

LeadershipPlenty®

Modules 4 & 5 Review Session

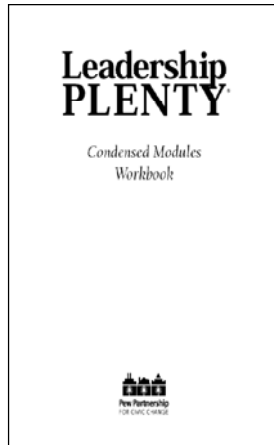
Paul Lachapelle
Extension Community
Development Specialist
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Module 4: Making Meetings Work Better

Module 3: Understanding group dynamics and communicating across cultural differences.

Module 4: Using group communication skills to convene and manage effective community meetings.

Condensed Modules Workbook



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Module 4: Making Meetings Work Better

How do I start?

- Introduce yourself and discuss schedule.
- Introduce Objectives and Guiding Questions.
- Provide outline of Module 4 (see session overview in Condensed Modules Workbook).

Session Overview

Introduction	15 Minutes
Icebreaker	30 Minutes
Meeting Nuts and Bolts	45 Minutes
BREAK	15 Minutes
Identifying Possibilities /	
Prioritizing Options	45 Minutes
Negotiating Consensus	30 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 15 Minutes</i>

Module 4: Objectives and Guiding Questions

Objectives:

1. Identify purposes for holding meetings.
2. Acknowledge conflict and tension as an integral part of group work.
3. Identify techniques for holding productive meetings that accomplish group purposes.

Guiding Questions:

1. What can meetings accomplish?
2. How do conflict and tension play an integral role in group dynamics?
3. What are some techniques for facilitating productive meetings that promote group work?

Module 4: Take home message

- Methods and processes (tools and techniques) for making meetings more productive
- Discuss methods of identifying possible actions and prioritizing options
- Identify consensus building techniques

Module 4: Condensed Modules Workbook

Module Four

How this module differs from the full version

This module is intended to deliver a substantial amount of content, much of which cannot be covered in a condensed version. Therefore, the **basic principles will be overviewed and discussed in the sessions with the expectation that participants will get much of the detail from the handouts that they take home with them.** The three objectives are addressed and all meeting techniques are demonstrated. Two of the techniques (*Identifying Possibilities* and *Polling Method to Prioritize Options*) have been combined into one activity and a third is covered in the Icebreaker.

Module 4: Introductory Remarks

- ❑ Build on Module 3's exploration of group dynamics and communication.
- ❑ This module offers additional tools and techniques to help you effectively manage community meetings.
- ❑ Well-managed meetings can:
 - ❑ Motivate people to become interested in issues and stay involved.
 - ❑ Communicate organizational values about people and ideas.
 - ❑ Contribute to the achievement of community goals.

Module 4: Introduction and Icebreaker

45 Minutes – *Introduction and Icebreaker*. Introduce the session as described in the full-length version. Adapt the icebreaker by asking participants to write on their cards not only 1) the type of meeting they attended but also 2) what they considered the meeting's purpose to be and 3) whether they thought this purpose was fulfilled. In the debriefing, point out that they have just demonstrated a *Getting Acquainted Technique* and cover points 1-3 in the section on p. 12.

Materials:

- *Flip chart with major topics to be covered*
- *Module 4, Group Handout 1 – "Why are we meeting?"*
- *3" x 5" card and pen or pencil for each participant*

Icebreaker: Meeting Purposes

- Ask each participant to think about a recent experience attending a meeting
- Write on their cards:
 - Name
 - Type of meeting
 - Purpose of meeting (examples listed on Handout 1)
 - Purpose fulfilled (in their opinion)?
- Share with group

Debriefing: Icebreaker Discussion

Discussion:

Demonstrated “getting acquainted” meeting facilitation technique.

Activity: The Nuts and Bolts of Meeting Planning

45 Minutes – *The Nuts and Bolts of Meeting Planning*. Begin by referring participants to Handout #2, as described in the module. Then cover the basic points of this session following to the flip chart outline on p. 8 and making reference to the other handouts (nos.3-8) when appropriate. The facilitator is encouraged to read carefully through the materials to determine the most important points to emphasize, since the time is limited. **Replace the debriefing by handing out a printed version of the discussion questions on p. 11 for participants to consider on their own.**

15 Minutes – *Break*

- Objective: Provide basic information about how to plan effective meetings.

Materials: Handouts 2–8; flip chart and markers

Activity: The Nuts and Bolts of Meeting Planning

- Activity: Evaluate their meeting using checklist

- Discuss Handouts 3 to 8:
 - Agendas (#3 & 4)
 - Stakeholders (#5)
 - Ground Rules (#6)
 - Write it Down (#7)
 - Facilitator Tips (#8)

Module Four • Group Standards #6

Meeting Evaluation Checklist

	YES	NO
1. The purpose of the meeting was made clear before everyone came together and again at the beginning of the actual meeting.	<input type="checkbox"/>	<input type="checkbox"/>
2. Notice of the meeting had been provided well in advance.	<input type="checkbox"/>	<input type="checkbox"/>
3. Participants were asked at some point for their input into the agenda.	<input type="checkbox"/>	<input type="checkbox"/>
4. The agenda was distributed in advance or at the beginning of the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
5. The time, date, and location of the meeting allowed for maximum stakeholder participation.	<input type="checkbox"/>	<input type="checkbox"/>
6. Key stakeholder were present or represented at the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
7. Participants' circumstances were taken into account when selecting the meeting location.	<input type="checkbox"/>	<input type="checkbox"/>
8. The meeting room was conducive to achieving the group's purpose (Chairs, tables, lighting, room, heating/cooling, open air, etc. were adequate).	<input type="checkbox"/>	<input type="checkbox"/>
9. Ground rules were agreed upon and adhered to during the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
10. The facilitator ensured a fair, democratic meeting process.	<input type="checkbox"/>	<input type="checkbox"/>
11. The facilitator kept the meeting focused and moving forward.	<input type="checkbox"/>	<input type="checkbox"/>
12. Decisions or actions were recorded in writing and shared with the members either during or soon after the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
13. The meeting started and ended on time.	<input type="checkbox"/>	<input type="checkbox"/>

Debrief: Nuts and Bolts

- Discussion questions on page 11.

- Have participants consider them on their own.

- Transition: *'These techniques help lead to generating ideas and making important decisions'*

Two Techniques – Slip Method and Polling Method

45 Minutes – Two Techniques

- 1) SLIP METHOD FOR IDENTIFYING POSSIBILITIES. Follow the technique/activity as described on p. 13 with the following modification. Substitute the individual writing time with a group brainstorming session, writing participants' ideas onto a flip chart, then, with their help, sorting the ideas into categories on separate sheets of chart paper. Post these sheets on the wall.
- 2) POLLING METHOD TO PRIORITIZE OPTIONS. Transition into the technique/activity on p.15-16. Once the voting has been tabulated, quickly debrief the two techniques for identifying and prioritizing options in meetings, based on discussion questions posed on pages 13-14 and on page 16.

1. The Slip Method for Identifying Possibilities

- ❑ Materials: Flip chart paper, markers.
- ❑ *Purpose: Demonstrate methods of generating numerous possibilities and prioritizing actions*
- ❑ Group brainstorm (on wall poster) *How do we bring people together to work on relevant community issue?*
- ❑ Sort (organize) into categories on separate sheets as a group; post on wall

2. Polling Method to Prioritize Options

- ❑ Materials: Wall posters from Slip Method, colored adhesive dots (5? for each person), flip chart paper, markers.
- ❑ *Purpose: Prioritize a large number of options.*
- ❑ Participants prioritize options from Slip Method.
- ❑ Tabulate results and put on wall poster – 8–12 priorities ideal.

Debriefing – Slip and Polling Methods

- ❑ Discussion Questions, pages 13–14, 16.
- ❑ Debrief of SLIP: Discussion of how this encourages group partnering? How could you use this technique in a meeting? Lead to creativity? Any tension resulting?
POLLING: Which items received most dots and why? Does this technique support decision making? Pitfalls?

Technique – Negotiating Consensus

30 Minutes – *Technique: Negotiating Consensus.* Begin this activity by briefly acknowledging that conflict and tension are natural to group work (see p. 14). Then carry out the technique/activity as described on p. 17. **Reduce the number of group conferences by omitting step #3.**

- ❑ Materials: “Results” wall poster from Polling Method.
- ❑ *Purpose: Reach agreement on course of action.*
- ❑ In pairs, select 2 options on which group should take action.
- ❑ In fours, share selections and work toward consensus on 2 options.
- ❑ As a group, work towards consensus on 2 options.
- ❑ *Tip: Remind them that this is just a demonstration; real consensus efforts would need much more time.*

Module 4: Evaluation and Closure

15 Minutes – *Evaluation and Closure.* Use the wall posters to **review the main points of the session.** Then go quickly around the room and have **each participant name a technique learned today** that they can use in future meetings.

~~Have participants complete a session evaluation form before they leave.~~

Homework

Encourage participants to **observe carefully the dynamics of the next community meeting they attend.** How could the techniques learned today have been incorporated into the meeting? Would the results have been different? **Ask them to journal their observations and reflections.**

Module 5: Managing Conflict

How do I start?

- Introduce yourself and discuss schedule.
- Introduce Objectives and Guiding Questions.
- Provide outline of Module 5 (see session overview in Condensed Modules Workbook).

Session Overview

Introduction	15 Minutes
Icebreaker	20 Minutes
Function and Causes of Conflict	40 Minutes
BREAK	15 Minutes
Managing Conflict to Make Decisions	30 Minutes
Managing Conflict (cont'd)	30 Minutes
Managing Conflict (cont'd)	30 Minutes
Evaluation and Closure	15 Minutes
<i>Total Time</i>	<i>3 Hours 15 Minutes</i>

Module 5: Objectives and Guiding Questions

Objectives:

1. To recognize conflict and **learn about its causes.**
2. To look at conflict as an integral part of making decisions.
3. To develop **strategies to manage conflict** and to **move forward with group work.**

Guiding Questions:

1. How can we make conflict work for us instead of against us?
2. What strategies will help us work through conflict?
3. What happens if we can't reach consensus?

Module 5: Take home message

- Conflict can be a constructive instead of destructive force
- Conflict can be managed so that groups can deal with it and move forward

Module 5: Condensed Modules Workbook

Module Five

How this module differs from the full version

This module covers the three objectives but some of the content is presented without the opportunity for experiential learning and reflection. **Two of the activities, (Stories of Positive Conflict and How We Decide) have been eliminated**, but the basic principles of these activities are covered elsewhere. Group discussion time is also limited.

Module 5: Introductory Remarks

- ❑ People don't always agree – views influenced by culture, parents, age, personality, etc.
- ❑ Key: how to manage conflict
- ❑ Constructive, rather than destructive force
- ❑ Module Five:
 - ❑ Explores sources of conflict
 - ❑ Tools to help groups manage conflict

Module 5: Introduction and Icebreaker

35 Minutes – *Introduction and Icebreaker*. Conduct these activities as they are described in the full-length version, limiting the *Human Continuum* activity to 20 minutes by limiting the number of "light-hearted statements."

Materials:

- *Flip chart with major topics to be covered (pg. 8)*
- *2 posters on opposite ends of the room to create continuum from "Strongly Agree" to "Strongly Disagree"*

Icebreaker: The Human Continuum

- Continuum from “Strongly Agree” and “Strongly Disagree” along wall (1 poster at either end).
- Start with light–hearted statements (e.g., *“Dogs are the best animal companions.”*)
- Ask participants to take a position along the continuum.
- Move into debatable quotes about conflict (e.g., *“Conflict is the natural condition of being alive.”*)
- No right or wrong answers.
- 3–5 “neighbors” cluster together and share why they chose position (~ 10 min.).
- Spokesperson from each cluster presents highlights.

Debriefing: Icebreaker Discussion

- Ask participants to sum up different views of conflict. Recognize the range of attitudes and beliefs.
- Point out: In any group there will be range of opinions including strong opposing views (as demonstrated by continuum exercise).
- Ask: “What are the implications when members of a group feel differently about conflict and the role it plays in community work?”
- Consider using variation in workbook (pg 9), Discuss: “Conflict is a negative force in our community” “Conflict is a force for good in our community” Discuss then ask: Are both statements true?

Transition: We know something about where we stand (literally) on the topic of conflict, now we'll look at how it plays out in communities.

Activity: Conflict Analysis

40 Minutes – *Function and Causes of Conflict*. Carry out the **Conflict Analysis** activity as presented on pages **11-12** of the module.

15 Minutes – *Break*

Objective: Explore root causes of conflict in a community context.

Materials:

- *Stack of 3"x5" index cards for 2 groups*
- *Pens or pencils*
- *Flip chart and markers*

Activity: Conflict Analysis

- ❑ Divide into 2 groups (out of earshot).
- ❑ Groups identify conflict to focus on (should be reasonably familiar to everyone).
- ❑ Individuals call out possible causes.
- ❑ "Scribe" records on index cards (1 cause/card).
- ❑ If time, move on to other conflicts.
- ❑ Combine index cards from both groups.
- ❑ Volunteer sorts into categories based on similarities (10 min.).

Debrief: Conflict Analysis

- ❑ Volunteer “sorters” present work to large group.
- ❑ List of “Causes of Conflict” on the Flip Chart.
- ❑ Refer participants to Group Handout #1 “Reasons for Conflict.”
- ❑ Variation (p 12): determine which index card corresponds to Handout #1 categories

Module Five • Group Handout #1

Reasons for Conflict

LIMITED RESOURCES
Conflict often results when a number of groups are competing for limited resources.

COMMUNICATION PROBLEMS
As groups evolve, they tend to become concerned only with their own issues and able to develop their own vocabulary around those issues. Communication problems may develop when the receiver of information does not understand the particular vocabulary or communication style of a group.

DIFFERENT INTERESTS AND GOALS
One individual or group feels its issues are ignored or are more important than another individual or group's issues, and there is a lack of agreement concerning the direction of group activity.

DIFFERENT PERCEPTIONS AND ATTITUDES
Just as individuals perceive things differently, the groups to which they belong also have different perceptions. Groups, as well as individuals, tend to evaluate issues according to their backgrounds, norms, and experiences. This may be a problem, for instance when there is a difference in performance expectations of members of the group or between groups.

LACK OF CLARITY
Lack of clarity about the task to be accomplished and who is responsible for specific tasks is a frequent cause of conflict.

Transition: Now that we've explored reasons for conflict, we'll look at how to manage conflict.

Managing Conflict to Make Decisions

30 Minutes – *Managing Conflict to Make Decisions*. This session combines three sections of the module, so discussions must be short and to the point. Introduce the session by distributing Handout #2 and briefly describing the four group decision-making processes. You may find the Introduction on p. 12 to be helpful. Then conduct the Conflict Resolution Strategies activity as described on p. 14 in the module, replacing the debriefing with the Demonstration as described on p. 15.

30 Minutes – *Managing Conflict (cont'd)*. Debrief the previous set of activities by combining the discussion points in the debriefings on p. 14 and 16.

30 Minutes – *Managing Conflict (cont'd)*. Carry out the Modified Consensus Decision Making activity as described on p. 16-17. Reduce the time given to group conferences by omitting step #3.

Objective: Explore ways of resolving conflict.

Materials: Handout #2 "Making Group Decisions"; Handout #3 "Conflict Resolution Strategies"; Flip chart paper, makers, and tape; an orange; Handout #4 "Six Steps for Reaching Consensus."

Managing Conflict to Make Decisions – Introduction

- Distribute Handout #2 “Making Group Decisions”
- Briefly describe 4 group decision-making processes:
 - Autocratic
 - The Few
 - Majority Rule (can limit creativity)
 - Consensus Building (can be mutually beneficial)



Activity: Conflict Resolution Strategies

- 3 groups of 3–6 people.
- Handout #3 “Conflict Resolution Strategies.”
- Identify situation that created conflict among individuals or groups in community.
- Discuss questions on handout.
- Record answers on flip chart.
- After 20 min., post sheets on wall.

Demonstration (pg 15)

- ❑ Conflict Resolution Strategies asked us to think of problem as an orange in the middle of the room.
- ❑ Position 2 groups on either side of you.
- ❑ Place "orange" in middle of 2 groups.
- ❑ Ask everyone to abandon his/her position and move together to one side of the room, facing the orange.
- ❑ They are now looking at the problem together.

Demonstration

- ❑ Exercise focuses on: (flip chart, pg 15)
 - ❑ Separating people from problem
 - ❑ Interests, not positions
 - ❑ Variety of possibilities, not single answer
 - ❑ Judge on objective standards, not values or beliefs

Debrief (pg. 14&16):

Acknowledge conflict; ID root causes and shared values.

How does this approach feel different?

Discuss the move in terms of four points (pg 15).

Consider in relation to conflict discussing today.

Activity: Modified Consensus Decision-Making

30 Minutes – *Managing Conflict* (cont'd). Carry out the **Modified Consensus Decision Making** activity as described on p. 16-17. Reduce the time given to group conferences by **omitting step #3**.

Purpose: Demonstrate how a group experiencing conflict can come to a decision that everyone can support.

Materials: Handout #4 (Misprint in manual) "Six Steps to Reaching Consensus." Flip Chart to record brainstorming.

Activity: Modified Consensus Decision-Making

- Work with entire group.
- Start with 1 idea the group can consider adopting.
- Brainstorm info that would strengthen idea – record on flip chart.
- Eliminate Step 3

Module Five • Group Handout #4

Six Steps to Reaching Consensus

- 1 DEVELOP A COMMON STATEMENT OF PURPOSE**
No matter how the discussion begins, it is a good idea to develop some statement of what the end product should look like to be acceptable to everyone. This can be a common statement of goals and objectives or a general description of outcomes the group hopes to achieve. This gives the group something by which to measure the end product. (See Module Seven)
- 2 EXCHANGE VIEWS AND INFORMATION**
When parties in a collaborative problem-solving process have diverse points of view about difficult issues, they need to develop a shared framework of understanding. That doesn't mean they must agree with one another's perspectives, but rather that they should be able to acknowledge that others hold different views and values that are valid. This kind of understanding emerges from carefully listening to each other's perspectives and feelings and from a willingness to be vulnerable and respectful of differences. The facilitator plays a key role by urging people to ask questions about each other's views and by clarifying issues and feelings in ways that help people overcome misunderstandings. (See Module Three)
Participants also educate one another. They learn about each stakeholder's perception of the issues and the specific interests that will need to be satisfied. After they have done this, they will need to jointly define the issues to be resolved. This involves reframing the issues in ways that meet all interests. (See Module Six)
- 3 GENERATE OPTIONS THAT ACCOMMODATE THE INTERESTS**
Once the major issues are identified, participants begin developing options for addressing them. It may be useful to encourage participants to generate multiple options so they can begin to see beyond their favorite solutions. Or they may generate comprehensive proposals that attempt to address all the key issues.
The group can create these options in a number of ways. They may work on some issues through sub-committee groups chosen from their diverse interests. Or they may ask technical experts to help them come up with options. Or each party may develop proposals to bring to the whole group for consideration. (See Module Four)

Adapted from *Roby, Communication, a Practical Guide to Conflict Resolution*, 2nd ed., p. 114

Activity: Modified Consensus Decision-Making

- Alternative is developed
- Participants vote to determine how close they are to consensus (see Voting Scale on p 17 or Handout).

Transition: you have begun to creatively answer the question: "How to get from conflict to decision making?"

MODULE 5: GROUP DECISION-MAKING

Six Steps to Reaching Consensus (continued)

4 IDENTIFY CRITERIA BY WHICH TO JUDGE THE OPTIONS
To evaluate the various options and proposals that may be on the table, participants need to establish guidelines or criteria for determining the appropriateness and acceptability of each option. The criteria should derive from the interests that have been identified and are applied to the options to determine which are acceptable, which are unacceptable, and which need further work or discussion.

5 ASSEMBLE THE AGREED-UPON OPTIONS INTO A PACKAGE THAT ACCOMMODATES ALL SIDES AND ACCOMMODATES ALL INTERESTS
The key to getting agreement is often packaging options in ways that can satisfy different interests. A variety of methods can be used to develop such packages: a) the use of decisions and modification, b) separate decision-making for each party with such methods:
 Describe the group will make decisions by consensus. It may be useful to test whether they are getting close. Participants can use a voting scale that rates people's options:
 Wholeheartedly agree
 Supportive
 Continue with
 Reservations about it—needs talk
 Cannot agree on it—needs talk
 Reject it—will block it
 The method can help test out when there is already a measure of consensus and when there is no such test to the speed of moving to a solution along the options.

6 DEVELOP THE FINAL AGREEMENT
Once the group has developed and chosen one or a package of options, members of the group or a subgroup for the facilitator can begin drafting the language of the final agreement, including provisions for implementation. Parties will then review the draft and negotiate until they have a version that satisfies them.

Module 5: Evaluation and Closure

15 Minutes – *Evaluation and Closure.* After reviewing the main points covered in the session, allow a few moments for participants to reflect on insights into conflict that were gained today. Ask for volunteers to name one way that they now see conflict differently.

~~Have participants complete a session evaluation form before they leave.~~

Homework

Ask participants to investigate what strategies people in their community use to manage conflict. What approaches are they taking when their group seems unable to move forward? Journals can be used to record the findings.

Questions, Comments, Concerns?

Our next Connect Session:

Wed. Feb. 25, 2009 10:30 AM

Review of Module 6 (BUILDING STRATEGIC PARTNERSHIPS) and Module 7 (MOVING FROM TALK TO ACTION)