


**More**  
**Making Meetings ^ Effective**

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The Bridges logo features a stylized blue bridge icon to the left of the word "Bridges" in a blue serif font.

No conflict of interest

**Meetings Reflections**

*Think about 1-2 meetings you regularly lead or participate in.*



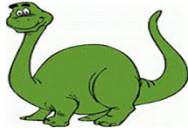
*Note quick first thoughts about components described in the left hand column.*

- Objectives**
1. Appreciate why meetings are like dinosaurs
  2. Discuss important basics that promote effectiveness
  3. Select and apply basics that may help you

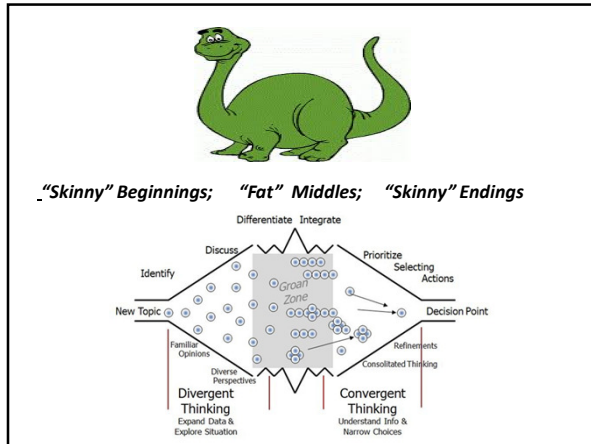
- Challenges you reported:
- Keeping to agenda / staying on task (many)
  - Getting to tangible action plan (many)
  - Multiple conflicting agendas
  - Running large group meetings where individuals must come to agreement
  - Poor buy-in from other committee members
  - Scheduling/time constraints and location of participants

?????

How are meetings like dinosaurs?



A cartoon illustration of a green, long-necked dinosaur with a small head and a long tail, standing on all fours.



But first,  
Preparation. Purpose(s)

Why hold a meeting?  
What goals are accomplished?  
Why do people come? Why do you attend?

But first ask: Is a meeting needed?

Purpose	Need to meet ?
Give information / get input	
Work on group task or problem / understand an issue	
Build/maintain team, affiliation	
Network	
Reassure the leader	
Satisfy requirements	
Tradition: >>	

*Can some goals be met in other ways?*

If yes, who should be there?

Those affected by problem or decision  
– influences quality of the outcome

Those with needed:

- knowledge, information
- resources
- talents, perspectives
- authority/influence

Are the right people there *at the right time*?

Preparation, Planning

Logistics

- Meeting time, locale, space; calendar invites

Agenda

- “Road map”
- What, who, how, for how long?
- Distributed in advance, with input
- Helps members answer: “Why attend; what can I give, gain?”

Example Agenda

Agenda Item / Leader	Time/Activity/Preparation
1. How can we integrate more teaching time into our clinical service? (vs. “Clinical Teaching”) <b>Leader:</b> Haruka	<b>T:</b> 15 minutes <b>A:</b> Discuss what is / is not working, generate ideas
2. Follow up from last time: Which QI project ideas best fit our criteria? <b>Leader:</b> Pat	<b>T:</b> 10 minutes <b>A:</b> Come to a decision <b>Preparation:</b> Read attached subcommittee work

Consider framing agenda items as questions: can help focus discussion and invite thinking

### Example Agenda (continued)

<b>Item:</b> Incentive Plan Update <b>Leader:</b> Jamie	<b>T:</b> 5 minutes <b>A:</b> Listen, Q&A
<b>Summary and Closing:</b> What are our agreed upon decisions and next steps? Anything to improve meeting for next time? <b>Leader:</b> Haruka	<b>T:</b> 5 minutes <b>A:</b> Summarize, review mtg Gather any final input Say thank you

### Beginnings



- Start on time
- Welcome, introduce, appreciate
- Identify key and other desired roles
- Review purpose(s), agenda
- Review / add to Ground Rules

### Key Roles

**Facilitator:**

Is process-focused  
May or may not be convener  
Likes to shares

**Note-taker:**

Documents discussion, decision and action items,  
checks for accuracy, summarizes

**Time-keeper:**

Tracks time and keeps group informed

### Template helps guide, record meeting

Example 1: (Adapted from HBR)

Item:	Allotted Time:	Major Discussion Points	Decision/Outcome Next steps / Action Plan
<b>Leader:</b>	<b>Activity:</b>		
1.			What, by Whom, by When
2.			
3.			

### Template helps guide/record meeting

Example 2: (Adapted from CHP Res Pgm)

Item 1. : \_\_\_\_\_? (Leader ) (time frame)  
Discussion Points :  
Decisions:  
Action Steps: (what, who, by when)

Item 2. : \_\_\_\_\_? (time frame)  
Discussion Points:  
Decisions:  
Action Steps: (what, who, by when)


### Examples of Ground Rules



- Watch “air time” (“take space, make space”)
- Different perspectives are valuable
- Say it simply
- WAIT (Why Am I Talking?)

*What do/might you use?*


Parking Lot	
What	Action
<ul style="list-style-type: none"> <li>• Need more readable patient educational materials</li> <li>• Anticipated staff shortage</li> <li>• Change EMR section</li> </ul>	<ul style="list-style-type: none"> <li>• Send to committee</li> <li>• Add to next agenda</li> <li>• Subgroup work on an report</li> </ul>




- Post on flip chart? Integrate in meeting notes?
- Include action steps
- Review at end of meeting (some will drop off)
- Be sure to address: maintains its value and your credibility.

### Middles: Process → Progress

- Use your tools
- Your timekeeper & note-taker can help
- Summarize as you go
- Use humor
- Be flexible
- Some off-task is OK




### What to say or do if:




- Someone talks too much; interrupts
- Group gets off task
- Someone is quiet
- Someone repeats same thing over and over
- Someone tries to bulldoze a particular decision
- Nobody seems engaged
- Other things you deal with?

### Endings



- Schedule and protect time in agenda
- Review decisions, next steps
- Ask what worked/what to change
- Give thanks, recognition, appreciation
- End on time or early (bang, not whimper)


Helps set agenda for next meeting




### Summary

- Basics can help prevent or minimize many challenges
- Think about the whole dinosaur
- And remember,

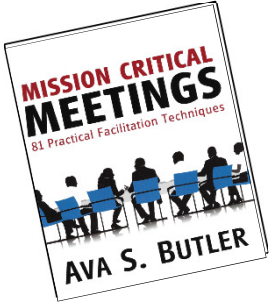
*"The single biggest problem in communication is the illusion that it has taken place."*



~ Bernard Shaw

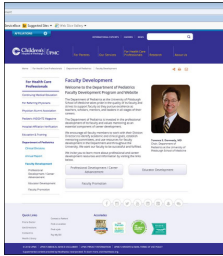


### Practical Resource



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Department of Pediatrics Faculty Development  
Website: [chp.edu/facultydev](http://chp.edu/facultydev)



Professional Development/Career Advancement

Educator Development

Faculty Promotion

### Upcoming Sessions:

- Aug 11 [Negotiating Skills Every Faculty Member Needs Part 1.](#) Jennifer Woodward, PhD
- Aug 18 [Making the Most of Mentoring for Career Success.](#) Erika Friebling, MD
- Aug 25 [When Communication Breaks Down: Practical Strategies for Resolving Conflict.](#) Aimee Biller, MD
- Sept 1 [Negotiating Skills Every Faculty Member Needs Part 2.](#) Jennifer Woodward, PhD

### Closing



- 1-2 things you learned and may try as a result of this session
- Evaluations and CME
- Thank you!