Intended Audience

*This facilitation guide is designed for use by:*

* Hall Council executive board members during executive board meetings
* ILO executive board members during executive board meetings
* Resident Managers in paraprofessional staff meetings
* Senior staff in paraprofessional staff meetings

Learning Outcomes

*Through participation in this training session, students will be able to:*

* Determine when to have an in-person meeting vs. an email update
* Host effective meetings with their respective executive boards or staff teams
* Understand the significance of hosting effective meetings to build strong teams

Sharing Content

The content of this lesson plan will be facilitated through large-group discussion and small group activities. The facilitator should be prepared to speak on the importance of hosting effective meetings and understanding the information shared in this Lesson Plan. When students are asked to reflect individually, they will only share as they are comfortable to do so.

Exercises and Activities

* ***Section 2 Activity*** Group discussion about the importance of effective meetings
* ***Section 3 Think. Pair. Share.*** This activity is to encourage participants to reflect on their own perceptions of what is the most important step to effective meeting planning
* ***Section 4 Activity*** The group members will practice writing an agenda for a meeting scenario provided
* ***Section 4 Group Discussion*** The group will spend time reflecting as a large group on their experiences writing an agenda
* ***Section 5 Questions and Answers*** This is time for the group members to ask final questions or questions that did not fit a specific area of the lesson plan
* ***Section 5 Reflect*** Encourage participants to complete the reflection activity sheet on their own

Assessment & Follow-Up

A suggested assessment of this activity can be determined from hearing participants questions at the end of the lesson plan. Collect the questions to understand missing points in the lesson plan.

***Activity Prep—Facilitator Only***  ***(Time: 15-20 Minutes)***

*Before beginning the lesson/activity complete the following:*

1. **Read the entirety of this lesson Plan**
2. **Review the following Resources and become familiar with all of the content**
	1. Read “How to Run a Meeting”
	2. Read “How to Run a More Effective Meeting”
	3. Read“10 Steps to Facilitation an Effective Meeting”
3. **Determine who your audience is. Think about how you may need to adjust any messaging of the lesson to create the most meaningful experience.**
	1. For example, think about the time in the semester when you are hosting this lesson and how much team building may need to be involved in a meeting. If you are teaching your Hall Council Executive Board how to host their first meeting of the semester, you may focus on the socializing aspect of a meeting more than sticking to an agenda.
4. **As the facilitator, you must prepare all of the materials needed for this lesson.**
	1. Materials Needed:
		1. White Board or Large Sticky Notepad
		2. Dry Erase Markers/Pens
		3. Pen and paper (enough for each member)
5. **Determine the purpose of the hosting the lesson with your group.**
	1. For example, you may need to analyze if you are trying to course correct your Resident Manager mid-way through a semester or if you are teaching an executive board for the first time how to host a meeting.
6. **Reflect on your own experience of hosting meetings.**
	1. Think about the meetings that have gone well and the meetings that have not gone well. This will be helpful as you relate back to your audience.

***Section 1: Introductions and Ground Rules***  ***(Time: 10 Minutes)***

**Part 1: Introductions**

Depending on your audience familiarity, ask everyone to share the following:

* Name
* Pronouns
* Year in School
* Major/Area of Study
* Hometown
* What position, if any, they hold?
* What organization(s) they participate in on- or off-campus?
* What do you hope to get out of this presentation?

If this group already knows each other, facilitate an icebreaker/team-builder.

**Part 2: Setting the Ground Rules**

At points in this lesson, members will be asked to participate in large and small group discussions. It is important that members take time set ground rules for the space so that each member feels as if they can share freely about their own experiences. Take time to let the group create their own; however, ensure that the ground rules include some iteration of the following:

* Be an Active Listener
	+ Nonverbal cues
		- Eye contact
		- Open posture
		- Head nods
	+ Verbal cues
		- Affirmations
		- Summarizing/paraphrasing
* Respect difference of opinion
* What is said here stays here, what is learned here leaves here
* Avoid assumptions of individuals in the room and what social groups they may or may not be part of. Do not ask individuals to speak on behalf of a perceived social group
* Allow everyone a chance to speak
* Listen respectfully
	+ Pause- allow someone a chance to speak
	+ Paraphrase- summarize their thoughts in your own words
	+ Inquire- ask follow-up questions for clarification

***Section 2: Why is it Important to Lead an Effective Meeting?***  ***(Time: 10 Minutes)***

**Activity** Go around the group and ask this question. Ask each member to share one reason for an effective meeting. Ask participants to not repeat an answer. Write all answers down on a whiteboard/large sticky note.

**Reflect** As a group reflect on the answers given.

* What about these answers surprises you?
* Do you think there are answers missing?
	+ If so, what are they?

***Share*** Provide the following information to the participants.

*Harvard Business Review* lists several reasons why it is important to lead an effective meeting.

1. “A meeting defines the team, the group, or the unit”. Each meeting allows for the group to continue teambuilding to better understand each individual and what talents are brought to the group.
2. “A meeting is the place where the group revises, updates, and adds to what it knows *as a group*”. A meeting is where decisions about the function of the group can be made as a collective by combining each members’ own experiences, judgements and imagination.
3. “A meeting helps every individual understand both the collective aim of the group and the way in which [their] own and everyone else’s work can contribute to the group’s success”.
4. “A meeting creates in all present a commitment to the decisions it makes and the objectives it pursues”. By participating and creating effective meetings, the group can be fully committed to the objectives the members have generated.
5. In many situations, a meeting is the only place where the group can collectively work on a project and, even, exist as a group.

***Section 3: 10 Steps to Facilitating an Effective Meeting***   ***(Time: 15 Minutes)***

**Share** Provide the following information to the participants

*The Student Affairs Collective* shares the following 10 steps to facilitating an effective meeting.

1. Ask yourself who should be in attendance—does the meeting you have planned need to include the general body?
2. Request reports ahead of time—if others need to share information about their progress on a project, let them know in advance. Do not put members on the spot without a warning.
3. Allow socializing—this is especially important as the team is still building relationships with each other.
4. Start on Time and End on Time—always set a time frame for the meeting and follow that time frame to the minute.
5. Disengage from mobile devices—this allows for the meeting to run smoothly and keep to the time. When mobile devices are needed for engaging in a part of the meeting, let your audience know ahead of time.
6. Have an agenda—an agenda is like a classroom syllabus. It allows for the facilitator of the meeting and all those involved to have a roadmap of the meeting. Share the itinerary with all participants.
7. Stick to the agenda—the facilitator needs to keep on track with the agenda while ensuring others are not plotting their own course.
8. This is not a lecture—a meeting is a time to share information and work toward a common goal. If the only goal of the meeting is for the facilitator to give a message, and email will suffice.
9. Staying the course—the facilitator should be the primary controller of the meeting. It is the facilitator’s responsibility to intervene when a member of the group is going on for too long.
10. What is the resolution—ensure meetings are ended with everyone understanding what the next steps need to be for each person in the meeting. Before ending the meeting, the group needs to decide what the next meeting will hold.

**Think. Pair. Share.** Spend two minutes reflecting on the ten steps to an effective meeting. Pair up with someone else in the group and talk about which step you think is most important to an effective meeting. Share your answers with the group.

***Section 4: How to Write an Effective Agenda***  ***(Time: 15 minutes)***

**Share** Provide the following information about writing an effective agenda.

As student leaders, there may not be a need to follow a strict set of rules for an agenda, however, there are some items that must be included in an agenda. The following is loosely derived from *Suggested Agenda* by Kutztown University.

1. Introduce the meeting. A check-in question about how folks are doing is a great way to start the meeting.
2. Outside business. If you have a visitor coming to the meeting, start the meeting with the visitor and introduce them to the group.
3. Reports from the officers or subcommittees. Give time for each officer of the board or sub-committees to provide updates for projects that are on-going.
4. Unfinished business. This provides a space for the group to discuss items that may have been brought up during the previous meeting. Give time for the group to create solutions for any unfinished business.
5. Open forum and new business. Allow space for individuals of the group to bring new business matters to the group. Give space for the topic to be discussed enough to decide if a resolution can be made the current meeting or if it needs to be added to the next meeting’s agenda.
6. Announcements. This is a good place for reminders or to share positive feedback for members of or the group.

**Activity** Practice writing an agenda which includes the following information.

 It is October during the autumn semester.

 There is a large program or event to happen in November.

 There is a new member of the team because of an early semester departure.

 In the last meeting, two team members brought up a dispute within the group.

 The team has asked for more time or ways to give positive recognition.

 The time allotted for this meeting is 1.5 hours.

**Group Conversation** Share in either the large or small groups the experiences had writing the agenda

* What did it feel like to write this agenda?
* What challenges did you have?
* What was easy about this activity?

***Section 5: Wrap-Up***   ***(Time: 5 minutes)***

**Questions and Answers** Give space for the participants to ask questions or share additional comments on their own experiences. If a question is asked that the facilitator cannot answer, collect the participant’s information and get back to them.

**Reflect** Give the reflection worksheet to each member of the group to take with them. Encourage participants to complete the reflection activity on their own as they continue to think about their own meeting planning.

***Please see next page for a Reflection Worksheet to use with participants***

***Reflection Worksheet***

*What about this activity surprised you about effective meeting planning?*

*What are 3 of the 6 aspects of writing an effective meeting agenda?*

*What are 6 of the 10 steps to leading an effective meeting?*

*What questions do you still have about planning an effective meeting?*

*How will you take this information with you into future meetings?*

*What is your reason for leading effective meetings and why?*

***Resources***

Brown, S. (2014, September 17). 10 Steps to Facilitating an Effective Meeting. Retrieved July 03, 2020, from https://studentaffairscollective.org/10-steps-to-facilitating-an-effective-meeting/

Jay, A. (2017, June 22). How To Run a Meeting. Retrieved July 03, 2020, from <https://hbr.org/1976/03/how-to-run-a-meeting>

Student Involvement Running an Effective Meeting. (2019). Retrieved July 03, 2020, from <https://www.kutztown.edu/about-ku/administrative-offices/student-involvement/student-organization-support/running-an-effective-meeting.html>