The Aim:
To equip BB Captains and Company Development Officers with the skills, knowledge and understanding to operate the Company Development Scheme effectively.

Learning Outcomes:
At the end of this training course participants will be able to:
- Understand the scheme and its importance in raising the quality of BB work
- Use the Company Development scheme pack
- Identify and develop the skills to run effective staff meetings

Resources:
- Flip chart
- Pens
- TV and VCR
- Video “More Bloody Meetings”
- OHP and screen
- Copies of the Company Development Scheme
- OHP 1 “Learning Outcomes”
- OHP 2 “Alice in Wonderland”
- OHP 3 “Purpose of Company Development Scheme”
- Handout 1 “Bad behaviour at meetings, blank”
- Handout 2 “Bad behaviour at meetings, some examples”
- Handout 3 “Summary of main points of the video”
- Handout 4 “The Task for the Meeting”
- Handout 5 “Observer Feedback”
- Evaluation forms

Timing:
3.5 hours training time

Group Size:
Although there is some small group work, this course could be effectively delivered to a large audience and equally well to small numbers.

Suggested Programme:
9.30am: Arrivals and coffee
9.45am: Welcome, introductions and aims for the day
10.00am: The Company Development Scheme, what it’s for and where it came from.
10.20am: A closer look at the Company Development File
10.45am: How to run effective meetings
12.30pm: Summary, evaluations and goodbyes
12.45pm: Goodbyes

If preferred, the course could start at 10.30am, include a lunch break and finish at 2.30pm
Welcome, Introductions and Aims for the Day (15 minutes)

Welcome the group and go through the timings for the day, including breaks (if you have built them in) and finish time.

Show OHP 1: “Learning Outcomes”

Use a short icebreaker or light-hearted method of doing introductions and move to next session.

Session 1: The Company Development Scheme - What it’s for and Where it Came From (20 minutes)

Explain to the group members that you will spend a short time giving them an overview of how the scheme was developed and what it is for.

Key Training Tip!

Although the information is given below, it is a good idea to use your own words and style in delivering this next session. Your objective as a trainer at this stage is to sell the concept of planning and goal setting as the most important tool in improving the quality of our BB work. Try and impart your enthusiasm and commitment to the scheme.

Background to the Scheme

The previous 3 year Business Plan for the BB had a focus on support for volunteers, training, resources etc and quality of our local BB work in their programmes and what is offered to our children and young people. The CDS puts those two key things together as one resource to help the local company improve the quality of what it delivers. It also identifies the training needs of the company staff.

A Volunteer Development Working Group was set up to look at the recruitment, induction and, training and development of volunteers. The group initially looked at a system that assessed the work of companies and individuals but decided this would add a burden of more administration. The voluntary sector has looked at a range of measures that mirrored the appraisal systems we have in the workplace, but the consensus was that it was found to be unworkable, and are looking at different ways of working.

The CDS will encourage officers and leaders to look at the whole company, that’s all of your sections, to review what you currently deliver and to encourage a basic plan of what you want to achieve. This will then highlight particular training needs and skills gaps, and areas within the BB programme that could be developed. The scheme is part funded by a grant from the Department for Education and Skills.

CDS is based around a minimum of two full staff meetings a year for all staff including the chaplain (in an ideal world) with pre-set agendas and work sheets to plan and evaluate the programme. The meetings are designed to agree a direction for the company and to identify tasks and areas of development.

Ask the group members how many of them already have company meetings. Most hands will go up, so point out that the most successful schemes are built on the good practice that already exists.

Some companies meet more regularly and that is great, but many do not have set agendas that encourage the company to look at what it actually does, and areas that could be developed. CDS is really about bringing all companies up to a minimum standard.

In the past, the BB has provided the training events that HQ thought the membership ought to have. We are trying to change the culture in our training so there is a move away from “You must do this training or we will not re-register you” to one of “What training do you want? What should HQ be providing for you that they are not doing?”

This scheme does exactly that. The only piece of paper that gets copied anywhere is the feedback form to HQ telling them what training needs you have.
identified for yourselves. HQ then look for trends, and where many companies are saying, for example, that they need courses on “fundraising” or “dealing with challenging behaviour”, then the Training Department will develop training materials in these areas.

CDS enables HQ to be responsive to your needs, rather than HQ telling you what you need!

Finally, point out that all the evidence shows that people and organisations are far more likely to succeed if they plan to do so. This is true for us in our lives and careers as well as for multi-national corporations, and voluntary sector organisations. CDS is all about planning. Just as the national HQ will develop a Business Plan, so the hope is that companies will have their own plans (and of course these should link, so we all move forward together.)

Key Training Tip!
As we are particularly trying to encourage the participation of young people in the running of their companies, take some time on the section on “participation”. Explain that it is a difficult area and we have a module in YLT on the subject. This may be an example of how a company identifies a training need, when trying to set targets for participation, they realise they don’t know how to achieve this. This may lead to one or two officers agreeing to attend just that part of the next YLT and finding out more about this area.

Likewise with fundraising, if companies are setting targets for this but are not clear on the most effective methods, this may also be a training need.

We are trying to link training with goal setting. Stress the link in this session.

Take any questions and comments and move to the next session.

It would be a good time to take a short break.

Session 3: How to Run Effective Meetings (1 hour 45 minutes)

Ask for a show of hands for how many people have to attend meetings now and again, whether it is for BB, work, school, church etc.

Ask them to keep their hands up if they find them 100% effective, with good decisions being made and everyone contributing equally?

Ask the group members generally, why most of us find meetings frustrating at times. Try and get some feedback from different people. The feedback will probably include:

- Talking shops, no decisions made
- Decisions taken before meeting
- Hostility
- People riding “hobby horses”
- Hidden agendas
- Rambling off the point
- Being negative: “We tried that 20 years ago…”

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"We are trying to link training with goal setting. Stress the link in this session."
Key Learning Point!
Explain that there are two main aspects in running effective meetings: people and structure. The CDS already provides structure, and now we are going to look at how we get the human element of meetings right.

Issue Handout 1: “Bad Behaviour at Meetings, Blank”

Ask the group members to split into pairs or three’s and to list all the unhelpful behaviours they personally have experienced at meetings.

Take some limited feedback along the lines of “what is the most frustrating behaviour for you?”

Now introduce the video “More Bloody Meetings” saying that it is the most widely shown training video in the world, demonstrating the value that organisations place on what effectively run meetings can achieve. Tell the group members that you will give them a handout afterwards with the main points summarised.

Show Video: “More Bloody Meetings” (28 Minutes)

Issue Handout 3: “Summary of the Main Points of the Video”

Stress that the three learning points in chairing effective meetings are the most important learning outcomes from this course.

Set up the meeting role play, but don’t call it a role play! Say that we now have a chance to practise some of the skills of running effective meetings.

Put four chairs in a circle, and ask for four volunteers (one to be the Chair) in a meeting of about 10 minutes, the rest of the group will be observers.

Key Training Tip!
It is up to the skill of the trainer to set up this exercise in a light-hearted and non-threatening manner, or there may be no volunteers. There are a range of ways to do this, one is to flatter them, and say that they are such a participative enthusiastic group, that you know there will be willing volunteers! Another way is to minimise the risk by saying it really doesn’t matter if it all falls apart in laughter, as long as we have a go. (Once the volunteers are into the task, it is usual to find that they do take the task quite seriously.) Be generous with thanks when the first volunteer comes forward, and then others are likely to follow.

Alternatively, you can ask a trusted and outgoing person before the exercise to volunteer, and then you are sure of the crucial first person!

Issue task instructions to the 4 volunteers, nominate the Chair and remind the Chair of the 3 key skills from the video.

Issue Handout 4: “The Task for the Meeting”

Ask the volunteer group members to read through the brief and advise the Chair to take a couple of minutes to think about how to approach the task, and to make some notes.

Issue Handout 5: “Observer Feedback”

Then issue Handout 5 to the rest of the group members and brief them in their task. Make sure you emphasise that we are looking for what went well, not where there were problems. (People learn more from positive feedback) If the observers do feel there is room for improvement, then they should write down their feedback in positive language. For example, if the Chair does not allow a quiet person to speak, the feedback could be along the lines of “It may have helped if you had drawn x out more” rather than “You didn’t allow x space to contribute.”
After about 10 minutes explain that it doesn’t matter if they didn’t complete the task, it is the skills we are looking at. Ask the Chair, “what were you happy with?” and give your own praise and feedback to the Chair.

Ask the rest of the meeting group members, “what do you think went well?”

Trainer feedback:
‘what I thought you (Chair) did well was ……..’
‘what I thought you (group) did well was ……..’

Then ask the observers for a couple of other examples of what was done well?

Finally, thank the volunteers for being good sports and give them a round of applause as they return to their seats.

Session 4: Summary, Evaluations and Goodbyes (15 Minutes)

Show OHP 1 “Learning Outcomes”

Show OHP 1 and work through the main points from each session of the course.

Ask the group members for any further questions and comments.

Issue evaluation forms, thank the group members for their participation and wish them well in their companies.
RESOURCES

OHP’s

OHP1  “Learning Outcomes”
OHP2  “Alice in Wonderland”
OHP3  “Purpose of the CDS”

Handout 1  “Bad Behaviour at Meetings, Blank”
Handout 2  “Bad Behaviour at Meetings, Some Examples”
Handout 3  “Summary of Main Points on Video”
Handout 4  “The Task for the Meeting”
Handout 5  “Observer Feedback”
Learning Outcomes

At the end of this training course participants will be able to:

- Understand the scheme and its importance in raising the quality of BB work
- Use the Company Development Scheme pack
- Identify and develop the skills to run effective staff meetings
“Where are we going?” said Alice.

“That depends on where exactly you want to be” replied the cat.
<table>
<thead>
<tr>
<th>Purpose of the CDS</th>
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<tbody>
<tr>
<td>• Effective programme development and planning</td>
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<td>• Distribution of resources across the sections</td>
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<td>• Planning staffing and identifying recruitment needs</td>
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<td>• Establishing clear goals for the company</td>
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<td>• Identifying the training needs of individuals and for the whole staff</td>
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<tr>
<td>• Providing an opportunity for the staff to meet as a team for mutual support</td>
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</tbody>
</table>
Use the space below to record as many examples as possible of unhelpful behaviour from the meetings you attend.

Unhelpful Behaviour at Meetings:
Bad Behaviour at Meetings - Examples

Examples of Unhelpful Behaviour at Meetings:

- Rambling
- Keeping Silent
- Not turning up on time
- Not preparing
- Aggression
- Hogging the discussion
- Not paying attention
- Interrupting
- Using “put-downs”
- Spending too much time on trivia
- Failing to listen
- Holding whispered side meetings
- Spoiling serious discussions by cracking jokes
- Personalising arguments
- Going over ground that has already been covered
- Failing to summarise
- Failing to carry out agreed actions
Summary of Main Points on Video

The key lessons from the video are:

**Unite the group**

Chief Danger: Aggression

Techniques: Let off the steam
Don’t take sides
Bring in the others
Stick to the facts

**Focus the group**

Chief Danger: Getting off the point

Techniques: Stay alert
Keep a hand on the wheel
Test comprehension
Paraphrase/check back

**Mobilise the group**

Chief Danger: Squashing

Techniques: Protect the weak
Check round the group
Record suggestions
Build up ideas
The Task for the Meeting

Please rank the following occupations in the order which you think represents their importance to society. Do this individually. (1 = most important; 10 = least important)

During the role play your task will be to use your meeting skills to reach agreement with your colleagues on a single set of rankings.

<table>
<thead>
<tr>
<th>Your ranking</th>
<th>Agreed ranking</th>
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<tbody>
<tr>
<td>Surgeon</td>
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<tr>
<td>Nurse</td>
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<td>MD of successful business</td>
<td></td>
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<tr>
<td>Salesperson</td>
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<td>Plumber</td>
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<td>Teacher</td>
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<td>Priest</td>
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<tr>
<td>Engineer</td>
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<tr>
<td>Policeman</td>
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<tr>
<td>Farmer</td>
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</table>
## Observer Feedback

### Uniting the group

What went well

What went less well

### Focusing the group

What went well

What went less well

### Mobilising the group

What went well

What went less well
### Evaluation Form

**Practical Arrangements** - Please comment on the overall organisation of the course and the suitability of the venue.

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<thead>
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How well did the training meet the learning outcomes?

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What did you learn or re-learn that was especially useful?

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What action will you be taking to introduce the Company Development Scheme in your company?

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Thank you for participating in the training and for completing this evaluation.