique strengths introverts bring to the team table see: Jennifer Kahnweiler, *Quiet Influence*, 2013.

Additional Thoughts:
*Teamwork is an individual skill.* Becoming skilled at doing more with others may be the single most important thing you can do to increase your value—regardless of your level of authority. As work is increasingly broken into team-sized increments, blaming a “bad team” for one’s difficulties is, by definition, a personal failure.

For more, see Christopher Avery *Teamwork is an Individual Skill*, Barrett-Koehler Publishers, 2001

More Additional Thoughts:
The most important lesson about team performance is that the basic theory of the dream team is wrong. You cannot assemble a group of stars and then sit back to watch them conquer the world. You can’t even count on them to avoid embarrassment. The 2004 U.S. Olympic basketball team consisted entirely of NBA stars; it finished third to Lithuania. By contrast, the 1980 hockey team that beat the Soviets was built explicitly on anti-dream team principles. Coach Herb Brook’s philosophy was, “I’m not looking for the best players, I’m looking for the right players.”

*Fortune*, June 12, 2006
Expressing My Leadership

These tools shape your leadership philosophy and style and define your strengths. You can be far more effective with others if you can articulate that philosophy not only to yourself but to others.

To help you and others understand your style, map your results from the previous exercise to the chart below and write a personal narrative for your leadership philosophy using the middle boxes below.

<table>
<thead>
<tr>
<th>How I react to the world</th>
<th>How I take in information</th>
<th>How I decide</th>
<th>How I shape my days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extravert</strong></td>
<td><strong>Sensing</strong></td>
<td><strong>Thinking</strong></td>
<td><strong>Judging</strong></td>
</tr>
<tr>
<td>I love to be with people.</td>
<td>I want the facts. I look at data, believe that processes and details are important. I’m good at following processes. Show me practical solutions.</td>
<td>I’m logical, objective, problem-centered, analytical. I can size up the situation and let the chips fall where they may.</td>
<td>I’m good at doing multiple tasks because I plan, am decisive, and like things settled and finished and move on. I usually wind up where I expected to be.</td>
</tr>
<tr>
<td><strong>Introvert</strong></td>
<td><strong>Intuitive</strong></td>
<td><strong>Feeling</strong></td>
<td><strong>Perceptive</strong></td>
</tr>
<tr>
<td>I’m happy working alone or with small groups. I’m self-energizing but that requires me to find solitude. I’m fine with quiet and concentration</td>
<td>I’m best at brainstorming. I look at patterns, like innovative solutions. I enjoy doing new things and change inspires me.</td>
<td>People centered, relationships are important. Grasp political nuances of problems and decisions and think out how people will be affected.</td>
<td>I’m open-minded to last minute changes. I adapt well to changing situations and able to go with the flow. I’m not driven by the clock or a calendar. I don’t always end up where I started.</td>
</tr>
</tbody>
</table>

College Business Management Institute: Robert M. Smith, “Building Teams to Produce Results”
An Exercise in Groupthink:

Definition: Groupthink is a process of conformed suboptimal rationalization that comes about subliminally when group members feel constrained to hold similar beliefs.

Robert Lawrence Kuhn

Now that you experienced it firsthand, what can we say?

Type I: Group overestimations of itself

1. 

2. 

Type II: Closed-mindedness

1. 

2. 

Type III: Pressures toward uniformity

1. 

2. 

3. 

4. 
Six Ways to Resist Groupthink and Build Powerful Teams:

1. ____________________________________________________
2. ____________________________________________________
3. ____________________________________________________
4. ____________________________________________________
5. ____________________________________________________
6. ____________________________________________________

How You Can Build Influence As A Valued Team Member:

• ____________________________________________________
• ____________________________________________________
• ____________________________________________________
• ____________________________________________________
• ____________________________________________________
• ____________________________________________________
Achieving Peak Performance

It’s nice to believe that if you find the field where you’re naturally gifted, you’ll be great from day one, but it doesn’t happen. There’s no evidence of high-level performance without experience or practice. Reinforcing that no-free-lunch finding is vast evidence that even the most accomplished people need around ten years of hard work before becoming world-class, a pattern so well-established researchers call it the ten-year rule. ... So greatness isn’t handed to anyone; it requires a lot of hard work. Yet that isn’t enough. The best people in any field are those who devote the most hours to what researchers call “deliberate practice.” It’s activity that’s explicitly intended to improve performance, that reaches for objectives just beyond one’s level of competence, provides feedback on results, and involves high levels of repetition.

So how do you practice business? Many elements of business, in fact, are directly practicable. Presenting, negotiating, delivering evaluations, deciphering financial statements—you can practice them all. ... You create the practice in your work, which requires a few critical changes. The first is going at any task with a new goal: Instead of merely trying to get it done, you aim to get better at it. Report writing involves finding information, analyzing it, and presenting it—each an improvable skill. Chairing a board meeting requires understanding the company’s strategy, forming a coherent view of coming market changes, and setting a tone for the discussion. Second, as you do the task, focus on what’s happening and why you’re doing it the way you are. Third, after the task, get feedback on your performance from multiple sources [See After Action Reviews]. Fourth, continually build mental models of your situation—your industry, company, agency, your career. Enlarge the models to encompass more factors. Finally, do these steps regularly, not sporadically.

*Fortune*, “What It Takes To Be Great”
“If there is no self-questioning by an individual faced with the decision of whether or not to accept a position of leadership, then the depth of dedication required is not well understood. Just as learning something new is not sheer joy, positions of leadership introduce their times of stress. Anyone who is bent on assuming the major responsibility of being a leader should be forewarned that the road is not well paved and the signals are often obscure.

Kenneth and Miriam Clark
Choosing to Lead
Hints on Holding Productive Meetings  (A Bonus)

Key questions:
- What is the purpose?
- Who is invited? Remember the Rule of 7, which states that every attendee over seven reduces the likelihood of making a good, quick, executable decision by 10%. Once you hit 16 or 17, your decision effectiveness is close to zero.
- How long will the meeting be? Productivity drops after 60 minutes and plummets after 90 minutes.

Importance of candor: The most successful meeting is characterized by the level of candor during the meetings. This requires special skills:
1. Self-awareness: good emotional intelligence, flexibility, and tolerance
2. Empathy: an understanding of the participating individuals and appreciation for their role in the organization.
3. Conceptual thinking and problem-solving skills.
4. Enterprise thinking: an ability to see the larger picture of the entire organization beyond one’s own functional responsibility.
5. Integrity: puts the enterprise first, respects confidentiality, follows through on decisions made by the team.

What is the plan? Is there a plan for conducting the meeting? Here are three dimensions for a meeting and guiding questions to create your meeting agenda:

Purpose:
(Why are we having this meeting?)
Generally, there are four possible purposes, each of which determines who should be invited and the expected outcomes. Some meetings can have multiple purposes from this list:
1. Information sharing: This meeting is just a set of reports and updates. This does not require being a team.
2. Consultative: The attendees are giving the leader advice from which he or she makes decisions. Since the flow is more “spokes” than “wheel” where advice and information flow to the leader and back, this meeting does not require a team.
3. Decision-making: The attendees fully participate in debating and shaping decisions and own the responsibility for their outcomes. If this meeting has a high level of candor and an equality of respect for viewpoints, this purpose requires a team.
4. Coordinate implementation of strategies: Usually this requires cooperation and collaboration. The attendees agree on the steps for executing decisions and responsibility for outcomes. If this meeting also demands candor and true cooperation, it requires a team.

Sample: We need to create a strategic plan for improving enrollment and completion rates

Expected Outcomes:
If this meeting is a success, what specifically will we have accomplished by the end?

Samples: Who will be responsible for actions with what expected results?
- Agreed on 1 – 10 insights to how we can improve our current enrollment and completion rates
- Organize a plan to address the main causes of enrollment and completion
- Schedule a future meeting to follow up on execution of our plan

Re-Cap:
What have we decided here today?
Who will do what, by when?