



Leading and Facilitating Effective Meetings

Ruth A. Johnston, Ph.D

ruthj@uw.edu



Case Studies

- Pick a partner
- Choose one of any of the 9 case studies to read
- Discuss the answer to the question
- Prepare to report out (as time allows)

Ground Rules for Today

- Help include others, share the floor, and allow for all voices
- Free yourself of distractions (phones, e-mail)
- Have open, free communications
- Participate
- Maintain a safe environment
- Assume best intent, don't take things personally
- Ask for clarity when needed
- Be positive – change is hard
- Have fun!

Focusing on your participation in meetings, what is most frustrating to you about how they are run?

Find a partner, introduce yourself...2 minutes each sharing... Then find another partner...then find another.

Large Report Out

Meeting Types

Types:

- Information sharing/receiving
- Giving input
- Problem-solving
- Decision making
- Planning
- Process improvement/Lean
- ...

Meeting Types

- One-on-one meetings between supervisor/department head and staff member/faculty
- All staff/faculty/both
- Cross-functional team meetings
- Committee meetings
- Leaders
- Unit meetings
- Task meetings
- Lean check-ins

Note: Schedule as many meetings as possible in advance

Committees vs. Teams

- Committees
 - Normally appointed or elected
 - Representative of your Department/School
 - Decision-making often done elsewhere (recommended to others for final)
- Teams
 - Carefully put together
 - Shared mission/vision
 - Ownership for results
 - Group process matters

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 is the mission?
- Review the team charter/activity scope, if it exists.
- Review the logistics (location, equipment, set up, videoconferencing needs).

ACTIVITY SCOPE (WORK CHARTER)

PROJECT NAME:		DATE:
PROJECT DESCRIPTION:		
PROJECT START DATE:		PROJECT END DATE:
PROBLEM TO SOLVE/OBJECTIVE:		DELIVERABLES AND TIMELINES:
TEAM MEMBER NAMES		
EXECUTIVE SPONSOR(S):		TEAM MEMBERS:
PROJECT LEADER(S):		FACILITATOR(S):
		REVIEW TEAM IF NEEDED:

EXAMPLE**ACTIVITY SCOPE (WORK CHARTER)**

PROJECT NAME: Classroom Scheduling Improvements		DATE: Updated 8/29/15	
PROJECT DESCRIPTION: The goal of this project is to institute new classroom scheduling practices that will provide a variety of benefits to the UW community. Three new practices will be implemented: increasing the instructional week to 50 hours (from the current 40), requiring that requests for general-assignment classrooms be distributed evenly throughout an instructional day, and requiring that class offering conform to specific day/time combinations (so-called “block scheduling”).			
PROJECT START DATE: November, 2014		PROJECT END DATE: November, 2016	
PROBLEM TO SOLVE/OBJECTIVE: In 2013-14 academic year an extensive review of learning spaces on the UW Seattle campus was performed, and a series of recommendations to improve classroom scheduling were identified. The problems created by current scheduling practices include: <ul style="list-style-type: none"> • In Autumn 2015 roughly 20% (approximately 800) of classroom requests were not met. Unmet requests significantly disrupt academic planning and course scheduling. To meet peak demand, 100 new classrooms would need to be added to current inventory, more than a 30% increase. • From 9:30 am to 2:30 pm nearly 100% of classrooms are in use. As such, there is no opportunity to renovate or repair classrooms during academic quarters. A benchmark or industry standard for classroom utilization is 70%. • For many courses there is a significant mismatch between enrollment and classroom capacity. The objective of this project is to explore the scheduling recommendations, and implement those that will significantly impact classroom use.		DELIVERABLES, METRICS AND TIMELINES: <ul style="list-style-type: none"> • June 2015 (done) - Implementation Committee to explore recommendations (including data modeling) and present a scheduling plan to the Governance Committee. • Through Jan 2015 - Governance Committee to review plan, and gauge impacts and mitigation through communication with key stakeholders. • April 2015- Final recommendations to Provost. April 1, 2015. • Nov. 2016 - New scheduling processes used for the 2017-2018 academic year. Metrics that will be employed to gauge the efficacy of this effort: <ul style="list-style-type: none"> • Reduction in the number of unassigned class requests. • Reduction in the time to finalize the time schedule for a given academic quarter. • Better compliance with the “70/70” rule: average of 70% of classrooms used at an occupancy of 70%. • Better match between course enrollment and classroom capacity. 	
TEAM MEMBER NAMES			
Executive Sponsor(s): Jerry Baldasty, Interim Provost		Team Members: The Scheduling Governance and Implementation Committees Data Subcommittee: Roberta Hopkins, Diane Machatka, Philip Reid, Nancy Salts, and Matt Winslow.	
Project Leader(s): Bruce Balick, Chair of the Scheduling Governance Committee Philip Reid, Chair of the Scheduling Implementation Committee		Facilitator(s):	
		Review Team if needed:	

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 the 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

How a Leader Can Keep a Meeting Moving

- Limit the agenda (know your biggest goal)
- Put a specific proposal on the table
- Don't allow circling back unless there's a real need
- It's ok to call on people
- Assign work
- Give lots of recognition
- Go for a walk!

Adapted from: <https://chroniclevitae.com/news/1352-how-to-keep-a-meeting-moving> - Nicole Matos

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 (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/reviewed 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.

Agendas

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
- Carries forward “parking lot” from previous meetings
- Reviews action items

Lean Approach to Meetings

- Visual Boards (progress, workflow)
- Standard Agenda
- Rapid
- All participate
- Progress updates focused on what needs to be done and problems in the way
- Action focused

Lean Standard Agenda

Katherine

STAFF(suite) MEETING AGENDAS	
<p>Standard Agenda</p> <ul style="list-style-type: none">• UWS• BDP• OE (HRP-TAP)• P&M• HSS• WEB	<p>Discussion Items</p> <ul style="list-style-type: none">Holiday Party - AKSM Retreat - CFRecognition - KWStudent Graphic/IT - TD+ M&CFront door - TD
<p>COMINGS + GOINGS</p>	<p>Events</p> <p>SM Retreat - JAN 8</p> <p>HOLIDAY PARTY - DEC 10</p>
<p>CALLS FOR HELP</p>	

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/projector
- Follow the agenda
- Focus on proactive planning and future focus
- Balance operational discussions with future issues
- Manage time, and change if allotted time 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 invitation
- 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

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 on-going or unaddressed issues
- Grammar and spelling DO matter for final meeting minutes
- Use a shared drive/web site to share documents
- Type and link to notes within 48 hours
- Gain agreement to accuracy of the minutes via email, wiki or at start of next meeting
- Use minutes template

Sample Ground Rules (limit to 10 or fewer!)

- 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

UW Tacoma SIAS Ground Rules

- Work for the good of SIAS as a whole
- Assume best intent
- Share the floor and allow for all voices
- Be honest and respectful
- Listen
- Stay with agenda (unless team decides to deviate)
- Ask for clarity when needed
- Be positive – change is hard!
- Bring off line conversations and/or decisions back to the group

- Updated 12/1/15

Notes Template

Xx COMMITTEE/TEAM/WORKGROUP MEETING

date
time
location

DRAFT MINUTES

Attendees:

Present:

Absent:

Guests:

Recorder:

Agenda Item	Discussion/Actions Taken	Decisions/Actions/ related due dates

The meeting adjourned at

Tracking the Work: Kanban Work Flow



Warm-up Activities

- Structured warm-up activities help participants 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?

Decision Making

- What do you decide about?
- How do you make decisions?
- What needs votes or 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 continue 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

“Management” Control

Employee Control

Level I: Management decides, then informs staff	Level II: Management gets staff input before deciding	Level III: Employees decide and recommend	Level IV: Employees decide and act
<p>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.</p> <p>Managers:</p> <ul style="list-style-type: none"> – Inform – Direct – Are accountable and responsible – Are in control <p>Employees implement management decisions</p>	<p>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.</p> <p>Managers:</p> <ul style="list-style-type: none"> – Sell – Coach – Collect employee ideas as input to decisions <p>Team members give input that is considered but it is not necessarily used</p>	<p>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.</p> <p>Managers:</p> <ul style="list-style-type: none"> – Engage employee participation – Facilitate – Share accountabilities with employees/team members <p>Team members must consult management before acting to get approval</p>	<p>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.</p> <p>Managers:</p> <ul style="list-style-type: none"> – Delegate – Serve as liaisons and advocates – Employees are accountable and responsible for work <p>Team members can set direction and take action without approval</p>

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 today's session? 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)

Case Studies

- Find your partner
- Review your earlier case study
- Based on what you learned in the class, what might you do now?
- Prepare to report out (as time allows)

What Will You Do Differently?



Appreciative
Inquiry



1-2-4-All Schedule:

- 1 minute quiet reflection, what will you do to make the meetings you lead or participate in more effective?
- 2 minutes in a pair, sharing the stories and then asking why-why-why questions (1 minutes each)
- 4 minutes in a small group of 4
 - Identify a few things that you commit to do
- 4 minutes in whole group about top ideas

Questions?

For more information:

Ruth Johnston, Ph.D.
Vice Chancellor, UW Bothell
University of Washington
425.352.3330
ruthj@uw.edu