



Ulandssekretariatet  
Danish Trade Union Development Agency - DTDA

## **Trainers Guide - Meeting Techniques**



## **Trainers Guide and Session Plans**

This trainers' guide on meeting techniques will guide you as a trainer if you have a good reality experience with meeting technique and negotiation, as this is crucial for the implementation to be able to guide participants' discussions concerning their reality experiences.

Often, this two-day workshop on meeting techniques is extended with one or two days with the topic; "Rights and procedures in the national disputes settlement system" connected with inspiration from the Danish disputes' settlement system.

The objective for the first part of the workshop is to give participants basic skills and knowledge in relation to meeting techniques, e.g. for participants to be able to develop agendas, minutes and to be aware of the process of negotiation and how to target consensus to avoid conflicts.

If the workshop is extended with one or two days, the objective for the second part is the target to teach participants about their own mediation and dispute settlement system. This manual only includes part one and if the second part is requested, it needs to be developed in cooperation with the partner organisation and/or by a local expert.

To be able to implement and understand the use of the session plans, it is an advantage to have prior knowledge about the training terms in the DTDA (Danish Trade Union Development Agency) Training of Trainers education.

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## Session Plan 1 - Opening, Introduction, Rules & Programme

Time: 1 h 30 min. (reg. before workshop start)

Educational Aids/methods	Time	Keywords
<u>Active lecture</u> Registration Forms	10 minutes	<b>Registration:</b> Distribute the forms and ask participants to fill in the forms as accurately as possible (check the forms during the seminar to ensure that all fields have been filled in).
	15 minutes	<p><b>Opening:</b> The opening is deliberately allocated a very short time. This is because it takes away time from the actual participatory learning process.</p> <p>Sometimes, unions insist on more elaborate openings for political reasons, and you just have to adjust the time accordingly in the programme.</p> <p>All you really need to say in the opening session is your wish that this seminar will be beneficiary to the participants and your vote of thanks to the people/organisations that made it possible.</p> <p>However, very often during openings a row of chairs for the dignitaries are placed in the front of the participants. Before you proceed to do the actual introduction of the programme, ensure that the chairs (and the dignitaries) are moved away so the "stage is set" for the seminar.</p>
<u>Active lecture &amp; intro by participants</u>	45 minutes	<p><b>Introduction of participants &amp; facilitators:</b></p> <p>Ask participants to very briefly introduce themselves with focus on following points: name, position, job, sector, experience with meetings &amp; negotiation and what do they expect to learn from the workshop.</p> <p>( Facilitator takes notes if needed for later grouping of participants)</p>
<u>Active lecture</u>  Flipchart and markers	15 minutes	<p><b>Workshop rules</b></p> <p>Develop a set of workshop rules in participatory dialogue with participants. (Ex. No cell phone, no site talk, no smoking, be attentive and polite, stick to agreed timing etc. and create some punishment as sing or dance in the seminar room if rules are violated.) List the rules on a flipchart and post it on the wall in the seminar room. Facilitator ensures punishment is executed if the rules are violated.</p>
<u>Active lecture</u>	15 minutes	<b>Programme &amp; workshop objectives:</b> The trainer distributes and briefly presents the programme and the daily sessions. Explain the workshop objectives. The trainer ensures that any expectations mentioned during

Programme schedule as handout		the introduction of participants which are not included in the programme are coordinated and explained to the participants.
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## Session Plan 2 – Analyse the negotiation situation

**Time: 1 h 45 minutes**

### Learning Objectives:

- To analyse participants' experiences during negotiations
- To share meeting and negotiation experiences among participants
- To develop a list of challenges in relation to enterprise negotiation

Educational Aids/methods	Time	Keywords
<u>Active lecture</u>	10 minutes	<p><b>Introduction:</b></p> <p>The trainer explains to the participants that before we are able to improve our meeting results, we need to analyse where the problems are and focus on the areas where we have succeeded earlier.</p> <p>The trainer explains activity sheet 1. The trainer emphasizes both noting down the problems participants have experienced during meetings and give examples of success stories as well.</p>
<u>Group work</u> Activity sheet 1 Markers, flipcharts	45 minutes	<p><b>Body:</b></p> <p>The trainer distributes activity sheet 1, markers and flipcharts.</p> <p>Ongoing group work for 45 minutes.</p>
<u>Group presentations</u>	45 minutes	<p>The groups present the outcome of the group work.</p> <p>The trainer gives feedback and opens for clarifying questions.</p> <p>If possible, the trainer uses the presented reality success and links it to the tools in meeting techniques by asking questions as: Why do you believe you had success with reaching your goal or making a compromise? How did you prepare yourself for the meeting etc.</p>
	5 minutes	<p><b>Summary:</b> The trainer involves participants in a brief plenary discussion with focus on the group output in general by asking: How can we use the group work outcome/analyse?</p>

## Session Plan 3 - Meeting technique

**Time: 30 minutes**

Educational Aids/methods	Time	Keywords
<u>Active lecture</u>  White board/ Method: Q/A	3 minutes	<b>Introduction:</b>  Ask in plenary: Why learn about meeting techniques?  Note down a few answers on the whiteboard and if possible, link it to the upcoming active lecture
<u>Active Lecture</u> Power Points (PP) 1 - PP2 - PP3 Projector/Laptop	25 minutes	<b>Body:</b>  The trainer presents the active lecture: PP 1 – The purpose of meetings PP 2 – Conditions for cooperation PP 3 – Before the meeting  During each PP presentations (1-2-3), the Trainer involves the participants' experiences as much as possible and checks up by using Q/A in relation to the three areas
<u>Active lecture</u> Power point (PP) 1-2-3 as handout	2 minutes	<b>Summary:</b>  The trainer emphasizes the main point in the lectures as; <ul style="list-style-type: none"> <li>• Always focus on the objectives for the meeting</li> <li>• Try to create good conditions for the meeting</li> <li>• No successful meeting results without preparation</li> </ul> The trainer closes the session by distributing PP 1-2-3 as handouts

## Session Plan 4 – Management theory

### Learning Objectives:

- To be aware of the different types of leaders in relation to a negotiation strategy

**Time: 30 minutes**

Educational aids/methods	Time	Keywords
<u>Active lecture</u>  Whiteboard	5 minutes	<b>Introduction:</b> Ask in plenary: Can anyone mention a typical type of a leader personality? - Write first clear answer on the whiteboard Ask again in plenary: Can anyone mention another type of leader? - Note the answer on the board and continue to PP 4 Management theory and give an active lecture
<u>Active lecture</u>  PP 4	15 minutes	<b>Body:</b> Active lecture about management theory and the three types of managers. Involve participants' comments during the lecture and try to link to the types mentioned on the whiteboard during the introduction
<u>Active lecture</u>  Whiteboard  PP 4 as handout	10 minutes	<b>Summary:</b> The trainer initiates a plenary discussion on how to deal with the different types of leaders in the daily cooperation, in the planning of the meeting, and during the meetings. The trainer explains that the three types of leaders are a very varied way( <i>management theory</i> ) to look at it and there are of course many types of leaders, but these three types can initiate what to plan for and how to react during the meetings and in that way avoid conflicts The trainer closes the session by distributing PP 4 handout

## Session Plan 5 – Case study & meeting strategy

### Learning Objectives:

- To give participants an opportunity to analyse a case and prepare a meeting strategy

**Time: 90 minutes**

Educational Aids/methods	Time	Keywords
<u>Active lecture</u>  Case study and strategy White board Activity sheet 2 Case studies (x3) Seminar room + 2 extra group rooms if possible	15 minutes	<b>Introduction:</b> The trainer uses activity sheet 2 with the task ( 2 pages) <u>The trainer explains:</u> The participants will be divided into the 3 groups: A. Office workers B. Production workers C. Farm workers All three (3) groups will just after group division receive a letter from the management (A-B-C) which indicates a proposal from management to the specific group of workers. From these letters and the tasks in activity sheet 2, the group has to develop a strategy to reach the best possible result when they meet with the other two other groups of employees and hopefully negotiate the first steps to a joint proposal. The trainer ask for clarifying questions The trainer divides participants into 3 groups by lucky draw or by using another method. The trainer distributes the letters to the specific groups (A-B-C). When participants have been divided, the trainer ensures that the groups can work in confidentiality by ensuring a group room or another place in the venue for each of the groups.
<u>Group work</u>	60 minutes	<b>Body:</b> The three groups (A-B-C) work on developing a meeting strategy
<u>Active lecture</u>	15 minutes	<b>Summary:</b> 15 minutes before time is up or earlier the trainer visits the

		groups to ensure that the groups are following the task and to ensure timing. (Role play 1 in session plan 7)
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## Session Plan 6 – Do you hear or listen?

### Learning Objectives:

- To obtain knowledge about the importance of listening to you opponent doing meetings
- To create focus on analysing the “message” of your opponent

Time: 30 minutes

Educational Aids/methods	Time	Keywords
<u>Active lecture</u>  Q/A	5 minutes	<b>Introduction:</b> The trainer asks in plenary: <ul style="list-style-type: none"> <li>- What is the difference between hearing and listening?</li> <li>- Why is it important to listen to your opponent?</li> </ul> The trainer links the answers to the active lecture
<u>Active lecture</u> PP 5	10 minutes	<b>Body:</b> The trainer presents PP 5: good and bad listeners
<u>Active lecture</u> PP 5 as handout	5 minutes	<b>Summary:</b> The trainer emphasizes the importance of listening and analysing your opponents’ message. The trainer closes the session by asking for clarifying questions and distribute handout PP 5



## Session Plan 7 – Role play – First meeting

### Learning Objectives:

- To practice negotiation through role play
- To analyse a meeting and link it to use of meeting techniques
- To practice taking notes during a meeting summary

**Time: 1 h 15 minutes**

Educational Aids	Time	Keywords
<u>Active lecture</u>  Table and 6 chairs Whiteboard Handout 1: Guide for analysis of the meeting (focus notes)	10 minutes	<b>Introduction:</b> <u>The trainer ensures that:</u> <ul style="list-style-type: none"> <li>- A meeting table is set up in the seminar room so all participants in the seminar room can follow the meeting (role play)</li> <li>- The participants who are not negotiators observe and take notes of the meeting. <b>Distribute the guide for analysis</b> (focus notes)</li> <li>- Invite the 6 (3x2) negotiators to the table and mention the timing for the meeting (max. 30 minutes)</li> <li>- The trainer explains that he/she will take notes during the meeting in relation to give feedback on participants' attitudes, behaviour during the meeting and assess if they stick to the case</li> <li>- The trainer explains that he/she will involve observers to give feedback to their own groups' negotiators after the meeting</li> </ul>
<u>Role-play</u>	30 minutes	<b>Body:</b> Ongoing meeting for max. 30 minutes
	30 minutes	Feedback to negotiators from observers and the trainer. The trainer ensures that the feedback are constructive and are done in a polite way
<u>Active lecture</u>	5 minutes	<b>Summary:</b> The trainer reminds all participants to keep their notes in relation to the outcome of the meeting as they will be needed by their reporters during the minute coordinating meeting.

## Session Plan 8 – Notice of a meeting & minutes

### Learning Objectives:

- For participants to be able to differentiate between written agendas
- For participants to differentiate among three types of minutes
- Participants will be able to identify basic standards for writing a minute

### Time: 45 minutes:

Educational Aids	Time	Keywords
<u>Active Lecture</u> Whiteboard	5 minutes	<b>Introduction:</b> The trainer introduces the topics: <u>We will look into:</u>  <b>Notice of a meeting and specific agendas</b> <ul style="list-style-type: none"> <li>- How to read, analyse and develop notice of a meeting and agendas</li> </ul> <b>Minutes</b> <ul style="list-style-type: none"> <li>- To be aware on different type of minutes, choose the one for the specific task and how to ensure that the basic facts are enclosed in the minutes</li> </ul>
<u>Active lecture</u>	5 minutes	<b>Body:</b> The trainer asks in plenary; Why do we need a meeting invitation? Is it not enough just to call for the meeting? The trainer listens to a few answers from plenary and continues to the active lecture
<u>Active lecture</u>  PP 6 White board	30 minutes.	The trainer presents <b>PP 6 Notice of a meeting</b> and involves participants' knowledge and experiences during the presentation  <b>Minutes</b> <u>The trainer asks in plenary:</u> Can you mention any type of minutes? The trainer listens to a few answers from plenary The trainer writes down the three types of reports mentioned in handout 2 <u>Decision making minutes</u> , <u>information minutes</u> and <u>debate minutes</u>  The trainer explains the differences in each type of minutes in a dialogue with participants involving participants' reality situations.
<u>Active lecture</u> PP6 as handout & handout 2	5 minutes	The trainer emphasizes the main issues of the lectures by involving participants with Q /A and distribute PP 6 and handout 2

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## Session Plan 9 – Pre meeting / minute coordination

### Learning Objectives:

- To practice negotiation/coordination of minute notes via role play
- To strengthen, discuss and focus on note taking during meetings
- To practice minute writing

**Time: 60 minutes:**

Educational Aids	Time	Keywords
<u>Active lecture</u>  Table and 6 chairs	10 minutes	<b>Introduction:</b>  The trainer ensures a negotiation table in the seminar room and invite max. 6 reporters (3x2 from each group) to bring their notes to the negotiation table.  The trainer explains that now they have 30 minutes to develop a joint minute from meeting 1. The joint minute should be used as point of departure to follow up on negotiations in meeting 2 later today.  The trainer inform that the participants which are not participating in the meeting will take notes and give feedback after the meeting, following the same feedback principles as during meeting 1.
<u>Role-play</u>	30 minutes	<b>Body:</b>  The reporters conduct the meeting with the target to develop a joint minute from their notes  The trainer as well takes notes of behaviour, actions etc. during the meeting.
	15 minutes	Observers and trainer give feedback to the negotiators (reporters)
<u>Active lecture</u>	5 minutes	<b>Summary:</b>  The trainer emphasizes the main points in relation to minute writing, and explains methods to avoid disagreement about minutes after the meetings ex. <ul style="list-style-type: none"> <li>- Select neutral note taker before the meeting</li> <li>- Conclude result after each agenda point – (main text for minutes)</li> <li>- Approve minute by signing or by email confirmation</li> </ul>

## Session Plan 10 – Joint interest & Negotiation phases

### Learning Objectives:

- For participants to identify the importance of involving joint interest in strategy preparation
- To be aware of the opportunities for introducing alternative demands during negotiations
- To inform participants about the different phases through the negotiation process

**Time: 45 minutes:**

<b>Educational Aids/methods</b>	<b>Time</b>	<b>Keywords</b>
<u>Active lecture</u>  Whiteboard	5 minutes	<b>Introduction:</b> The trainer introduces the first topic: <u>Joint interest and alternative demands</u> The trainer asks in plenary: What is the meaning of joint interest? What is the meaning of alternative demands? The trainer writes a few answers on the whiteboard
<u>Active lecture</u> PP 7 Projector/laptop	10 minutes	<b>Body:</b> The trainer presents PP 7 (negotiation & joint interest) and opens for answers from participants during the lecture.
<u>Active lecture</u> PP 8 negotiation phases Projector/laptop	5 minutes	<b>Introduction of negotiation phases:</b> The trainer presents the topic: negotiation phases. The trainer explains the main issue in the first step using slide 1 in PP 8 and briefly involves the participants by asking in plenary: What do the word mean? <b>Prepare, Carry out, End, Follow up, Evaluate</b>
<u>Active lecture</u> PP 8	20 minutes	The trainer continues with the active lecture using PP 8
<u>Active lecture</u> PP 7 and PP 8 as handout	5 minutes	<b>Summary:</b> The trainer emphasizes the main point from the two topics The trainer asks final stage check questions – trainer distributes PP 7 & PP

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## Session Plan 11 – Strategy revision & second meeting

### Learning Objectives:

- To practice revising a meeting strategy
- For participants to consider opponents' interest and consider compromising proposals
- To practice negotiation through role play

**Time: 90 minutes**

<b>Educational Aids/methods</b>	<b>Time</b>	<b>Keywords</b>
<u>Active lecture</u>	5 minutes	<b>Introduction:</b> The trainer explains that the team has 60 minutes to revise their strategy in relation to the outcome of the first meeting and the information from the minutes
	30 minutes	<b>Body:</b> Ongoing strategy revision in the three groups
<u>Active lecture</u> Table and 6 chairs	5 minutes	The trainer ensures a meeting table in the seminar room and invites the new team of negotiators to the table.  The trainer emphasizes the learning from the two first meetings and explains to the negotiators that this is the last chance to reach an agreement.  The trainer encourages negotiators to use experiences from the first meetings and the new learned meeting techniques as well.  The trainer informs the participants who are not participating in the meeting to take notes and give feedback after the meeting, following the same principle as during two first meetings.
<u>Role-play</u>	30 minutes	The second team of negotiators conduct the meeting.
	20 minutes	Feedback to negotiators from observers and the trainer. The trainer ensures that the feedback is constructive and given in a polite way
<u>Active lecture</u>	5 minutes	The trainer summarises on the main learning points

## Session Plan 12 – Evaluation & closing

Time: 30 minutes

Educational Aids/methods	Time	Keywords
<u>Active lecture</u>	5 minutes	<b>Introduction:</b> The trainer explains the evaluation form and the point system from 1 to 5. The trainer tells the participants: Do not write your name on the form, and you can write further evaluation comments on the back of the last page. The trainer distributes evaluation forms
Evaluation form	15 minutes	<b>Body:</b> Participants fill in evaluation form and trainer collects evaluation forms after they are finalized.
<u>Active lecture</u>	5 minutes	The trainer thanks the participants, the workshop assistants and the organisation leadership.
Group photo	5 minutes	Group photo is initiated

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