

Return to Campus Group Planning Worksheet

Instructions:

Groups have been asked to collaboratively decide how your team will accomplish three goals, and submit a plan to HR. The following worksheet may be useful to groups; take what is useful, ignore what is not.

Suggestion: Before the team meets to discuss these topics, ask each team member to respond to the relevant questions below. A little pre-work can help get the conversation flowing.

Step 0: Remember the three goals and our key priorities:

Let's ask ourselves how our decisions and actions might enable each of our shared goals and priorities:

Goals:

- We successfully meet our team goals and accomplish our work well
- We engage with each other and our whole community
- We respect each other as whole people who have agency and flexibility

Priorities:

One key priority is **learning**. We believe that transformative learning happens through collaboration with others, hands-on experience, and learning by doing. It requires and creates deep personal relationships between and among learners and educators. And our focus on learning extends beyond students: we aspire to be a place where **everyone is a learner** and **everyone is an educator**. This must be one of our highest priorities moving forward. It is the foundation on which all of our work will rest.

Second, we are a **community** that thrives on being together. We aspire to be a place where people feel that they are part of something, that what they are doing serves a greater purpose.

We also value **trust**. We want to be a place where employees have agency, where they are trusted to make decisions about how best to get their work done.

And we value all of our community members as **whole people** who have meaningful lives outside of Olin.

Step 1: Have a conversation about successfully meeting team goals and accomplishing work well.

1. What is the work each individual is doing? What is the work of the group?
2. What does each individual need to be able to get their work done? What does the team need to be able to get their work done?
3. Where might there be conflict between individual needs and group needs? What can the group do to address that?
4. Where is there alignment between individual needs and group needs? What can the group do to keep the alignment working, and make it even better?

Step 2: Have a conversation about engaging with each other and the whole community.

1. What does each individual value about the Olin community (staff, faculty, students)? What past examples of feeling connected to the community have people experienced? Feeling disconnected?
2. What experiences have team members had with the value of “everyone’s a learner, everyone’s an educator”? What has worked well?
3. What can this group create to foster more engagement with the community values? What have people in this group tried before? What has worked? What has not? What should this group do? When? What? How often? What will it take to really do this? Who is leading this? What resources do we need?

Step 3: Have a conversation about respecting each other as whole people with agency and flexibility

Step 4: Review the plan for equity.

Ask yourselves the following questions and make sure you can honestly answer yes:

- Are the various plans for flexibility set up to enable the work of our team?
- Do our plans allow an equitable distribution of flexibility based on individual roles and responsibilities?
- Are we equitably caring for one another as we accomplish our mission?

If you can't honestly answer yes to all of these questions, make adjustments to your plans until you can.

Step 5: Make a plan for occasional check-ins about how the plan is going.

How often will the group check-in on how well you are achieving the three goals? Who will be responsible for making sure those check-ins happen? When will the first check-in be scheduled?

Step 6: Write up a plan and submit it to HR.

There is no required format. The plan can be as simple as a summary of answers to the questions above, a specific plan on engaging the community, and a table of schedules.

Note: Some of the ideas in this worksheet come from a new book by Dr. Tsedal Neeley (professor at Harvard Business School): *Remote Work*

Revolution <https://www.tsedal.com/book/remote-work-revolution/> 

This book is available in paper, e-book, and audio book from the Olin library.