



Introduction to RBF Support Call

CIRCLE RBF Cohort #2

January 9, 2025

1 – 2:30 PM

Participants

- CIRCLE Staff Members

Pre-work

- Asynchronous Introduction to RBF course in TalentLMS

Results

By the end of this meeting, participants will:

- Understand how agenda creation can serve to advance the work
- Build the skill of strong results, context statements, and EQs
- Make commitments to implement specific RBF skills

Meeting Summary

Time	Topic	Result
1 – 1:20 PM (20 minutes)	Welcome/Convening	Participants are joined to the work
1:20 – 1:30 PM (10 minutes)	Value of Agendas	Understand how agenda creation can serve to advance the work
1:30 – 1:50 PM (20 minutes)	Agenda Building: Results Practice	Build the skill of strong results, context statements, and EQs
1:50 – 2:05 PM (15 minutes)	Agenda Building: Context Statement Practice	Build the skill of strong results, context statements, and EQs
2:05 – 2:20 PM (15 minutes)	Agenda Building: Effective Question Practice	Build the skill of strong results, context statements, and EQs
2:20 – 2:30 PM (10 minutes)	Check-out	Make commitments to implement specific RBF skills

Meeting Agenda

Welcoming/Convening (1 – 1:20 PM)

Pre-convening

- Have participants complete the pre-survey

Convening

Expectations

- Take care of yourself – I trust you to do what you need to do to take care of yourself, including taking a break from the call if you need to, while engaging in the training to the fullest degree possible.
- Allow yourself to experiment – This is a learning space, so allow yourself to play around and get it wrong so that you can learn and improve. It can be difficult for adults to learn in front of others, but we will do our best to create a space that's safe to try new things, get it wrong, and learn. We ask that you also help us create that space for one another by leading by example and supporting others as they experiment.

- Ask questions – Feel free to interrupt with questions or post questions in the chat at any time. This is a learning space. Questions are encouraged and appreciated because they help you and all the other participants dig deeper into the content.
- Give space, take space – We want everyone to have the opportunity to engage and participate in this session. If you're someone who is more talkative, make sure you're giving others enough space to share their contributions. And if you're a quieter person, make sure you're taking space to share your contributions.
- Make RBF work for you - People often get caught up in the details of results based facilitation. They feel they need to strictly follow every idea of RBF like a checklist. But that's not the point of this training. Ultimately, your goal is to make meetings more effective so you can improve your work and make a difference. RBF is a tool to help you do this. Incorporate what works for you and adapt it as necessary.
- Is there anything else you want to add to the expectations?

Asynchronous Work

If you haven't finished the online training in TalentLMS, please make sure you finish that. That training provides the foundation for all the live sessions, so you'll only benefit from finishing that as soon as possible.

Check in

- Name and role
- How are you today?
- What is one skill that has stuck with you from iRBF?

Effective Question: What do you gain as a facilitator by leading the group through a check-in?

- Points to make sure we hit
 - Connects participants to the work – Participants may come into the meeting thinking about other projects. They may not have thought about this work in a while, so the check-in helps bring them into the work.
 - Introduces everyone in the room – If you don't know the names and roles of everyone in the room, a check-in is your introduction to them.

- Collects data – The check-in is your first opportunity to collect data about the participants in person and role (and sometimes system). You can learn about their energy levels, what's top of mind for them, or how engaged they are in the meeting. For example, if a participant answers the bare minimum to the check-in or if they answer excitedly with tons of information, you've learned something about how they feel entering the meeting.
- Tells you how people are showing up in the room – If people have multiple different relevant roles, you can learn which role they're showing up as in the meeting. For example, if you've invited the superintendent but she's also a parent in the district, you can learn about which role she's prioritizing in this meeting and whether that matches with why you invited her to the meeting. You can also learn about how people feel about their roles and their position in the room. For example, if a mother comes in and shares that she's "just a mom" when identifying her role, you've just learned that she might need to be empowered to see the value of a mom's role in that room.
- Don't throw away your check-in. Think carefully about what questions you ask and what data you can collect with those questions.

Result: Participants are joined to the work

Conversation 1: Value of Agendas (1:20 – 1:30 PM)

Context: Agendas are a foundational component of results-based meetings. RBF best practices say that every meeting should have an agenda. Agenda development was a major component of the asynchronous training, and now we're going to spend this meeting practicing how to write an agenda. Before we start talking about how to create an agenda, let's talk about why we should bother creating agendas.

EQ: What is the value of creating an agenda for RBF meetings?

- Points to make sure we hit
 - Creating an agenda beforehand forces you to plan ahead and think about what you're trying to accomplish. Planning ahead forces you to think more critically about whether or not you really need to have a meeting at all. Planning ahead also gives you time to think more strategically about what



questions you should ask and activities you should run to successfully accomplish your results and move from talk to action.

- Creating an agenda beforehand also helps you make sure that the work you're doing in that meeting connects to the bigger picture of the work.
- An agenda provides a historical record that you can reference in the future when you're running similar meetings.
- Holds you accountable to the people who you're asking to take the time to come to your meeting.

Result: Understand how agenda creation can serve to advance the work

Conversation 2: Results Practice (1:30 – 1:50 PM)

Context: When building an agenda, you should first create the results. Results define what needs to be accomplished in a meeting. They should be clear, specific, measurable, observable, and attainable.

EQ: What questions do you have about results?

Task: The CIRCLE team is meeting to decide how we can make our team meetings more effective.

- **Step 1 (3 minutes):** Take time individually to write a possible result for this meeting.
 - **EQ:** What is one possible result for this meeting?
 - **Note:** Share document with list of sample verbs
- **Step 2 (8 minutes):** In pairs, work together to refine and improve your results.
- **Step 3:** Share each person's result in the chat.
- **Step 4:** Discuss the results as a group.
 - **EQ #1:** What do you notice about these results?
 - **EQ #2:** Is there any feedback you would provide to help improve any of these results?
 - **EQ #3:** How did you feel about writing a result?

Conversation 3: Context Statement Practice (1:50 PM – 2:05 PM)

Context: A context statement provides participants with the information they need to have the same conversation at the same time. It might include why we're talking about the topic, why that topic matters, and any background information necessary to understand the topic. Let's use this conversation as an example. We're about to have a conversation about writing context statements. In order to have that conversation, I need to make sure all of you know the definition of a context statement. So, I started out the conversation by giving you the definition of a context statement. Now you all have the information you need to engage in the conversation.

EQ: What questions do you have about context statements?

Task: Using the result you developed in the previous activity...

- **Step 1:** Take time individually to write a context statement for your conversation.
- **Step 2:** In pairs, work together to refine and improve your context statement.
- **Step 3:** Share each person's context statement in the chat.
- **Step 4:** Discuss the context statements as a group.
 - **EQ #1:** What do you notice about these context statements?
 - **EQ #2:** Is there any feedback you would provide to help improve any of these context statements?
 - **EQ #3:** How did you feel about writing a context statement?

Conversation 4: Effective Question Practice (2:05 PM – 2:20 PM)

Context: An effective question is a question that sparks productive participation and conversation toward an intended result. Effective questions should be open-ended, inquisitive, you-oriented and appreciative. And they typically start with "what" or "how."

EQ: What questions do you have about effective questions?

Task: Using the result and context statement you developed in the previous activity...

- **Step 1:** Take time individually to write one effective question you could use to guide conversation toward that result.
- **Step 2:** In pairs, work together to refine and improve your effective question.
- **Step 3:** Share each person's effective question in the chat.

- **Step 4:** Discuss the effective question as a group.
 - **EQ #1:** What do you notice about these effective questions?
 - **EQ #2:** Is there any feedback you would provide to help improve any of these effective questions?
 - **EQ #3:** How did you feel about writing an effective question?

Note: You should always write your result first, because that result should guide the whole conversation. But it's up to you in what order you write the effective question and the context statement. We have people within PRI who prefer to do their context statement and then effective question, and others who prefer it the opposite way. Feel free to try out both ways and find what works best for you.

Closing (2:20 PM – 2:30 PM)

Facilitation Assignments

In order to give you all practice facilitating, you will be taking turns leading check-ins and check-outs during future sessions. Here is who we'll be facilitating and co-facilitating those at the next session. Make sure you connect with your partners before the next session to plan. You get to select what questions you ask and decide if and how you want to chart the conversation. And you can feel free to create slides or other visuals and share your screen when you're facilitating.

Any questions or concerns about this facilitation activity?

MBTI

We'll be discussing MBTI in the next session. We want to make sure everyone has taken the assessment by that session. Who here hasn't yet either taken the MBTI assessment through PRI or taken it within the last year and know your type?

Check out

- How are you now?
- What is one skill you plan to implement between now and RBF Foundations?