

Running Effective Meetings:

Understanding the Power of Meetings



Running Effective Meetings:

University of Pennsylvania

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Introduction

Meetings are a critical part of many organizations' operations. They provide a structured environment for communication, collaboration, and decision-making. However, not all meetings are effective. Many meetings are characterized by poor planning, lack of clear objectives, and inefficient use of time. This document provides an overview of the importance of effective meetings and offers strategies to improve meeting outcomes. It covers topics such as meeting preparation, agenda development, facilitation techniques, and follow-up actions. By implementing these strategies, organizations can ensure that their meetings are productive and achieve their intended purpose.

The Leader's Role

What are we discussing?

Content: What are we discussing?

What are we discussing?

Some of the activities in this area may include:

Preparing an agenda:

Preparing an agenda:

Developing meeting objectives:

Developing meeting objectives:

2

Interaction: How are we discussing it?

Interaction: How are we discussing it?

Some of the activities in this area include:

Encouraging participation:

Encouraging participation:

Leading by example:

Leading by example:

Managing time:

Managing time:

Ask for feedback:

Ask for feedback:

3 Structure: What's the meeting environment? How does it feel?

The activities in this area include:

Developing ground rules:

Developing ground rules is a key activity in creating a meeting environment that is safe and effective. Ground rules are a set of guidelines that help to establish a common understanding of how the meeting should be conducted. They can be developed by the facilitator or by the group members themselves. Ground rules can cover a wide range of topics, including: how to introduce oneself, how to ask questions, how to share ideas, how to handle disagreements, and how to end the meeting. Ground rules can be developed in a variety of ways, including: by the facilitator, by the group members, or by a combination of the two. Ground rules can be developed in a formal way, such as by writing them down and having everyone sign them, or in a more informal way, such as by discussing them and agreeing on them verbally. Ground rules can be developed at the beginning of the meeting, or they can be developed throughout the meeting as needed. Ground rules can be developed in a way that is specific to the meeting, or they can be developed in a way that is general enough to apply to all meetings. Ground rules can be developed in a way that is flexible, or they can be developed in a way that is rigid. Ground rules can be developed in a way that is inclusive, or they can be developed in a way that is exclusive. Ground rules can be developed in a way that is respectful, or they can be developed in a way that is disrespectful. Ground rules can be developed in a way that is helpful, or they can be developed in a way that is unhelpful. Ground rules can be developed in a way that is fair, or they can be developed in a way that is unfair. Ground rules can be developed in a way that is honest, or they can be developed in a way that is dishonest. Ground rules can be developed in a way that is kind, or they can be developed in a way that is unkind. Ground rules can be developed in a way that is honest, or they can be developed in a way that is dishonest. Ground rules can be developed in a way that is kind, or they can be developed in a way that is unkind. Ground rules can be developed in a way that is honest, or they can be developed in a way that is dishonest. Ground rules can be developed in a way that is kind, or they can be developed in a way that is unkind.

Following agreed upon procedures:

Following agreed upon procedures is a key activity in creating a meeting environment that is safe and effective. Procedures are a set of guidelines that help to establish a common understanding of how the meeting should be conducted. They can be developed by the facilitator or by the group members themselves. Procedures can cover a wide range of topics, including: how to introduce oneself, how to ask questions, how to share ideas, how to handle disagreements, and how to end the meeting. Procedures can be developed in a variety of ways, including: by the facilitator, by the group members, or by a combination of the two. Procedures can be developed in a formal way, such as by writing them down and having everyone sign them, or in a more informal way, such as by discussing them and agreeing on them verbally. Procedures can be developed at the beginning of the meeting, or they can be developed throughout the meeting as needed. Procedures can be developed in a way that is specific to the meeting, or they can be developed in a way that is general enough to apply to all meetings. Procedures can be developed in a way that is flexible, or they can be developed in a way that is rigid. Procedures can be developed in a way that is inclusive, or they can be developed in a way that is exclusive. Procedures can be developed in a way that is respectful, or they can be developed in a way that is disrespectful. Procedures can be developed in a way that is helpful, or they can be developed in a way that is unhelpful. Procedures can be developed in a way that is fair, or they can be developed in a way that is unfair. Procedures can be developed in a way that is honest, or they can be developed in a way that is dishonest. Procedures can be developed in a way that is kind, or they can be developed in a way that is unkind. Procedures can be developed in a way that is honest, or they can be developed in a way that is dishonest. Procedures can be developed in a way that is kind, or they can be developed in a way that is unkind. Procedures can be developed in a way that is honest, or they can be developed in a way that is dishonest. Procedures can be developed in a way that is kind, or they can be developed in a way that is unkind.

Following up on important tasks:

Following up on important tasks:

Following up on important tasks is a key activity in creating a meeting environment that is safe and effective. Following up on important tasks involves checking in with the group members to see how they are doing with the tasks that were assigned during the meeting. This can be done in a variety of ways, including: by the facilitator, by the group members, or by a combination of the two. Following up on important tasks can be done in a formal way, such as by writing down the tasks and checking in with the group members, or in a more informal way, such as by discussing the tasks and checking in with the group members verbally. Following up on important tasks can be done at the beginning of the meeting, or it can be done throughout the meeting as needed. Following up on important tasks can be done in a way that is specific to the meeting, or it can be done in a way that is general enough to apply to all meetings. Following up on important tasks can be done in a way that is flexible, or it can be done in a way that is rigid. Following up on important tasks can be done in a way that is inclusive, or it can be done in a way that is exclusive. Following up on important tasks can be done in a way that is respectful, or it can be done in a way that is disrespectful. Following up on important tasks can be done in a way that is helpful, or it can be done in a way that is unhelpful. Following up on important tasks can be done in a way that is fair, or it can be done in a way that is unfair. Following up on important tasks can be done in a way that is honest, or it can be done in a way that is dishonest. Following up on important tasks can be done in a way that is kind, or it can be done in a way that is unkind. Following up on important tasks can be done in a way that is honest, or it can be done in a way that is dishonest. Following up on important tasks can be done in a way that is kind, or it can be done in a way that is unkind. Following up on important tasks can be done in a way that is honest, or it can be done in a way that is dishonest. Following up on important tasks can be done in a way that is kind, or it can be done in a way that is unkind.



How Do Members Get Their Say?

Members can get their say in a number of ways. They can speak at a meeting, write to the committee, or contact the committee through the internet. They can also write to the committee through the internet. They can also write to the committee through the internet.

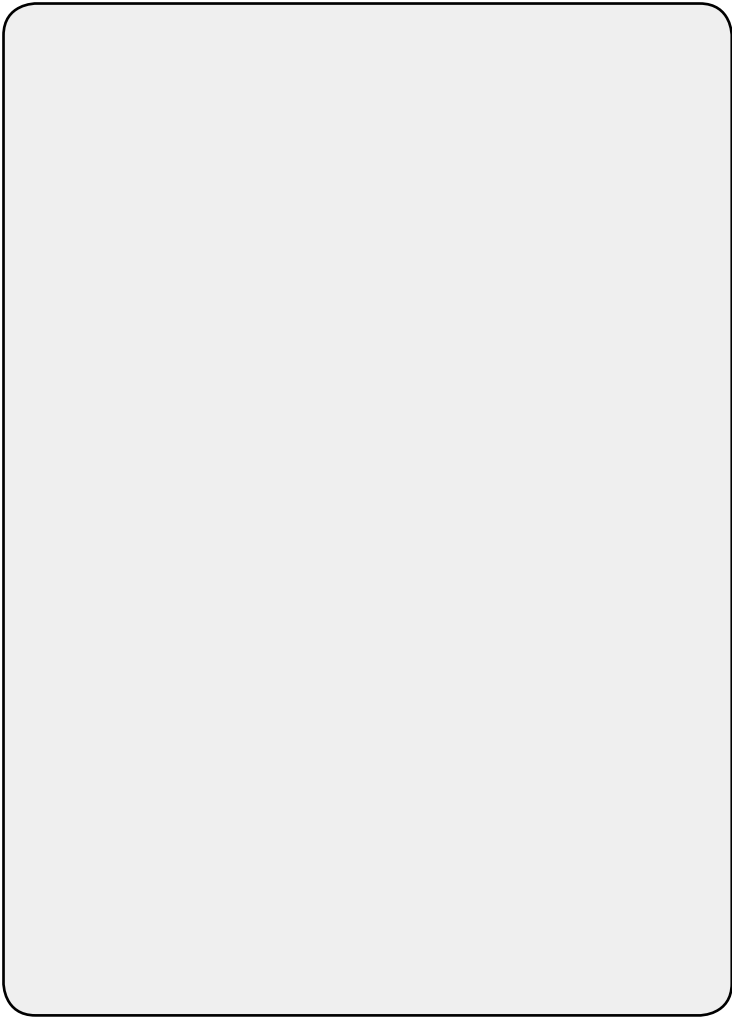
There are five general types of motions:

Main motions:

1. A motion to make, amend, or rescind a resolution.
2. A motion to make, amend, or rescind a resolution.
3. A motion to make, amend, or rescind a resolution.
4. A motion to make, amend, or rescind a resolution.
5. A motion to make, amend, or rescind a resolution.

FOR EXAMPLE

1. A motion to make, amend, or rescind a resolution.
2. A motion to make, amend, or rescind a resolution.
3. A motion to make, amend, or rescind a resolution.
4. A motion to make, amend, or rescind a resolution.
5. A motion to make, amend, or rescind a resolution.



- 2 Privileged motions:**
- 1. Fix the time which to adjourn:
 - 2. Adjourn:
 - 3. Recess:
 - 4. Questions of privilege:
 - 5. Call for the orders of the day:

These motions are not debatable and are not subject to amendment.

For example:

"I move that the meeting adjourn at 10 o'clock."

1. Fix the time which to adjourn:
2. Adjourn:
3. Recess:
4. Questions of privilege:
5. Call for the orders of the day:

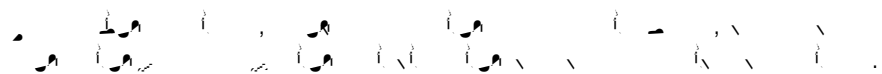
Note: Privileged motions have special privileges only when they are offered as secondary motions. When they are main motions, they are treated like any other main motion and must follow the rules for a main motion.

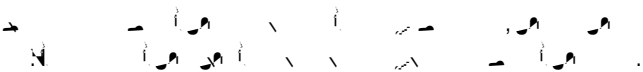
- 3 Subsidiary motions:**
- 1. Lay on the table:
 - 2. Previous question:
 - 3. Limit or extend limits of debate:
 - 4. Postpone to a certain time:
 - 5. Commit or refer:
 - 6. Amend:
 - 7. Postpone indefinitely:

These motions are debatable and are subject to amendment.

1. Lay on the table:
2. Previous question:
3. Limit or extend limits of debate:
4. Postpone to a certain time:
5. Commit or refer:
6. Amend:
7. Postpone indefinitely:

Incidental motions: 



1. Point of order: 

2. Appeal the decision of the chair: 

3. Object to the consideration of a question: 

4. Suspend the rules: 


How Do I Present My Motion?

Here's what happens when you want a motion considered:

1 You obtain the floor

Chair: I have the floor for the member.
Member: Thank you, Mr. Speaker. I want to bring to the attention of the House a matter of great importance to the people of the State of New York.

2 You make your motion

Member: I move that the House take a recess of 10 minutes.

3 You wait for a second

Chair: The member has moved that the House take a recess of 10 minutes. Does anyone object?

4 The chair states your motion

Chair: The member has moved that the House take a recess of 10 minutes. Does anyone object?

5 You expand on your motion

Member: I move that the House take a recess of 10 minutes. I want to bring to the attention of the House a matter of great importance to the people of the State of New York.

6 The chair puts the question

Chair: The member has moved that the House take a recess of 10 minutes. Does anyone object?



Discussion Starters

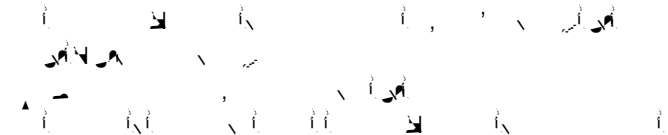


The following examples provide some useful guidelines for generating discussion:

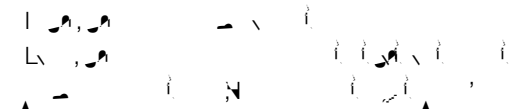
Ask for opinions:



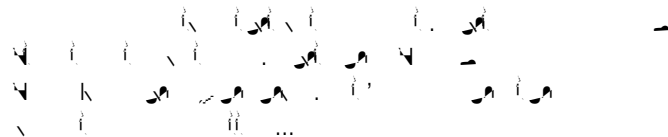
Paraphrase:



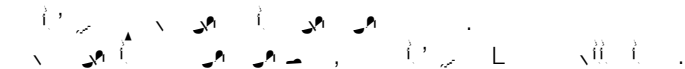
Encourage Participation:



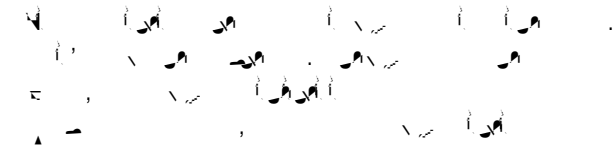
Ask for Clarification:



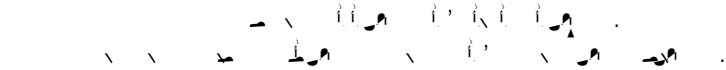
Be Supportive:



Test for Consensus:



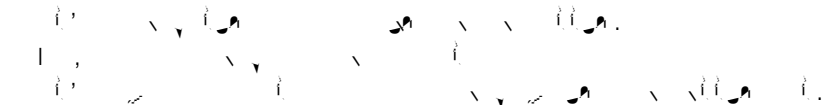
Do a Quick Survey:



Initiate Action:



Summarize:



Handling Disruptive Behaviors

Meeting participants often exhibit disruptive behaviors that can hinder the effectiveness of a meeting. These behaviors can be categorized into several types, each requiring a specific handling strategy.

The Expert:

The Expert is a participant who dominates the conversation with their knowledge and experience. They often provide detailed information and may interrupt others to share their own insights.

The Side Chatter:

The Side Chatter is a participant who engages in off-topic conversations or side discussions during the meeting. They may be distracted by their own thoughts or the environment, leading to a lack of focus on the main agenda.

The Talker:

The Talker is a participant who speaks excessively and often without regard for the time or the needs of other participants. They may monopolize the conversation and prevent others from contributing.

The Devil's Advocate:

The Devil's Advocate is a participant who deliberately challenges the ideas and proposals of others. They often play the role of a skeptic, questioning the validity of the information presented and raising objections.

The Shy Guy:

The Shy Guy is a participant who is often quiet and reserved. They may have valuable insights to share but are hesitant to speak up. The meeting leader should encourage them to contribute and provide a safe space for them to express their thoughts.

The Cell Phone User:

The Cell Phone User is a participant who frequently checks their phone during the meeting. This behavior is disruptive as it shows a lack of attention and respect for the meeting agenda. The meeting leader should address this behavior and establish a policy regarding phone use.

The Johnny Come Lately:

The Johnny Come Lately is a participant who arrives late to the meeting and often misses the initial discussion. They may struggle to follow the conversation and contribute effectively. The meeting leader should ensure they are brought up to speed on the current topics.

The Yawner:

The Yawner is a participant who frequently yawns during the meeting. This behavior is often a sign of boredom or fatigue. The meeting leader should monitor the participant and consider taking a break if the yawning persists.

It is important to note that any of these behaviors could also be addressed during a private conversation between the meeting leader and the meeting participant.

Sample Meeting Agenda

Anytown HBA

Membership Committee

September 23, 2010

6:30-8:00 pm

Chair: Mr. John Smith

Vice Chair: Mr. Jane Doe

I. Meeting Objectives (6:30-6:35 pm)

1. Review meeting objectives
2. Review meeting agenda
3. Review meeting objectives

II. Consent Agenda (6:35-6:40 pm)

1. Review meeting objectives, 2006
2. Review meeting agenda

III. Discussion items

1. L (6:40-7:10)
2. L (7:10-7:30)
3. L (7:30-7:40)

IV. Open Discussion (7:40-7:55 pm)

V. Meeting Summary (7:55-8:00 pm)

VI. Next meeting: February 23rd, HBA Office, 6:30-8:00 pm

Sample Meeting Ground Rules

1. All participants must arrive on time.

2. All participants must be on time.

3. All participants must be on time.

4. All participants must be on time.

5. All participants must be on time.

6. All participants must be on time.

Sample Meeting Checklist

*** Check those statements on the list below that apply to your current meetings. After you have reviewed the entire list, follow the equation below to find out how productive your meetings actually are.**

Number of Statements Checked _____ x 5 = _____ Meeting Score

* 0

* 60

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 221. 222. 223. 224. 225. 226. 227. 228. 229. 230. 231. 232. 233. 234. 235. 236. 237. 238. 239. 240. 241. 242. 243. 244. 245. 246. 247. 248. 249. 250. 251. 252. 253. 254. 255. 256. 257. 258. 259. 260. 261. 262. 263. 264. 265. 266. 267. 268. 269. 270. 271. 272. 273. 274. 275. 276. 277. 278. 279. 280. 281. 282. 283. 284. 285. 286. 287. 288. 289. 290. 291. 292. 293. 294. 295. 296. 297. 298. 299. 300. 301. 302. 303. 304. 305. 306. 307. 308. 309. 310. 311. 312. 313. 314. 315. 316. 317. 318. 319. 320. 321. 322. 323. 324. 325. 326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337. 338. 339. 340. 341. 342. 343. 344. 345. 346. 347. 348. 349. 350. 351. 352. 353. 354. 355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367. 368. 369. 370. 371. 372. 373. 374. 375. 376. 377. 378. 379. 380. 381. 382. 383. 384. 385. 386. 387. 388. 389. 390. 391. 392. 393. 394. 395. 396. 397. 398. 399. 400. 401. 402. 403. 404. 405. 406. 407. 408. 409. 410. 411. 412. 413. 414. 415. 416. 417. 418. 419. 420. 421. 422. 423. 424. 425. 426. 427. 428. 429. 430. 431. 432. 433. 434. 435. 436. 437. 438. 439. 440. 441. 442. 443. 444. 445. 446. 447. 448. 449. 450. 451. 452. 453. 454. 455. 456. 457. 458. 459. 460. 461. 462. 463. 464. 465. 466. 467. 468. 469. 470. 471. 472. 473. 474. 475. 476. 477. 478. 479. 480. 481. 482. 483. 484. 485. 486. 487. 488. 489. 490. 491. 492. 493. 494. 495. 496. 497. 498. 499. 500. 501. 502. 503. 504. 505. 506. 507. 508. 509. 510. 511. 512. 513. 514. 515. 516. 517. 518. 519. 520. 521. 522. 523. 524. 525. 526. 527. 528. 529. 530. 531. 532. 533. 534. 535. 536. 537. 538. 539. 540. 541. 542. 543. 544. 545. 546. 547. 548. 549. 550. 551. 552. 553. 554. 555. 556. 557. 558. 559. 560. 561. 562. 563. 564. 565. 566. 567. 568. 569. 570. 571. 572. 573. 574. 575. 576. 577. 578. 579. 580. 581. 582. 583. 584. 585. 586. 587. 588. 589. 590. 591. 592. 593. 594. 595. 596. 597. 598. 599. 600. 601. 602. 603. 604. 605. 606. 607. 608. 609. 610. 611. 612. 613. 614. 615. 616. 617. 618. 619. 620. 621. 622. 623. 624. 625. 626. 627. 628. 629. 630. 631. 632. 633. 634. 635. 636. 637. 638. 639. 640. 641. 642. 643. 644. 645. 646. 647. 648. 649. 650. 651. 652. 653. 654. 655. 656. 657. 658. 659. 660. 661. 662. 663. 664. 665. 666. 667. 668. 669. 670. 671. 672. 673. 674. 675. 676. 677. 678. 679. 680. 681. 682. 683. 684. 685. 686. 687. 688. 689. 690. 691. 692. 693. 694. 695. 696. 697. 698. 699. 700. 701. 702. 703. 704. 705. 706. 707. 708. 709. 710. 711. 712. 713. 714. 715. 716. 717. 718. 719. 720. 721. 722. 723. 724. 725. 726. 727. 728. 729. 730. 731. 732. 733. 734. 735. 736. 737. 738. 739. 740. 741. 742. 743. 744. 745. 746. 747. 748. 749. 750. 751. 752. 753. 754. 755. 756. 757. 758. 759. 760. 761. 762. 763. 764. 765. 766. 767. 768. 769. 770. 771. 772. 773. 774. 775. 776. 777. 778. 779. 780. 781. 782. 783. 784. 785. 786. 787. 788. 789. 790. 791. 792. 793. 794. 795. 796. 797. 798. 799. 800. 801. 802. 803. 804. 805. 806. 807. 808. 809. 810. 811. 812. 813. 814. 815. 816. 817. 818. 819. 820. 821. 822. 823. 824. 825. 826. 827. 828. 829. 830. 831. 832. 833. 834. 835. 836. 837. 838. 839. 840. 84

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Figure 1. Schematic representation of the experimental design. The subjects were divided into two groups: the control group and the experimental group. The control group was divided into two subgroups: the control group and the control group. The experimental group was divided into two subgroups: the experimental group and the experimental group.

| Age group | Condition A (%) | Condition B (%) | Condition C (%) | Condition D (%) | Condition E (%) |
|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 10 | 90 | 75 | 55 | 15 | 10 |
| 12 | 95 | 80 | 50 | 10 | 5 |
| 14 | 100 | 85 | 60 | 20 | 10 |

The figure consists of 12 sub-diagrams labeled (a) through (l), arranged in two rows of six. Each diagram shows a coordinate system with a horizontal x-axis and a vertical y-axis. The diagrams illustrate the steps of an algorithm for finding the minimum value of a function. The process involves identifying points on the function, drawing lines, and iteratively refining the search for the minimum. The diagrams show a sequence of points and lines, with the minimum value being identified at the end of the sequence.

1. *Phragmites* (common)

1. *Chlorophyll a* (Chl *a*)
 2. *Chlorophyll b* (Chl *b*)
 3. *Chlorophyll c* (Chl *c*)
 4. *Chlorophyll d* (Chl *d*)
 5. *Chlorophyll e* (Chl *e*)
 6. *Chlorophyll f* (Chl *f*)
 7. *Chlorophyll g* (Chl *g*)
 8. *Chlorophyll h* (Chl *h*)
 9. *Chlorophyll i* (Chl *i*)
 10. *Chlorophyll j* (Chl *j*)
 11. *Chlorophyll k* (Chl *k*)
 12. *Chlorophyll l* (Chl *l*)
 13. *Chlorophyll m* (Chl *m*)
 14. *Chlorophyll n* (Chl *n*)
 15. *Chlorophyll o* (Chl *o*)
 16. *Chlorophyll p* (Chl *p*)
 17. *Chlorophyll q* (Chl *q*)
 18. *Chlorophyll r* (Chl *r*)
 19. *Chlorophyll s* (Chl *s*)
 20. *Chlorophyll t* (Chl *t*)
 21. *Chlorophyll u* (Chl *u*)
 22. *Chlorophyll v* (Chl *v*)
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 26. *Chlorophyll z* (Chl *z*)
 27. *Chlorophyll aa* (Chl *aa*)
 28. *Chlorophyll ab* (Chl *ab*)
 29. *Chlorophyll ac* (Chl *ac*)
 30. *Chlorophyll ad* (Chl *ad*)
 31. *Chlorophyll ae* (Chl *ae*)
 32. *Chlorophyll af* (Chl *af*)
 33. *Chlorophyll ag* (Chl *ag*)
 34. *Chlorophyll ah* (Chl *ah*)
 35. *Chlorophyll ai* (Chl *ai*)
 36. *Chlorophyll aj* (Chl *aj*)
 37. *Chlorophyll ak* (Chl *ak*)
 38. *Chlorophyll al* (Chl *al*)
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 40. *Chlorophyll an* (Chl *an*)
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 43. *Chlorophyll aq* (Chl *aq*)
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 45. *Chlorophyll as* (Chl *as*)
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 74. *Chlorophyll avz* (Chl *avz*)
 75. *Chlorophyll awz* (Chl *awz*)
 76. *Chlorophyll axz* (Chl *axz*)
 77. *Chlorophyll ayz* (Chl *ayz*)
 78. *Chlorophyll azz* (Chl *azz*)
 79. *Chlorophyll azaa* (Chl *aza*
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 87. *Chlorophyll aiz* (Chl *aiz*)
 88. *Chlorophyll ajz* (Chl *ajz*)
 89. *Chlorophyll akz* (Chl *akz*)
 90. *Chlorophyll alz* (Chl *alz*)
 91. *Chlorophyll amz* (Chl *amz*)
 92. *Chlorophyll anz* (Chl *anz*)
 93. *Chlorophyll aoz* (Chl *aoz*)
 94. *Chlorophyll apz* (Chl *apz*)
 95. *Chlorophyll aqz* (Chl *aqz*)
 96. *Chlorophyll arz* (Chl *arz*)
 97. *Chlorophyll asz* (Chl *asz*)
 98. *Chlorophyll atz* (Chl *atz*)
 99. *Chlorophyll auz* (Chl *auz*)
 100. *Chlorophyll avz* (Chl *avz*)
 101. *Chlorophyll awz* (Chl *awz*)
 102. *Chlorophyll axz* (Chl *axz*)
 103. *Chlorophyll ayz* (Chl *ayz*)
 104. *Chlorophyll azz* (Chl *azz*)
 105. *Chlorophyll azaa* (Chl *aza*
 106. *Chlorophyll abz* (Chl *abz*)
 107. *Chlorophyll acz* (Chl *acz*)
 108. *Chlorophyll adz* (Chl *adz*)
 109. *Chlorophyll aez* (Chl *aez*)
 110. *Chlorophyll afz* (Chl *afz*)
 111. *Chlorophyll agz* (Chl *agz*)
 112. *Chlorophyll ahz* (Chl *ahz*)
 113. *Chlorophyll aiz* (Chl *aiz*)
 114. *Chlorophyll ajz* (Chl *ajz*)
 115. *Chlorophyll akz* (Chl *akz*)
 116. *Chlorophyll alz* (Chl *alz*)
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 119. *Chlorophyll aoz* (Chl *aoz*)
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 121. *Chlorophyll aqz* (Chl *aqz*)
 122. *Chlorophyll arz* (Chl *arz*)
 123. *Chlorophyll asz* (Chl *asz*)
 124. *Chlorophyll atz* (Chl *atz*)
 125. *Chlorophyll auz* (Chl *auz*)
 126. *Chlorophyll avz* (Chl *avz*)
 127. *Chlorophyll awz* (Chl *awz*)
 128. *Chlorophyll axz* (Chl *axz*)
 129. *Chlorophyll ayz* (Chl *ayz*)
 130. *Chlorophyll azz* (Chl *azz*)
 131. *Chlorophyll azaa* (Chl *aza*
 132. *Chlorophyll abz* (Chl *abz*)
 133. *Chlor*

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