

<b>UAN:</b>	<b>Y/506/1924</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	
<b>Assessment requirements specified by a sector or regulatory body:</b>	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
<b>Aim:</b>	This unit aims to develop the knowledge and skills required to chair and lead meetings. Upon completion of this unit, learners will be able to prepare to lead meetings, chair and lead meetings and deal with post-meeting matters.

<b>Learning outcome</b>
The learner will: 1. Be able to prepare and lead meetings
<b>Assessment criteria</b>
The learner can: 1.1 identify the type, purpose, objectives, and background to a meeting 1.2 identify those individuals expected, and those required to attend a meeting 1.3 prepare for any formal procedures that apply to a meeting 1.4 describe ways of minimising likely problems in a meeting 1.5 take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale

<b>Assessment Guidance</b>
<b>1.1</b> A meeting is a gathering of two or more people that has been convened for a common goal or purpose. Meetings may occur face – to- face or virtually, using communication technology such as a telephone conference call, a conference call with the use of Skype or a videoconference*. Meetings may be formal or informal, as ‘one off’ events, as part of a series eg short project, or as a regular planned event. The purpose or aim of the meeting should be communicated to everyone in advance, with clear objectives, i.e. outcomes expected and further detail about the subject or focus of the meeting so that everyone present feels that they are included in the process.

\*Remember to take time zones into account if applicable.

In this criterion the learner is required to provide evidence that he or she has:

- Identified a meeting and explained the type, purpose and objectives.

Briefly described the context ie N.H.S. staff, private sector small engineering company, for the meeting and why the meeting is taking place.

### **1.2**

In most companies it is usual in formal meeting arrangements to include the line manager in the circulation list and /or representatives from other departments, partly for an information overview and partly in case they wish to attend, alongside those who are required to attend as part of their job role.

In this criterion the learner is required to provide evidence that he or she has:

- identified those people who are required to attend and their designated job roles.

Listed any other members of staff that would be on circulation list for meeting invites explaining why they would also be included.

### **1.3**

In advance of a formal meeting, there are number of formal arrangements or 'protocols' to be observed, for example:

- ensuring that you have the authority (or delegated) to convene a meeting and have been given responsibility to chair the meeting and follow up on action points or establish new ones at the meeting.
- ensuring that you have a good understanding of why the meeting is taking place and the role of the chair, minute taker\* (or note taker) and the purpose of an agenda.
- appreciating that an agenda follows a set of rules, starting with welcoming attendees, apologies for absence and the approval of the minutes from the last meeting after any matters arising have been addressed. In some organisations there may be a specific proforma that is used for all meetings and if this is the case it should be used.
- numbered agenda items with named responsibility indicated should also be included (with suggested time allowance for each).
- the date of the next meeting should be listed as a final item (avoiding Any Other Business, A.O.B. as any items should be forwarded to the chair in advance of the meeting to be listed as agenda item.

\*In formal situations the secretary for the meeting would take responsibility for the distribution of the agenda and accompanying papers and take notes at the meeting.

In this criterion the learner is required to provide evidence that he or she has:

- Prepared for a formal meeting by describing the purpose of the meeting, the role of the chair, the reasons for having agenda items and a minute taker.

#### **1.4**

Good preparation in advance of the meeting helps to reduce the possibility of problems. Arrangements are made by the chair or organiser of the meeting including:

- where possible, the checking of electronic diaries for participant availability
- confirming a date, start time, estimated end time and venue with participants (for off-site arrangements, a map, contact information and parking or travel arrangements are also required)
- booking a venue with due regard to any special requirements that participants may have eg special access or dietary arrangements when refreshments are involved.
- checking on confirmed attendance or reasons for apologies.

In this criterion the learner is required to provide evidence that he or she has:

- provided suitable arrangements in advance of the meeting, which have taken any participant special requirements, where required, into consideration.
- suggested any further actions that could also be taken to ensure a smooth running meeting eg spare copies of the agenda or anticipating interruptions from noise, devices or other employees.

#### **1.5**

Circulating\* an agenda meeting in advance of the meeting giving others time to prepare is good practice.

Updated information about actions points will be required at the meeting and individuals will need to know when they will be asked to speak and what information they will need to bring to address those action points. Other accompanying relevant information e.g. an article, report or spreadsheet to be discussed in the meeting should also be circulated in advance.

\*This may be using electronic means.

In this criterion the learner is required to provide evidence that he or she has:

- prepared and circulated an agenda within agreed timescales with any accompanying documentation, for a meeting involving at least three people, in addition to the chair.

<b>Learning outcome</b>
The learner will: 2. Be able to chair and lead meetings
<b>Assessment criteria</b>
The learner can: 2.1 follow business conventions in the conduct of a meeting 2.2 facilitate meetings so that everyone is involved and the optimum possible consensus is achieved 2.3 manage the agenda within the timescale of the meeting 2.4 summarise the agreed actions, allocated responsibilities, timescales and any future arrangements

<b>Assessment Guidance</b>
<p><b>2.1</b></p> <p>The conduct of meeting will vary from organisation to organisation, however, in general:</p> <ul style="list-style-type: none"> <li>• start on time and welcome everyone to the meeting</li> <li>• explain any practical arrangements such as comfort breaks or arrangements</li> <li>• introduce anyone to the group who is new or does not know everyone</li> <li>• state the purpose of the meeting, the expected end time and desired outcome(s)</li> <li>• confirm who is taking notes and begin by listing apologies for absence</li> <li>• look at the minutes/notes from the last meeting checking for accuracy and respond to any matters arising (in some organisations this stage is omitted, however, checking for the completing of action points is essential)</li> <li>• proceed through the agenda items, noting any action points</li> <li>• ensure that individuals have a chance to contribute without interruption</li> <li>• agree the date of the next meeting (if required)</li> <li>• end on time and thank everyone for attending.</li> </ul> <p>In this criterion the learner is required to provide evidence that he or she has:</p> <ul style="list-style-type: none"> <li>• conducted a meeting in line with business conventions by briefly describing what happened at each stage of the meeting</li> <li>• obtained feedback from a meeting participant that the business conventions had been followed.</li> </ul>
<p><b>2.2</b></p> <p>In order to adopt an inclusive approach to meetings, there are many considerations and a few examples are listed below:</p> <ul style="list-style-type: none"> <li>• introduce everyone</li> <li>• limit time for contributions</li> <li>• invite others to speak so that everyone can contribute, particularly on contentious issues, invite other viewpoints</li> <li>• encourage equal contributions by asking questions and responding</li> <li>• put alternative viewpoints to stimulate discussion</li> </ul>

- paraphrase and gain consensus along the way trying to resolve any contentious issues
- recap to ensure common understanding of what has been covered and what needs to be done next

In this criterion the learner is required to provide evidence that he or she has:

- described why it is important to include everyone in the meeting, suggesting two examples of how to encourage attendees to contribute.
- encouraged equal contribution of individual members, in a group of people, at a recent meeting.

### **2.3**

It can be helpful to add an indication of time available on the agenda items listed with the most important items to be discussed at the start of the meeting.

- it could also be assumed that any reports circulated beforehand do not need to be read out and should be very briefly summarised.
- start and end on time and expect apologies for unavoidable lateness from latecomers.
- gain consensus that everyone arrives at the beginning of each meeting
- avoid distractions of non- agenda items ask people to be brief and focus on the key messages.
- note actions that require further discussion
- start on time and end on time (meetings timed to end at lunchtime or at the end of the day are less likely to run over time.

In this criterion the learner is required to provide evidence that he or she has:

- managed a meeting with a defined start and end time, ensuring that all agenda items have been covered including planned action points and named responsibilities.

### **2.4**

It is helpful to summarise the key outcomes from discussion topics in order that each member understands what has been agreed, who is responsible and the resources/ timescales. More specifically what process will need to be instigated or individual tasks undertaken, together with a clear appreciation of the actual evidence required that the work has been commenced or completed (depending on the nature of the task). Named responsibilities are important in order to gain ownership of outcomes.

In this criterion the learner is required to provide evidence that he or she has:

- explained briefly, why it is important to summarise agreed actions.
- accurately summarised the agreed actions, allocated responsibilities, timescales and any future responsibilities at the end of a meeting.

**Learning outcome**

The learner will:

3. Be able to deal with post-meeting matters

**Assessment criteria**

The learner can:

- 3.1 take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
- 3.2 take action to ensure that post-meeting actions are completed
- 3.3 evaluate the effectiveness of a meeting and identify points for future improvement

**Assessment Guidance****3.1**

It is seen as good practice to produce and circulate meeting notes/or minutes as soon as possible after the meeting to enable the attendees to have as much time as possible to undertake the agreed actions. These should be brief, accurate and proof read to ensure accuracy. Formats can vary, should be inclusive in nature e.g. large print facilities use and the avoidance of jargon and wherever possible the 'house style' of the organisation should be used. Abbreviations should not be used unless the words are written in full first or a glossary of terms is included. Avoid using texting or slang language.

In this criterion the learner is required to provide evidence that he or she has:

- produced and circulated minutes/ notes of the meeting within three working days of the meeting taking place.
- suggested two alternative formats for minutes/notes of the meeting, providing examples in each case and describing in case an example of how these could be used .

**3.2**

Gaining informal feedback from individuals after the meeting is useful in order to improve levels of meeting efficiency and effectiveness. Specific monitoring arrangements can be put in place and these could include using:

- informal face- to face or telephone conversations
- e-mail checks
- interactive spreadsheets
- 'traffic- light' status indicators as a coding system for good or bad performance – usually known as 'R.A.G rating'. For example the letters R, A and G are used- Red would mean inadequate, Amber would mean reasonable and Green would mean ideal\*  
\*This system is often used in manufacturing or production where the lights can be seen from different parts of the factory or as a colour coding system in tables and spreadsheets in an office environment. The initials RAG are also added to the background colour to enable those with colour blindness to read the system.

In this criterion the learner is required to provide evidence that he or she has:

- explained the actions that have been taken to ensure that post-meeting actions are completed,
- provided one example of an allocated action point, showing the monitoring actions that have been taken and the outcome(s) achieved.

### **3.3**

Effectiveness can be seen as an outcome of the quality of the conduct and content of the meeting and the actions that have happened as a result of the meeting.

Informal feedback can be taken verbally or more formally at the end of each meeting by individually completing a short questionnaire providing opportunities for future improvement.

In this criterion the learner is required to provide evidence that he or she has:

- evaluated a meeting using informal or formal feedback and collated the information.
- suggested at least two realistic improvements that could be made in future meetings.