

## High Performance Team Building

### Overview

CMI's High Performance Team Building allows corporate groups to explore ways they could work better together. CMI's High Performance Team Building involves group participation, evaluations, coaching, discussion and resolution of critical issues and commitments. CMI's High Performance Team Building program has been highly successful with all of our clients since 1984, and is the foundation that supports the rest of CMI's corporate team building programs.

### Who is a High Performance Team Member?

Employees that:

- Subscribe and support a common performance agenda
- Enjoy and engage in their work
- Have complementary skills
- Hold each other mutually accountable
- Design their own performance structure

### Outcomes

- Team building and bonding among employees
- Learn how to become a High Performance Team
- Design a performance enhancement plan
- Improve work team performance

### *What is a High Performance Team?*

*"A small number of people with complementary skills who are equally committed to a common purpose, goals, and working approach in which they hold themselves mutually accountable."*





# High Performance Team Agenda

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*Date*

- I. Welcome
  - a. Introduction
  - b. Logistics
- II. What this session is about?
  - a. These are the objectives
    - i. The group will learn the difference between a high performance team and a group of individuals.
    - ii. The group will acquire tools and techniques around working on creating a high performance team and how to access high levels of accomplishment as a team.
    - iii. The group will learn in a new way
  - b. Some rules about this workout
    - i. Participate
    - ii. Ask questions
    - iii. Safety
    - iv. We will be doing a lot of work between games – this is critical stuff
    - v. Teams are hard and take commitment
- III. Get to know you questions
  - a. Where were you born?
  - b. What is your birth order in the family?
  - c. Interesting childhood hobbies?
  - d. What was your biggest challenge growing up?
  - e. What is your greatest strength as being a part of this team?
  - f. What is your greatest weakness as being a part of this team?
- IV. Team building games
  - a. Tent pole
  - b. Human knot
  - c. Legos
- V. Review the year
  - a. Accomplishments
  - b. Disappointments
  - c. Learning's
- VI. Critical issues



- VII. High performance team assessments
  - a. Review team evaluations
    - i. What definitions fit us now and what do we want to be?
    - ii. What stage are we now?
  - b. High performance group audit
    - i. What can each section illuminate for you?
    - ii. What does it teach you?
- VIII. Team building games
  - a. Stumps
  - b. Traffic jam
- IX. Lunch
- X. Critical issues dialogue continues
- XI. Team building games
  - a. Planks
- XII. Participants create plan on improving group back at the ranch
  - a. Write a simple and clear purpose statement ; address the broad directions and goals
  - b. Create specific, measurable and time related objectives
  - c. Develop a measurement system to determine goal progress/attainment
  - d. Generate strategies to reach the objectives - written in the form of an action plan
  - e. What is your meeting structure? When? Who sets the agenda?
  - f. What are your ground rules?
  - g. Next steps
- XIII. Team building games
  - a. Planks
- XIV. What have we learned about teams that we will apply?
  - a. Flip chart
  - b. What did I learn?
  - c. What will I do?
- XV. Next steps, completion & emotional farewell



## Legos

- Objective: create an identical Lego configuration with your partner with only verbal instructions.
- Divide into partners and sit/stand back to back.
- One person holds a Lego configuration; one person holds a bag of Lego pieces.
- The person with the configuration describes it to his/her partner.
- The person with the pieces must assemble based on his/her partner's instructions.
- When time is called, both configurations should look identical.



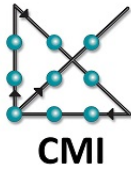
## Group Juggle

- Objective: keep all the balls in the air as a group
- This activity begins with a simple game of catch.
- Soon, more balls are introduced so that your team has to juggle multiple balls.
- As you get better anticipating how to improve your process, you are asked to move even faster.
- This will successfully occur only if you change the way you work together.



## Tent Pole

- Objective: Lower to the tent pole to the ground without any participants' finger losing contact with the tent pole.
- Divide into 2 groups.
- All group members balance a tent pole or hula hoop on their fingers.
- Lower the balanced tent pole to the ground without any participants' finger losing contact with the tent pole or hula hoop.
- No other body parts can touch the tent pole, only 1 finger.
- Do not lose contact with the tent pole or hula hoop.



## Traffic Jam

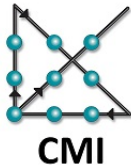


- Objective: Teammates A, B, C, D must switch places with teammates W, X, Y, Z (as shown above).
- Place each square in a straight line.
- Only one person may move at a time.
- Squares (or places) cannot move.
- You may not move backwards at any time.
- You must stay facing the same direction for the duration of the activity.
- You may only pass someone who is facing you. You may not pass someone facing the same direction.
- You may only move up into an empty space directly in front of you.
- You may only pass one person at a time.

## Insanity

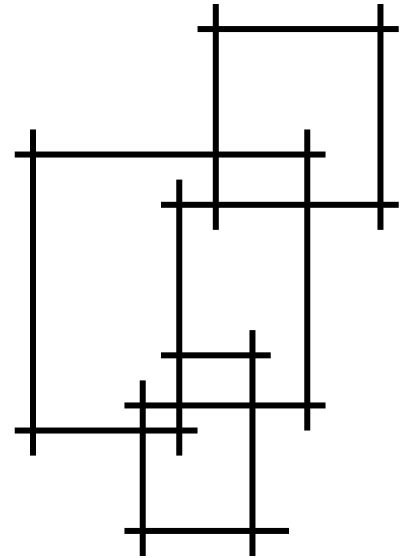
- Objective: Get all the items into your hoop.
- Each person can carry only one item at a time.
- You may not throw items.
- Once the center hoop is empty, you may take the items from any other hoops.
- You may not guard any of the hoops.
- If you are on the bottom of a pile of people, you're doing it wrong.
- You win when all items are in your hoops.





## Planks

- Objective: Design a method of assembly to form the wooden strips into the configuration shown to the right, using consensus.
- The assembly must take less than one minute to complete.
- The wooden strips must not be marked
- The assembly method will start with the wooden strips stacked as found i.e. with the longest at the bottom and the shortest at the top.
- 14 planks total



## Stumps (a.k.a. River Crossing)

- Objective: get all of your participants and stumps from one side of the line to the other.
- Once a stump crosses the start line, if at anytime a stump is left without somebody physically touching it, it will be taken away.
- Once you cross the start line you cannot go back.
- Once you cross the finish line you may not step back out onto a stump.
- You cannot step across the finish line if there are still people waiting to cross the start line.
- You are allowed to use as many stumps as you have people; unless the facilitator says otherwise.
- For your safety no running, jumping, diving, or self sacrifice.



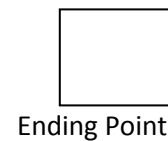
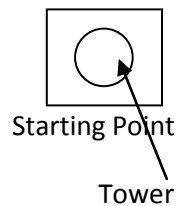
## Minefield

- Objective: To move a team member from one side of the grid to the other side by stepping in only "safe" squares on the grid.
- If you receive thumbs up from the facilitator, you are safe and can proceed.
- If you get thumbs down, you must get off the grid and let another team member try.
- There is to be no language used.
- You cannot leave items on the grid, or mark it in any fashion.



## Towers

- Objective: To relocate the fully complete ring tower from the starting point to the ending point.
- Set up: One fully complete ring tower is the starting point; one area the middle point; and one area is the ending point. (see diagram)
- Designated areas may be one foot to several feet (i.e., 20) apart.
- The rings may only be on one of three designated areas.
- The rings must always be stacked with smaller rings on top of larger rings.
- Only one ring may be moved (or touched) at a time.



## Touch Pad (a.k.a. Keypad)

- Objective: The group needs to touch all the numbers in sequence order from 1 – 33.
- Set up the Keypad. Make a border out of rope big enough to lay out 33 plates, carpet circles or tiles. Lay numbered object down inside the boarder. Make sure your objects are randomly laid. Do not lay them in number sequence.
- Set up an area for the group to begin. The group should not be able to see the keypad, but the area should be relatively close to the keypad area. Use rope to also border off the area the group begins from.
- The entire group must begin and finish in the area roped off for group.
- This is a timed game and the stopwatch starts as soon as the first person steps over the line.
- The stopwatch stops when the last person crosses the line.
- Only one person can touch the keypad at a time.
- Quality glitches are added if numbers are touched at the same time.
- The only area that can be touch inside the roped off area, are the numbered objects. (E.g. paper plates).
- If any number is touched out of sequence (e.g. number 3 then number 5), this infraction causes the computer to crash and penalty time is added to the score.
- Remember, speed typing only works if the end product maintains high quality
- Any part of the body may be used to touch each numbered spot in the sequence.



- The team cannot walk back to the computer area between attempts in order to study the number set up.
- All planning must occur in the area in which the group begins and ends.
- Any time the group, or a member of the group crosses the line, it is considered an attempt.
- Tell the group that they have 4 attempts

## The Cube

- Objective: The team must earn as many points as possible before time runs out. A point is earned when a team member travels through the Cube (in one hole and out another).
- Assemble the cube using all of the pipes and brackets. Once assembled, balance the cube onto the paint can (one of the corners gets set into the opening of the can). Be patient and hold the cube very still and let go slowly. If the cube pivots adjust the cube and try again.
- Different points are allotted for using different hole sequences: Lower hole to lower hole = 1 point, Lower hole to upper hole or upper hole to lower hole = 2 points, Upper hole to upper hole = 3 points
- A team member may only travel through the Cube one time (i.e. a team member can earn points for the team one time).
- If the Cube tips over the entire group must start over (points are nullified).
- No member of the team may attempt to stabilize the Cube or otherwise prevent it from falling over.
- Jumping through the Cube pathways is not permitted, nor may you launch teammates through the Cube's pathways.
- Spotters must be used at all times, paying special attention to the head and neck of people being lifted. Violation of this rule will result in a hefty penalty.
- The Cube may not be altered.
- Violation of a rule may result in a penalty.

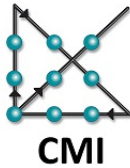






## Questions for Getting Better Acquainted

1. Where were you born?
2. What is your birth order in the family?
3. Interesting childhood hobbies?
4. What was your biggest challenge while growing up?
5. What is your greatest strength as being part of the team?
6. What is your greatest weakness as being part of the team?



## Team Dialog Process

### Use this process when:

- You want to be listened to and understood.
- You are upset about something and want to discuss it.
- You want to discuss a topic that you think might be touchy.

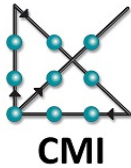
### Guidelines

1. "A" asks for a dialog/appointment
2. "B" grants ASAP – within 24 hours
3. "B" recreates "A" communication
  - a. Mirror every few sentences "This is what I hear you saying."
  - b. "Is there anything more about that?"
4. "B" validates the communication of "A"
  - a. "You make sense because..."
5. "B" empathizes, "I imagine you must be feeling..."
6. "A" and "B" now go into problem solving modes using recreation, validation, and empathy.
7. Resolution!

## Rules for Generating Options and Gaining Understanding and Clarity when confronting Business Issues

1. Listen to what is being said without thinking about how you are going to respond or how others perceive you.
2. Display your feelings. Do not hide or dominate with your feelings. Just have and share them.
3. Use only I "statements"; I think, I feel, etc.
4. View conflict and tension as positive. Be present to it vs. react to it.
5. One speaker at a time.
6. Good problem solving dialogues have:
  - a. 33% from the head – "I think"
  - b. 33% from the heart – "I feel"
  - c. 33% inquiry – "Questions about other's views and opinions" (seeking to understand and clarify)

*The information above was taken from: The Five Dysfunctions of a Team, By: Patrick Lencioni*



## The Distinctions of Working Groups and Teams

### Working Group

This is a group for which there is no significant incremental performance need or opportunity that would require it to become a team. The members interact primarily to share information, best practices, or perspectives and to make decisions to help each individual perform within his or her area of responsibility. Beyond that, there is no realistic or truly desired “small group” common purpose, incremental performance goals, or joint work-products that call for either a team approach or mutual accountability.

### Pseudo-Team

This is a group for which there could be a significant, incremental performance need or opportunity, but it has not focused on collective performance and is not really trying to achieve it. It has no interest in shaping a common purpose or set of performance goals, even though it may call itself a team. Pseudo-teams are the weakest of all groups in terms of performance impact. They almost always contribute less to company performance needs than working groups because their interactions detract from each member's individual performance without delivering any joint benefit. In pseudo-teams, the sum of the whole is less than the potential of the individual parts.

### Potential Team

This is a group for which there is a significant, incremental performance need, and that really is trying to improve its performance impact. Typically, however, it requires more clarity about purpose, goals, or work-products and more discipline in hammering out a common working approach. It has not yet established collective accountability. Potential teams abound in organizations. When a team approach makes sense, the performance impact can be high. We believe the steepest performance gain comes between a potential team and a real team; but any movement up the slope is worth pursuing.

### Real Team

This is a small number of people with complementary skills who are equally committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable. Real teams are a basic unit of performance.

### High Performance Team

This is a group that meets all the conditions of real teams, and has members who are also deeply committed to one another's personal growth and success. That commitment usually transcends the team. The high performance team significantly outperforms all other like teams, and outperforms all reasonable expectations given its membership. It is a powerful possibility and an excellent model for all real and potential teams.

*Taken from The Wisdom of Teams By Jon Katzenbach and Douglas Smith*



## Team Time-Out: How Are We Doing?

### *Leading Team Tools*

Use this time-out audit periodically to gather information from team to create a group profile the team can use as a focal point for a discussion about, “How well are we doing as a team?” The discussion provides an opportunity to compare points of view objectively, and if need be, to get back on track and move forward more productively. Each team member can complete the time-out audit. Compile the individual responses into a group profile for the team to share in a team meeting.

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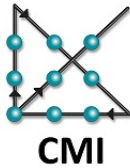
#### Team Goals/Team Purpose:

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Rate your opinion of the team’s effectiveness on the dimensions listed below, with “1” representing an ineffective area in need of improvement and “5” representing an area of effectiveness and strength.

Aspect/Dimension	Rating					Comments/Example
	1	2	3	4	5	
A. Goals/purpose clarity						
B. Meeting effectiveness						
C. Communication effectiveness						
D. Leadership & decision making						
E. Fair workload & level of participation						
F. Resources (availability/adequacy)						
G. Management of conflict						
The biggest challenge we face as a team is:						
Our greatest strength as a team is:						
The things I would like to see the team do to improve performance are:						

*Adapted from the Leading Teams: Expert Solutions to Every Day Challenges by Harvard Business School Publishing, Pg. 83*



## Team Assessment

Instructions: Use the scale below to indicate how each statement applies to your team. It is important to evaluate the statements honestly and without over-thinking your answers.

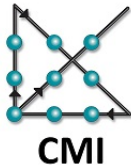
3 = Usually      2 = Sometimes      1 = Rarely

	1. Team members are passionate and unguarded in their discussion of issues.
	2. Team members call out one another's deficiencies or unproductive behaviors.
	3. Team members know what their peers are working on and how they contribute to the collective good of the team.
	4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.
	5. Team members willingly make sacrifices (such as budget, turf, head count) in their departments or areas of expertise for the good of the team.
	6. Team members openly admit their weaknesses and mistakes.
	7. Team meetings are compelling and not boring.
	8. Team members leave meetings confident that their peers are completely committed to the decisions that we agreed on, even if there was initial disagreement.
	9. Morale is significantly affected by the failure to achieve team goals.
	10. During team meetings, the most important and difficult issues are put on the table to be resolved.
	11. Team members are deeply concerned about the prospect of letting down their peers.
	12. Team members know about one another's personal lives and are comfortable discussing them.
	13. Team members end discussions with clear and specific resolutions and calls to action.
	14. Team members challenge one another about their plans and approaches.
	15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.

## Scoring

Combine your scores for the preceding statements as indicated below

Dysfunction 1: Absence of Trust	Dysfunction 2: Fear of Conflict	Dysfunction 3: Lack of Commitment	Dysfunction 4: Avoidance of Accountability	Dysfunction 5: Inattention to Results
Statement 4: ____	Statement 1: ____	Statement 3: ____	Statement 2: ____	Statement 5: ____
Statement 6: ____	Statement 7: ____	Statement 8: ____	Statement 11: ____	Statement 9: ____
Statement 12: ____	Statement 10: ____	Statement 13: ____	Statement 14: ____	Statement 15: ____
Total: ____	Total: ____	Total: ____	Total: ____	Total: ____



A score 8 or 9 is probably that the dysfunction is not a problem for your team

A score 6 or 7 indicates that the dysfunction could be a problem

A score 3 to 5 is probably an indication that the dysfunction needs to be addressed

Regardless of your scores, it is important to keep in mind that every team needs constant work, because without it, even the best ones deviate toward dysfunction.

## Understanding and Overcoming the Five Dysfunctions

### Dysfunction 1: Absence of Trust

Members of teams with an absence of trust...

- Conceal their weaknesses and mistakes from one another
- Hesitate to ask for help or provide constructive feedback
- Hesitate to offer help outside their own areas of responsibility
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them
- Fail to recognize and tap into one another's skills and experiences
- Waste time and energy managing their behaviors for effect
- Hold grudges
- Dread meetings and find reasons to avoid spending time together

Members of trusting teams...

- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving at a negative conclusion
- Take risks in offering feedback and assistance
- Appreciate and tap into one another's skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group



## Dysfunction 2: Fear of Conflict

Teams that fear conflict:

- Have boring meetings
- Create environments where back-channel politics and personal attacks thrive
- Ignore controversial topics that are critical to team success
- Fail to tap into all the opinions and perspectives of team members
- Waste time and energy with posturing and interpersonal risk management

Teams that engage in conflict:

- Have lively, interesting meetings
- Extract and exploit the ideas of all team members
- Solve real problems quickly
- Minimize politics
- Put critical topics on the table for discussion

## Dysfunction 3: Lack of Commitment

Team that fails to commit:

- Creates ambiguity among the team about direction and priorities
- Watches windows of opportunity close due to excessive analysis and unnecessary delay
- Breeds lack of confidence and fear of failure
- Revisits discussions and decisions again and again
- Encourages second-guessing among team members

A team that commits:

- Creates clarity around direction and priorities
- Aligns the entire team around common objectives
- Develops an ability to learn from mistakes
- Takes advantage of opportunities before competitors do
- Moves forward without hesitation
- Changes direction without hesitation or guilt

## Dysfunction 4: Avoidance of Accountability

A team that avoids accountability:

- Creates resentment among team members who have different standards of performance
- Encourages mediocrity
- Misses deadlines and key deliverables
- Places an undue burden on the team leader as the sole source of discipline



A team that holds one another accountable:

- Ensures that poor performers feel pressure to improve
- Identifies potential problems quickly by questioning one another's approaches without hesitation
- Establishes respect among team members who are held to the same high standards
- Avoids excessive bureaucracy around performance management and corrective action

### **Dysfunction 5: Inattention to Results**

A team that is not focused on results:

- Stagnates/fails to grow
- Rarely defeats competitors
- Loses achievement oriented employees
- Encourages team members to focus on their own careers and individual goals
- Is easily distracted

A team that focuses on collective results:

- Retains achievement oriented employees
- Minimizes individualistic behavior
- Enjoys success and suffers failure acutely
- Benefits from individuals who subjugate their own goals/interests for the good of the team
- Avoids distractions

*The above information was taken from: The Five Dysfunctions of a Team, By: Patrick Lencioni, Page: 191-194*





## Team Audit

Despite the fact that most of us are familiar with teams, we are imprecise in thinking about them. For that reason, gaining a clear understanding of what a team is and is not - and particularly how teams and performance depend on each other - can provide useful insights in how to strengthen the performance of your group. Imprecise thinking about teams, however, pales in comparison to the lack of discipline most of us bring to potential team situations. Teams do not spring up by magic. Nor does personal chemistry matter as much as most people believe. Rather, we believe that by persistently applying the definition offered here, most people can significantly enhance team performance. And focusing on performance - not chemistry or togetherness or good communications or good feelings - shapes teams more than anything else.

As a starting point, we urge you to think about each of the six basic elements of teams when you assess your group's current situation: 1) Are you small enough in number? 2) Do you have adequate levels of complementary skills and skill potential in all three categories necessary for team performance? 3) Do you have a broader, meaningful purpose that all members aspire to? 4) Do you have a specific set of performance goals agreed upon by all? 5) Is the working approach clearly understood and commonly agreed upon? And 6) Do you hold yourselves individually and mutually accountable for the group's results?

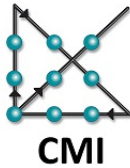
While these questions are relatively straightforward, it is probably worthwhile to probe each one further to obtain practical and actionable insights for improvement. Specifically:

### 1. Small enough in number:

- a. Can you convene easily and frequently?
- b. Can you communicate with all members easily and frequently?
- c. Are your discussions open and interactive for all members?
- d. Does each member understand the others' roles and skills?
- e. Do you need more people to achieve your ends?
- f. Are sub-teams possible or necessary?

### 2. Adequate levels of complementary skills:

- a. Are all three categories of skills either actually or potentially represented across the membership (functional/technical, problem-solving/decision-making, and interpersonal)?
- b. Does each member have the potential in all three categories to advance his or her skills to the level required by the team's purpose and goals?
- c. Are any skill areas that are critical to team performance missing or underrepresented?



- d. Are the members, individually and collectively, willing to spend the time to help themselves and others learn and develop skills?
- e. Can you introduce new or supplemental skills as needed?

**3. Truly meaningful purpose:**

- a. Does it constitute a broader, deeper aspiration than just near-term goals?
- b. Is it a team purpose as opposed to a broader organizational purpose or just one individual's purpose (e.g., the leaders)?
- c. Do all members understand and articulate it the same way? And do they do so without relying on ambiguous abstractions?
- d. Do members define it vigorously in discussions with outsiders?
- e. Do members frequently refer to it and explore its implications?
- f. Do members feel it is important, if not exciting?

**4. Specific goal or goals:**

- a. Are they team goals versus broader organizational goals or just one individual's goals (e.g., the leaders)?
- b. Are they clear, simple, and measurable? If not measurable, can their achievement be determined?
- c. Are they realistic as well as ambitious? Do they allow small wins along the way?
- d. Do they call for a concrete set of team work-products?
- e. Is their relative importance and priority clear to all members?
- f. Do all members agree with the goals, their relative importance, and the way in which their achievement will be measured?
- g. Do all members articulate the goals the same way?

**5. Clear working approach:**

- a. Is the approach concrete, clear, and really understood and agreed to by everybody? Will it result in achievement of the objectives?
- b. Will it capitalize on and enhance the skills of all members? Is it consistent with other demands on the members?
- c. Does it require all members to contribute equivalent amounts of real work?
- d. Does it provide for open interaction, fact-based problem solving, and results-based evaluation?
- e. Do all members articulate the approach the same way?
- f. Does it provide for modification and improvement over time?
- g. Are fresh input and perspectives systematically sought and added, for example, through information and analysis, new members, and senior sponsors?



**6. Sense of mutual accountability:**

- a. Are you individually and jointly accountable for the team's purpose, goals, approach, and work-products?
- b. Can you and do you measure progress against specific goals?
- c. Do all members feel responsible for all measures?
- d. Are the members clear on what they are individually responsible for and what they are jointly responsible for?
- e. Is there a sense that "only the team can fail"?

Answering the preceding questions can establish the degree to which your group functions as a real team, as well as help pinpoint how you can strengthen your efforts to increase performance. They set tough standards, and answering them candidly may reveal a harder challenge than you may have expected. At the same time, facing up to the answers can accelerate your progress in achieving the full potential of your team.

*Taken from The Wisdom of Teams by Jon Katzenbach and Douglas Smith*



## Developmental Stages of Teams

### Team Stage 1 - Getting to Know You

Characteristics:

- A feeling that this could be fun combined with some anxiety about how to do it
- More or less excited about the concept of team
- Figuring out who is in charge here
- What really are the rules?
- Standards need to be developed
- Dependence is on the coach/leader
- Coach uses a directive approach

### Team Stage 2 - The Sludge Stage

Characteristics:

- A feeling that this definitely is not fun
- Leadership and/or members are all screwed up
- Feeling that "something is definitely wrong here"
- Feeling uncertain and incapable
- Performance standards not being met and there is a lot of finger pointing
- Little agreement among team members regarding standards
- Customer focus is rhetoric only
- A lot of individual agendas
- Internal strife - political concerns high
- No sense of mutual accountability
- Task driven
- Performance standards are not agreed upon

### Team Stage 3 - The Getting Behind the Game Stage

Characteristics:

- Increasing ownership of performance standards
- Performance standards get hammered out
- Decreasing hostility as the team is working out their personal differences
- Focus is on the customer
- Starting to like and feel comfortable with mutual accountability
- Positive feedback from customers starting to come in
- More honesty among team members
- Failing forward - learning and improving from trial/error - recovery rapid



- Enthusiasm and energy levels increasing
- Support for each other evident
- Small wins bring large smiles

### Team Stage 4 - The High Performance Stage

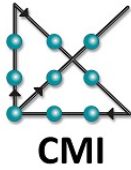
Characteristics:

- Customers are consistently overwhelmed by service and product
- Team standards are met and moved outwardly by the team
- Members feeling good about consistency
- Shared leadership
- Open and honest communication - no sludge
- Meetings are full of straight talk
- Results are recognized by customers as high performance
- Members feel deep concern for one another's personal growth/success
- Team outperforms all reasonable expectations
- Team members are having a lot of fun



## How to Direct a Working Team towards Becoming a High Performance Team

1. Write a simple and clear purpose statement defining the point and object of the team.
2. Address the broad directions and goals that the team needs to examine.
3. Develop a measurement system for determining goal progress.
5. Create specific, measurable and time related objectives for the team.
6. Generate strategies through to reach the objectives written as action plans.
7. What is your meeting structure? When? Who sets the agenda?
8. What are your ground rules?



1103 Westgate Street, Suite 305

Oak Park, IL 60301

Phone: 708-383-7970

800-883-7995

E-Mail: [commitments@cmiteamwork.com](mailto:commitments@cmiteamwork.com)

Website: [www.cmiteamwork.com](http://www.cmiteamwork.com)

**Name**

**Organization**

## NEXT STEPS

*What actions will you commit to, based on our work together?*

Promise/Commitment	Date Due
1.	
2.	
3.	
4.	
5.	
6.	
7.	