

Module 9: Working Together—Effective Committee and PC/PB Meetings

GETTING READY: NOTES FOR TRAINERS

MODULE SCOPE

Purpose

This module provides an overview of how structure and operations can help a PC/PB meet federal requirements and local needs, support all members, and prepare and assist PC/PB and committee officers. It describes how appropriate and consistently followed Bylaws and policies and procedures influence PC/PB success, and addresses the importance of committee structure and PC/PB Support staffing. In addition, it covers the implications of diverse membership, engaged leadership, and inclusive practices, and how attention to group process can help the PC/PB operate as an efficient and engaged “high-performing team.”

Content Overview

Planning Council/Planning Body Operations

- Importance of Operations
- Working Effectively in Committees
- Successful PC/PB Meetings

Group Process Tools

- Parliamentary Procedure: *Robert’s Rules of Order*
- Alternatives to *Robert’s Rules of Order*
- The PC/PB as a High-Performing Team: The Tuckman Model
- Analyzing and Understanding a Group: BART Analysis

Preparing and Supporting PC/PB Officers

- PC/PB Leadership Roles
- Skills for Officers
- Officer Training and Support

Inclusive Planning

- Benefits of a Diverse PC/PB
- Strategies for Inclusive HIV Community Planning

Learning Objectives

Following training (which may take place over one or more sessions), participants will be able to:

PC/PB Operations:

1. Explain how PC/PB operations affect the PC/PB's ability to meet legislative responsibilities
2. Identify the 2 main types of PC/PB committees
3. Describe at least 4 factors to consider in structuring or rethinking PC/PB committees
4. Describe 5 characteristics of a successful PC/PB or committee meeting
5. Identify at least 3 ways to manage committees successfully in a PC/PB with limited support staff
6. Identify at least 5 ways in which the Chair can help make PC/PB meetings successful

Group Process Tools:

7. Explain the importance of having an established process for running meetings and making decisions
8. Describe 5 important concepts that are the basis for parliamentary procedure as described in *Robert's Rules of Order*
9. Describe 4 stages of group development that affect how a group works together
10. Identify specific ways your own PC/PB can work better together by using Tuckman high-performing team concepts
11. Describe how BART (Boundaries, Authority, Roles, and Tasks) analysis can contribute to committee and full PC/PB success

Preparing and Supporting PC/PB Officers:

12. Describe the responsibilities of PC/PB and committee Chairs, Co-Chairs, and Vice-Chairs
13. Identify at least 4 key knowledge areas for PC/PB officers
14. Identify at least 4 important skills for officers as PC/PB leaders
15. Describe the types of orientation and training typically needed by PC/PB officers
16. Describe a process and strategies for providing orientation and ongoing training and support for PC/PB officers, including new leaders

Inclusive Planning:

17. Explain 3 ways in which a diverse PC/PB contributes to successful planning and a comprehensive, high-quality system of HIV services
18. Describe what inclusive HIV community planning "looks like"
19. List 5 commonly identified components of diversity
20. Describe and differentiate "cultural competence" and "cultural humility"
21. List at least 5 strategies your PC/PB can use to encourage inclusive planning

USING THE MODULE

Suggested Uses

- As a source of materials for short training sessions on specific topics for new PC/PB members, all members, or members of particular committees
- To train new members of specific committees, particularly the committee responsible for operations (policies and procedures, Bylaws)
- To familiarize PC/PB support staff and recipient staff with RWHAP Part A committee structure and operations, especially new staff without prior RWHAP or other community planning experience
- To increase Executive Committee understanding of group process and strengthen its role as a coordinating body
- To clarify for new members, all members, committee members, and/or PC/PB officers/leaders the importance of committee structure, PC/PB staffing, and policies and procedures in PC/PB operations (use PC/PB Operations slides and materials)
- To gain information and ideas for addressing challenges related to group process and member interactions (use Group Process Tools slides and materials)
- As part of an annual retreat or training session that addresses team building and group process (the Clearville Pigeon Problem Role Play and the Tuckman Model of Group Development are particularly appropriate for retreat use)
- To prepare and support PC/PB officers including committee Chairs/Co-Chairs, particularly new officers with limited prior experience in running meetings or managing a committee (Use Preparing and Supporting PC/PB Officers slides and materials)
- To proactively address issues of diversity to ensure inclusive planning (Use Inclusive Planning slides and materials)

EQUIPMENT AND MATERIALS CHECKLIST

- PowerPoint projector and laptop
- Easel pad, markers, and tape
- Copies of participant materials for Activities
- Copies of Quick Reference Handouts

Localizing the Module

- Add the name and/or logo of your PC/PB and a map of your EMA or TGA to the slides
- Ask experienced officers – PC/PB Chair or Co-Chairs and Co-Chairs of committees – to help design and implement training for new officers and members
- Add a slide showing your PC/PB’s committee structure, including the main roles of each committee
- Add a slide of the major articles/sections of your Bylaws
- Add slides summarizing content of key policies and procedures
- Revise or replace the examples provided in the activities so they reflect local situations or data

MATERIALS FOR THIS MODULE

Planning Council/Planning Body Operations

- PowerPoint Slides: Planning Council/ Planning Body Operations
- Activity 9.1: Staff Support for Committees
- Quick Reference Handout 9.1: Preparing Minutes of PC/PB and Committee Meetings—Do’s and Don’ts
- Quick Reference Handout 9.2: Effective Meetings—Tips for PC/PB and Committee Chairs/Co-Chairs

Group Process Tools

- PowerPoint Slides: Group Process Tools
- Activity 9.2: The Clearville Pigeon Problem Role Play
- Quick Reference Handout 9.3: The PC/PB as a High-Performing Team—Using the Tuckman Model of Group Development

Preparing and Supporting PC/PB Officers

- PowerPoint Slides: Preparing and Supporting PC/PB Officers
- Activity 9.3: Developing a Training Plan for PC/PB Officers
- Quick Reference Handout 9.4: Roles and Tasks for PC/PB Leaders and Staff
- Quick Reference Handout 9.5: Training and Supporting PC/PB Officers as Leaders

Inclusive Planning

- PowerPoint Slides: Inclusive Planning
- Activity 9.4: Inclusive Planning
- Quick Reference Handout 9.6: Ten Strategies for Inclusive HIV Community Planning

BACKGROUND INFORMATION FOR TRAINERS

Focus and Importance of Module 9

This module provides information designed to help PC/PBs and their committees, work groups, and caucuses operate efficiently and gain the greatest possible benefits from the combined knowledge and experience of diverse members. It covers a variety of factors affecting PC/PB operations, from committee structure to how meetings are led, how discussion and decision making are managed and the roles of support staff. It also addresses group process, focusing on two specific models for understanding and strengthening group process within PC/PBs and their committees: the Tuckman Model for high-performing teams and the Tavistock BART (Boundaries, Authority, Roles, and Tasks) analysis approach for understanding groups or teams. Also addressed are the roles and importance of PC/PB leadership, and ways to provide them training and support.

The module also highlights strategies for working towards full inclusiveness. One of the distinguishing characteristics of PC/PBs is their deliberate diversity—in terms of membership categories (representation) and member characteristics (reflectiveness of the local epidemic). The module provides strategies for identifying and addressing numerous aspects of diversity, including race/ethnicity, gender and gender orientation, sexual orientation, age, and other visible and less visible aspects of culture. The strategies also include ways to encourage full participation by quieter as well as more verbally assertive members, and to involve members connecting to meetings remotely.

The material in this module can help in providing a level of knowledge and understanding useful for all PC/PB members but especially important for PC leaders—the Chair, Co-Chairs, or Vice Chairs of the PC/PB and its committees and work groups.

Key Concepts and Terms

This module introduces many RWHAP related terms, most or are briefly defined and described in the slides. What follows is some additional information to provide history and context that are important for this module and may need clarification during the training. (Key Concepts and Terms are designed primarily for the trainer, but can also be provided to participants as a handout).

Committee Structure: PC/PB committee structure is extremely varied, and different structures work well in different EMAs and TGAs. Generally, PC/PBs have several types of committees. There is usually at least one committee responsible for governance and operations—for example, membership/open nominations, Bylaws/policies and procedures, the Memorandum of Understanding between the PC/PB and recipient. Some PC/PBs have a combined Membership and Operations Committee. Most PC/PBs have several committees charged with various legislative responsibilities—needs assessment, priority setting and resource allocation (PSRA),

integrated/comprehensive planning, system of care/service standards. Here too, the trend seems to be towards fewer committees with multiple roles. For example, a committee may do needs assessment over the fall and winter, and PSRA in the spring and summer. Nearly all PC/PBs have an Executive or Steering Committee that is involved in governance/operations and coordinates legislatively required activities. The committee responsible for PSRA and the governance/operations committees usually include only CEO-appointed PC/PB members due to issues of confidentiality and conflict of interest. However, PC/PBs often open other committees

to non-PC/PB members and make them voting members of the committee, which makes available additional person power and expertise.

Many PC/PBs are now integrated prevention/care bodies. Some have a separate Prevention Committee, but often prevention and care activities are combined—for example, prevention and care strategies are done in the same committee, as are prevention and care needs assessment and prevention and care integrated/comprehensive planning.

One important consideration in committee structure is resources. Smaller EMAs and TGAs often decide to limit the number of committees because of the support staff time required for committee meeting logistics, communications, and minutes.

Parliamentary Procedure versus Alternative

Models: Most PC/PBs use *Robert's Rules of Order* in running their meetings. It provides a consistent structure and process for discussion and decision making. Because of the rules about making, amending, debating, and voting on motions, some PC/PBs feel it can discourage participation by members new to the process. Some PC/PBs choose to use a simplified version, or vote only when there is serious disagreement. Committee procedures are often less formal than procedures for the full PC/PB. Some PC/PBs use a consensus model for decision making. Consensus decision making focuses on process, and tries to find a balance among what different people want. It can be inclusive and collaborative, but—like *Robert's Rules of Order*—its proper use requires training, and it can increase the time required to reach a decision. One of the challenges of any process is ensuring that all members are knowledgeable about it and comfortable using it. Some PC/PBs hire a parliamentarian to attend meetings and help guide the process, or elect a member to serve in that role. Often the presiding Chair or someone from the PC/PB support staff is expected to ensure that the PC/PB or committee follows whatever rules are specified in the Bylaws.

Tuckman Model of Team and Group

Development: Bruce Tuckman first presented his model in 1965. It has been refined many times and has influenced other work on how groups develop. It describes the stages or phases almost any group—including a PC/PB or committee—goes through:

1. **Forming**, as group members get to know each other and learn about the group's responsibilities or tasks, usually depending on the leader for information and guidance
2. **Storming**, as group members with different working styles and personalities disagree about the tasks or the approach and try to shape the group, gain personal influence, and sometimes challenge the leader, who serves as a coach and helps the group focus on its goals
3. **Norming**, as the group members develop a sense of partnership and agree on roles and responsibilities and how to do the work; the leader serves as a facilitator and shares leadership with the group
4. **Performing**, as the group becomes a high-performing team, working to achieve its goals based on a shared vision and mutual support; disagreements are resolved by the group, with the leader delegating and overseeing the work

Added to the original four phases is *adjourning or mourning*, for a group that finishes its work and disbands. For PC/PBs, it is helpful to use *reforming* instead, since the phases may be repeated when a group continues but with changing membership, leadership, and goals or tasks.

The Tuckman Model highlights the fact that every group goes through a development process before it is ready to carry out its responsibilities successfully. Members of the group do not automatically know how to function as part of a large and diverse body. Even members with prior planning experience have to learn about this specific group and become acquainted with the other members. A group does not

automatically move successfully from one phase to another; the role of the leader (and for PC/PBs, the support staff) is very important, as is a shared commitment by members to the purpose of the group – for a PC/PB, HIV planning that contributes to a comprehensive, high-quality system of HIV services for all PLWH who depend on the RWHAP Part A program for care.

BART Analysis: The BART System of Group and Organizational Analysis was developed in the U.K. by the Tavistock Institute, which uses a learning model based on experience and analysis/reflection. BART Analysis provides a way of thinking about groups and group process challenges that includes four components, which apply particularly well to PC/PB committees:

1. **Boundary:** whether the group has clear, agreed-upon boundaries related to things like time (such as, whether members come on time and stay for the whole meeting) and task (such as, whether the group focuses on assigned tasks, whether it gets involved in activities assigned to other committees or to the recipient)
2. **Authority:** the “go-ahead” to do specific work, including formal authority (such as, roles as stated in the Bylaws or assignments from the PC Chair/Co-Chairs or Executive Committee) and informal authority (members looked to as informal leaders because of their expertise; for example, the Service Strategies Committee looks to a funded service provider as an informal leader when developing service standards)
3. **Role:** the duties carried out by a group or individual, including formal roles for the group (as defined in the Bylaws or policies) or for the Chair (such as, preparing the agenda, chairing the meeting), as well as inform roles played by group members (for example, the supporter who always has something positive to say, and the historian who reminds the group about past work and decisions)—roles can be helpful or unhelpful
4. **Task:** the work tasks related to the group’s purpose and work plan, and the “survival” tasks related to sustaining the group by keeping members motivated and involved

BART Analysis can be used to identify group strengths and weaknesses, and to understand problems within the group. For example, perhaps people with informal authority are keeping a committee from focusing on its stated roles, or the group is not able to get its work done because members are coming late and it takes half an hour to get a quorum. Perhaps a committee is focusing so intensely on its assigned tasks that it is not considering new members’ need for training and mentoring, and they are feeling lost and losing interest.

Cultural Competence and Cultural Humility:

Both these concepts are important to inclusive planning.

- **Cultural competence** involves developing understanding of cultures other than your own. Knowledge and training can help service providers build skills needed to provide services appropriate to clients from other cultures. Sometimes cultural competence is based on education rather than lived experience, but it can also be developed through interaction and experience with people from different cultures. For example, a Peace Corps volunteer who lives with a family in Central America and teaches in a local school gains cultural competence through immersion in the local culture. When their knowledge is based primarily on academic learning rather than “lived experience,” people who consider themselves culturally competent with regard to a specific cultural group sometimes stereotype people, or assume that everyone from a particular cultural background has the same beliefs and behaviors. People from the same cultural background (whether defined by nationality, ethnicity, sexual orientation, or other factors) can, of course, be very different.

- **Cultural humility**¹, a more recent concept, focuses on increasing an individual’s awareness of culture through ongoing personal reflection and co-learning with people from other cultures. For healthcare and social work professionals, this means learning with and from their clients. It means seeing people from other cultures as capable individuals and trying to understand their views. Cultural humility also encourages individuals from the dominant culture to recognize their own power, privileges, and biases (which are often unconscious).

While views differ on the value of these concepts, together they can be helpful in

strengthening the system of HIV care—and in other multicultural work. As social worker Sarah Elizabeth has noted: “Cultural competence means we’ve been educated about other cultures; humility is how we should be practicing that competence in the field.”² Put another way, “When it comes to understanding the unique experience of any given individual, cultural competence is *theory*, cultural humility is *practice*.”³ The same sensitivity and openness urged for healthcare and social work are also important in creating and maintaining an inclusive HIV community planning process.

References

- 1 The concept was developed by Melanie Teryalon and Jann Murray-Garcia in 1998 as a way of making multiculturalism a part of their work as healthcare professionals.
- 2 Sarah Elizabeth, RootedInBeing. Quoted in Craig Moncho, The Social Work Practitioner, “Cultural Humility, Part II – Promoting Cultural Humility in the Workplace,” August 26, 2013. See <https://thesocialworkpractitioner.com/2013/08/26/cultural-humility-part-ii-promoting-cultural-humility-in-the-workplace/>.
- 3 Craig Moncho, Ibid.

For More Information

Additional Resources

- Compendium of Materials for Planning Council Support (PCS) Staff, especially:
 - [*Quick Legislative Reference for Planning Council Support Staff*](#)
 - [*Typical Responsibilities for Committee and Planning Council/Planning Body \(PC/PB\) Meetings: PC/PB Leaders and PC Support \(PCS\) Staff*](#)
- [Ryan White HIV/AIDS Program Part A Manual](#), especially:
 - *Section X, Planning Council Operations, Chapter 4. Planning Council Membership, Chapter 5. Planning Council Nominations, and Chapter 6, PLWHA/ Consumer Participation*
 - *Section XI, Planning and Planning Bodies, Chapter 8. Member Involvement and Retention*

Related Training Guide Resources

- Module 8: PC/PB Structure and Governance

Other Online Resources

Parliamentary Procedure

- [The A-B-C's of Parliamentary Procedure](#)
A 16-page plain-language pocket guide to *Robert's Rules of Order* developed by the American Institute of Parliamentarians. Covers meeting agendas and the typical order of business; the five general types of motions; and procedures for proposing, discussing, and voting on motions.

Consensus Decision Making

- [Consumer Decision Making: A Short Guide](#). From Seeds of Change, a cooperative located in England. Guide on what consensus decision making is, benefits of using it, and how to implement it.

- Consensus Decision-Making. A virtual learning center that includes an online training video and other basic information about this method of decision making.

Other Approaches for Running Meetings

- How to Ignore Robert’s Rules and Do Your Own Thing. Blog post by Sarah E. Merkle, February 28, 2018. Describes ways to use “special rules” that supplement or modify *Robert’s Rules*.
- Is Robert’s Rules too Restrictive: Consider Martha’s Rules of Order for Meetings. Posted on the CAM Blog by Andrea Drennen, April 17, 2015. Describes a set of rules for meetings that were developed by a low-income housing cooperative and use consensus decision making but only for important issues. Provides a “Miniature Toolkit” that lists the main components of this set of rules.

Group Process and Team Building

- Team Building, World Health Organization, Geneva, 2007. A very clear and easy-to-read tool for team building. Originally developed to support work in cancer control but relevant for all types of teams. Introduction that addresses topics such as selecting team members, Tuckman phases of team development, responsibilities of the team leader, team norms, and how to sustain team effectiveness.
- Tuckman’s Stages of Group Development. Net Solution for Business, October 2018. Helpful graphic and description of the stages of group development.
- The BART System of Group and Organizational Analysis: Boundary, Authority, Role and Task. Zachary Gabriel Green and Rene J. Molenkamp, 2005. Describes the BART System, which comes out of the Tavistock Institute, established

in the U.K. Describes the four identified elements of group dynamics and how they influence group relations.

- Understanding Group Process. Student Activities & Leadership Center, South Dakota School of Mines and Technology, undated. A clear, two-page description of what to look for in observing how a group is working together, including communication, participation, decision making, and organizational roles.
- Benne and Sheats’ Group Roles: Identifying Both Positive and Negative Group Behavior, MindTools. Describes three categories of roles (Task, Personal and/or Social, and Dysfunctional) and 26 different roles that people can play within a group, as identified in “Functional Roles of Group Members,” an article written by Kenneth Benne and Paul Sheats in the 1940s.

Skills for Officers

- Chairing Meetings, DIY Committee Guide. Concise summary of actions to plan a meeting; to communicate, control, coax, compare, clarify, make decisions, and guide during a meeting; and to summarize and review next steps at the end of the meeting. It is part of the DIY Committee Guide, developed in the U.K. by Volunteer Now in partnership with 14 other organizations.
- Email Tips: Top 10 Strategies for Writing Effective Email. Blog post by Jessica Bauer and expanded by Dennis G. Jerz. Practical advice on how to make emails concise and effective, from writing a meaningful subject line to showing respect and restraint. Useful for officers who frequently communicate with PC/PB or committee members, PC/PB support staff, or recipient staff via email.
- Writing Effective Emails: Getting People to Read and Act on Your Messages, MindTools. Tips for effective emails

For links to all the resources listed above, go to www.TargetHIV.org/planning-chatt/module9