

ATTACHMENT A

GROUP FACILITATOR PRE-BRIEFING MATERIALS

June 13, 2011

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
PROFESSIONAL DEVELOPMENT PROGRAM
JUNE 21, 2011**

NOTES FOR PRE-BRIEFING ON JUNE 13, 2011—GENERAL SESSION

A. RENEWED INITIATIVE IN 2009

- 1. Southeastern Organization Leadership Development program**
- 2. Ongoing faculty/staff development**
- 3. Individuals attend institutes and conferences**
- 4. Internal programs---case studies and background materials
Executive Team, Administrative Council, Faculty Senate**

B. REACHED NEW POINT OF CONVERGENCE

- 1. Bring faculty, staff, students together**
- 2. Accelerate transformation**
- 3. Bring external resources into SE**
- 4. Provide new ways of thinking, mindsets, models, similar patterns, foundation**
- 5. SE response to rapidly changing environment-regardless of what we face**
- 6. Comprehensive and Exciting**
- 7. Long term result—develop next generation of SE leaders**

C. Opportunity to reflect on our contemporary leadership challenges

- 1. Encourage you to look at yourself as leader and contribution you make**
- 2. How do you understand the organization? How do you act as a leader in it?**
- 3. Help you think of new ways about your role at SE and expand your capability to
exercise constructive and creative influence in the organization**

D. ONE IMPORTANT FOUNDATION – BOLMAN AND DEAL

- 1. Way of looking at organizations or frames---both windows and lens, also
function of belief systems---can be useful in everyday life**
- 2. Refer to Outline---shorthand version---**
- 3. Cycle of diagnosis and action**
- 4. Practice very important**
- 5. We all have one or two default frames**
- 6. Structural, Human Resource, Political, and Symbolic**
- 7. Notice on your agenda that one thing look at---How SE utilizes the frames**

E. PACKET---BACKGROUND MATERIALS AND CASES

- 1. Introduction to Case Study Method**
- 2. Real Life Cases with our own and background materials**
- 3. Refer to Summary Handout---SOSU and Oklahoma's Budget Crisis (Part B); Part B Case Summaries from work sessions this past spring; Executive Summary and Worksheet for 2010-11 and 2011-12**
- 4. We will focus on the SE Organizational Structure Redesign and Transformation on the 21st to help us broaden the scope**

F. PREPARATION—REFER TO SUGGESTED GUIDELINES FOR PREP

- 1. Please spend sufficient time in preparation in order to take full advantage of our time on the 21st---both in small groups and general sessions**
- 2. Keep in mind questions on page 4 of the Redesign and Transformation case**
- 3. Also, as you prepare, reflect on how you will renew and affirm the centrality of what you do at Southeastern and what it would be like to be an effective change agent in reinvigorating and reinventing (transforming) yourself and your unit in the future**

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Briefing for Small Group Discussion Leaders

A. Core Learning Disciplines

- 1. Personal Mastery—learning to expand our personal capacity to create the results we most desire, and creating an organizational environment which encourages all its members to develop themselves toward the goals and purposes they choose**
- 2. Mental Models—reflecting upon, continually clarifying, and improving our internal pictures of the world, and seeing how they shape our actions and decisions**
- 3. Shared Vision—building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there**
- 4. Team Learning—transforming conversational and collective thinking skills, so that groups of people can reliably develop intelligence and ability greater than the sum of the individual members' talents**
- 5. Systems Thinking—a way of thinking about, and a language for describing and understanding, the forces and interrelationships that shape the behavior of systems. This helps us see how to change systems more effectively, and to act more in tune with the larger processes of the natural and economic world.**

B. Discussion and Participant-Centered Learning

- 1. Review information and provide opinion, analyses, and conclusions**
- 2. Develop skills, abilities, knowledge, and approaches, as well as practice and discipline in becoming more reflective and creative**
- 3. Must review the relevant information, analyze it, reach conclusions, and recommend something**
- 4. The most powerful and interesting situations are those which permit a multiple analysis of the same information to lead to several equally viable and powerful analyses, each with different action implications**

C. The Importance of Planning for the Session

1. Set objectives for the session
2. The general design for the session
3. Detailed planning—sequencing of the session and materials to be used
4. Defining what is to be accomplished

D. Session Considerations

1. Types of questions and functions—open/closed end, information seeking, analytical, predictive, hypothetical, action, evaluative, linking, bi-polar, clarification, abstract, experiential
2. Think about call patterns—warm or delayed call, cold call, volunteer
3. The non-questioning process—verbal cues (voice, exclamation, summaries) and visual cues (body language, gestures)
4. Capturing themes and end points

E. Preparation for Questioning and Transitions

1. What is my teaching plan for the session? How will I record results and what will that look like? What will be the major subject blocks or themes?
2. What will be the four or five key questions in the planned question sequence? Do the questions match the subject blocks?
3. What are my planned transitions during the session? What will the transition questions or summaries more than likely be?

F. Ending the Session

1. Highlight
2. Summarize
3. Ask for participant or participants to summarize
4. Pose closing question for further consideration
5. Set up the next session

*It is important not to become a prisoner to your plan—be flexible—you may have to make adjustments during the session

ADVANCE PREPARATION AND STUDY

*Thoroughly review background materials and cases

*Review any previous notes that you may have on materials and/or cases

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Suggested Guidelines for Preparation

A. How to Prepare -- The Reading Process

- 1. Look for the situational context**
- 2. Note main headings and lead paragraphs**
- 3. Review any exhibits or attachments**
- 4. Read case in depth – notes in margins**
- 5. Note key themes – see it a “new light”**

B. The Success of Sessions Will Depend Largely on Active Participation

- 1. Present your ideas and prepare to support them**
- 2. Listen to others and consider their positions**
- 3. Keep an open mind and be willing to change it with new insights or information**
- 4. Develop alternatives, options, and be prepared to present proposed decisions**
- 5. Enjoy yourself**