

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 13

CONDUCTING MEETINGS

OBJECTIVES

1. To set up a procedure for planning and conducting meetings within a shop or office.
2. To define the problems involved in conducting a conference.
3. To develop ability in leading a discussion group.
4. To understand clearly the responsibility for leadership in an organization.

AIDS & MATERIALS

1. Worksheets 62 - 69.
2. Charts 1, 2, 3 and 20.
3. 16 mm movie: "Tips for Teachers"; (20 min.)
(Can be used with English sound providing an adequate explanation and commentary is given beforehand.)

- - - - - TIME SCHEDULE - - - - -

Minutes

Topics

30	I. The Importance of Meetings
10	II. Planning and Preparing a Meeting
10	III. Conducting the Meeting
5	IV. Follow-Up on the Results
30	V. A Case Study
5	VI. Assignments
20	VII. Movie
<u>110</u>	

I. The Importance of Meetings (30 min.)

Announce to the group that so far in this course they have had to do no worrying about planning, preparing and conducting the conference discussions outside of a few demonstrations and reviews. But now that a comprehensive, though short, study of how to conduct meetings is to be made, portions of many of the remaining conferences in the course will be assigned to different members of the group. Because conducting discussion meeting of one's own staff is a very important responsibility which all supervisors will be expected to fulfill, these assignments should be of great value to each conferee. Moreover, it will be an enjoyable experience helping one another improve in the technique of leading meetings.

A. Problems Necessitating Meetings

Ask the conferees what types of problems within one's organizations justify calling a meeting. List these problems on the board.

What types of problems should be taken up individually with the person, or persons concerned?

Chart No. 2

Have the group discuss why conducting effective meetings is a sign of sound, progressive leadership. Refer the group to Chart No. 2.

B. Qualifications of the Leader

Refer the group back to Worksheet 3 in Conference 1. Also turn to Chart No. 3

Worksheet 3
Chart No. 3

Explain that in the management phase of this training course for supervisors the major emphasis was placed on the structure and methods of organizations but that in the instruction phase which ends with this conference the direct handling of people becomes the predominant problem of the supervisor.

The Leader

Explain further that leadership will be taken up more fully in the job relations phase of this course but that in dealing with workshop conferences in today's session, it is clearly evident that a supervisor's success will depend principally on whether or not he has all the qualities that make up

a real leader and is not a mere "yes-man" to a higher authority.

Ask different conferees what qualities they believe that they must absolutely have before they can consider themselves real leaders of men.

Jot all important items on the black-board. Make sure that the weaker, hesitant conferees are drawn into this discussion. But before this discussion drags on too long, go on to the next problem.

C. The Discussion
Leader's Role

Ask the group to give their frank opinions on what specific abilities the discussion leader must have. Have them base their ideas on their observations of the manner in which this course has been handled thus far. This should result in a good critique and evaluation of your own ability as a conference leader.

Chart No. 1
Worksheet 62

(30 min. to here)

Refer the group to Chart No. 1. In order to sum up the discussion so far today, distribute Worksheet 62, "The Supervisor's Responsibility in Conducting Meetings."

II. Planning and Pre-
paring a Meeting
(10 min.)

Have the group bring out the point that once the supervisor has been able to define the problem or justification for calling a meeting of his subordinates, his next task is to make specific plans.

Chart No. 20

When the answer is obtained, turn to Chart No. 20, "Conducting Meetings." Have the group discuss considerations they as supervisors must make in planning and preparing a meeting.

Write all important points on the black-board.

Worksheet 63

(40 min. to here)

As soon as the main points have been adequately brought out, have the group turn to Worksheet 63, "How to Get Ready to Lead a Meeting." Explain that this worksheet presents a systematic procedure in four steps for planning and preparing a meeting.

- III. Conducting the Meeting (10 min.)
- Worksheet 64
- Chart No. 20
- Chart No. 1
- (50 min. to here)
- IV. Follow-Up (5 min.)
- (55 min. to here)
- V. A Case Study (30 min.)
- Worksheet 65
- Worksheet 66 and 67
- Demonstration: on Absenteeism
- (85 min. to here)
- Turn again to Chart No. 20, and announce the third big step in conducting on the shop meeting.
- Distribute Worksheet 64, "How to Conduct a Meeting." Have the group read it over carefully.
- Refer again the Chart No. 1 and to the brief discussion on the conference method in Conference No. 1. Find out from the conferees the things that they find difficult to grasp as they start thinking about how they are going to conduct meetings in their respective units.
- Refer again to Chart No. 20. Ask the group how they would plan and make a follow-up on the basis of a study of the results of a meeting in their units.
- Just before calling a recess, ask the group to glance over Worksheet 65, "Three Letters."
- Also distribute Worksheet 66, "Time to Call a Meeting," and Worksheet 67, "_____'s Plans."
- Ask the group to read over this last case study very carefully. Announce that after the recess one of the group will be selected to give an impromptu demonstration of conducting a meeting on absenteeism.
- About twenty minutes should be allowed for this demonstration followed by about five minutes of critique by the rest of the group.
- Select an outstanding member of the group for this demonstration. Naturally a flawless demonstration cannot be expected, but this is a challenging assignment. If the group as a whole can learn a great deal from it, it should be considered more than worthwhile.
- A creative type of a conferee can improvise with imaginary attendance charts and records to give a realistic demonstration.

- V. Assignments (5 min.) Announce assignments to as many conferees as practicable, especially to those who have not yet conducted a demonstration before the whole group.

These assignments are to come from suitable portions of Conferences 17 to 22, generally 20 to 30 minutes apiece in length. However, there should be no more than two demonstrations for any one conference. Selection of portions and individuals to be assigned should, therefore, be made prior to the opening of the conference today.

Instructor's outlines must be procured and loaned to the conferees in order that they can make adequate preparations.

After the assignments have been given out, assure the group that the demonstrations will not be as difficult to handle as it may seem. Each person will receive full cooperation from the rest of the group. Furthermore, the instructor will try to help each one individually in every way possible.

- Worksheets 68 and 69 Distribute Worksheet 68, "Situations Dealing with Individuals in a Meeting" and Worksheet 69, "Meeting Leader's Self-Rating Scale."

(90 min. to here) Explain that these two worksheets will be of considerable value when the conferees start working on plans for meetings in their respective units.

- VII. Movie (20 min.) Explain that the movie "Tips for Teachers," by no means covers all the problems of conducting a meeting but that it does offer a number of valuable ideas in a clear-cut presentation.

(110 min. to here) A synopsis and comments on the film must be given before presentation.

THE SUPERVISOR'S RESPONSIBILITY IN CONDUCTING MEETINGS

Some Problems Requiring Meetings

1. Safety problems
2. Keeping up morale in the office and shop
3. Hearing and adjusting grievances
4. Improving job methods
5. Planning production
6. Informing the workers of changes in policies or procedures
7. Settling general disputes among workers
8. Promoting teamwork and cooperation
9. Solving special problems
10. Eliminating false rumors

Role of the Discussion Leader

1. To control and guide the discussion along a central theme
2. To control individuals who are too talkative and who try to dominate the discussion
3. To encourage shy or timid individuals
4. To summarize and evaluate the progress of the discussion at intervals during the meeting and at the close of the session

Qualifications of a Good Discussion-Leader

1. The conference leader need not be a super-man type of individual, but he commands the respect of the men with whom he deals
2. He has a broad knowledge of the operations and problems of his work-place, of his department and of the company as a whole
3. He has a thorough understanding of the jobs and problems of his men
4. He speaks the language of his men and uses expressions most commonly used by all of them
5. He is interested in his men and is sympathetic and understanding
6. He develops the ability to stimulate his men to do their own thinking and to express their own ideas. He does this by commanding their confidence and respect
7. He learns to ask questions that provoke thinking instead of requiring merely a "yes" or "no" answer
8. He possesses a good sense of humor. This gets him out of many a ticklish situation and holds the interest of his men. Use of humor often helps to drive home a point without hurting anyone's feelings

(Cont'd)

Conference 13, Worksheet 62

9. He is quick in his reactions--quick to analyze, quick to observe, quick to think; he must always be a jump or two ahead of the group
10. He is tactful and patient, diplomatic at all times, and firm when necessary
11. He may lack experience at the start, but he is interested in improving himself as a leader and is never lax about learning
12. He strives at all times to develop a personality that wins confidence and respect of his subordinates

Personal Qualifications Necessary in Leading People

1. Understanding of human nature
2. Recognition of one's own physical and mental limitations
3. Ability to figure out a speedy solution to personal problems at the place of work
4. Firmness and courage
5. Ability to arouse enthusiasm and loyalty
6. Ability to command the genuine respect of subordinates

GETTING READY TO LEAD A MEETING

Step 1. Make an outline of the meeting.

- a. Determine the objective of the meeting.
- b. Prepare an outline of topics to be discussed and points to be covered.
- c. Give special consideration to items to be stressed.
- d. Discuss the above with your supervisor beforehand.

Step 2. Plan how to run the meeting.

- a. Study and determine the approach to use — what to say, how to say it, how to introduce topics or points, how to guide and control the discussion skillfully.
- b. Set up a schedule or time-table — how long the meeting should be, how much time on each topic or point.

Step 3. Have necessary materials ready.

- a. Necessary pamphlets, and other materials to be distributed.
- b. Charts, graphs and posters, to be displayed.
- c. All necessary materials for demonstrations, for note taking, for charting.

Step 4. Have meeting place properly arranged.

- a. Assure that everyone will be able to see and hear.
- b. Assure that everyone will be comfortable enough — chairs, tables, ash trays, adequate light and heat, no undue noise.
- c. Everything else arranged in the best manner possible.

HOW TO CONDUCT A MEETING

Step 1. Open the meeting.

- a. Introductory remarks—put the group at ease—cordial greeting—appropriate story.
- b. State the purpose of the meeting—objective to be attained.
- c. Review the background for the meeting or previous meeting if one was held.
- d. Announce the problem or topic to be discussed.
- e. Define procedure to be followed.

Step 2. Present the Topic or Problem to be discussed.

- a. Open the discussion in any one of the following ways:
 - (1) State the facts.
 - (2) Ask questions.
 - (3) State an opinion.
 - (4) Use a demonstration, example, film strip, or motion picture.

Step 3. Conduct the discussion.

- a. Encourage participation, pooling of ideas, and mutual exchange of experiences; do not allow any one to merely sit aside and keep quiet.
- b. Control the group; avoid personal feelings resulting in arguments; prevent anyone from monopolizing the discussion.
- c. Keep the discussion from wandering.
- d. Summarize frequently; analyze the progress of the discussion, restating and rephrasing opinions and thoughts expressed.

Step 4. Summarize the discussion.

- a. Indicate the highlights of the meeting; evaluate ideas, opinions and experiences.
- b. Arrive at conclusions or solutions on the basis of what has been brought out by the meeting.
- c. Decide on a plan of how to handle the problem and put into practice conclusions arrived at.
- d. In the event another meeting is required set a definite time and place.

THREE LETTERS

No. 1

For the past month or longer we have been having rumor trouble in our department. At one time there was a rumor all over the shop that personnel here were to be reduced to eliminate an over-supply of labor. Again we became aroused because we heard that everyone would have to enter and leave through only a single gate on the post. Almost every current rumor reaches our department, with the result that morale has been seriously lowered and there has been a drop in efficiency and production.

We have been unable to pin the starting of the rumors on any single worker. Undoubtedly everyone has had a hand in it. For that reason approaching each one individually seems useless. Yet it is quite necessary to take some action — and quickly.

What would you do to solve this situation?

No. 2

A company order had come through. It ordered that waste of material, tools and supplies be clamped down. The importance of waste prevention had always been given careful attention in my shop, "B" Warehouse, but we hardly knew where to start. We didn't use machines or raw materials or actually manufacture anything. It was felt that this did not necessarily mean that there wasn't an opportunity for us to prevent waste too.

I wanted to get the idea of waste prevention over to my workers and to do something specific about it. My problem was to figure out the most effective way was to put down waste of all kinds in my department and get everyone thinking about it.

Do you have any good ideas?

No. 3

In the electric repair shop where I work, all the disassembly, repair and assembly work is being done by women. Operations are done seated. However, new women workers appeared not to be impressed with the importance of maintaining a definite arrangement of hand tools, parts and work benches. Small wrenches, punches, and screw drivers were disappearing or being misplaced continuously.

In addition there were innumerable parts used in the disassembly repair and assembly of generators. In each assembly, there was a certain sequence and, therefore, in disassembling, a prepositioning of parts would eliminate errors and losses.

There is trouble every day.

Efficiency in the department is dropping. Something must be done to bring up the efficiency of everyone.

Can you tell me how I can best go about handling this problem?

TIME TO CALL A MEETING

How _____ came to the conclusion that a meeting must be called.

Absenteeism

Absenteeism was becoming a serious problem in _____'s department. He was running his department without any extra help and an absence meant just so much extra work left over for the next day. This backlog of unfinished work created a bottleneck. Production went down visibly. _____ had been "hailed on the carpet" and told several times to do something about it.

For the past month _____ had kept a daily record of machine-hours lost as a result of absenteeism. The statistics were startling.

He had already talked to several other foremen and learned that the problem was not as serious with them.

Perplexity

He had tried talking to each worker individually but was not satisfied with the results.

One thing seemed certain. He could not combat absenteeism by himself. He needed help. _____ felt that only the workers themselves could give him valuable suggestions for solving the problem. He came to the conclusion that he should have a meeting.

Question

How should _____ conduct the meeting in this case? What methods or steps should be follow to be sure the meeting will not turn into a "gripe session" or a "bull session?" Let's consider these problems with the idea of planning for and conducting a meeting.

_____ 'S PLANS

I. OBJECTIVES:

- A. To get group assistance and cooperation in devising ways and means of combating absenteeism.
- B. To get workers to their jobs regularly.

II. MEETING AIDS:

- A. A chart of daily attendance for the past three months showing the increase in days and man-hours lost.
- B. A similar or comparative chart for another department.

III. INTRODUCTORY REMARKS:

- A. What to say and how to say it.

IV. PROBLEMS FOR DISCUSSION:

- A. What is causing this absenteeism?
- B. When is absenteeism legitimate?
- C. When is absenteeism unjustified?
- D. What can the management do?
- E. What can the supervisor do?
- F. What can the workers do?

Examples of responses that may come under D, E and above:

- 1. Check employees' clock cards every day.
- 2. Require absentees to report to the foreman and give a complete explanation of reason for their absence.
- 3. On the third absence send a letter to the home of the absentee.
- 4. Post names of absentees on bulletin board.
- 5. Have visiting nurse visit home of absentee.
- 6. Require absentee to report to medical unit for physical examination after three days' absence.
- 7. Put up a poster showing AWOL man-hours with "catch" slogan.
- 8. Give suitable awards for regular attendance.

V. THINGS THAT MUST BE CALLED TO WORKERS' ATTENTION BEFORE MEETING ADJOURNS:

- A. Useless absenteeism must stop.
- B. Effect of present absenteeism on production and morale.
- C. What will be done to check absenteeism?

TYPES OF INDIVIDUALS

A list of types of individuals causing conference leaders difficulties and how to handle them — based on experiences factories and offices in America.

TYPES OF INDIVIDUALS	HOW TO HANDLE
1. The man who wants to impose his opinion on everyone else.	Encourage other members to comment freely. Let the rest of the group take care of him. Build up the confidence of the group in themselves so that they will not be imposed on by this type of member.
2. The man who likes to argue. This type is always trying to "cross up" the leader. He will quibble over the most trivial detail and loves to "get the other fellow's goat."	The first rule in this type of situation is to keep "cool." The leader should not lose his head nor allow conferees to do so. Use techniques of "questions." "Give him enough rope" to make some absurd, foolish, or far-fetched statements. This should discourage him. Keep members from getting personal; get the opinion of the majority.
3. The man who is "cocksure" of himself. He resents being told how to run his job.	Get him to feel that his experience may be valuable to others. Let the group determine its worth.
4. The over-talkative individual. The man who wants to do all the talking.	Be very tactful, but interrupt and ask others to comment. It may be possible to use such a technique as, "I believe Mr. Omatsu has something to say. Let's give him the floor." If it cannot be done without embarrassing the individual, a private talk would be advisable. Don't recognize him often. Deliberately turn to another individual and ask for his opinion. Establish a rule that no member should speak too long on any question until everyone has had a chance to talk.
5. The shy individual.	Call on him by name to give an opinion; but ask him a fairly easy question. He is sure to answer well, and then acknowledge his contribution to the group. (Cont'd)

Conference 13, Worksheet 68

TYPES OF INDIVIDUALS	HOW TO HANDLE
6. The obstinate individual - has no time for "experts" - doesn't believe in these "new fangled ideas."	Can wreck a meeting if not handled tactfully. In a tactful way, bring the discussion to a close by calling for a vote on the question. Study the individual to determine his likes and dislikes and special interests. Try to win his personal friendship. Hold up the good points in his department to illustrate points discussed.
7. The disinterested individual.	Ask direct questions affecting his work. Ask his advice pertaining to some features of the meetings. Quote tactfully some statement he has made to you outside the conference. Pick out something in his department and hold it up as a good example. Carefully bring up things in which you know he is interested.
8. The man who attempts to get your opinion instead of giving his.	Refer the question back to the group and then back to him.
9. The man who carries a personal grudge.	Avoid discussion about his "pet peeve." Explain that any problem discussed must be for the greatest good to the greatest number and that no personal "gripes" will be discussed.
10. The man who is wrong, but whom others, out of respect, do not correct.	Avoid direct criticism, sarcasm, ridicule. Use indirect methods. Analyze a similar case. Talk to him in private.

Conference 13, Worksheet 68 (Cont'd)

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Total score of 90-100 EXCELLENT, 70-89 GOOD, 50-69 FAIR, 30-49 WEAK, below 30 POOR.

Conference 13, Worksheet 69 (cont'd)

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