



Female Empowerment in Science and Technology Academia

FESTA DELIVERABLE WP6.2

Improving Meeting Cultures



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UU: SELECTED E-SURVEY RESULTS

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EXECUTIVE SUMMARY

This deliverable presents the proceedings from the partner meetings for the whole duration of the 6.1 task (M 26 – 50) as well as the results from the E-surveys and the mini-interviews carried out at the three participating institutions – South-West University, Bulgaria (SWU); Uppsala University, Sweden (UU); and University of Southern Denmark (SDU). It follows an earlier deliverable within the same task, compiled in July 2014, and containing the course materials used at the facilitation trainings at the UU and SDU, as well as a common basic template for an E-survey questionnaire. The overall objective of the task was to minimize the negative effect of gendered interactional patterns and thus provide women with a more equally distributed share of consideration and appreciation for their contribution.

The first part of the present deliverable contains a chronological account of the completion of WP 6.1 based on minutes of meetings since the start of the task in March 2014 until its end in March 2016. The whole period is divided in 5 sections each covering 5 months and describing the major phases of the implementation. The first period was characterized by efforts to synchronize the partners' different timetables, deciding on the course material and setup, and carrying out the first E-survey on meeting cultures. During the second period, it was agreed that UU and SDU would not use the E-survey again since the results were not seen as indicative because of the very low response rate. Instead a qualitative evaluation by conducting mini interviews was planned by these two institutions. SWU followed the original plan of sending out three consecutive E-surveys. The third period was mainly devoted to the contents of the final report which resulted from the discussions of the different feedback models and evaluation. It was decided that the report would contain lessons learnt about working with gender and meeting cultures in the different national contexts, with recommendations for this kind of work, rather than recommendations for meeting leaders. In the next period UU and SDU started their mini-interviews, while SWU sent out the third E-survey. It was decided also that the final reporting would consist of two texts: a Handbook for academics who lead meetings, with practical advices, and a report that would have chronological instead of partner by partner outline. During the last (fifth) period proceeded the writing of the practical handbook for meeting leaders and the report for people wanting to work with meeting improvements according to plan. It was decided that both of them would be produced in September 2016.

The second part describes the evaluation of the outcomes of facilitation trainings and the follow-up work. It is divided in two sections – the first one is about the SWU E-survey and the second one is about the UU and SDU mini-interviews. SWU sent out 3 consecutive E-questionnaires (June 2014, February 2015 and January 2016) to same 100 people. Reports from the surveys were generated and presented to people responsible for handling meetings (the results are attached to the present deliverable). UU and SDU conducted 17 mini-interviews altogether. They aimed at establishing if the workshops and the follow ups had had any impact on the meeting leaders/participants' practices, as well as on gender and

diversity aspects of the meetings. The section outlines the main findings from the interviews at the two universities.

At the end of the deliverable there are two appendices attached:

- Appendix 1 includes the results from the three E-surveys as well as relevant statistical data;
- Appendix 2 includes the course material used and presented at the facilitation training course at SWU (it was not included in the first deliverable compiled in July 2014 since the workshops were carried out in November 2015).

1. PROCEEDINGS FROM PARTNER MEETINGS

Chronological account of the completion of WP6.1 based on minutes of meetings

This work package has focused on meeting facilitation - how everybody can have a voice - and how this can influence the working environment in general. We have trained scientists and other senior staff who are responsible for meetings to become more sensitive towards the different elements of a meeting and how they steer a meeting positively. We kick-started the work in the WP at the PMG meeting in Uppsala March 2014; in connection with that the leadership statement was accepted without discussion. The leadership statement is a statement from the task leader, mandatory in all FESTA tasks, about the roles of the leader and the participants during the process of the task.

➤ Months 26-30, March –July 2014

This period was characterized by efforts to synchronize the partners' different timetables and creating and carry through the first E-survey on meeting cultures.

The situation of having the first deliverable at month 30 exerted pressure on the group because two of the partners were engaging external experts on doing the meeting training. The training was directed to people in leadership positions and the timetable was not altogether negotiable. External experts with good credentials were chosen, to make the training attractive to high level academics. Efforts were made to better reconcile the different timetables, but this was not possible. UU's external trainer took part in the skype meetings during April and May and contributed to the discussions about the survey.

Two partners decided on half-day seminars with relatively small groups on core people who hold meetings and one partners conducted a 2-day seminar. One partner allowed for some time between two seminars for the participants to have a possibility to try out their new insights. However, the partners decided that the subsequent phase, observation of meetings, supervision and feedback to meeting leaders, could be conducted in different ways. This phase would end by the same E-survey to be sent out again, to record any changes in how meeting participants at a certain department/faculty perceived the meetings they attended.

Because of the local timeframe for training (first seminar in April) UU had to send out their first E-survey after the training sessions. SDU planned for and conducted their first training in June 2014 and SWU conducted their training in November. At SWU the concept of training meeting leaders was new and unknown and study materials had to be translated and adapted to the local conditions.

The planning and testing of the E-survey was discussed in altogether seven skype meetings, in addition to the start-off face-to-face meeting. Thus, this survey required a high level of engagement from the

partners. Several revisions of the survey were produced and it was tried out on people outside the FESTA consortium, before sending it out. Anonymity issues were discussed thoroughly in the skype meetings. The E-surveys were delivered in different local platforms, offering somewhat different possibilities for analyzing data and producing reports.

The course material and the course setup were also discussed in skype meetings, and even if the external training leaders had their own concepts, material and ideas were shared. In addition, the skype meetings were used to inform the other partners on the plans for the training: target groups, number of people, set up etc., even if each partner was quite independent in choosing the groups.

However, the response rates at UU and SDU were disappointingly low, under 20%, causing both partners to decide on not using the E-survey again. Additionally, due to this low response rate, the survey was not perceived as giving a true picture of meeting cultures in the selected units. In contrast, the first survey at SWU had a relatively high response rate of 65% and, thus, it could be used for comparisons over time.

Towards the end of May 2014 the writing of the Deliverable 6.1.1 was discussed and writing tasks distributed among the partners. The writing of the deliverable proceeded in a timely manner. However, mutual reading and commenting had very tight deadlines, requiring alert collaboration.

➤ **Months 31-35, August 2014 –December 2015**

In October 2014 the second phase of the task was started, in a face-to-face meeting, where the first phase was summarized and plans for the second phase were laid out.

It was obvious that for different local reasons the partners were in different phases of the task, SWU in the final phase planning the training and UU and SDU starting on the observations, supervision and feedback phases, again somewhat differently phased.

The E-survey was discussed again. Rather than the results which were not seen as indicative, the process leading to these results was discussed. A choice was made between further improvements to the survey and abandoning the use of the survey altogether, as a measurement of the effectiveness of the training. After a long discussion it was agreed that UU and SDU would not use the E-survey again. One consideration, in addition to the results not being indicative, was the number of somewhat irritated replies in the survey, which were seen as potentially damaging the image of the FESTA project in the organization. As SWU had not had these problems, they would keep to the original plan of sending out three E-surveys. Instead a qualitative evaluation by conducting mini interviews was planned by UU and SDU.

The second phase also initiated discussions on the second and final report of the task, in light of the experiences this far, also reporting the problems with using an E-survey to examine meeting cultures. In addition, gender aspects in the training and in the results of the training should be elaborated on.

By a skype meeting in December 2014 the partner status round tells that all partners had finally conducted the training and UU and SDU were in the phase of observations, supervision and feedback and the experiences from them were discussed, stressing the importance of following up training with feedback on potentially changed practices. The main issue of the meeting was to make a final decision on the evaluation of the training, and it was decided that SWU would send out a second E-survey, while UU and SDU would make mini-interviews.

➤ **Months 36-40 January 2015- May 2015**

This period was characterized by supervision and feedback sessions. Partner status in March 2015 elaborated on the issues taken up in the December 2014 meeting, discussing the different feedback models and evaluation. The main issue of the meeting was brainstorming for the final report. In this the partners went back to the basic goals of the task, and how the experience of doing the task had increased their own understanding of the underlying issues. Connections to other FESTA tasks, such as formal and informal decision-making were also discussed. The final report was seen as mainly consisting of findings – such as the differences between different kinds of meetings - rather than a set of recommendations. A tentative draft for a table of contents was put up to be elaborated by the task leader and discussed in a later Skype meeting. The contents of the report would be lessons learnt about working with gender and meeting cultures in the different national contexts, with recommendations for this kind of work, rather than recommendations for meeting leaders. In a skype meeting in April 2015 an elaborated outline for the final report was discussed and decided, and a timeline for completing its different sections by the partners was accepted. The basic structure was to be partner-wise, each partner having their own section, surrounded by introduction, comparison and final reflection.

➤ **Months 41-45, June 2015 – October 2015**

The status report in the face-to-face meeting in September 2015 tells that UU and SDU will start their evaluation phase with the interviews, while SWU will send out the third E-survey in January 2016. The number of interviewees was decided to be between 7-9 persons and interview questions were discussed. The importance of including gender aspects in the evaluation was stressed.

The main issue of the meeting was the final report. Partners agreed that the outline that had been discussed earlier did not meet their ambitions, by being too uninspiring and not having a clear target group. Instead, it was decided that final reporting would consist of two texts: a Handbook for academics

who lead meetings, with practical advices, and a report that would have a different outline, chronological instead of partner by partner.

Issues of impact were also discussed and the partners agreed that the original goals of the task (from the DoW) were unrealistically high given the timeframe, and that they were not measurable the way it had been expected. Instead of quantitative impact measures the final report should reflect on the process and what could have given an impact of which kind. The justification for UU and SDU of using interviews instead of E-surveys was again discussed, as well as the possibilities of gathering the same kind of information as the survey would have done by using interviews instead.

The meeting also brainstormed about the mutual lessons learnt to be inserted in the summary part of the report.

➤ **Months 46-50, November 2015 – March 2016**

During November 2015 - March 2016 the writing of the recommendations brochure and the report proceeded according to plan, supported by two skype meetings and the task leader presenting a draft for the recommendations Handbook.

In the final face-to-face meeting in March 2016 the structure was further elaborated. Due to the team leader at the task leader partner being on extensive sick-leave during the spring of 2016, the partners decided to prepare the report that would fill the requirements for the final deliverable in the first hand. The structure of this deliverable was decided to be changed: instead of separate chapters for all three partners, the two partners, UU and SDU with similar experiences would be together in one chapter and SWU, with very different experiences would be in one. The report should give the reflections discussed earlier (about E-surveys, importance of feedback etc.) in a condensed form. The three E-surveys made by SWU should be elaborated on.

As the situation of the task leader does not allow for the practical handbook for meeting leaders and the report for people wanting to work with meeting improvements to be produced during the spring 2016, the deadline for their preparation will be in September 2016. SDU as a task leader will lead the collaboration that will lead these products to materialize.

2. EVALUATION OF THE LOCAL WORK ON GENDER AND MEETING CULTURES

When it comes to evaluating the meeting culture task, and its influence on gender equality in the partner institutions, SDU and UU were different from SWU. Due to the low response rates of the first e-survey at UU and SDU, both FESTA teams decided to use a qualitative method in the form of mini-interviews as evaluation method instead of conducting the last two e-surveys. At SWU the meeting culture task functioned well in this respect – the first e-survey had a relatively high response rate and, thus, they could keep to the original plan of sending out three e-surveys. That is why we present two sets of evaluations, one from the East and one from the North.

2.1 SOUTH-WEST UNIVERSITY - E-SURVEY

The main objective of the activities held at SWU was to measure different aspects of conduciveness and the level of efficiency of meetings (i.e. if they produce the intended results – decisions, resolutions, plans, reports, etc.) at different university departments, units, committees and services. Further intention of the local team was to present the interesting findings from the surveys back to participants and units (heads and members) in follow-up facilitation trainings as well as to organize supervising meetings (feedback sessions) for selected administrative and academic staff. The overall aim was to initiate improvements in the meeting culture in the three targeted dimensions – results, relations and room for diversity. Setup of control surveys in order to measure the changes was also implemented.

SWU sent out an e-questionnaire in June 2014 to 100 people and 65 people completed it, which was a high response rate. The questionnaire contained the same questions as agreed with the other two partners – UU and SDU, but translated into Bulgarian. The survey was conducted in Bulgarian. The invited people were from the Faculty of Natural Sciences and Mathematics, the Technical College and the central university administration. The respondents were contacted individually several times, via e-mail and/or phone since the academic year finished at the end of May and most of them were already away from the university.

In November 2014 SWU conducted 3 half-day seminars with 3 different groups focusing on how to organize and run effective meetings. We invited people from the targeted departments of Physics, Chemistry, ICT and the Technical College as well as people occupying managerial or administrative positions at the University – such as Deans, Vice-Deans, Heads of Departments, Project Leaders, Heads of Research laboratories and centers, jury members, members of hiring/promotion committees and other research units or teams. The first group consisted of 8 participants, mainly administrative staff.

The second group was academic staff, and consisted of 11 participants, and the third group was also academic staff and consisted of 12 participants. The attitude towards the FESTA team was very polite, responsive, friendly, sympathetic and encouraging. Most participants enjoyed the information they received during the presentation and were very active in the follow-up discussions. The second e-questionnaire was sent out at the end of February 2015. SWU invited again 100 people. These were the same 100 people invited 3 times to respond to the questionnaire. The purpose was to identify the present models, attitudes, patterns, biases about meeting culture and its various aspects, etc. as well as to trace if and how they change over time as a result of the workshops, and other project activities.

The respondents were again contacted several times personally, via email or by phone. By the deadline 49 people submitted filled out questionnaires which were again a relatively high response rate. Reports were generated. The content of the questionnaires was the same as the first one.

After our second survey we presented the findings in our feedback sessions (supervising meetings). They were in forms of individual meetings with 15 people held between 18th of April till 20th of May 2015. These were people responsible for organizing and leading different types of meetings – head of departments, deans, heads of committees, etc. They were selected according to their roles in the two faculties. Following the presentation, the participants were asked to comment some of the findings of the recent e-survey on “meeting culture” and share their experience as members of various councils, committees, etc.

SWU sent out the third e-questionnaire on the 12th of January 2016 to 100 people from the Faculty of Natural Sciences and Mathematics, the Faculty of Engineering (the former Technical College) and the central university administration. By the deadline (25th of January 2016) 25 people completed it. The respondents were contacted individually several times, via e-mail and/or phone since the winter semester finished at the end of December and most of academic staff were on vacation in January. The survey was conducted in Bulgarian. The content of the questionnaires was the same as the first two. Reports were generated.

All responses were handled by the SWU team members. Reports from the survey were generated and presented to people responsible for handling meetings from the respective departments and units during the feedback sessions in a form of a ppt (attached to the Report in English, originally used in Bulgarian). Reports were generated depending on the tick boxes answers. As for the responses at the text boxes – they were handled in a way to avoid information conflicting with confidentiality. SWU identified several important issues based on the answers which could be used in establishing appropriate training programs. Among the most essential there were: the kinds of meetings we need for different purposes; how to engage people in discussions and decisions; what kind of information and tools need to be prepared before the meetings; etc.

Results

According to the data obtained during the surveys it could be concluded that there is an established model/pattern of meeting culture at the departments and units studied. It had been appraised by most of the participants as highly efficient although still containing some critical aspects. They found that the meetings they usually attend take essential decisions and resolutions which have various positive effects on their work and professional development, as well as on the overall performance of the department/faculty. As critical issues participants found lack of sufficient preliminary information at some meetings, deviations from the announced agenda, etc. All available data presents precious material for different analyses and interpretations and establishes a solid ground for elaborating a plan for long-term organizational change aiming at various improvements. It will serve as a starting point for further and deeper surveys on specific issues and for selection and application of appropriate measures and techniques, as well as introducing innovations regarding particularly gender equality (there is a high level of gender unawareness identified).

At first glance (just after the end of the third survey) there are no significant differences in the responses although a deeper comparative analysis is necessary.

2.2. UPPSALA UNIVERSITY AND UNIVERSITY OF SOUTHERN DENMARK - MINI-INTERVIEWS

In working with gender and meeting cultures, the SDU and UU contexts had both similarities and differences. The main objectives of the activities conducted at both institutions were to introduce and raise awareness of the art of inclusive, non-discriminating and cooperative meeting practices on a day-to-day level, and to minimize the negative effects of gendered interactional patterns by structuring meetings in ways that are based on collaboration and negotiation. The overall aim was to offer training to scientists and other senior staff who are responsible for meetings in order to sensitize them towards the different elements, dynamics and communication of meetings, and how to facilitate constructive meetings that matter and that may build inclusive and attractive working environments to a diverse population of employees.

The phase that followed after the facilitation training seminars was conducted in different ways at the two institutions. At SDU participants in the training received a follow-up script on how to make their own observations and give feedback on meetings and were then invited to attend a couple of supervision workshops. UU chose to have an external observer to attend meetings and give feedback on them. Thus, the evaluation focus was somewhat different between the institutions: UU had more emphasis on the feedback and observation phase, while the evaluation at SDU focused on the group meetings, i.e. the training seminars and supervision meetings. However, the interview questions are essentially the same and both institutions focus on a gendered change in the meeting culture.

2.2.1 UPPSALA UNIVERSITY

UU conducted six half day seminars with three groups in three departments in April and May of 2014 (two half days per group) with a total of 25 participants. In October-December 2014, UU conducted three meeting observations in each department. The focus of the observation was the communication climate and how people were given a voice. Before and after each meeting, the observer talked with the meeting leader for about 15 minutes. The observer also gave feedback by e-mail. The last written feedback contained feedback to the meeting group as well. Two meeting leaders mediated these comments to the group. In one department, the observer presented the feedback to the group.

UU's evaluation approach was to ask the leaders and the participants, who attended both the facilitation training and the meetings that were observed, if this is a good method to improve meeting cultures (i.e. facilitation training, observation and feedback) and how this action could have been improved, especially considering others who might want to work with this. We had mini-interviews with

all three meeting leaders and with two participants from each observed meeting (altogether six meeting participants). We asked about whether the workshops had any impact on their practice as meeting leaders/participants, on how they think about diversity and gender during meetings, and how the presence of the observer in the meeting room affected their practice as leaders/participants and the course of the meeting, what they thought about the feedback and whether any concrete measures were taken as a result of it.

The workshops on meeting dialogue served either as a reminder to not reproduce gender inequalities at meetings or an eye-opener. Several interviewees claimed to be more aware now and could tell about experiences of (conscious and unconscious) dominance behaviors that marginalize women (and some men) in meetings. They also embraced the idea to develop a more balanced interaction pattern between exploring and investigating. In particular, participants in one of the seminars claimed to have got a more comprehensive perspective on their activities and decisions in meetings affecting individuals or groups outside the organization. In general, the workshops made the participants think and reflect more about diversity and gender during meetings and also on how they personally behave at meetings. The importance of participation and that every participant is heard regardless of position seems to have taken hold.

There were several examples of changes in meeting culture as a result of the training and the observations and feedback: changing structure by letting the word go round in a formal manner or dividing the meeting into subgroups, taking breaks, taking minutes, notifying long discussion points before the meeting, rotation of chairmanship, raising the knowledge level of less experienced participants by giving them background information about the issues.

What was good in the approach?

The general set up with seminars, observations and feedback.

The observation and feedback phase had the positive impact of reminding the meeting leaders of what they had learned in the facilitation training.

It is advantageous to have an observer from the “outside”, especially when it comes to changing problematic or dysfunctional group dynamics.

To have the same person do the observations at all departments, because the observer could compare the structure of the different meetings.

The workshops were seen as scientific and theoretical at the same time as they were practice oriented.

The reminder of power relations at meetings.

The reminder to reflect and question entrenched thoughts, beliefs and values to avoid gender biased immediate reactions.

Useful to get feedback in the form of concrete tips on, for example, how to raise the energy level at the meeting, to have a discussion from one meeting to another or to activate the silent participants and manage disagreement.

How the task on meeting culture could have been improved

Broaden the concept of inclusivity from how people are given a voice at meetings to include everything around meetings, e.g.: Who get called to the meeting? How is the meeting situated in time, place etc.? Have some individuals or groups been excluded? What kind of meetings were held before the decision ended up in the actual meeting?

Also pay attention to gender differences in the departmental meeting structure: Are men mainly in meetings where research is the topic of discussions, while women are in meetings related to teaching and administration which is not regarded as important for the research career?

Make sure the whole group, both the meeting leader and the meeting participants, are involved and engaged in the process of discussing how the meeting culture can be improved, from the beginning (seminars in meeting dialogue) to the end (meeting observation and feedback sessions).

The workshops could be shorter (one half day instead of two) and have more focus on what is essential (and exercises).

Tailor the workshops to the different needs of experienced meeting leaders, on the one hand, and less experienced meeting participants on the other.

For example, have a common introduction and discussion for the entire group and then split the group in two. Dividing the group, for example in junior researchers and more senior researchers, could also be important from a power aspect. If there had been a problem with meetings, it would have been very difficult to get people to talk openly about that.

Discuss the outcome of every meeting both with the meeting leader and with some of the participants, for example by doing individual interviews.

In feedback sessions with the group, discuss also the positive feedback to the leader: it illustrates how you should run a meeting.

More focus on tools to change dysfunctional meetings and dealing with people who talk too much. (The task was perceived to have some inclination towards creating functional meetings and activating the silent).

Follow up observation and feedback by doing some more observations and feedback sessions later, to look at both "what has been done" and "what was the effect of what was done". Can anything be done even better?

2.2.2 UNIVERSITY OF SOUTHERN DENMARK

SDU conducted their 2-day facilitation training seminar in June 2014. At the end of the seminar, the SDU FESTA team offered the participants a script of how to give feedback at meetings along two dimensions: 1) how was the energy during the meeting and 2) how did the content of the meeting progress?

The participants went home from the seminar with the script as a possibility for training, and afterwards they were also invited to participate in two supervision workshops offered in the fall of 2014 and the Spring of 2015 as well as a half-day workshop in the spring of 2015 with the external facilitator of the training seminar.

The supervision sessions were in a form of 2-hour sessions with 7 people, who had participated in the facilitation seminar and who were all experienced meeting facilitators. The supervision sessions started by going over what participants had learned at the seminar, and what had stuck with them. This was followed by a round of concrete meeting experiences since the seminar, where the principles acquired had been applied, and out of these, two different cases were given more detailed feedback and reflections.

However, it must be stressed that back in 2010 the Faculty of Science started to improve the meeting culture. New facilitation techniques were introduced and implemented, e.g., how to run participative meetings in more constructive ways in various organizational and managerial contexts.

As mentioned above, the E-survey response rate was low at SDU and a qualitative method in the form of mini-interviews was chosen instead; the intention was to identify if a change towards an increased gender and diversity sensitivity in the meeting culture had taken place at the faculty. The interviews focuses on "do you think the meeting culture has changed". SDU interviewed eight participants from the facilitation seminar (4 female and 4 male), of which half of them participated in the follow-up sessions as well.

The interviewees found that the seminar gave them techniques on how to facilitate meetings in a more gender sensitive and effective way and they gave examples of techniques they had used, e.g. "sub-grouping", "having the whole elephant in the room", "that as a meeting leader one cannot solve everything and does not have to take on all roles" and "mind-mapping". One interviewee underlined

the importance of appointing a time-keeper at meetings because it encouraged her to work more goal-oriented with her agendas.

One interviewee mentioned that it influenced his intention to plan and conduct meetings differently; Another had learned how to plan better and to assign enough time to each point on the agenda and give people enough time to think and consider during meetings. The person also learned that applying various techniques can be crucial for a satisfying outcome.

Some mentioned that the seminar influenced their understanding of the underlying dynamics at meetings and provided tools for a better understanding of potential conflict situations and how to deal with these, for instance by using sub-grouping. A few of the interviewees mentioned that, despite the new techniques, it is difficult to implement new ways of conducting meetings. A few said that the training was an eye-opener and it had been useful to be taught a more culture-based approach

Most of the interviewees found that the workshop did not change their view on gender and diversity during meetings to a large extent. However, the training had made them more aware of gender issues in relation to personal agendas at meetings and that they have to pay more attention in general to these dynamics, and to make sure everybody has an equal voice and possibility to speak and be heard. An interviewee usually splits up the work meetings in smaller groups, and she was convinced that it is a good technique to use when you want everybody to have an equal voice; it can restrain the dominant males who talk a lot during the meetings, and who prefer fast decision-making. The result of sub-grouping is also that it gives a voice to the more quiet women.

One interviewee found that the facilitation seminar is a good way to work to improve meeting cultures – she learned techniques to give everybody an equal voice and found this very useful.

The interviewees who participated in the follow-up sessions found that such follow-up was useful in order to have the techniques repeated in connection with one's own and other's concrete cases. One interviewee mentioned that it was really when he attended the feedback sessions that he understood what he had learned at the facilitation seminar and the purpose of the training – and therefore, he mentioned, is it important to focus on the follow-up process after a training course.

All interviewees expressed the view that workshops and feedback sessions are good ways to improve meeting culture, especially when a workshop is combined with follow-up sessions. Moreover, the interviewees mentioned they would like more follow-up sessions in order to practice the techniques learned and be able to elaborate their approach and effectiveness at chairing meetings on the basis of their experiences. One also mentioned s/he would like an observation phase.

Interviewees also shared different department specific suggestions/ideas on how to improve the meeting culture at their department.

What was good in the approach?

The participants were positive about the chosen approach of a facilitation training that offered ways to navigate around and challenge gender discrimination in Academia by providing hands-on, practical activities on how to conduct meetings and how to manage interactions.

The seminar participants expressed satisfaction with the way that they were trained to view meetings as dynamic, communicative, interactive processes rather than merely a checklist on how to achieve outcomes. The mini-interview showed that they each had implemented 1-2 techniques from the training. Therefore, it is our experience that the more attention drawn to a gender sensitive meeting culture, which gives everybody a voice, the more people seems to move and change their opinion of the meeting culture. It also led to a more widespread belief that the gender issue is one to be dealt with, even if the individual stand- points vary in this respect.

The supervision consisted of two meetings in a group of people, who participated in the advanced meeting facilitation seminar. SDU chose to let the participants discuss cases that they each brought to the meeting for further development or investigation. It turned out to be a good approach to discuss and to get feedback and techniques on participants' own specific cases or issues. They appreciated looking at the key issues and they learned how to deal with challenging situations and found out, which facilitation techniques to use for loosening up a specific situation.

How the task on meeting culture could have been improved

As mentioned above, SDU has worked on improving the meeting culture at the Faculty of Science since 2010 by introducing and implementing new facilitation training techniques. Because it is already an embedded practice to train facilitation at the Faculty of Science, maybe it was a mistake only to invite experienced meeting leaders to the seminar on advanced meeting facilitation. A few of the very experienced facilitators did not get as many new techniques as they had wished for, and we might have missed out on training less experienced meeting leaders.

The planning of the first E-survey and the facilitation-training seminar had to take place within a short timeframe before the first deliverable, which exerted pressure on the group and did not leave a lot of time to consider alternative evaluation set-up for our activities. It could have improved the task if we had had more time for planning the feedback phase.

SDU chose a 2-day facilitation-training seminar followed by a supervision phase. The seminar participants were offered a script for self-managed observation and feedback at the end of the seminar, but at the supervision meetings it turned out that none of the participants really implemented the script (the script was not mandatory to use). Introducing the script at the end of the seminar turned out

to be a too loose option, which was not prioritized by the seminar participants. Moreover, we should probably have assigned more time for the introduction of the task in order to facilitate the implementation. Since the use of different facilitation techniques at the faculty is common, we might have taken it for granted that the seminar participants wanted to use the script and that they wanted to participate in the supervision sessions as a supplement to already ongoing activities.

Furthermore, we could have improved the task by the two supervision meetings being an obligatory follow-up to the facilitation-training seminar, and we could have introduced the idea of the case training better.

Future perspectives

Our experience is that change in meeting culture takes time as well as consistent and focused effort, and that it is hard to measure. We are convinced that for a deep and lasting change in the approach to gender and diversity, a focus on meeting culture on a very practical level is crucial.

The FESTA work on improving meeting culture is now being used as a pilot project by the central Equality Board at SDU in order to implement and incorporate training in gender sensitive meeting practices at the whole university. This work will take place in collaboration with the HR department.



APPENDICES A & B

FESTA DELIVERABLE 6.2



Appendix A
E-survey results
SWU, UU, SDU



Appendix A

E-SURVEY RESULTS

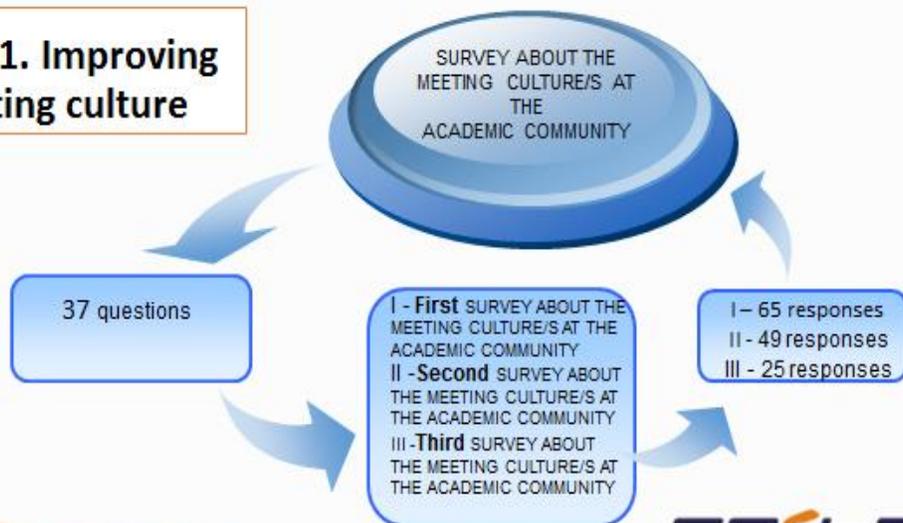
SWU

FESTA PROJECT – 7TH FRAMEWORK PROGRAMME

W.P. 6. Interactional patterns



W.P. 6.1. Improving meeting culture



Analysis of the results

question № 1.

The purposes of the meetings in which you usually take part are clear to all participants.

answers

- 1 always – I - 52 %; II - 49 %; III - 60 %
- 2 often – I - 43 %; II – 38.8 %; III - 36 %
- 3 rarely – I - 5 %; II – 12.2%; III - 4 %
- 4 never - I - 0 %; II - 0 %; III - 0 %

FESTA
Female Empowerment in
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question № 2.

Agenda/schedule is sent out within a reasonable time prior to the meetings.

answers

- 1 always – I - 54 %; II – 59.2 %; III - 72 %
- 2 often – I - 34 %; II – 32.7 %; III - 28 %
- 3 rarely – I - 11 %; II – 8.2 %; III - 0 %
- 4 never - I - 2 %; II - 0 %; III - 0 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 3.

Supporting documents and materials are provided in sufficient timeframe prior to the meetings, so as to ensure appropriate preparation.

answers

- 1 always - I - 28 %; II - 30.6 %; III - 36 %
- 2 often - I - 46 %; II - 51.0 %; III - 36 %
- 3 rarely - I - 25 %; II - 16.3 %; III - 24 %
- 4 never - I - 2 %; II - 2 %; III - 4 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 4.

Participants are expected to be prepared for the meeting.

answers

- 1 always - I - 32 %; II - 44.9 %; III - 28 %
- 2 often - I - 54 %; II - 42.9 %; III - 60 %
- 3 rarely - I - 14 %; II - 12.2 %; III - 12 %
- 4 never - I - 0 %; II - 0 %; III - 0 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 5.

Meetings start on time.

answers

- 1 always – I - 52 %; II – 57.1 %; III - 60 %
- 2 often – I - 43 %; II – 38.8 %; III - 36 %
- 3 rarely – I - 5 %; II – 4.1 %; III - 4 %
- 4 never - I - 0 %; II – 0 %; III - 0 %

FESTA
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Science and Technology Academia

question № 6.

Meetings finish on time.

answers

- 1 always – I - 9 %; II – 22.4 %; III - 12 %
- 2 often – I - 68 %; II – 53.1 %; III - 56 %
- 3 rarely – I - 22 %; II – 22.4 %; III - 20 %
- 4 never - I - 2 %; II – 2 %; III - 12 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 7.

Meetings are well structured.

answers

- 1 always – I - 37 %; II – 34.7 %; III - 56 %
- 2 often – I - 55 %; II – 53.1 %; III - 32 %
- 3 rarely – I - 6 %; II – 12.2 %; III - 12 %
- 4 never - I - 2 %; II - 0 %; III - 0 %

FESTA
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Science and Technology Academia

question № 8.

There is a good transition from one point on the agenda to the next.

answers

- 1 always – I - 52 %; II – 49 %; III - 64 %
- 2 often – I - 42 %; II – 42.9 %; III - 16 %
- 3 rarely – I - 6 %; II – 6.1 %; III - 20 %
- 4 never - I - 0 %; II - 2 %; III - 0 %

FESTA
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Science and Technology Academia

question №9.

Appropriate informative introductions are given in the beginning of the meetings.

answers

- 1 always – I - 55 %; II – 36.7 %; III - 52 %
- 2 often – I - 25 %; II – 57.1 %; III - 36 %
- 3 rarely – I - 20 %; II – 6.1 %; III - 8 %
- 4 never - I - 0 %; II - 0 %; III - 4 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 10.

The agenda is followed strictly.

answers

- 1 always – I - 46 %; II – 42.9 %; III - 40 %
- 2 often – I - 52 %; II – 49.0 %; III - 52 %
- 3 rarely – I - 2 %; II – 8.2 %; III - 4 %
- 4 never - I - 0 %; II - 0 %; III - 4 %

FESTA
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Science and Technology Academia

question № 11.

Introduction to the individual points on the agenda is appropriate.

answers

- 1 always – I - 43 %; II – 42.9 %; III - 48 %
- 2 often – I - 38 %; II – 46.9 %; III - 32 %
- 3 rarely – I - 18 %; II – 8.2 %; III - 16 %
- 4 never - I - 0 %; II - 2 %; III - 4 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 12

Management of the individual points on the agenda is effective.

answers

- 1 always – I - 26 %; II – 34.7 %; III - 32 %
- 2 often – I - 60 %; II – 53.1 %; III - 40 %
- 3 rarely – I - 11 %; II – 10.2 %; III - 24 %
- 4 never - I - 3 %; II - 2 %; III - 4 %

FESTA
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Science and Technology Academia

question № 13

Resolution of the individual points on the agenda is clear.

answers

- 1 always – I - 43 %; II – 42.9 %; III - 60 %
- 2 often – I - 48 %; II – 42.9 %; III - 20 %
- 3 rarely – I - 9 %; II – 14.3 %; III - 20 %
- 4 never - I - 0 %; II - 0 %; III - 0 %

FESTA
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Science and Technology Academia

question № 14

Conclusions of the meetings are clear.

answers

- 1 always – I - 40 %; II – 40.8 %; III - 44 %
- 2 often – I - 52 %; II – 53.1 %; III - 52 %
- 3 rarely – I - 6 %; II – 6.1 %; III - 4 %
- 4 never - I - 2 %; II - 0 %; III - 0 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 15

Meetings are productive

answers

- 1 always – I - 32 %; II – 32.7 %; III - 32 %
- 2 often – I - 57 %; II – 59.2 %; III - 44 %
- 3 rarely – I - 11 %; II – 6.1 %; III - 24 %
- 4 never - I - 0 %; II - 2 %; III - 0 %

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Science and Technology Academia

question № 16

There are clear outcomes from the meetings.

answers

- 1 always – I - 45 %; II – 44.9 %; III - 52 %
- 2 often – I - 45 %; II – 44.9 %; III - 32 %
- 3 rarely – I - 11 %; II – 8.2 %; III - 16 %
- 4 never - I - 0 %; II - 2 %; III - 0 %

FESTA
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Science and Technology Academia

question № 17

The time span of meeting is spent efficiently.

answers

- 1 always – I - 29 %; II – 36.7 %; III - 32 %
- 2 often – I - 62 %; II – 55.1 %; III - 52%
- 3 rarely – I - 8 %; II – 8.2 %; III - 12 %
- 4 never - I - 2 %; II - 0 %; III - 4 %

FESTA
Female Empowerment in
Science and Technology Academia

question № 18

The facilitation of the meetings supports the active participation of the people present.

answers

- 1 always – I - 35 %; II – 32.7 %; III - 40 %
- 2 often – I - 37 %; II – 51.0 %; III - 40 %
- 3 rarely – I - 28 %; II – 14.3 %; III - 12 %
- 4 never - I - 0 %; II - 2 %; III - 8 %

FESTA
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Science and Technology Academia

question № 19

Resolutions are being processed after the meetings.

answers

- 1 always – I - 45 %; II – 42.9 %; III - 40 %
- 2 often – I - 48 %; II – 49.0 %; III - 48 %
- 3 rarely – I - 8 %; II – 8.2 %; III - 12 %
- 4 never - I - 0 %; II - 0 %; III - 0 %

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Science and Technology Academia

question № 20

After meetings, information (minutes, reports, transcripts etc.) is passed on to the right people.

answers

- 1 always – I - 55 %; II – 53.1 %; III - 60 %
- 2 often – I - 18 %; II – 34.7 %; III - 20 %
- 3 rarely – I - 23 %; II – 10.2 %; III - 8 %
- 4 never - I - 3 %; II - 2 %; III - 12 %

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question № 21

Provide a short description of a type of meetings you most often attend.
The most common answers are:

at level a Department

at level a college/ Faculty

at university level

at the national level

at the international level

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Please describe the characteristics of the type of meeting you have given as an example by ticking the degree to which you agree with the following statements.
(1 – disagree fully, 5 – agree fully)

1 disagree fully

2

3

4

5 agree fully

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question № 22

The atmosphere of the meetings is formal.

answers

1

disagree fully I - 2 %; II - 4.1 %; III - 0 %

2

I - 8 %; II - 4.1 %; III - 12 %

3

I - 23 %; II - 20.4 %; III - 36 %

4

I - 37 %; II - 40.8 %; III - 28 %

5

agree fully I - 31 %; II - 30.6 %; III - 24 %

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question № 23

The word is passed around by the chairperson
of the meeting.

answers

1

disagree fully I - 2 %; II - 0.0 %; III - 0 %

2

I - 3 %; II - 4.1 %; III - 8 %

3

I - 12 %; II - 10.2 %; III - 4 %

4

I - 14 %; II - 22.4 %; III - 16 %

5

agree fully I - 69 %; II - 63.3 %; III - 72 %

Festa

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question № 24

Everybody breaks in when she/he has something to say.

answers

1

disagree fully I - 3 %; II - 2.0 %; III - 4 %

2

I - 15 %; II - 4.1 %; III - 12 %

3

I - 12 %; II - 10.2 %; III - 4 %

4

I - 12 %; II - 28.6 %; III - 4 %

5

agree fully I - 57 %; II - 55.1 %; III - 76 %

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question № 25

It is easy to voice one's opinion – even if it is in conflict with other opinions represented.

answers

1

disagree fully I - 0 %; II - 0 %; III - 14 %

2

I - 17 %; II - 8.2 %; III - 4 %

3

I - 15 %; II - 20.4 %; III - 4 %

4

I - 31 %; II - 28.6 %; III - 22 %

5

agree fully I - 37 %; II - 42.9 %; III - 56 %

FESTA

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Science and Technology Academia

question № 26

It is necessary to be cautious about what to say during the meeting.

answers

1

disagree fully I - 9 %; II - 16.3 %; III - 16 %

2

I - 20 %; II - 16.3 %; III - 20 %

3

I - 31 %; II - 16.3 %; III - 16 %

4

I - 22 %; II - 18.4 %; III - 28 %

5

agree fully I - 18 %; II - 32.7 %; III - 20 %

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Science and Technology Academia

question № 27

Please describe the activity of the participants at the type of meeting you have given as example by ticking the degree to which you agree with the following statements.
(1 - disagree fully, 5 - agree fully)

27. When a participant puts in a suggestion or comment, it is acknowledged.

answers

1

disagree fully I - 2 %; II - 2.0 %; III - 8 %

2

I - 3 %; II - 4.1 %; III - 16 %

3

I - 28 %; II - 28.6 %; III - 24 %

4

I - 38 %; II - 34.7 %; III - 20 %

5

agree fully I - 29 %; II - 30.6 %; III - 32 %

FESTA

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question № 28

The majority of the people present participates actively.

answers

- | | | |
|---|----------------|-----------------------------------|
| 1 | disagree fully | I - 3 %; II - 6.1 %; III - 8 % |
| 2 | | I - 14 %; II - 22.4 %; III - 12 % |
| 3 | | I - 34 %; II - 22.4 %; III - 20 % |
| 4 | | I - 31 %; II - 24.5 %; III - 44 % |
| 5 | agree fully | I - 18 %; II - 24.5 %; III - 16 % |

FESTA

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Science and Technology Academia

question № 29

The interaction at the meetings always follows a particular pattern.

answers

- | | | |
|---|----------------|-----------------------------------|
| 1 | disagree fully | I - 5 %; II - 6.1 %; III - 4 % |
| 2 | | I - 14 %; II - 6.1 %; III - 24 % |
| 3 | | I - 29 %; II - 20.4 %; III - 16 % |
| 4 | | I - 25 %; II - 40.8 %; III - 24 % |
| 5 | agree fully | I - 28 %; II - 26.5 %; III - 32 % |

FESTA

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Science and Technology Academia

question № 30

Would you describe further this pattern.
The most common answers are:

answers

1

"The chairman (head of department, dean, etc.) follows agenda. There is a good transition from one point on the agenda to the next. He gives appropriate introduction of the individual points on the agenda. We express our opinion and vote."

2

"Topic, discussion, proposals, decisions"; " Good academic meeting activity"

3

"SWU's model work in a not very favorable way"

4

"I am not sure exactly whether there is a model"

5

"There is no established model"; "I don't know"

FESTA

Female Empowerment in
Science and Technology Academia

question № 31

Please describe the atmosphere at the type of meeting you have given as an example by ticking the degree to which you agree with the following types.
(1 – disagree fully, 5 – agree fully)

Degree of agreement	Exalting			Oppressing			Motivating			Demotivating		
	I	II	III	I	II	III	I	II	III	I	II	III
1. disagree fully	6%	10.2%	8%	49%	49%	60%	3%	4.1%	12%	49%	55.1%	53%
2.	17%	14.3%	16%	17%	24.5%	16%	9%	10.2%	8%	23%	20.4%	12%
3.	35%	20.4%	56%	20%	14.3%	16%	29%	26.5%	24%	17%	14.3%	16%
4.	29%	32.3%	16%	6%	4.1%	4%	38%	28.6%	24%	5%	6.1%	8%
5. agree fully	12%	16.3%	4%	8%	8.2%	4%	20%	30.6%	32%	6%	4.1%	12%

FESTA

Female Empowerment in
Science and Technology Academia

question № 32

Please describe the experience of time at the type of meeting you have given as example by ticking the degree to which you agree with the following characteristics. (1 – disagree fully, 5 – agree fully)

Degree of agreement	Rushed			Comfortable			Efficient			Slow			Insufficient			Ample		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
1. disagree fully	42%	34.7%	44%	3%	4.1%	8%	2%	2%	12%	46%	46.9%	43%	42%	33.1%	40%	32%	44.9%	36%
2.	22%	22.4%	28%	14%	12.2%	8%	6%	8.2%	4%	23%	20.4%	24%	26%	32.7%	20%	31%	24.5%	20%
3.	15%	26.5%	12%	20%	10.2%	32%	22%	20.4%	28%	20%	26.5%	8%	15%	8.2%	24%	28%	20.4%	28%
4.	18%	6.1%	8%	37%	46.9%	20%	43%	30.6%	20%	6%	2%	12%	15%	6.1%	8%	6%	8.2%	4%
5. agree fully	3%	10.2%	8%	26%	26.5%	32%	29%	33.3%	36%	5%	4.1%	8%	2%	0%	8%	3%	2%	12%

FESTA

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question № 33

Is there anything else you would like to highlight as being positive\ negative in the meetings you most often attend. The most common answers are:

answers

1

"N/A; No; No comment; I have nothing to add."

2

"Positive – effectiveness, negative – failure of decisions."

3

"Sometimes meetings are dummy"

4

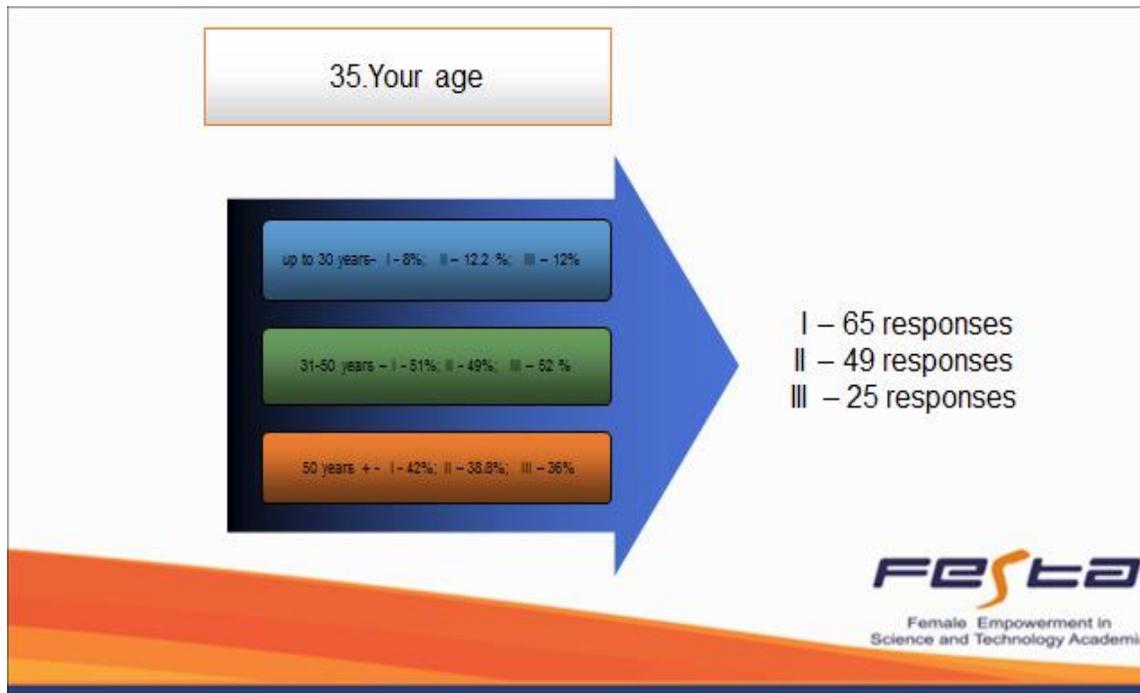
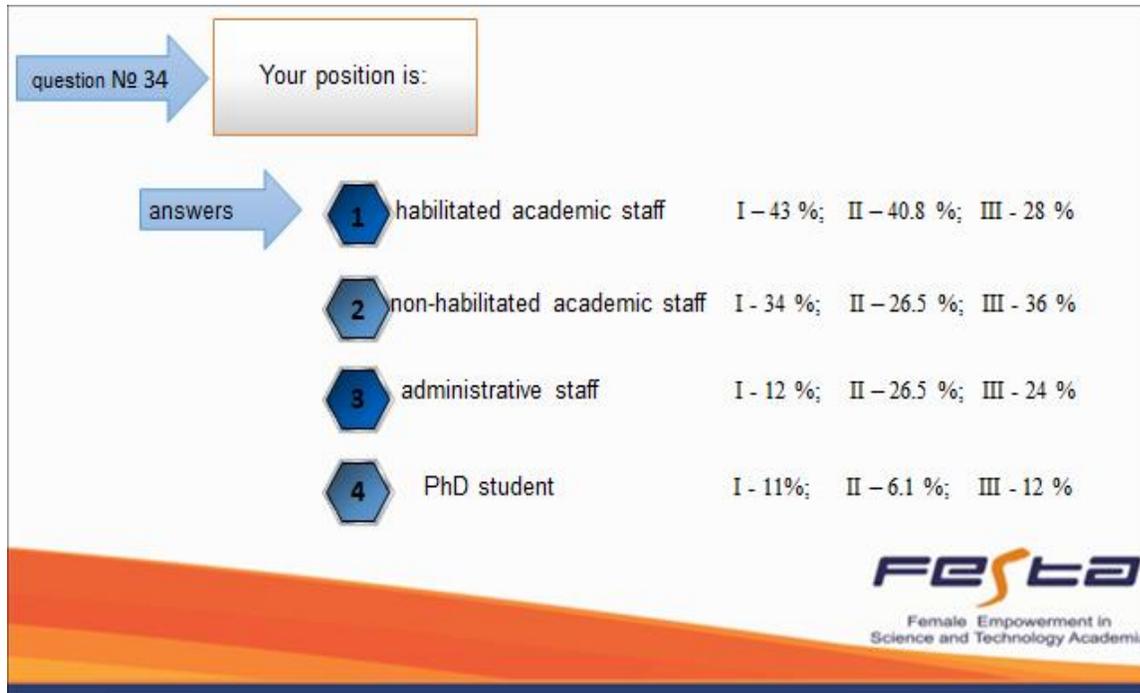
"The atmosphere is normal, the word is passed by the chairperson and it is easy to voice one`s opinion, negative - lack of candor."

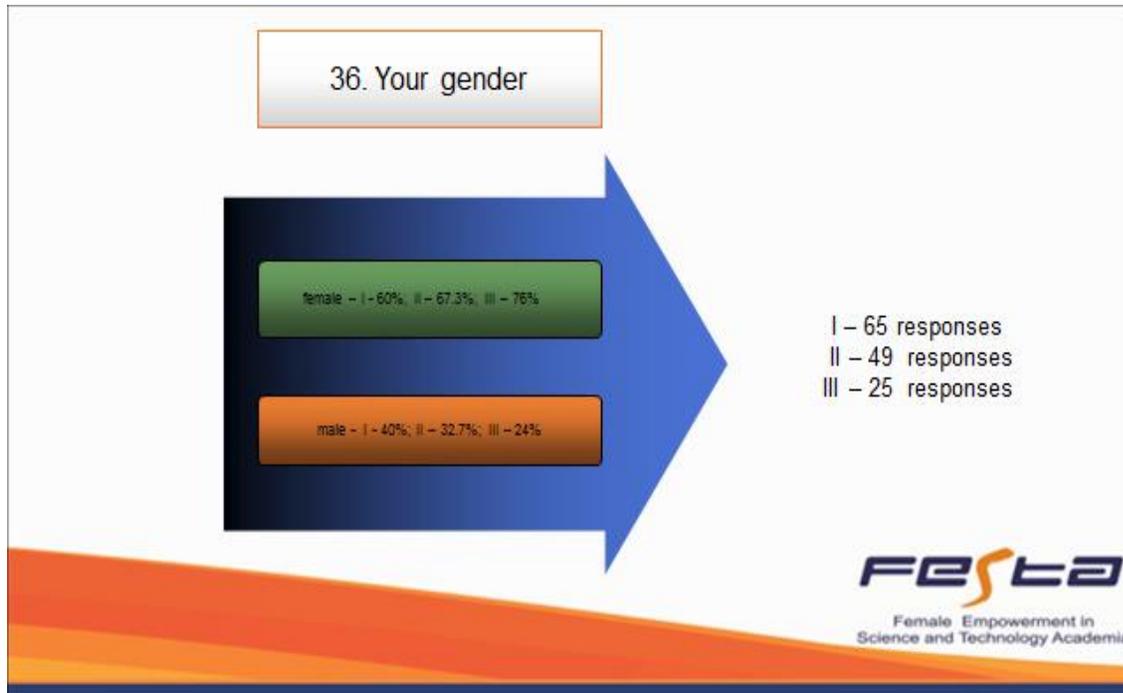
5

"Negative – there should be more preliminary information, positive – the success of the meeting depends largely on whether the chairperson is efficient."

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- question № 37 → Do you have anything else you would like to elaborate or comment about current meeting culture. The most common answers are:
- answers →
- 1 "N/A; No; No comment"
 - 2 "The success of a meeting depends on how it is chaired. The chairperson is the person who makes sure things are done"
 - 3 "The role of the chairperson is important in harnessing the commitment of these people and ensuring members feel they are involved in contributing meaningfully to the university's work."
 - 4 "A good chairperson takes the job seriously, ensures the priorities are clear and the work of the board is carefully planned."
 - 5 "meeting culture" - should be promoted not only by definition but as a content."
-



Appendix A

E-SURVEY RESULTS

UU

Selected results from the UU e-survey

The e-survey was sent out to the respondents by the Head of departments or an administrative assistant. Together, the three departments have around 345 employees. We received 25 answers in total, 13 from men and 12 from women. With the response rate of under 10%, no conclusions could be drawn from the survey.

We show here selected results:

- a) For the whole group, those questions where the difference between the positive and negative alternatives were the largest
General reflection: In general, the respondents seem to be quite satisfied with the meetings.
- b) For women and men, those questions where the differences between women and men were the largest.
Here, the figures represent the numbers in the two most positive categories (always & often or agree fully & agree)
General reflection: Men are considerably more satisfied than women with the meetings.

The figures are not percentages, but the number of answers in the selected categories ("don't know" and the middle category in the agree-disagree scale have been omitted).

Meetings in general

	Always & often	Seldom & never
Purposes of the meetings are clear to the participants	22	3
Informative introductions are given at the meetings	20	5
Meetings finish on time	18	4
Resolution of the individual points on the agenda is clear	17	4
Supporting documents and materials are provided in adequate time	16	8
After meetings information is passed on to the right people	16	6
Agendas are sent out prior to the meetings	15	10

Atmosphere in specific meetings

	Disagree fully & disagree	Agree fully & agree
Time is experienced as being ample	1	11
Time is experienced as being comfortable	2	15
Women and men are equally active at the meetings	3	16
When a participant puts in a suggestion or comment it is acknowledged	4	16
Time is experienced as being insufficient	14	3
The atmosphere is formal	16	3
Time is experienced as being rushed	18	1
It is necessary to be cautious about what to say during the meeting	19	3

Differences between men and women

	Women	Men
The facilitation of the meetings supports the active participation of the people present	5	11
It is easy to voice one's opinion – even if it is in conflict with other opinions represented	4	12
The purposes of the meetings are clear to the participants	9	13
Meetings start on time	9	12
There is a good transition from one point of the agenda to the next	7	11
Conclusions of the meetings are to the point	8	12
The majority of the people present participate actively	5	8
The energy is experienced as being high	3	7
The energy is experienced as being motivating	3	6
The atmosphere is formal	3	0
Time is experienced as being rushed	1	0



Appendix A

E-SURVEY RESULTS

SDU

The Faculty of Science invited in May 2014 the employees at the Faculty to respond to a survey about the meeting culture(s) at The Faculty of Science.

In order to learn as much as possible about the current meeting culture(s), we asked the employees to spend around 15 minutes responding to the questions below. The survey took place in the period from May 28th to June 10th 2014.

There are two types of responses: tick box and free text. The tick box responses are processed with confidentiality, i.e., in a form where it is not possible to identify individuals or departments. The free text responses, however, are processed in uncensored form out of respect for the given formulations. For this reason, the free text responses have not been guaranteed confidentiality.

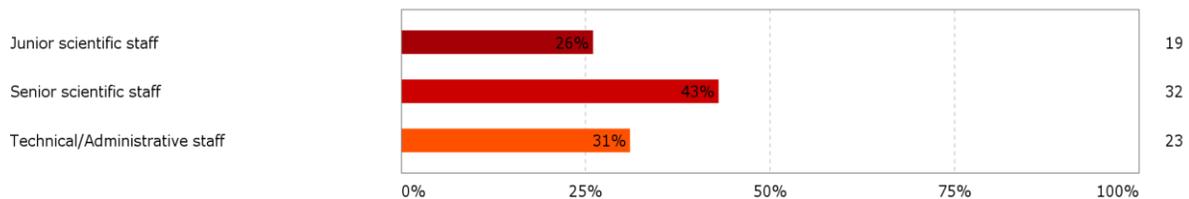
All responses have been handled by the FESTA team, Task Leader Liv Baisner and Project Leader Eva Sophia Myers from the Faculty Administration.

Distribution of questionnaires:

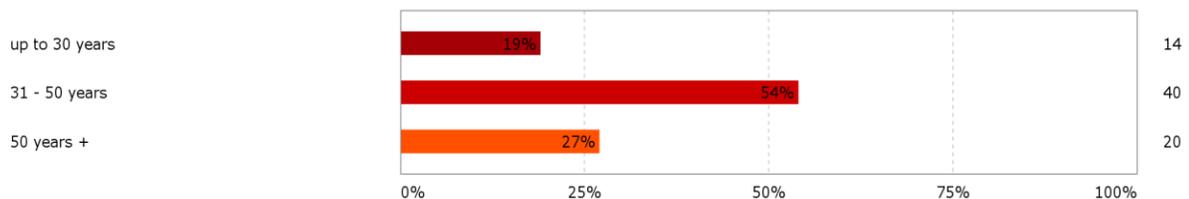
Number of questionnaires distributed:	381 (100%)
Number of answered questionnaires – some answer:	21 (6%)
Number of questionnaires – completed:	74 (19%)

Distribution of respondents:

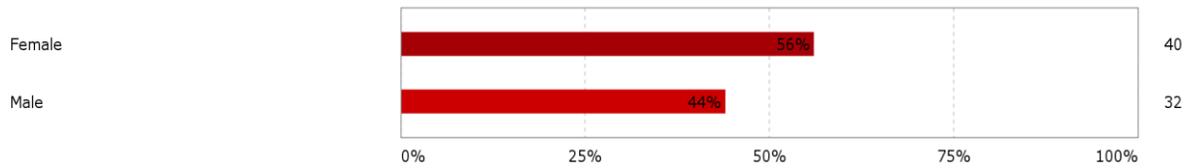
Position



Age

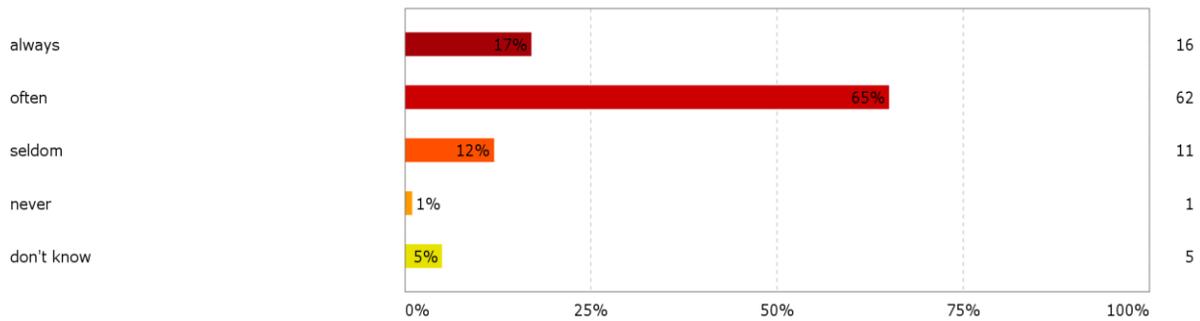


Gender

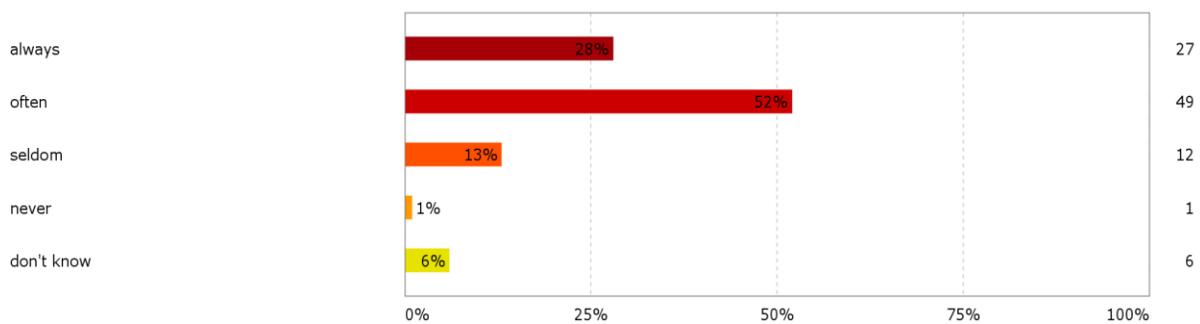


1. ASPECTS OF THE MEETING CULTURE AT THE FACULTY OF SCIENCE - "PURPOSE & PREPARATION"

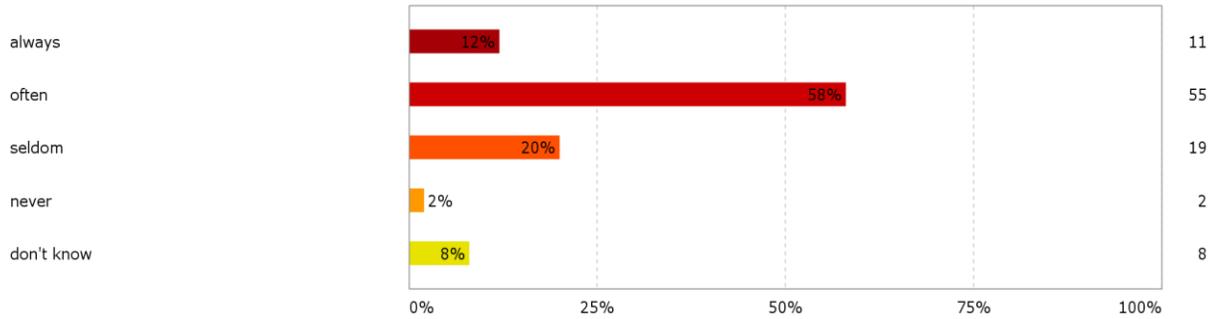
The purposes of the meetings are clear to the participants



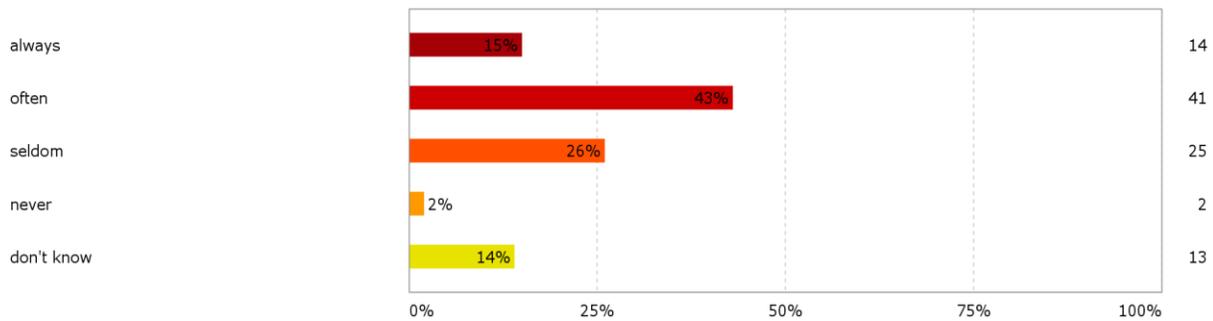
Agendas are sent out prior to the meetings



Supporting documents and materials are provided in adequate time

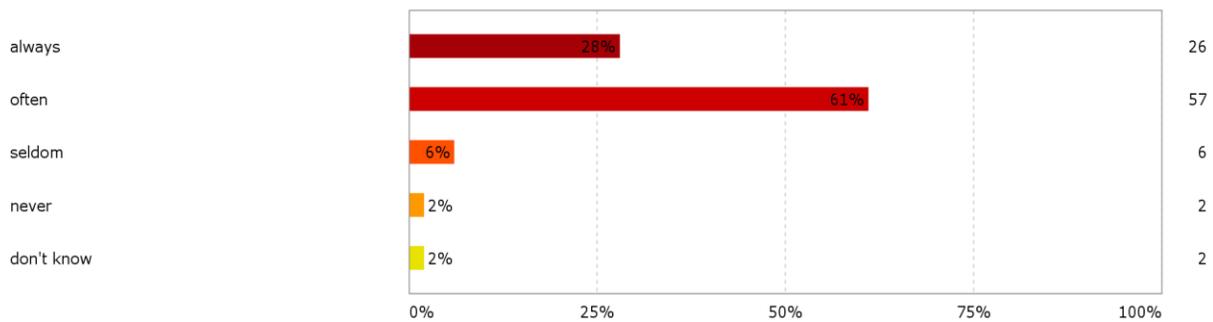


Participants are expected to show up prepared

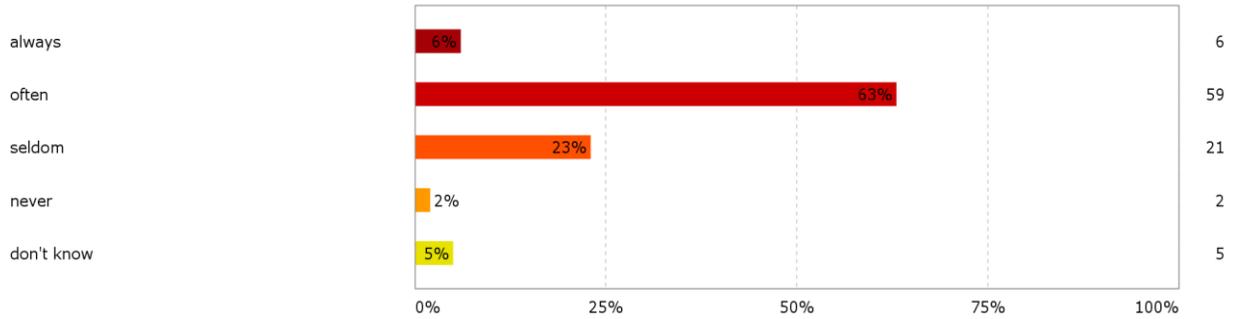


1. ASPECTS OF THE MEETING CULTURE AT THE FACULTY OF SCIENCE - "STRUCTURE"

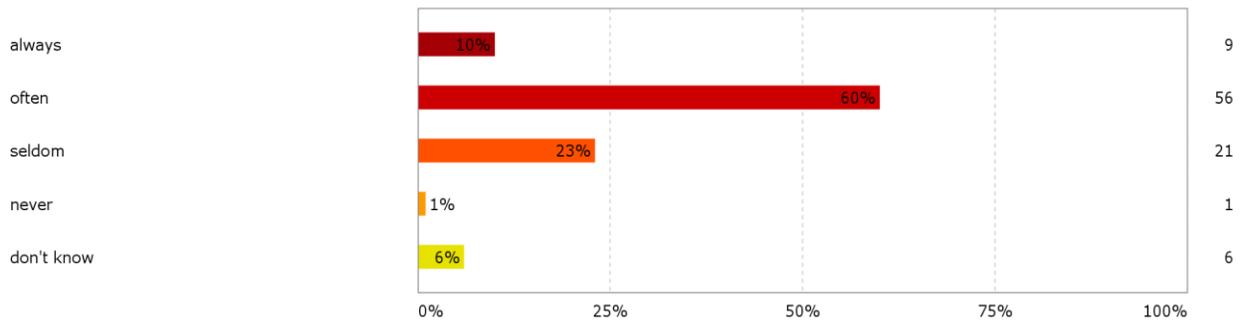
Meetings start on time



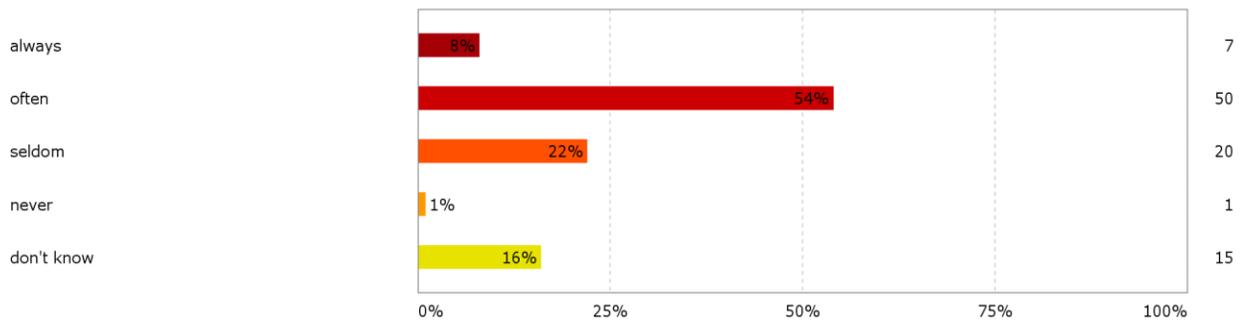
Meetings finish on time



Meetings are well structured

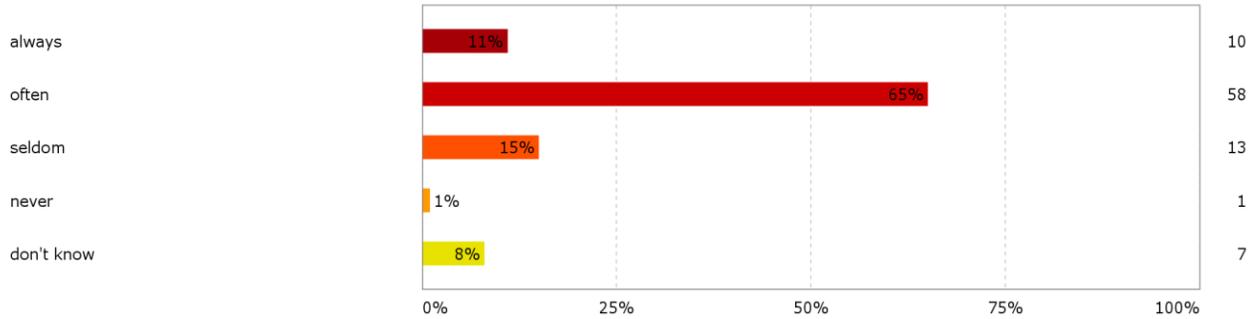


There is a good transition from one point on the agenda to the next

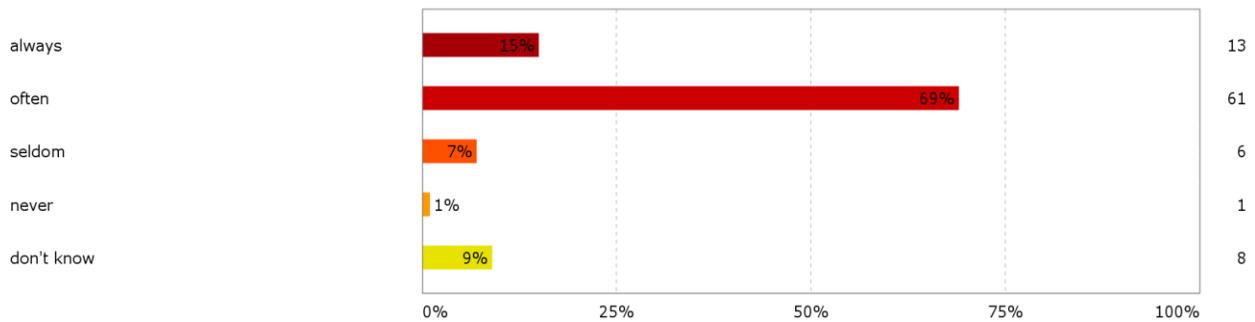


2. ASPECTS OF THE MEETING CULTURE AT THE FACULTY OF SCIENCE - "FACILITATION"

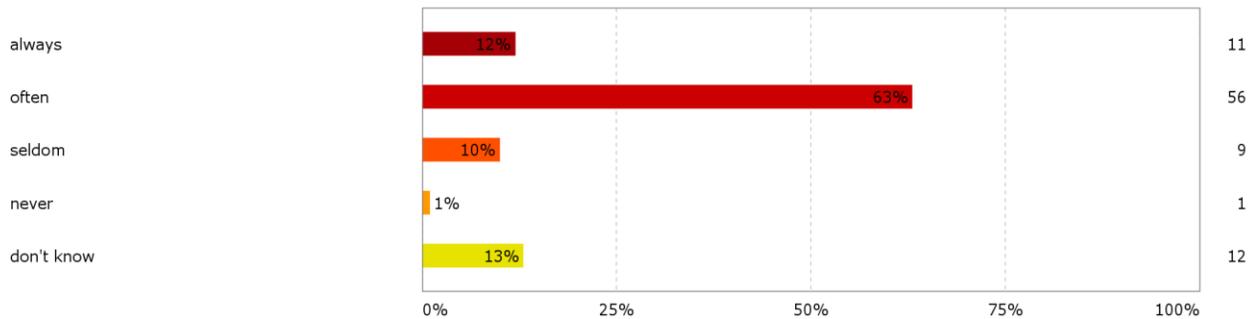
Informative introductions are given at the meetings



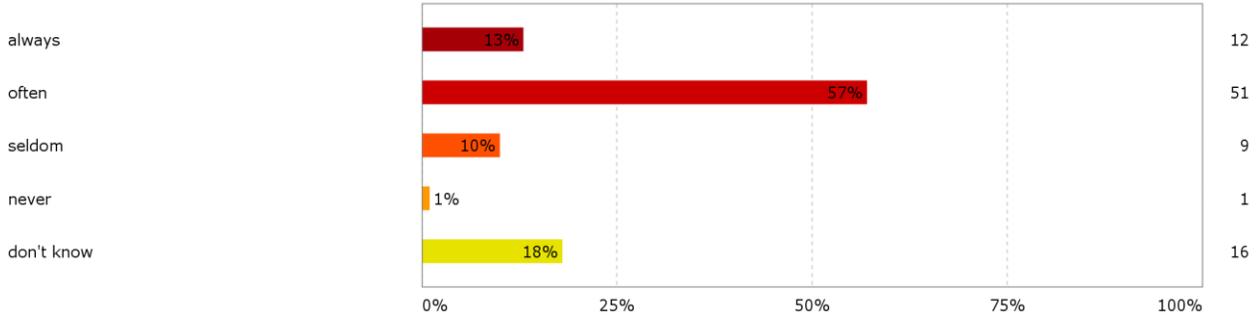
The agenda is followed



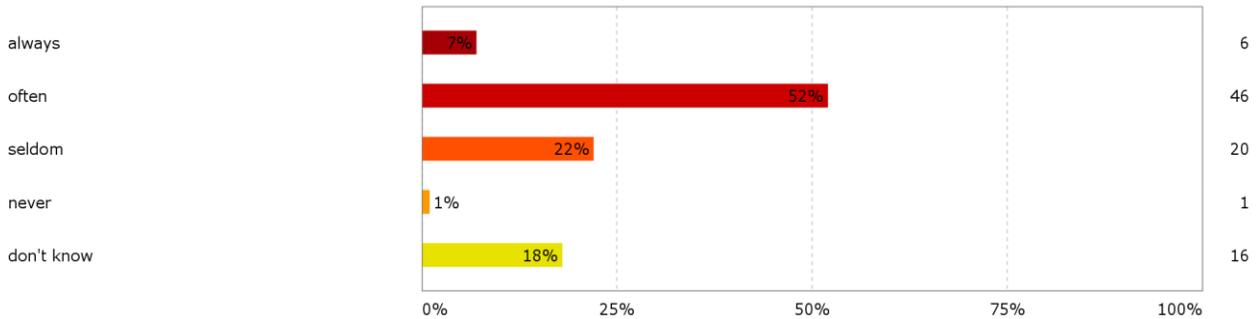
Introduction to the individual points on the agenda is appropriate



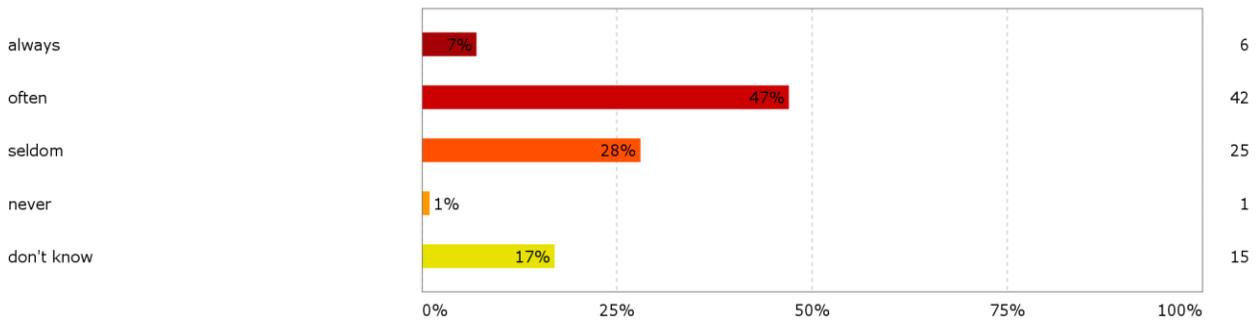
Management of the individual points on the agenda is fair



Resolution of the individual points on the agenda is clear

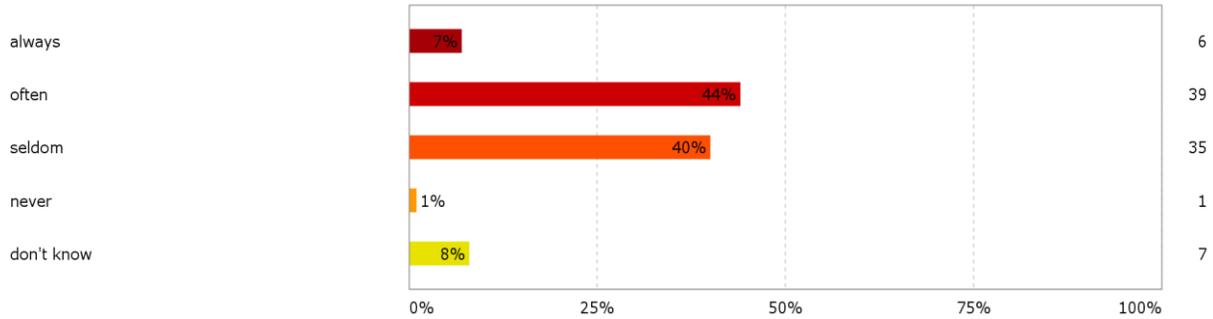


Conclusions of the meetings are to the point

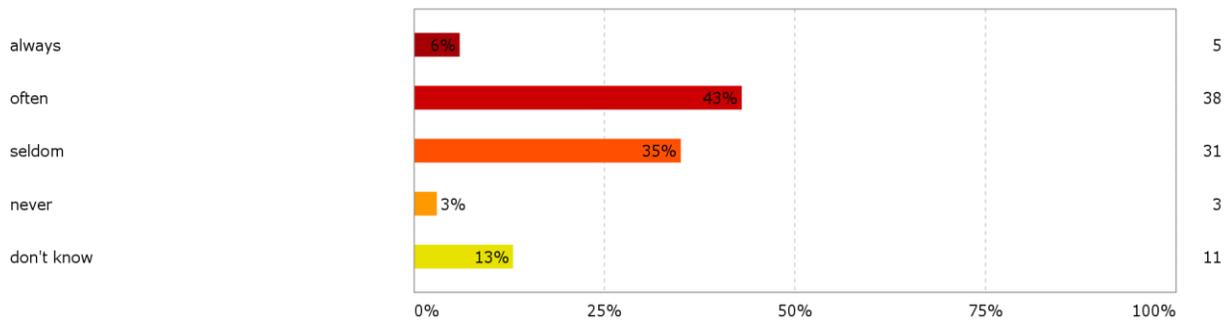


3. ASPECTS OF THE MEETING CULTURE AT THE FACULTY OF SCIENCE - "PRODUCTIVITY & OUTCOME"

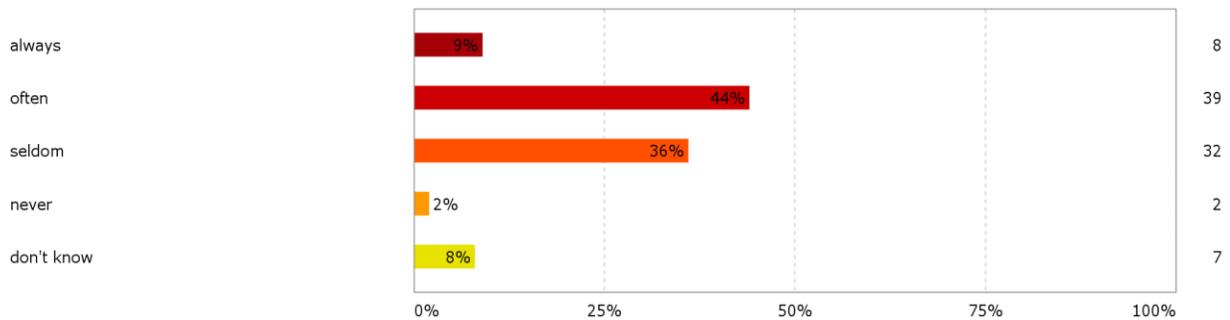
Meetings are productive



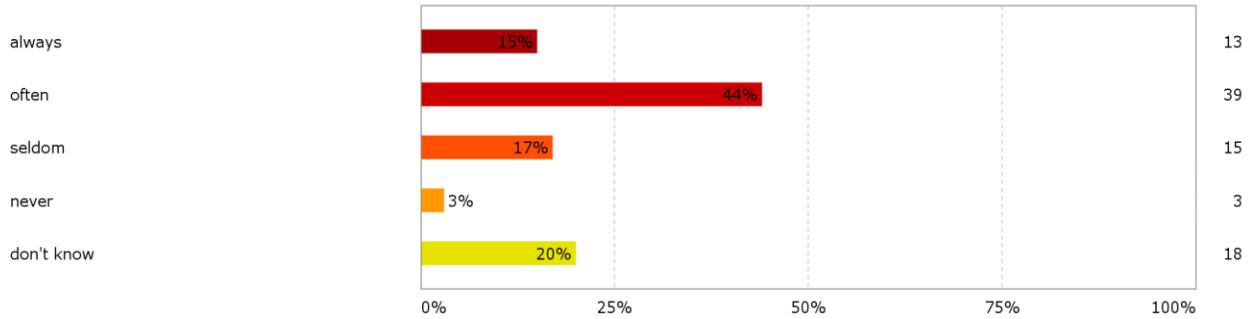
There are clear outcomes from the meetings



Time is well spent with regard to the purpose of the meeting

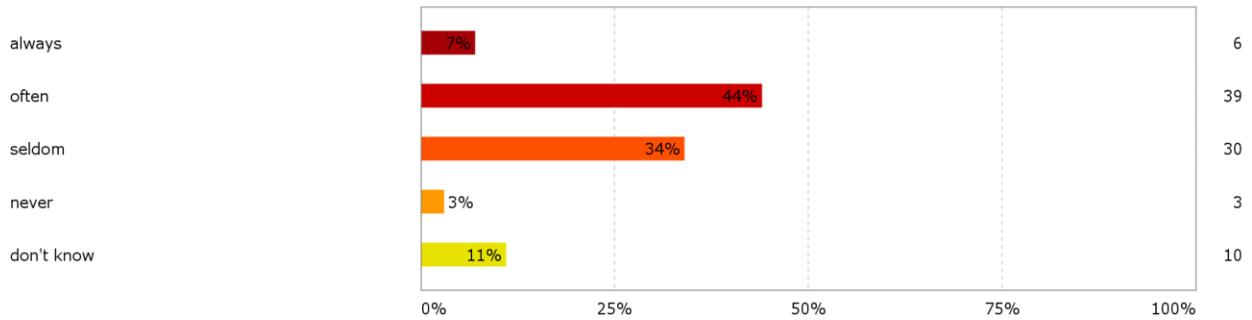


The facilitation of the meetings supports the active participation of the people present

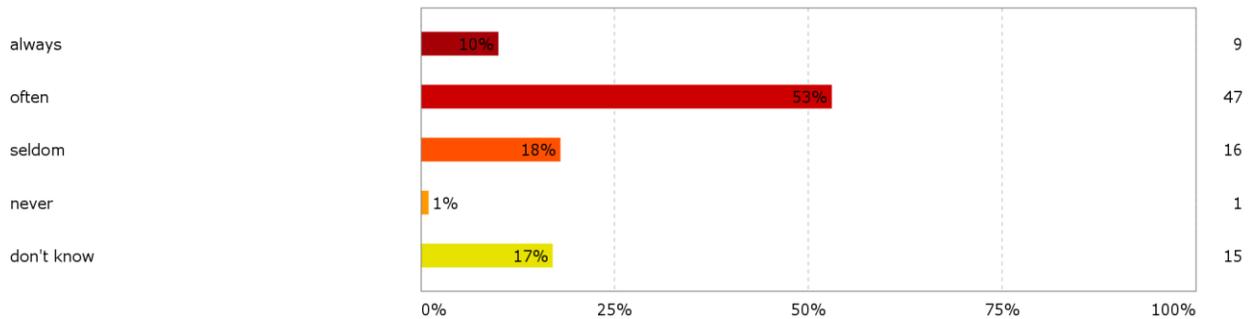


4. ASPECTS OF THE MEETING CULTURE AT THE FACULTY OF SCIENCE - “COMMUNICATION & FOLLOW-UP”

Meetings are followed up



After meetings, information is passed on to the right people



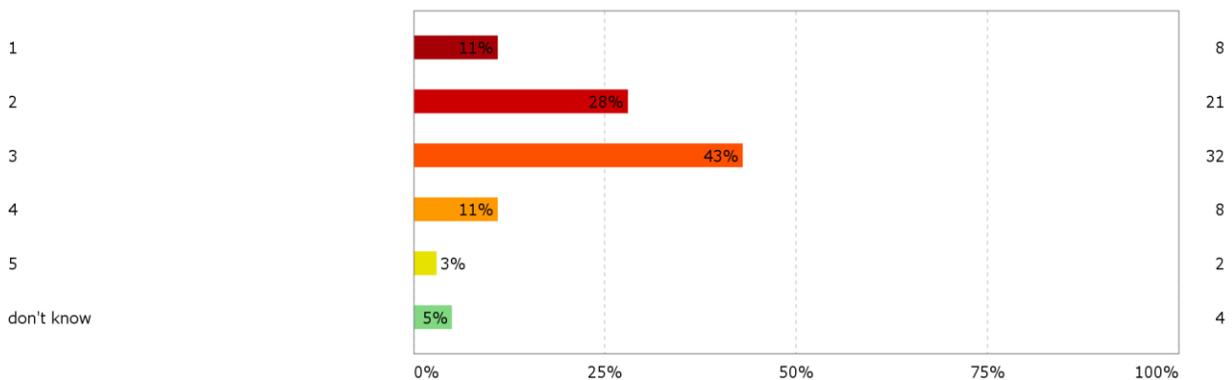
5. GIVE AN EXAMPLE OF A TYPE OF MEETING YOU REGULARLY ATTEND (DESCRIBE THE MEETING IN SHORT) - NAME & GENERAL PURPOSE OF THE MEETING

- Management meeting
- faculty management group meetings
- Purpose: Planning and structuring of "Study start". Check up on different work groups, how far are we, what are the next tasks to be performed, unforeseen problems, who is responsible for what, etc.
- Planning meeting. Coordination between different people that are supposed to contribute to a large project as well as giving these people information.
- Secretariat meeting - info on what's going on at the secretariat
- NASA and SNS
- Weekly communications meeting. The general purpose is to discuss any current matters that are relevant to the communications team.
- Exam meeting-purpose is to clarify the prerequisites for the individual exams.
- Friday meeting secretariat - info general
- SOS monthly meeting
- Administrative group meeting, Biology. General orientation/division of tasks between people in need of help.
- NordCEE meeting, Biolgy. General orientation + presentation of science in the group.
- Institute meeting, Biology. General orientation + presentation of personnel etc. Post-meeting, Support Office Science (SOS). Orientation of tasks, problems and visions. Department meeting SOS orientation and presentation (pre and post). ERFA-meetings across Institutes/Faculties (e.g. economy, SDU-Pro, EU, IT)
- Pre ERFA - People working with pre awards from all faculties at SDU
- Ph.D. committee
- Meetings in the Teaching committee addressing all sorts of issues concerning our degrees and teaching.
- Local teaching committee
- IT research and education
- Monthly staff meeting
- All members of the department meeting
- Meeting for first year teachers -coordination and information around first year teaching
- Department forum
- Meeting with other people in my research group
- We typically have biweekly meetings on the activities within the group (publications, conferences, applications) and the status quo of these. We have a general agenda that we only rarely have to deviate from. Purpose is to keep everyone up to date on ongoing activities.

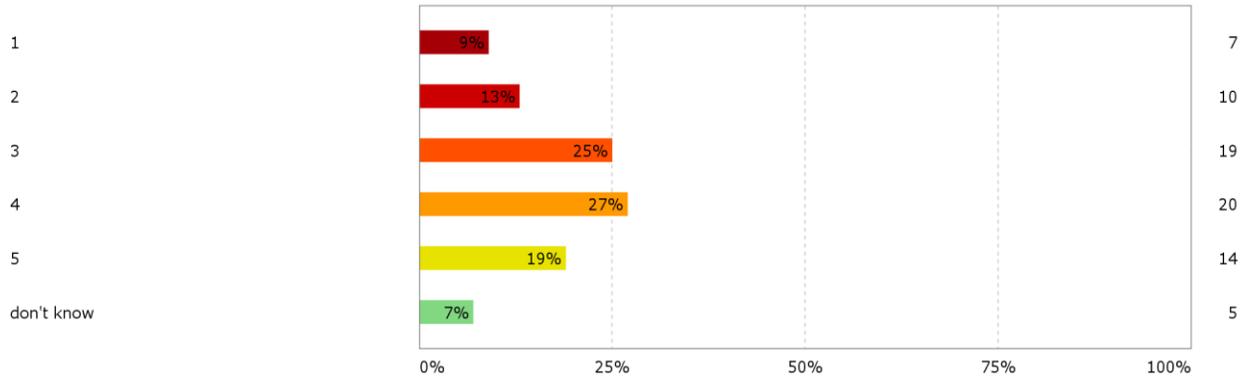
- FKF-forum: Informations for staff employed at FKF
- Departmental council - discuss various aspects related to teaching, infrastructure, and research
- Supervision of students
- General briefing as to what is happening in BMB
- We sit together for talking about problems/decisions, etc... that have to be discussed/taken with respect to the Institute we belong
- Meetings in general
- Group meetings. A student presents paper and results from the lab
- MUS meeting, career plan seminar, group meeting
- Research group meetings. Bring everybody up to speed on recent events
- Research leaders meeting - purpose: To discuss issues relating to research and teaching on the institute
- PR group meeting, general information about pertinent matters in the group
- Meeting with supervisor/research group
- Lab meeting, to discuss the ongoing science projects on the group
- Department Meeting; to keep employees and students up-to-date with any changes, decision-making processes, new projects and opportunities, and to support dialogue
- VIP meetings
- Academic council meetings, qualify the work of the Dean precise and efficient
- Institute meeting: A brief summary of what's going on at the institute, short welcoming of new employees and guests at the institute and information on new initiatives brief
- Regular group meetings
- Group meeting, department meeting, faculty meeting
- Eco-meeting - information on the different projects/students within the eco-group.
Information on safety issues

6. PLEASE DESCRIBE THE ATMOSPHERE OF THE TYPE OF MEETING YOU HAVE GIVEN AS EXAMPLE BY TICKING THE DEGREE TO WHICH YOU AGREE WITH THE FOLLOWING STATEMENTS (1:DISAGREE FULLY - 5:AGREE FULLY)

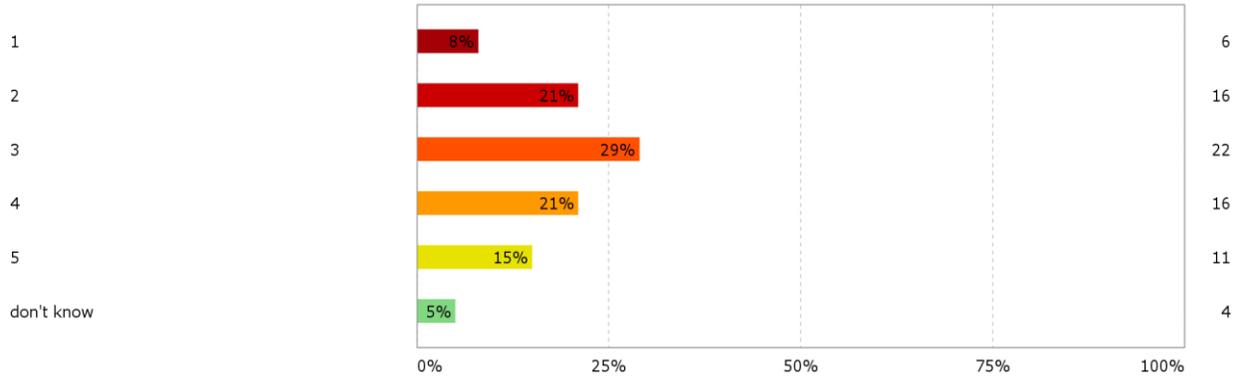
The atmosphere is formal



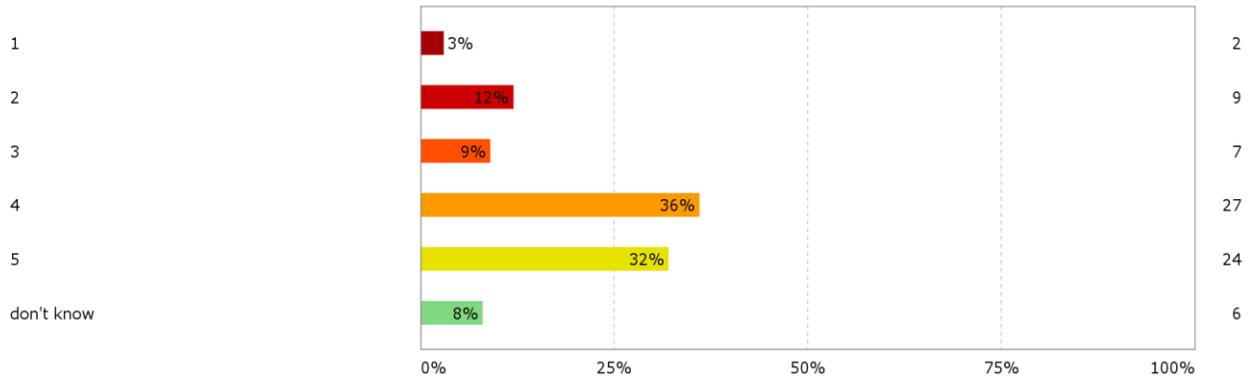
The word is passed around by the chairperson of the meeting



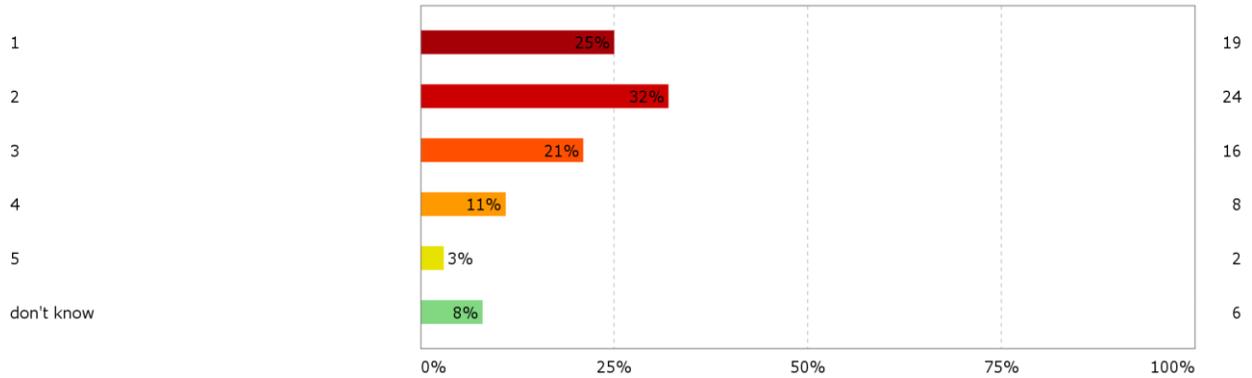
Everybody breaks in when they have something to say



It is easy to voice one's opinion - even if it is in conflict with other opinions represented

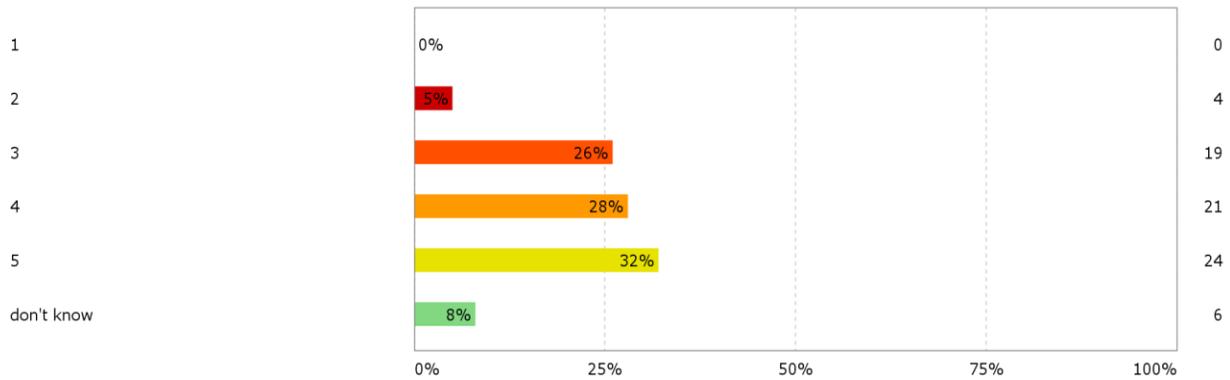


It is necessary to be cautious about what to say during the meeting

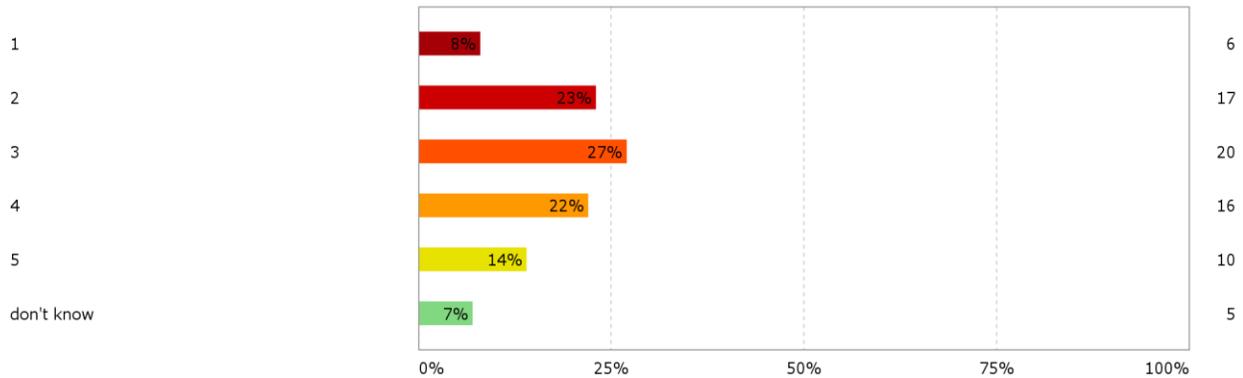


7. PLEASE DESCRIBE THE ACTIVITY OF THE PARTICIPANTS AT THE TYPE OF MEETING YOU HAVE GIVEN AS EXAMPLE BY TICKING THE DEGREE TO WHICH YOU AGREE WITH THE FOLLOWING STATEMENTS (1:DISAGREE FULLY - 5:AGREE FULLY)

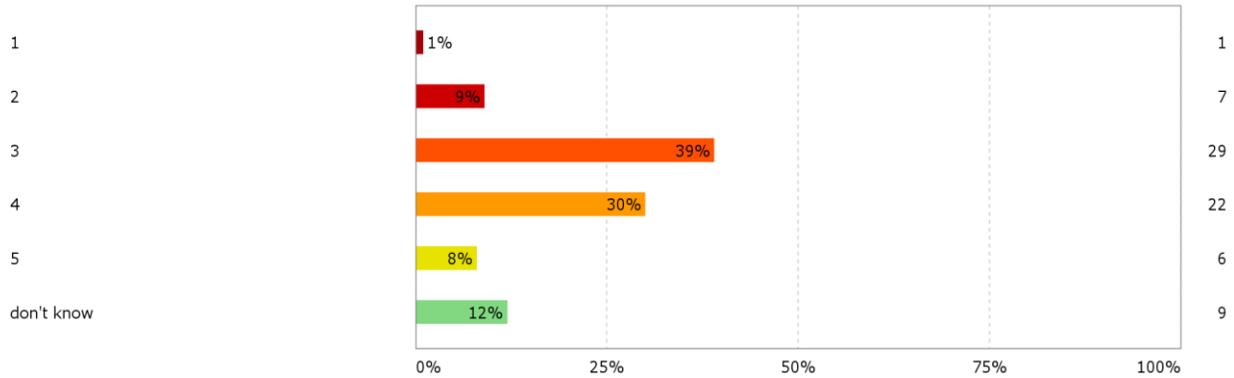
When a participant puts in a suggestion or comment, it is acknowledged



The majority of the people present participates actively

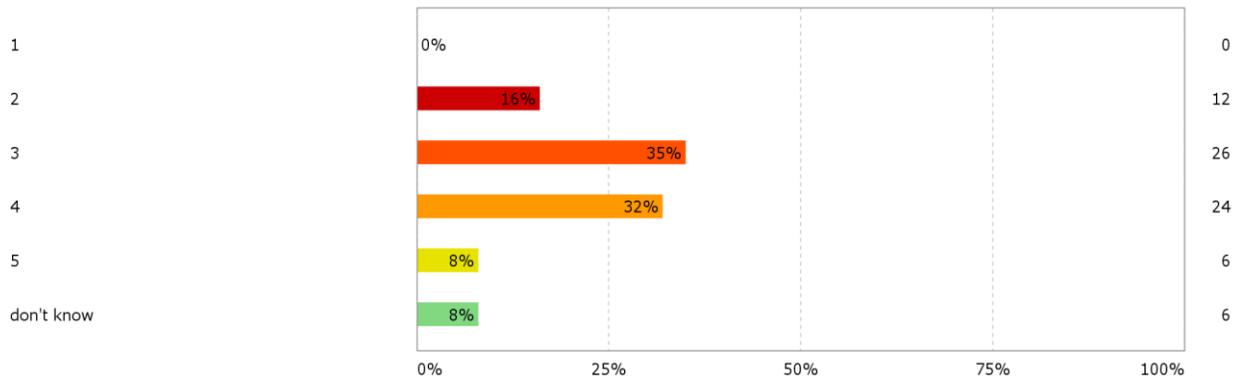


- The interaction at the meetings always follows a particular pattern

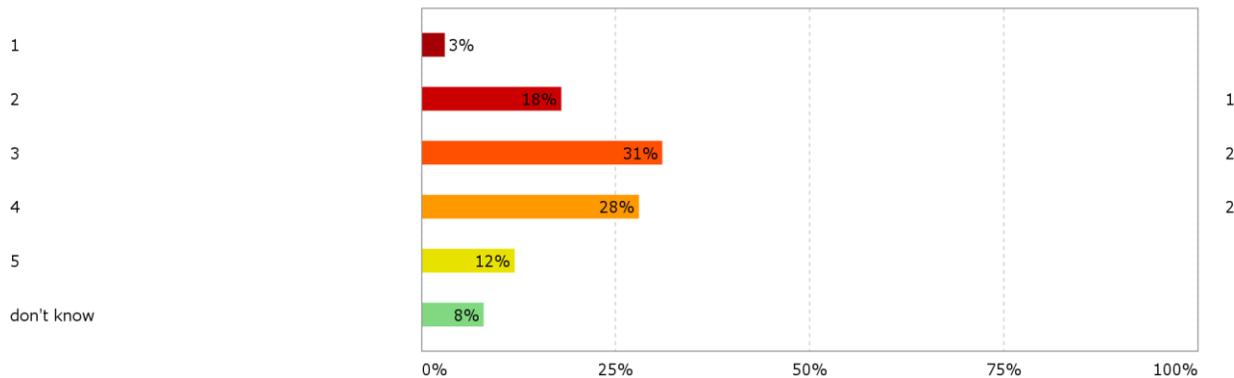


8. PLEASE DESCRIBE THE ENERGY AT THE TYPE OF MEETING YOU HAVE GIVEN AS EXAMPLE BY TICKING THE DEGREE TO WHICH YOU AGREE WITH THE FOLLOWING STATEMENTS (1:DISAGREE FULLY - 5:AGREE FULLY)

The energy is experienced as being high

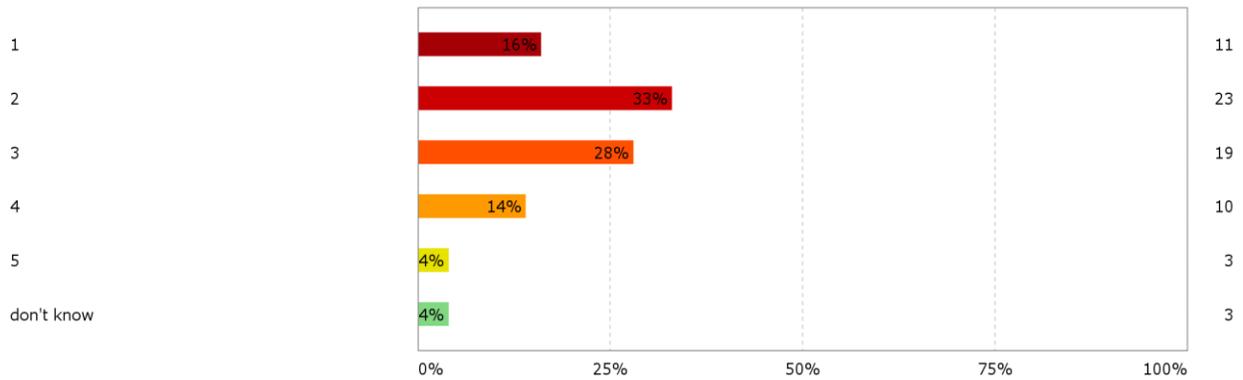


The energy is experienced as being motivating

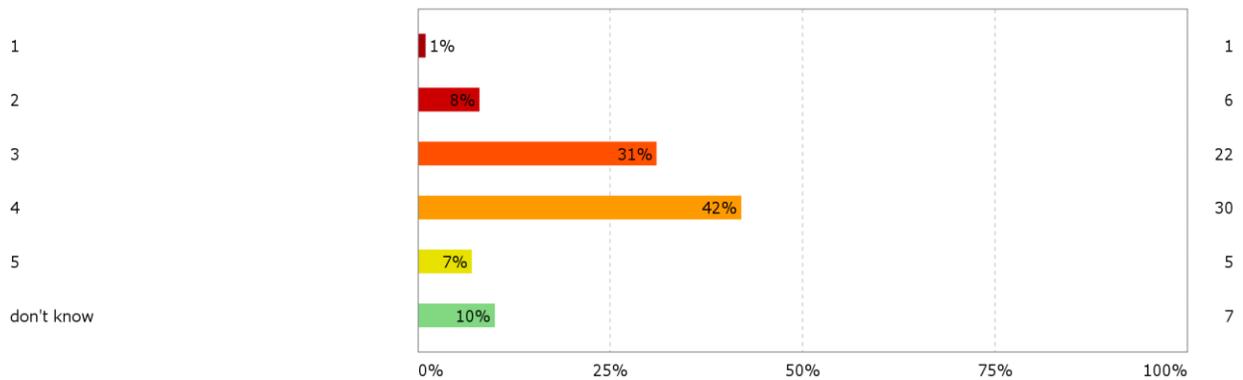


9. PLEASE DESCRIBE THE EXPERIENCE OF TIME AT THE TYPE OF MEETING YOU HAVE GIVEN AS EXAMPLE BY TICKING THE DEGREE TO WHICH YOU AGREE WITH THE FOLLOWING STATEMENTS (1:DISAGREE FULLY - 5:AGREE FULLY)

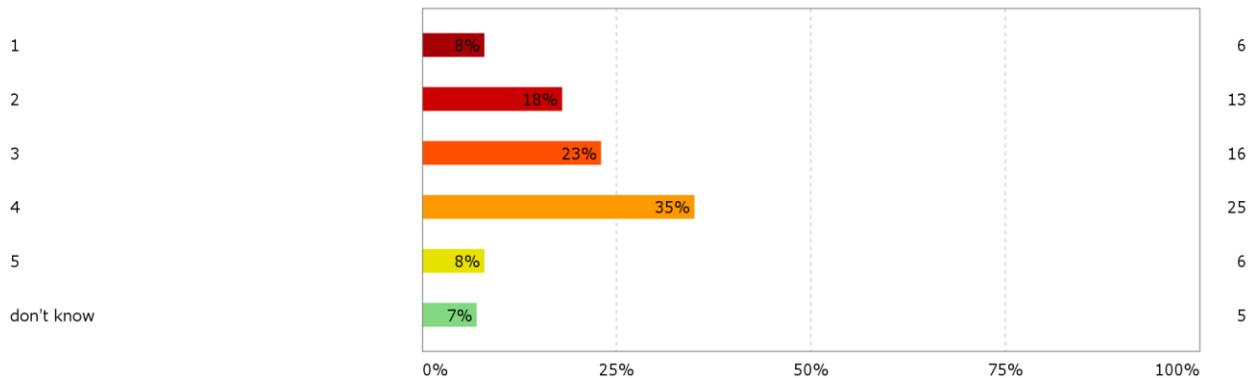
Time is experienced as being rushed



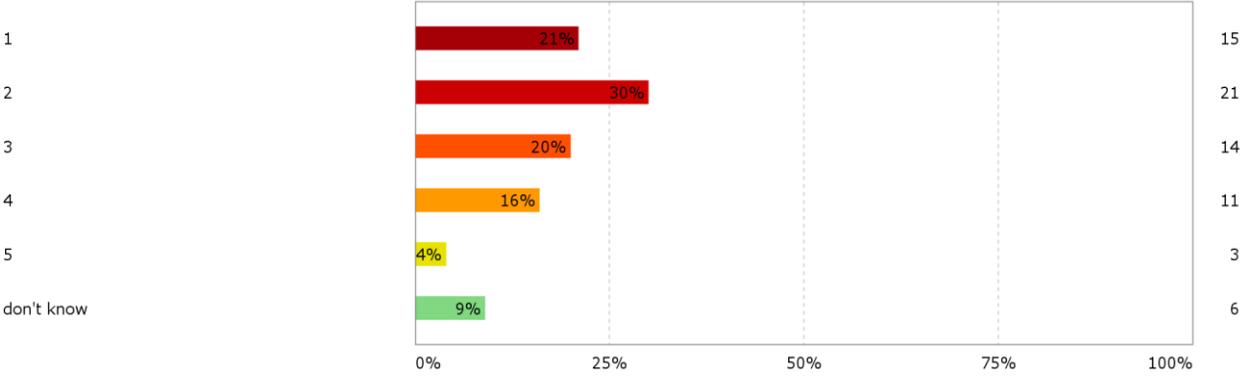
Time is experienced as being comfortable



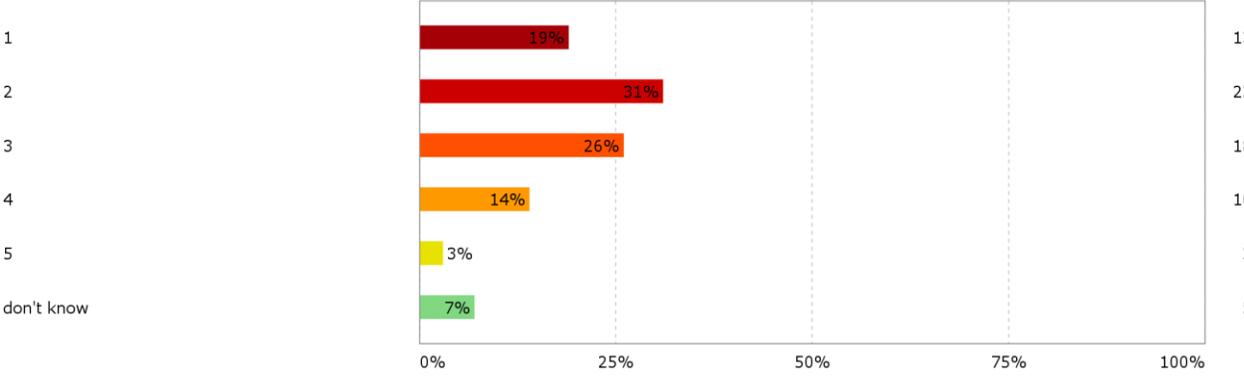
Time is experienced as being efficient



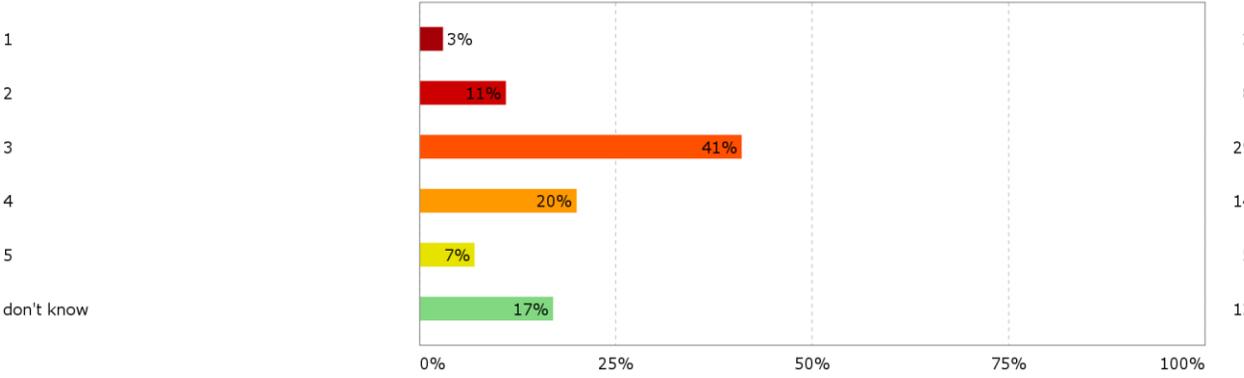
Time is experienced as being slow



Time is experienced as being insufficient



Time is experienced as being ample



Is there anything you would like to highlight as being particularly useful in the meetings you attend?

- Being able to coordinate decisions and staying updated about different issues and situations at the different departments and units at the faculty. I greatly prefer the workshop part of the management group meetings.
- Sometimes we get to discuss some issues that we wouldn't talk about otherwise, even though most of the participants in the meetings work in the same office on a daily basis.
- Distribution of the same, general information to everyone in the department, knowledge sharing
- Generally good orientation of events/tasks upcoming and short overview of the past week/month events/highlights.
- The planned start and end times of agenda items. The minutes often states who does what (are activity/follow-up focused).
- It is good to have another way (rather than just attending any special lectures) of getting to know what the rest of the department is doing, or their current concerns, and it is useful to know the concerns from the point of view of administration.
- Presentation of new employees and guests

Do you have anything else you would like to elaborate or comment with respect to meetings at The Faculty of Science?

- Most of the meetings in which I participate are held without any formal agenda
- Often great tension in meetings regarding teaching where teachers are present
- For most of the meetings, the minutes are sent out much too late - for departmental meetings, we obtain the minutes sometimes only after 2 months. In contrast, material to be read before is often sent out too late, the extreme being a meeting at the Faculty Secretariat where I once obtained the material only 30 minutes before the meeting started.

Another point which I found disappointing in relation to meetings at the Faculty secretariat: it happens that invitations are sent out only a few days before the meeting, although it could have been planned months before, and my scheduling information available in Outlook/Exchange is usually ignored (although Outlook/Exchange is used to send the invitation). A comment to your questionnaire: For the first questions, one could only choose between extremes like "always, often, seldom, never, do not know", a moderate alternative like "neither/nor" was missing. The results will therefore be biased.

- It is my guess that we could all benefit from a course "Efficient Meetings 101". So many meetings are held, and nobody has (to my knowledge - at least not me or my nearest co-workers) any formal training in meeting technique. There must be something to be gained there. I am sure we could be better wrt. awareness of the meta-level of meetings. But, please, not a course by a "theoritarian", or evangelist of specific "schools of meeting structuring". Just some basic, no-nonsense and practical ideas

- My experience is that the meetings with many participants often start out fine, and often with fine work in groups, but run out of time towards the end, and thus the outcome is (much) less than it could have been
- The decision structure of the Faculty is hierarchical, and the meetings' main purpose seems to be to pass down information in the hierarchy. The department meetings rarely involve any real decision making
- Too much focus on process, too little on content
- I'm sorry I wasn't very helpful with my responses. But I really wasn't sure which meetings this questionnaire was about. The meetings in my research group? The meetings in my center? The meetings in FKF? I'm sorry. I just didn't know exactly what to respond to.
- If all the people invited show up and are well-prepared everytime, we could have a much more efficient meeting culture
- The questionnaire is meaningless. The nature of meetings with students, internal centre meetings, informal meetings of groups with a common interest or goal, meetings on faculty level and meetings at the university level all have completely different qualities and this needs to be taken into account when analyzing the results. Small/local meetings are very productive because all participants have common goals and gain something from participating in the meeting. Other meetings typically at the faculty level are more about politics, and these are not very productive, but important to attend and try to guess what is really going on behind the scenes.
- The questionnaire should perhaps distinguish between tenured and non-tenured. This can significantly change ones standpoint.
- The timing of the meeting should be respected, it is often we spend 30min-1h more discussing, sometimes it is difficult to stick to my plan for the day later
- The meetings with the Dean (Deans corner) are very "slow" and "one-way communicative". I avoid participating if possible.
- It would had been nice to know exactly what we were supposed to evaluate in this survey, as we have a lot of different meetings at the faculty, ranging from meetings with students (individually or in Groups) meetings with supervisors (specific projects), meetings with Scientific Groups and with the whole institute and which one of these were we supposed to evaluate? I have made a mixture.



Appendix B

TRAINING COURSE MATERIAL

SWU

MEETING CULTURE OR HOW TO ORGANIZE AND RUN
EFFECTIVE MEETINGS



South-West University "Neofit Rilski"



FESTA Workshop - November 2014

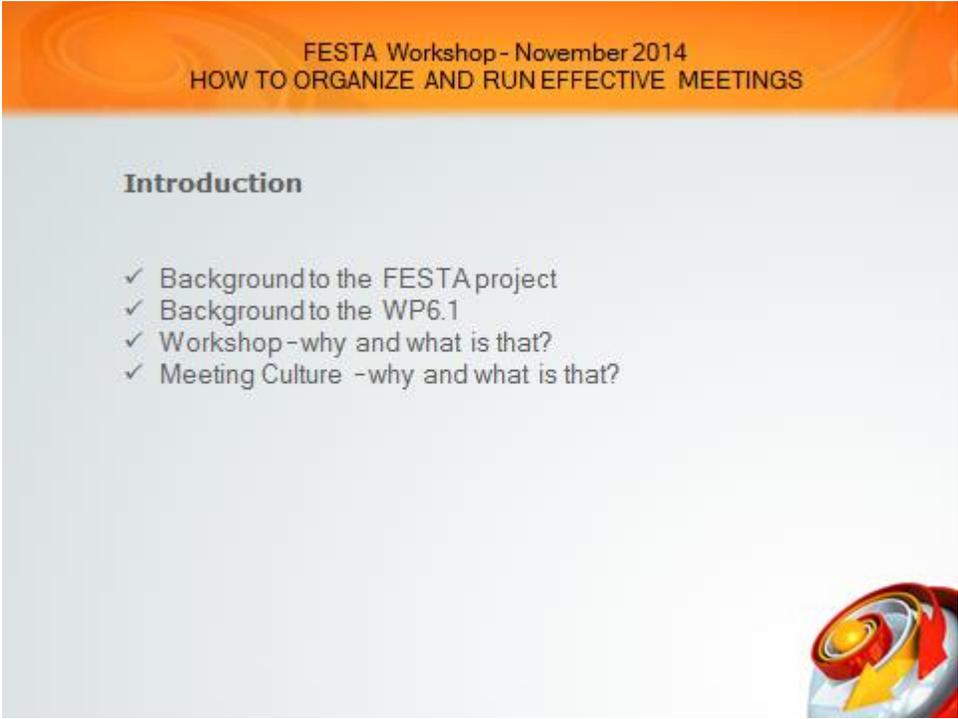




FESTA workshop – November 2014
HOW TO ORGANIZE AND RUN
EFFECTIVE MEETINGS

Schedule

- ✓ Introduction
- ✓ Group discussion
- ✓ Effective meetings - interactive lecture
- ✓ Group discussion
- ✓ Exercise
- ✓ Questions and reflection



FESTA Workshop - November 2014
HOW TO ORGANIZE AND RUN EFFECTIVE MEETINGS

Introduction

- ✓ Background to the FESTA project
- ✓ Background to the WP6.1
- ✓ Workshop - why and what is that?
- ✓ Meeting Culture - why and what is that?

Group discussion

Culture: the way we do things, including the way we meet

Organizations have distinctive meeting cultures and this includes how they hold meetings. In short, culture can determine how meetings are structured with various consequences.

- ✓ How do you think...?
- ✓ What do you think...?
- ✓ Do you have an opinion...?



Effective meetings

Meetings are necessary to coordinate individual efforts, collaborate on joint projects, solve problems collectively, and make consensus-based decisions. However, not all meetings are really necessary.

FIRST DECIDE IF YOU NEED TO HAVE A MEETING !!!



Effective meetings

Many meetings don't need to be held, and often those that are held are attended by more people than necessary. First, one needs to decide if a meeting is necessary. Before scheduling or attending your next meeting, clearly define the objectives for yourself or the group if you are the person responsible for the meeting. To help you think through your objectives, ask yourself the following four questions:

- ✓ Why am I scheduling or attending this meeting?
- ✓ What do I want to accomplish or gain?
- ✓ What information will be exchanged or decisions made?
- ✓ Who will be attending that I need to meet or gain their support?



Effective meetings

Once you have clarified your objectives, you still need to determine if a meeting is the best way to reach them. To make sure a meeting will be the best use of time and energy for all concerned, determine if it will be used for at least one of the following reasons:

- ✓ To convey information to a group
- ✓ To solicit information from a group
- ✓ To answers questions
- ✓ To participate in group decision making
- ✓ To brainstorm ideas
- ✓ To solve problems
- ✓ To network
- ✓ To show or provide support for others



Effective meetings

HOW TO ORGANIZE FOR A MEETING ???

Good meetings aren't accidents - they are the result of good planning. When deciding to hold a meeting, you should also decide who should attend and what is the purpose of the meeting.



Effective meetings

To help in planning meetings, below is a checklist of major elements essential for meeting effectiveness:

- ✓ Purpose: Define the purpose or objective of the meeting.
- ✓ Participants: Who needs to attend this meeting to accomplish the purpose?
- ✓ Structure: How should the meeting be organized to best accomplish the purpose?
- ✓ Location and Time: Select a meeting place that best matches the participant's needs, the objective, and the meeting structure. Choosing a meeting time depends on the availability of participants and meeting facilities.
- ✓ Agenda: A meeting agenda should be prepared and distributed to participants at least seven days prior to the meeting day.



Effective meetings

- ✓ Responsibilities: There should be a mutual understanding of not only the meeting purpose, but also individual assignments and how they fit into the total program.
- ✓ Confirmation: If it is a first meeting or if the meeting is on a new day or time, individually contact all participants a week to three days before the meeting day.



Effective meetings

HOW TO RUN EFFECTIVE MEETINGS ???

The meeting leader or facilitator is responsible for setting the meeting tone, keeping the discussion on track, and making sure everyone has a fair chance of being heard. Filling the role of leader or facilitator is no easy task, especially when personal agendas clash or misunderstandings occur. Here are some suggested guidelines on how to run effective meetings:

- ✓ Begin on time and end on time - If you begin a meeting five to seven minutes after it was scheduled, you are starting late. Ending on time shows respect for participants valuable time.



Effective meetings

- ✓ Use the Agenda - Review the agenda with participants at the beginning of the meeting and ask them if any changes need to be made on time allocations or discussion content.
- ✓ Use an Ideas Bin - A "bin" consists of blank sheets (one or two) torn from an easel pad and taped to the wall. Any idea that is unrelated to the current topic is written on the easel pad paper.
- ✓ Establish and Use Ground Rules - Ground rules are explicit rules that the group agrees to follow to help them facilitate productive discussions.
- ✓ Control dominating individuals - Make sure each individual has a fair chance of expressing ideas and opinions. Do not let one person dominate the discussion.
- ✓ Summarize - Conclude the meeting by summarizing the discussion, decisions made, tasks delegated, deadlines, and any action required by participants.



Group discussion

- ✓ Inquiry about facts and feelings
- ✓ Is that what you meant?
- ✓ Argue for a viewpoint
- ✓ Contribute with knowledge and facts
- ✓ Contribute with ideas



Exercise

Work in groups of five

Changing your own meetings won't change the overall culture of meetings in your organization. But it's a necessary place to begin. You can achieve more wide-spread change by following the next ????? steps. Please, suggest appropriate steps.

Examples:

- ✓ Start at the Top
- ✓ Conduct a Meeting Culture Survey
- ✓ Clarify Your Vision
- ✓ Mind the Gap
- ✓ Lead Change from the Top

These steps are based on ideas in John R. Childress, Understanding Culture Change and in his book: Leverage: The CEO's Guide to Corporate Culture.



Questions and reflection

- ✓ What is a good meeting?
- ✓ Clarify the gap between your current meetings and your vision for more effective meetings.
- ✓ How you communicate the focus of discussions?
- ✓ How you indicate that decisions are to be reached?

Are you lonely?
Tired of working on your own?
Do you hate making decisions?
HOLD A MEETING!

You can —

- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues

All on company time!

MEETINGS
THE PRACTICAL ALTERNATIVE TO WORK



FESTA Workshop - November 2014
HOW TO ORGANIZE AND RUN EFFECTIVE MEETINGS

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- <https://youtu.be/OyTeWEauVIE>



Thank You!

FESTA is an EU project financed under FP7 - Capacities. It took off February 2012 and will run for 5 years until January 2017.

You can get to know FESTA better by following the news on the website: <http://www.festa-europa.eu/>

November 2014



