

Study Guide

**Chapter 2**

**Creating Intentional Collaboration**

*Susan K. Sparks*

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1. The author opens by listing characteristics of unproductive meetings and of effective meetings. Which list best describes the meetings held at your school? Are some meetings you attend or lead more effective than others? If so, how do you account for the difference?
2. The author describes five keys to successful team meetings. List and describe each.
3. Are your grade-level or subject-area team meetings guided by SMART goals and clear objectives and products? If not, why not—for example, are the goals unclear, nonexistent, or simply unenforced?
4. The author describes three critical team roles and responsibilities. Name and describe each.
5. What devices does the author recommend to introduce structure to team meetings? Which of these devices does your team use? Are they used successfully? Why or why not?
6. The author suggests that the process for a team meeting must engage everyone on the team to accomplish the goal. Is every team member engaged in the process to meet your goal, or do some merely attend? What could you do to more fully engage your human resources on the team?

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7. List the nonverbal and verbal communication techniques the author describes. Which of these does your team leader regularly use? Which do you use as an individual member of the team? Which techniques could you use more often?