Facilitating Effective Meetings

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Group Exercise

Meeting Nightmare

1. Imagine and then describe your worst meeting nightmare.
2. Discuss how you would “slay the monster” from your nightmare.
3. Someone take notes
4. Be prepared to report back to the full group.
What Makes for a Good Meeting?

Brainstorm a list of characteristics.
What kinds of meetings do you attend?

- Information sharing/receiving
- Giving input
- Problem solving
- Decision making
- Planning
- Process Improvement/Lean
Meeting Types and suggested frequency

- All staff/faculty/both (at least monthly)
- Cross-functional team meetings (normally once or every other week)
- Leaders (at least twice a month)
- Unit meetings (at least monthly)
- One on one meetings between supervisor and staff member (at least monthly)
- Task meetings (as needed based on issue)
- Lean check ins (usually weekly for up to 90 days)

Note: Schedule as many meetings as possible in advance
Committee vs. Teams

● Committees
  – Normally appointed
  – Representative of your department
  – Decision making often done elsewhere

● Teams
  – Carefully put together
  – Shared mission/vision
  – Ownership for results
  – Group process matters
Lean Meetings

- Visual Boards
- Standard Agenda
- Rapid
- All participate
- 30 – 60 – 90 day report outs to leadership
- Action focused
Before You Begin/Attend

Be thoughtful:

- What is your role at this meeting?
- Who are the other participants? How well do they know each other?
- What is the meeting for? If part of a team process, what’s the mission?
- Does the meeting/team have a facilitator?
- Review the team charter/activity scope, if it exists
- Review the logistics (place, equipment, set up, videoconferencing needs)
A charter is the job description for the team.

**May Include:**
- Team name
- Members
- Mission/Purpose
- Expected time frame
- Frequency of meetings and duration
- Objectives
- Milestone check-ins, timeline
- Boundaries/parameters
- Communication methods
- Ground rules
- Roles of members, leader, sponsor, etc.
Background / Problem Statement:
The current process is complicated, last minute, unclear, and includes a great deal of rework. There is no annual calendar for students or faculty. Faculty leadership does a great deal of work that could be delegated to staff.

Mission of the Activity:
Develop an annual schedule of classes that is timely, done earlier, and can be used by students and faculty for planning.

Specific Goals / Objectives
1. Map current state
2. Identify problems and solve them.
3. Develop annual plan that can be followed.
4. Reduce the time it takes to do the scheduling.
5. Reduce re-work.
6. Identify roles and decision making authorities.
7. Develop communication plan and communicate changes.

Strategy it Aligns With:
Operational Excellence

What Measures Will You Use: baseline, progress, outcomes
steps in process, time it takes, # of changes, deadlines met,

Sponsor/Owner:
Larry Knopp/Bill Kunz

Project Leader / Manager:
Jenny Quinn

Facilitator (if there is one):
Ruth Johnston

Team Members:
Naarah, Bill, Nicole, Turan, Emily, Cheryl - Ldr. Team
Jessica (ES), Heather Hucks and Lynda West (Advising)
Charles, faculty member
Andrea Coker-Anderson, Registrar

Timeline:
Friday, May 24 curriculum mapping day, 9:00 - 4:30, PNK 212
Weekly Process improvement groups(Kaizens) and All Team meetings
Team will work through August to improve the processes.
Reports to leadership, stakeholders every 30 days.
Reasons TO Meet

1. To review information and develop recommendations.
2. To solicit new information from a group.
3. To analyze or solve problems.
4. To reconcile conflicting views.
5. To arrive at a group consensus, decision, or confirm status of something with a group of people.
6. To exchange information or viewpoints.
7. To teach/train or formally present information.
8. To plan for the future
Reasons NOT to Meet

1. When a less costly communication will produce the same result like using an email, report, phone call or brief discussion.
2. When there is not time for adequate preparation.
3. When key people are not available.
4. When meeting will not likely produce desired results.
5. When you’re not sure what you’re intending to accomplish with the meeting.
6. When a decision by an individual would accomplish the desired result and group consensus is not important.
7. When clear interpersonal conflict needs to be addressed first so you can move forward
Essentials of Meeting Management

- ALL meetings should have agendas that are shared at least a day (full 24 hours) in advance, unless they are Lean check ins since the agenda is standard.

- Meeting location and time should be included in the agenda.

- When possible, the agenda for the “next” meeting should be developed as a part of the current meeting, especially if items need to be specifically deferred until the next time the group meets.

- Room needs to be prepared in advance for all participants, and equipped with needed materials, (board, flip chart, markers, data projector, etc.). Someone should be there early to set up.
Essentials of Meeting Management

- Key decisions or discussions should be scribed on flip chart paper, for later recording in meeting minutes.
- Establish and review, periodically, meeting ground rules.
- Start and end on time!! Consider establishing a start and end time that is a few minutes different than the hour or half hour. e.g., meeting time 8:35 to 9:35.

P.S. Be sure there is a reason to meet!
An agenda is a guide or road map for what the meeting hopes to accomplish during a specified period of time.

**An Agenda:**
- Clarifies what tasks or issues will be discussed
- Gives all members access to meeting plan and seeks input for additional items
- Helps put these items into an order
- Identifies time allotment for issues
- Serves as a guideline for the meeting
- Is a tool for minutes and “group memory”
- Is a communication tool for leader, facilitator, sponsor and members
- Can be as flexible as needed
- Carry forward parking lot
- Review action items
Leader Responsibilities

- Always send agenda at least 24 hours in advance of meeting
- Prepare for each item on the agenda
- Post agenda in room on flip chart/projected
- Follow the agenda
- Focus on proactive planning and future focused
- Balance operational discussions with future issues
- Manage time and change if it doesn’t work
- Make sure minutes are completed, edited and circulated
- Make sure parking lot items are eventually addressed
- Keep sponsor informed – don’t wait to be asked for information
- Determine how items not covered will be handled
Member Responsibilities

- Actively participate
- Come prepared
- Choose your attitude
- Be on time
- Come knowing the agenda
- Be ready when presenting
- Put agendas in calendar
- Accept meetings electronically (if possible)
- Let leader know directly (not by having to look at meeting) if you can’t attend
- Find out what you missed if you aren’t there
- Follow through with any commitments
Sample Ground Rules
(limit to 10 or less!)

- Have an open attitude
- Be honest
- Keep to the subject and current issue
- Try not to interrupt fellow team members
- No side conversations
- No email checking
- Agenda sent out 24 hours in advance, with email reminder and if copies should be brought
- No paper!
- Start on time; end on time
- Come prepared
- If a member misses a meeting they will need to catch up
- Decide how many members need to be present to have an effective meeting – also identify key people who must be there
- Accept meetings electronically
- Notes taken and sent within 48 hours
IAS Ground Rules

- Work for the good of IAS – students, IAS faculty as individuals and a whole, staff, UW T
- Assume best intent
- Share the floor and allow for all voices
- Be honest and respectful
- Listen
- Support the team and each other, inside meetings and with others outside
- Stay with agenda (unless team decides to deviate)
- Ask for clarity when needed
- Follow through on commitments
- Document actions/next steps/be results focused
- Be positive – change is hard!
- Agree to messages to communicate to others (FC, IAS Leadership, Faculty, etc)
- Bring food!
- If you miss all/part of a meeting, be responsible to find out what you missed.
Recording/Scribing

Recording information is very important:

- Post agenda on flip chart or white board or project it (leader)
- Use a flip chart/white board so all can see
- Rotate the scribing (spelling doesn’t count!)
- Record key actions
- Keep a “parking lot” or forward calendar of ongoing or unaddressed issues
- Grammar and spelling DO matter for final
- Use a shared drive/web site
- Type and link within 48 hours
- Gain agreement to accuracy via email, wiki or at start of next meeting
- Use minutes template
### Notes Template

**Xx COMMITTEE/TEAM/WORKGROUP MEETING**

- Date
- Time
- Location

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**DRAFT MINUTES**

- **Attendees:**
- **Present:**
- **Absent:**
- **Guests:**
- **Recorder:**

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Discussion/Actions Taken</th>
<th>Decisions/Actions/related due dates</th>
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The meeting adjourned at
Warm Up Activities

- Structured warm-up activities help participants to get involved more quickly, increases their interest and facilitates the sharing of information.

- Some activities work best when the group is new. Other exercises can be incorporated into team meetings as needed.

- Some objectives of using structured warm-up activities with a new team might be:
  - To help clarify group members’ expectations and knowledge
  - To introduce them to working within a team
  - To enhance the interpersonal relationships

- What ice breakers have you used?
Brainstorming

- Recorder clearly states the topic or question.
- Each member takes a turn, expressing one idea at a time.
- Recorder records each idea as stated, with no editing, on chart that all can see.
- OK to piggyback on ideas of other members.
- No criticism, judgment or discussion of ideas.
- Go for quantity of ideas.
- Recorder can read the list of ideas aloud to stimulate more.
- If no idea, it’s OK to pass.
Decision Making in IAS

- What do you decide about?
- How do you make decisions?
- What needs consensus, what doesn’t?
- How do you know you’ve made decisions?
- Are accountabilities understood, communicated, followed through on?
- Are actions, timelines, and roles documented?
Consensus Decision Making

Decision by consensus is a key process used to solve problems. A group choice arrived at through consensus should be better than the choice made by individual team members choosing independently. The dynamics of the group transforms the whole into being greater than its parts.

Consensus elements:
- All participants contribute.
- Everyone can paraphrase the issue.
- Everyone has the opportunity to express feelings on the issue.
- Those members who continues to disagree indicate that they are willing to experiment for a prescribed period of time.
- Although everyone may not agree that the decision is the best, all members agree to take responsibility for the implementation of the decision.
# Decision Making Levels

<table>
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<th>Management Control</th>
<th>Employee Control</th>
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<td><strong>Level I:</strong> Management decides, then informs staff</td>
<td><strong>Level IV:</strong> Employees decide and act</td>
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<td>This level of decision making is made solely by management. Employees are informed about the decision after it has been made. A memo announcing a change is an example of a level I decision.</td>
<td>This type of decision occurs when the group has been given authority to make decisions and implement action plans without having to seek final approval. This authority is given to a group on the assumption that they are willing and able to handle outcomes.</td>
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| Managers:  
- Inform  
- Direct  
- Are accountable and responsible  
- Are in control  
- Employees implement management decisions | Managers:  
- Delegate  
- Serve as liaisons and advocates  
- Employees are accountable and responsible for work  
- Team members can set direction and take action without approval |
| **Level II:** Management gets staff input before deciding | **Level II:** Employees decide and recommend |
| This is a decision made by management after input is obtained from employees. An employee focus group is an example of a level II practice. | This type of decision involves employees discussing and deciding on a course of action, but unable to act until they receive approval. Process improvement teams are often set up as level III activities. |
| Managers:  
- Sell  
- Coach  
- Collect employee ideas as input to decisions  
- Team members give input that is considered but it is not necessarily used | Managers:  
- Engage employee participation  
- Facilitate  
- Share accountabilities with employees/team members  
- Team members must consult management before acting to get approval |
| **Level III:** Employees decide and recommend | **Level III:** Employees decide and act |
| This type of decision making occurs when the group has been given authority to make decisions and implement action plans without having to seek final approval. This authority is given to a group on the assumption that they are willing and able to handle outcomes. | This type of decision occurs when the group has been given authority to make decisions and implement action plans without having to seek final approval. This authority is given to a group on the assumption that they are willing and able to handle outcomes. |
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Meeting Evaluation Methods

Every few meetings, you should conduct this by:

- Round robin evaluation out loud by participants, with facilitator recording on flipchart.
  - What was of value?
  - Suggestions for improvement?
  - ++ (worked well) or + (could be improved)
  - + (positive) or – (negative)

OR

- Everyone responds on post-its, one item per post-it. Facilitator collects and posts on flipchart. Participants come up and look and discuss as a group.
Managing Conflict: A few ideas

You may not be able to handle all conflict; ask for help if you need it!

- Keep focused on the goals of the team/meeting
- Have targeted discussion with individuals outside of meeting for problem solving purposes
- Address the conflict within the meeting
- Redirect questions to whole group (e.g. what do you think, Sally?)
- Take a break or finish early
- Use the tools from this class (ground rules, charter, evaluation methods, etc)
- Use a facilitator (short or long term)
Questions?

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