

Meetings That Get Things Done

Tactics to add to your toolkit

Part One

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Reflection:

*Have you ever gone to a great workshop / class / training / meeting and been excited about **using** what you learned?*

*Did you actually put that learning to use? When you did put something to use, what **actions did you take to make that happen?***

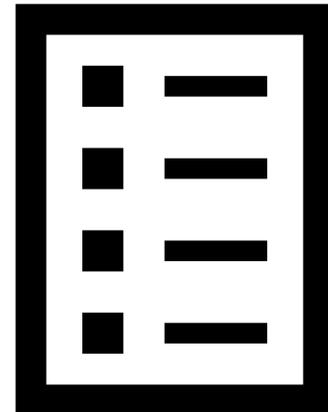
*What can you do **in a meeting or training** like this to make it more likely that you will go back and try out promising approaches?*

Jot down some notes about this for yourself.



Today's objective:

- Participants will leave with at least one action item related to things that they will try to incorporate in their upcoming meetings.



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Objectives:

Starting with the end in mind is essential to holding effective meetings.

- *Objectives should be stated from PARTICIPANTS' point of view. These are the key 'take-aways' that the group will get from participating in this meeting – they state the observable changes participants will experience.*
- *They answer the question, "what will the participants have done/be able to do at the end of this meeting?"*

NOTE: this is not the same as 'what am I going to tell them?'



Today's objective:

- Participants will leave with at least one action item related to things that they will try to incorporate in their upcoming meetings.



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Objectives:

Starting with the end in mind is essential to holding effective meetings.

Start with the things you want to **get done**, and then determine:

- 1) what **knowledge or skills** does this group need to accomplish this?
- 2) What **decisions** need to be made?
- 3) **How will we know** that we have been successful?



Objectives:

What is one objective that you hope to accomplish in an upcoming meeting?

Write this down in your own notes and then share it in the chat box! We will use this later in the session.

(Remember to answer the question, *What will participants have done, or be able to do at the end of this meeting?*)



Ice-breakers versus Warm-ups versus Mental Sets

Ice-breakers are designed to get people talking with one another...to promote bonding between a group and to create a memorable experience.

Warm-ups are designed to help people engage their creativity, so that they are more likely to consider new ideas.

Mental sets are designed to provide a common experience or story that can be used to link new information to. (We can't learn new material without something we already have in our experience to "hook" the new information to.

Some activities check two—or all three— of these boxes.



Super-powers (an ice-breaker)

In your breakout room, share:

If you were to magically become a SUPERHERO right now...

- 1) What trait or talent do you already have that could be your super-power if it were amped up a bit?
- 2) What would your superhero costume be?



We will take eight minutes for this activity. Remember to leave enough time for both persons to share.



Reflection (a mental set):

*Have you ever gone to a great workshop / class / training / meeting and been excited about **using** what you learned?*

*Did you actually put that learning to use? When you did put something to use, what **actions did you take to make that happen?***

*What can you do **in a meeting or training** like this to make it more likely that you will go back and try out promising approaches?*

Jot down some notes about this for yourself.



Thunks (a warm-up)

1. If I compose a song but never play it, is it music?
2. Are you the same person you were 20 minutes ago?
3. Would life be better if you could never fail?
4. Is your shadow part of you?
5. Can you choose to like a piece of art?



In your breakout rooms, you will engage in a five-minute debate on your assigned statement from the list above.

Divide your room into two teams (alphabetically by first name), the first half argues for YES, the second half argues for NO.



Ice-breakers versus Warm-ups versus Mental Sets

In your small group, take turns with the following:

- 1) Introduce yourself briefly and then share the objective you hope to accomplish in an upcoming meeting.
 - 2) Brainstorm (as a group) ideas for ice-breakers, warm-ups, or mental sets that you could use to get the meeting started that are related to the objective in some way.
- *We will spend twelve minutes on this activity. Make sure that everyone gets a chance to talk about their objective.*
 - *We encourage you to make notes of things that sound promising for your own meetings.*



Teaching in a meeting:

If the group needs some foundational knowledge or skill set, be thoughtful about how you teach!

Refer to the Ten Steps for Effective Training from the CTC Training of Facilitators to refresh your memory.



How We Teach: Ten Steps for Effective Training

Component	Explanation	Notes
1. Objectives Clearly Stated	Must be observable and limited in number. "At the end of the session, the participants will (be able) to...."	For a 40-minute session, expect to cover two or three objectives at most.
2. Mental Set	An experience, story or information that "opens the attention gates" and gets the audience "leaning in" to what you're doing. Don't forget to answer the question <i>WIIFM?</i>	Should be quick, and should be able to articulate the objective through the mental set. <ul style="list-style-type: none"> • "Remember when...?" • "Did you see that article in last night's news about...?" • "How many of you...." • "Imagine how it must have felt to..."
3. Content	This is the key content of the session. Direct presentation of information—lecture, video, direct instruction.	Aim for a variety of formats and learning styles in order to keep participants engaged
4. Check for Understanding	For more basic skills, simpler questions work well. For deeper mastery, have participants relate the skill to their own experience.	A good check allows for 100% participation.
5. Monitoring and Adjusting	Facilitators are constantly monitoring and making adjustments, based on results of checks for understanding.	Instructional content can include suggestions for alternative ways to make a point.
6. Clear Instructions for Practice Exercise	Give the "why" we're doing this. Break it into small steps. If there are more than three steps, write down the directions.	May need a quick model, check for understanding, answer questions before going into actual practice.
7. Modeling	Demonstrate the skill steps in the most realistic context possible under the circumstances.	Often easiest for participants to model a skill in small groups.
8. Practice Exercise	Pairs, small groups, on paper, in the mirror.	Step 7 was instructions for the practice exercise; step 8 is the practice exercise itself.
9. Feedback/Evaluation of the Practice	Don't need to wait for the training evaluation to ask for feedback.	Key phrases are helpful when asking for feedback.
10. Transfer	Directly structure how to use this at home or in the field.	Worksheets, templates and next steps work plans facilitate transfer. Participants can review instructional videos to refresh understanding on key concepts and steps.



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Teaching in a meeting:

Use the steps and remember to use a variety of methods to deliver the content, and allow them to practice using the information or skill.

Structure adequate time for each step in your agenda.



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Teaching in a meeting:

Auditory: Getting information in via their ears.

Examples: talking to them, having them talk to one another, have them listen to a video clip. (The gerbil video for learning the SDS.)

Visual: Getting information in via their eyes.

Examples: Provide a picture or symbolic way to represent the information or skill. (The phases circle for CTC.)

Kinesthetic: Getting information in via their bodies.

Examples: Use an activity that includes movement, have them draw or write something. (Risk and Protective Factor Sculpture)

Use auditory, visual, and kinesthetic methods in combination.





Draw Me a River:

Let's draw something!

You do not have to be an artist. Stick figures will work just fine!

A full sheet of printer paper or notebook paper will work best.



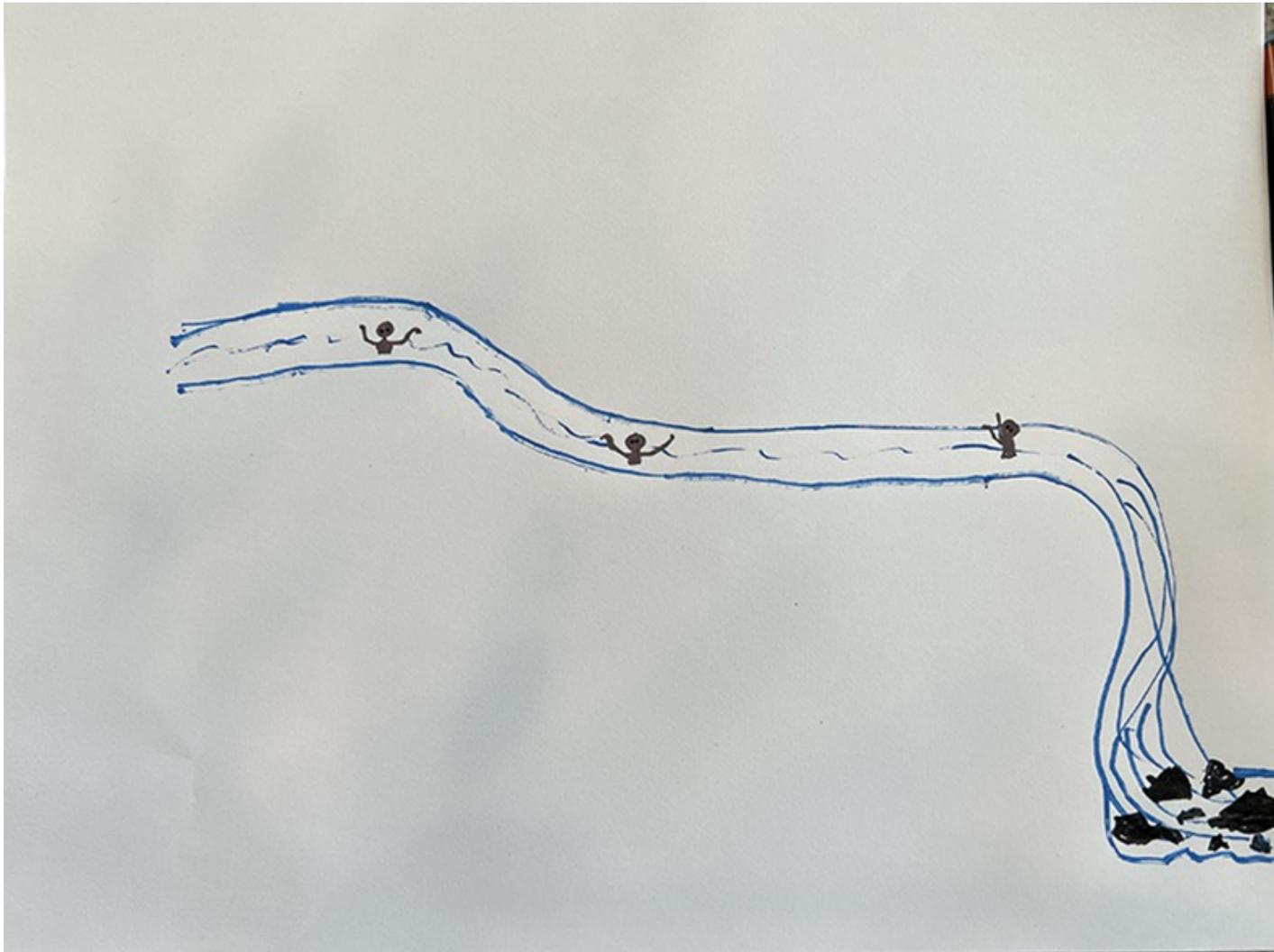
Draw Me a River:

Imagine that we live in a community near a large, swift river. In the river, just to the south of the town, is a waterfall, with jagged rocks at the bottom.

DRAW the river and waterfall with rocks. Add a couple of children in the water.



Draw Me a River:



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Draw Me a River:

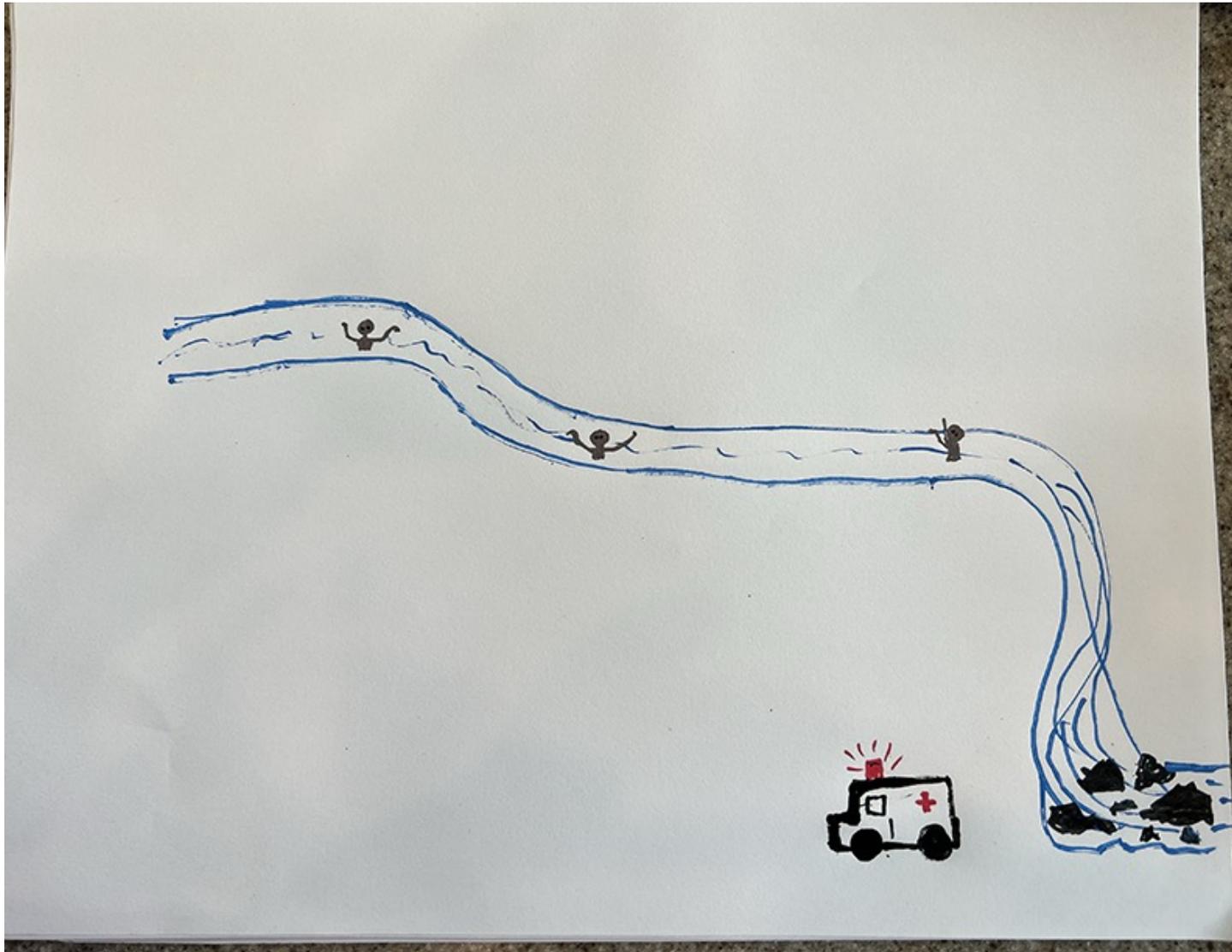
What do you imagine that we might do if we saw children in the river, caught up in the current, and being swept over the falls?

I imagine that first we might send an ambulance crew to the bottom of the falls. They could render aid to the children and get them help. We would likely leave a crew there if we knew that more children were coming.

DRAW an ambulance at the bottom of the falls.



Draw Me a River:



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Draw Me a River:

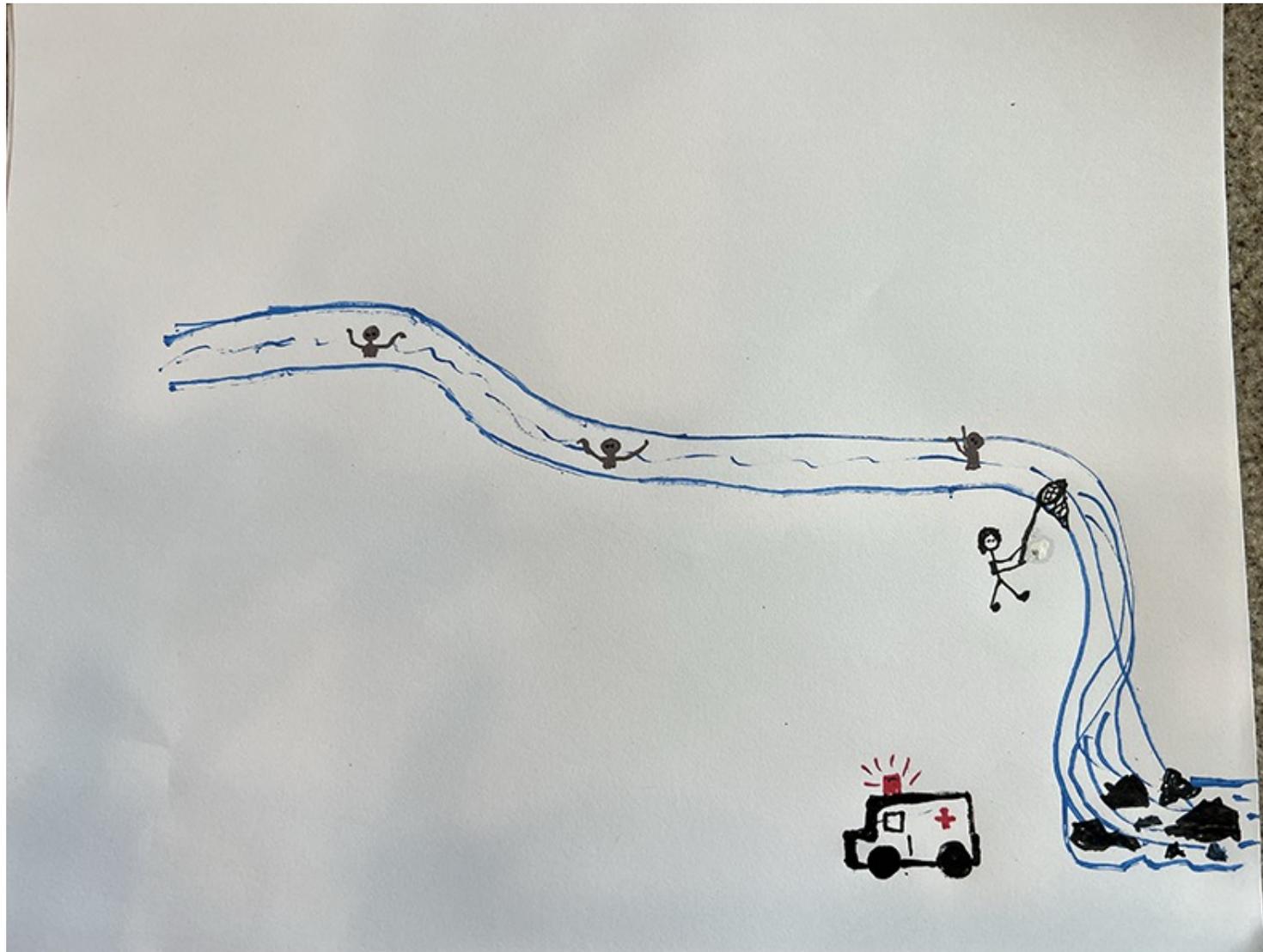
We might also send some brave rescuers to the very edge of the falls, with big nets to scoop those young people who were obviously not going to be able to get to shore before being swept over the edge.

We would likely want to leave them in place, too.

DRAW people with nets at top of the falls.



Draw Me a River:



Draw Me a River:

But once we had those systems in place, I would want to go upstream, and find out why there were so many children in the river, wouldn't you?

We might find that the banks of the river were very steep and slippery...but with interesting rocks to climb on and lively wildlife along the stream.

What might we do if we found this?



Draw Me a River:

We could put up some fences where it was very slippery.

DRAW a fence.

Or we could put up warning signs.

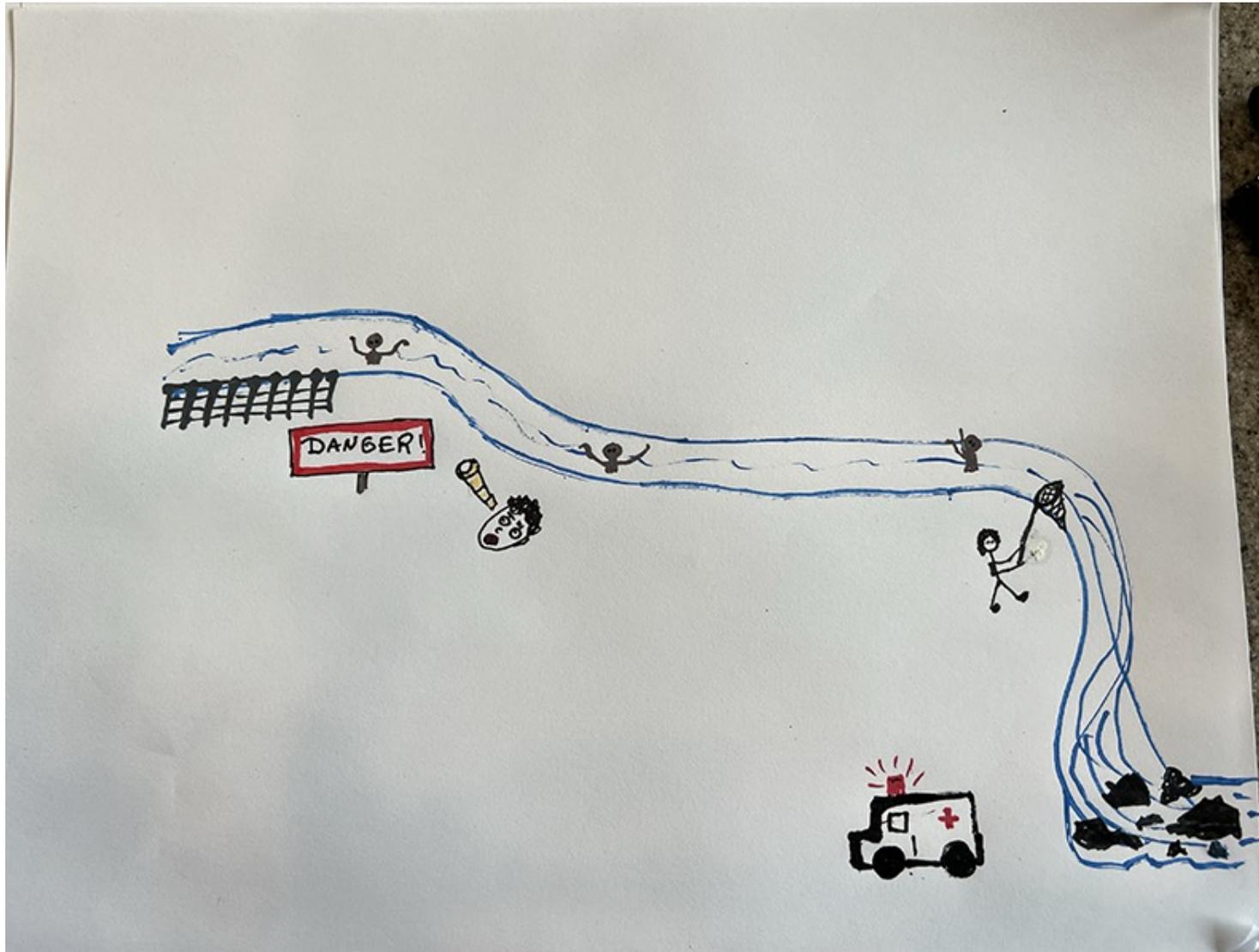
Draw a sign.

We might even have some people stationed there to warn the children of the dangers of the steep, slippery bank.

DRAW a watcher.



Draw Me a River:



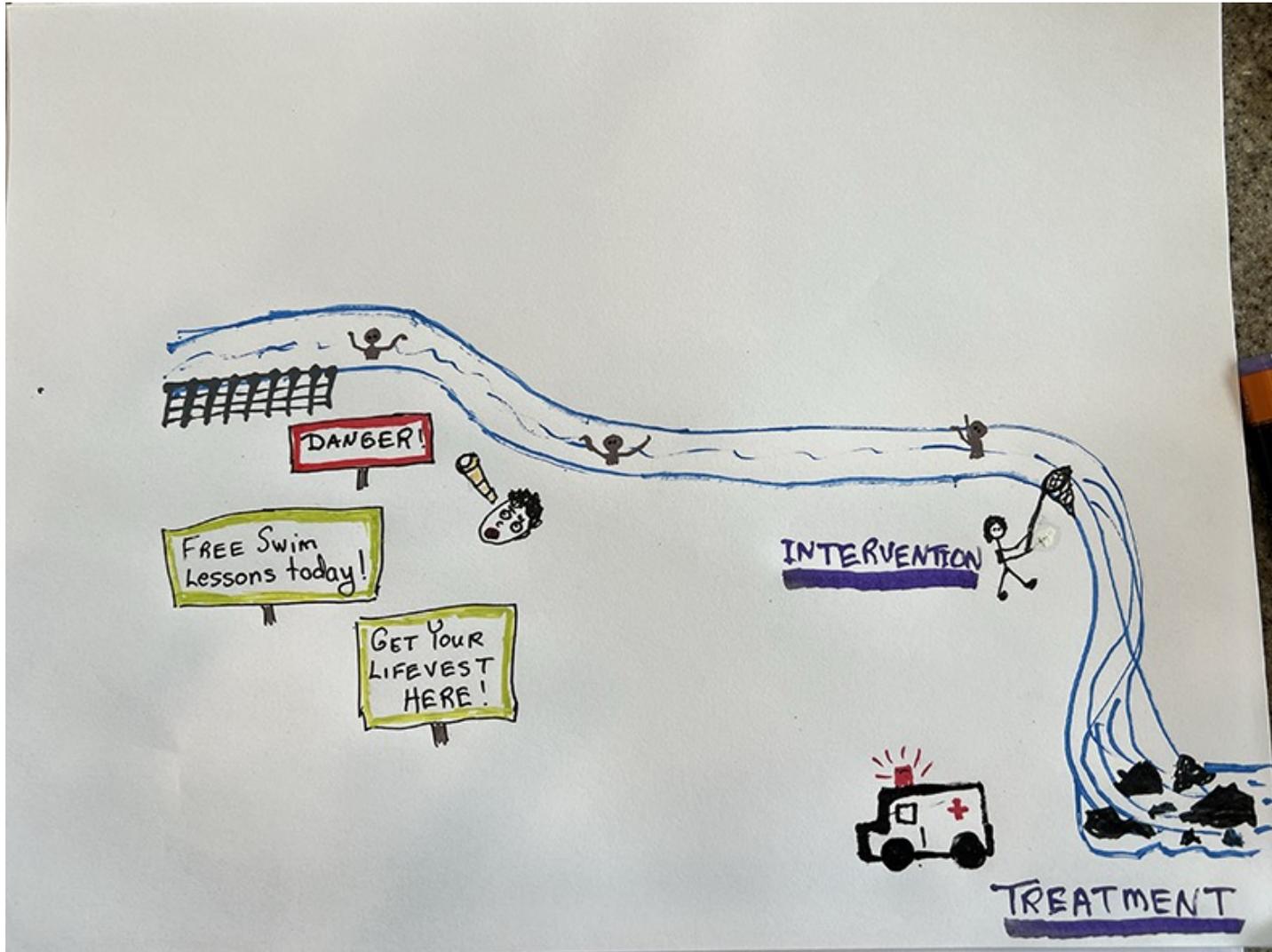
Draw Me a River:

We could also offer swimming lessons, and hand out life jackets for the children who were playing near the water.

DRAW signs offering swimming lessons, life jackets.



Draw Me a River:



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Draw Me a River:

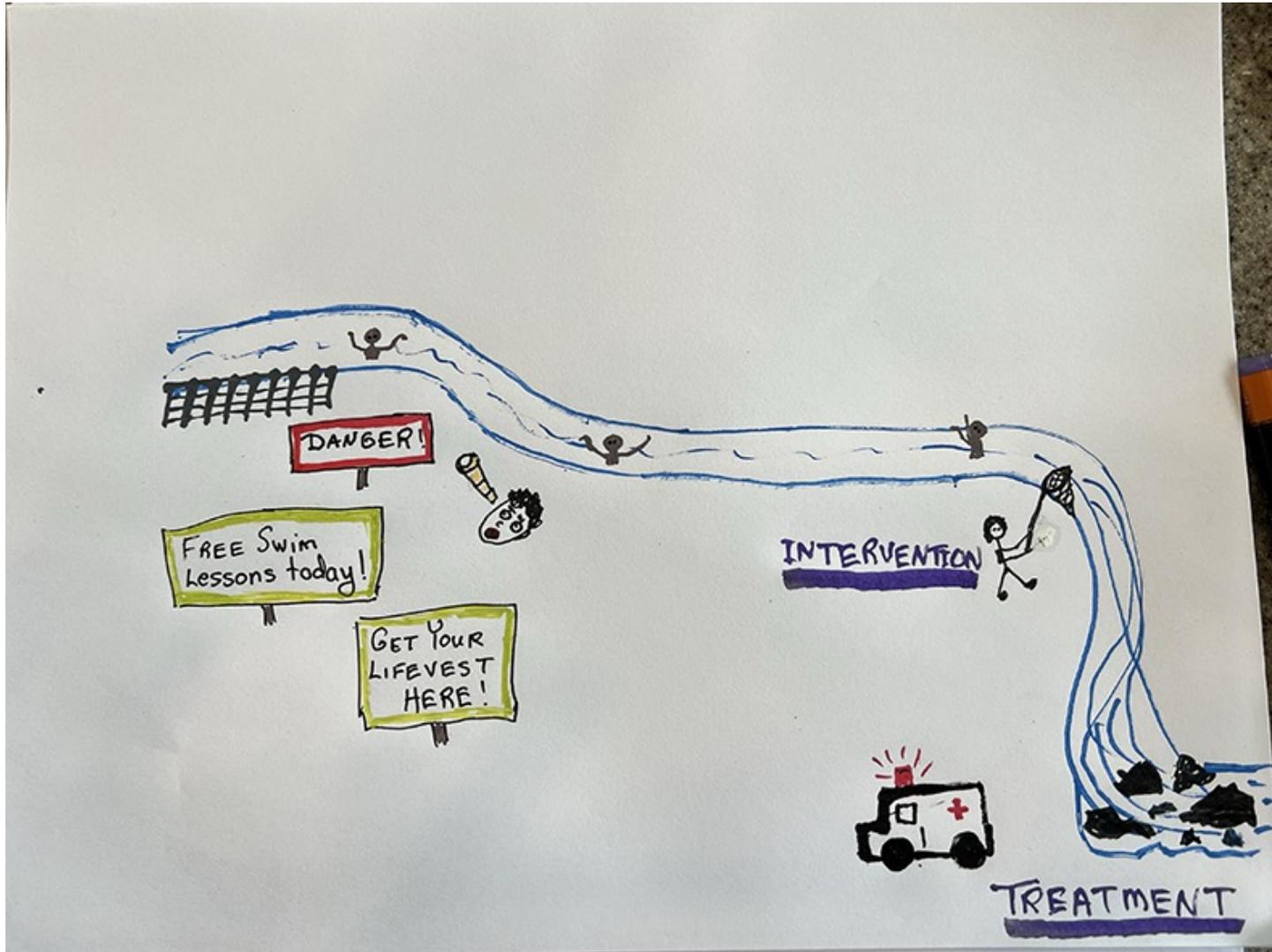
This river is a good analogy for what you are doing as a community related to many health/well-being problems.

In older terminology, we called the people collecting hurt folks at the bottom of the falls TREATMENT, right?

DRAW the word treatment at the bottom.



Draw Me a River:



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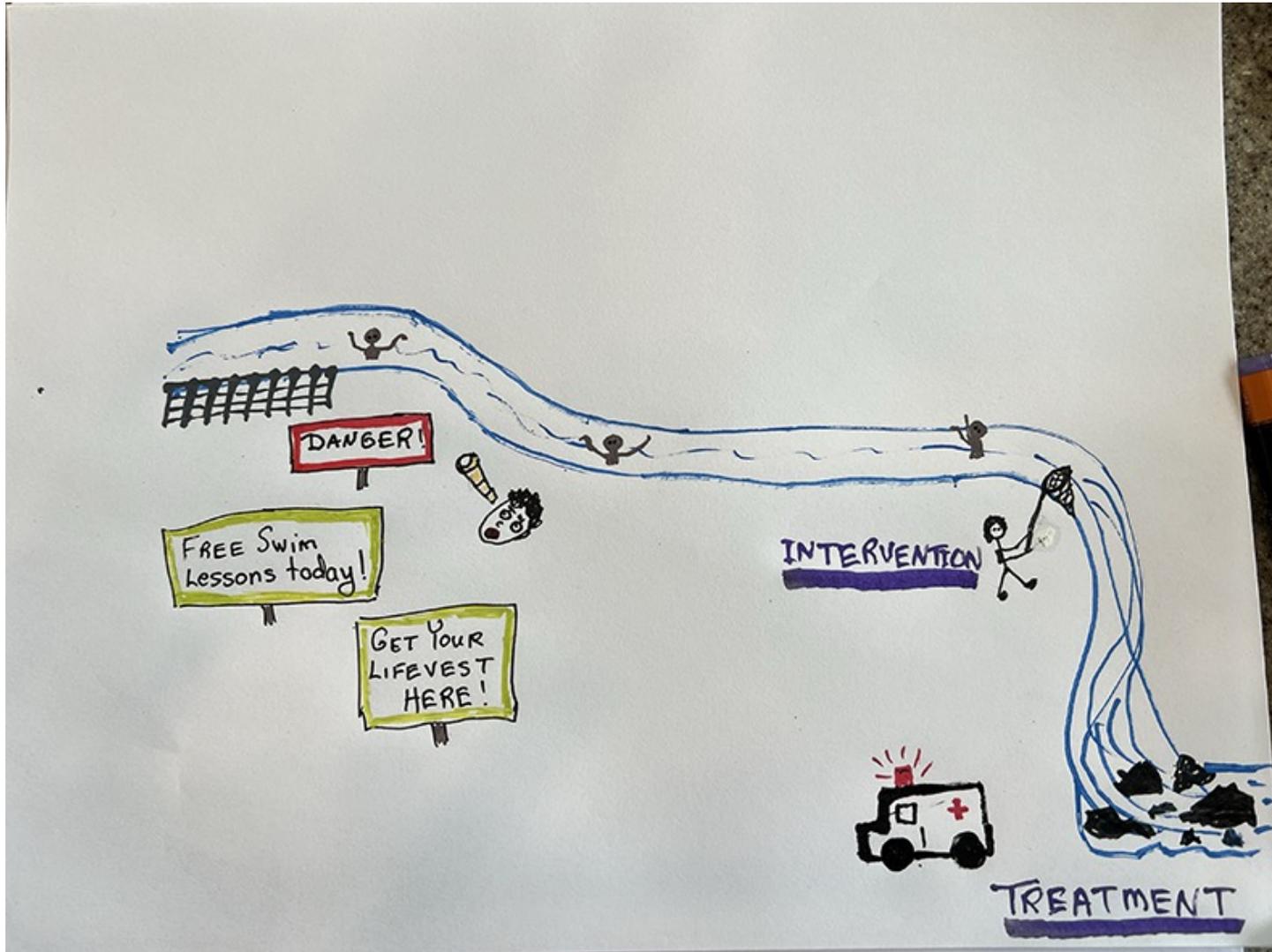
Draw Me a River:

What might we call the efforts at the top of the falls?
Intervention!

DRAW the word intervention at the top of the falls.



Draw Me a River:



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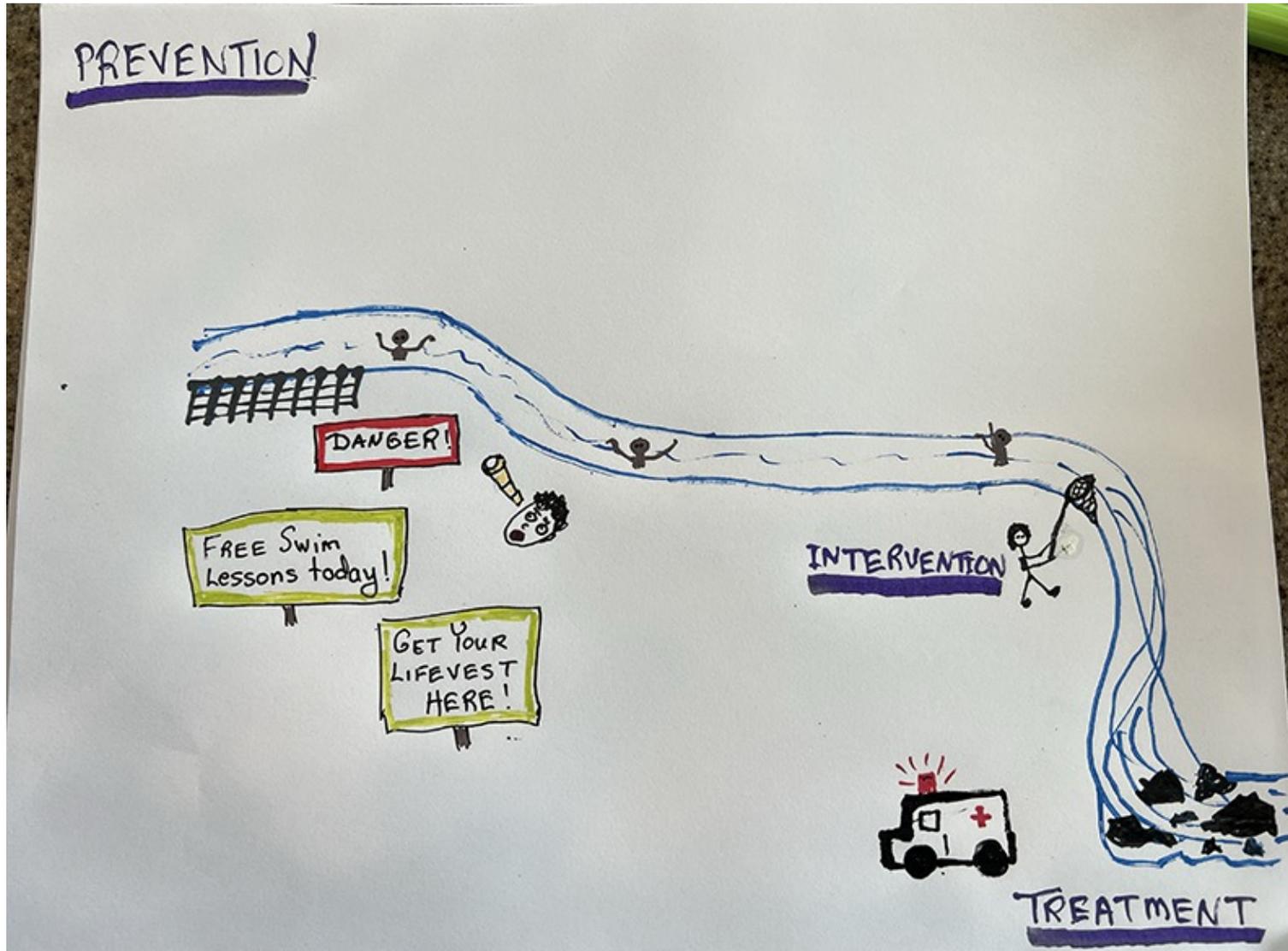
Draw Me a River:

What I would really like to focus on though, is the upstream part of the drawing...that is where PREVENTION happens!

DRAW the word prevention over the upstream part of the river.



Draw Me a River:



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Draw Me a River:

With prevention efforts, we reduce risks, right?

What in the drawing represents risk reduction?

The cool thing about these efforts is that they reduce risks for **MANY** health-wellbeing problems – because they have similar, or shared risk factors.



Draw Me a River:

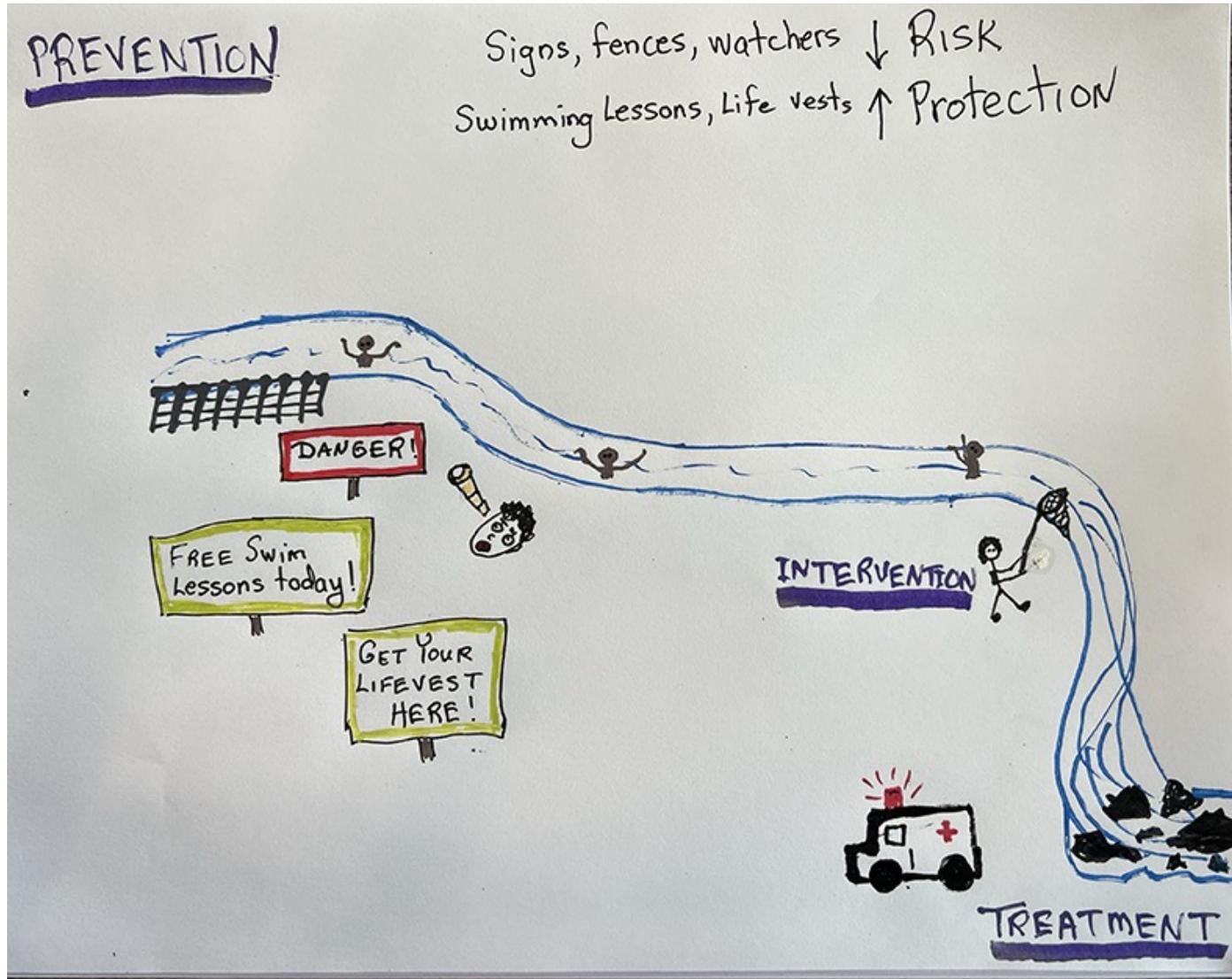
How about protection? These are the things that can help the kids survive the river, even if they fall in!

Again, many of these protective actions help protect against SEVERAL downstream health/well-being problems.

Let's list these on our drawing.



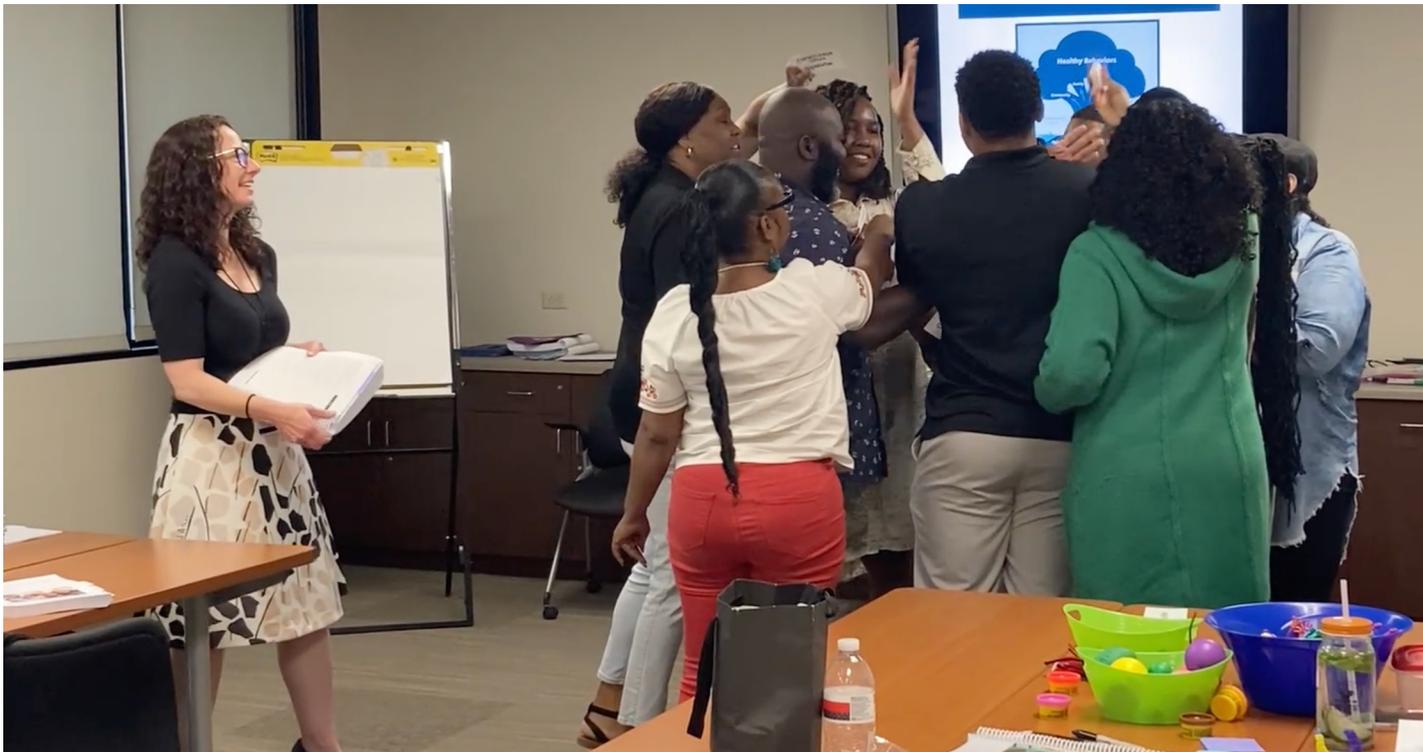
Draw Me a River:



Risk and Protective Factor Sculpture

Have them act out something!

Even a simple scene can stick in their memory and generate deeper understanding than simply “telling.”



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Protective Factor Cards Activity

Walk and Talk

The act of walking around and engaging with different people can be energizing—and can enhance formation of memories and recall of the information processed during the activity.



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Self-reflection

(take few minutes to write your thoughts down):

1. Do you regularly integrate different learning channels in your meetings (auditory, visual, kinesthetic)?
2. Is there one that you would like to use more often?
3. What can you do to increase the likelihood that you will use that channel in the next couple of months?
4. **Is there an opportunity to use this channel to help your participants learn something related to achieving the objective that you shared earlier?**



This was just a quick dive into some of the resources that are available to you!

We encourage you to explore ways to:

1. Get ideas
2. Practice ideas
3. Work new things into your meetings
4. Reflect on what works and what doesn't!



Reflection (again):

*What did you write down that you can do **in a meeting or training** like this to make it more likely that you will go back and try out promising approaches?*

Did you do it? (Or will you do it?)

We invite you to write down any thoughts you have about how this can inform what you invite participants to do, or how you structure your meetings?



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Today's objective:

- Participants will leave with at least one action item related to things that they will try to incorporate in their upcoming meetings.

Did we accomplish this?



Wrap up!

Questions? Comments?
Make sure to fill out an evaluation form!



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