



E-LEARNING

Level 3



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

WA2: Communication and Marketing

3.5 Minutes Taking

LO3.24: Demonstrate the ability to describe what happened in a meeting and record it according to adequate standards fulfilling the needs for a quality description through minute taking.



Route Map



Types of meetings

Annual general meeting

Extraordinary general meeting

Board meeting

Committee meetings

Senior management meetings

Departmental meetings

Staff meetings

Middle management meetings


Steering meetings

Team briefings

Exam board

And others

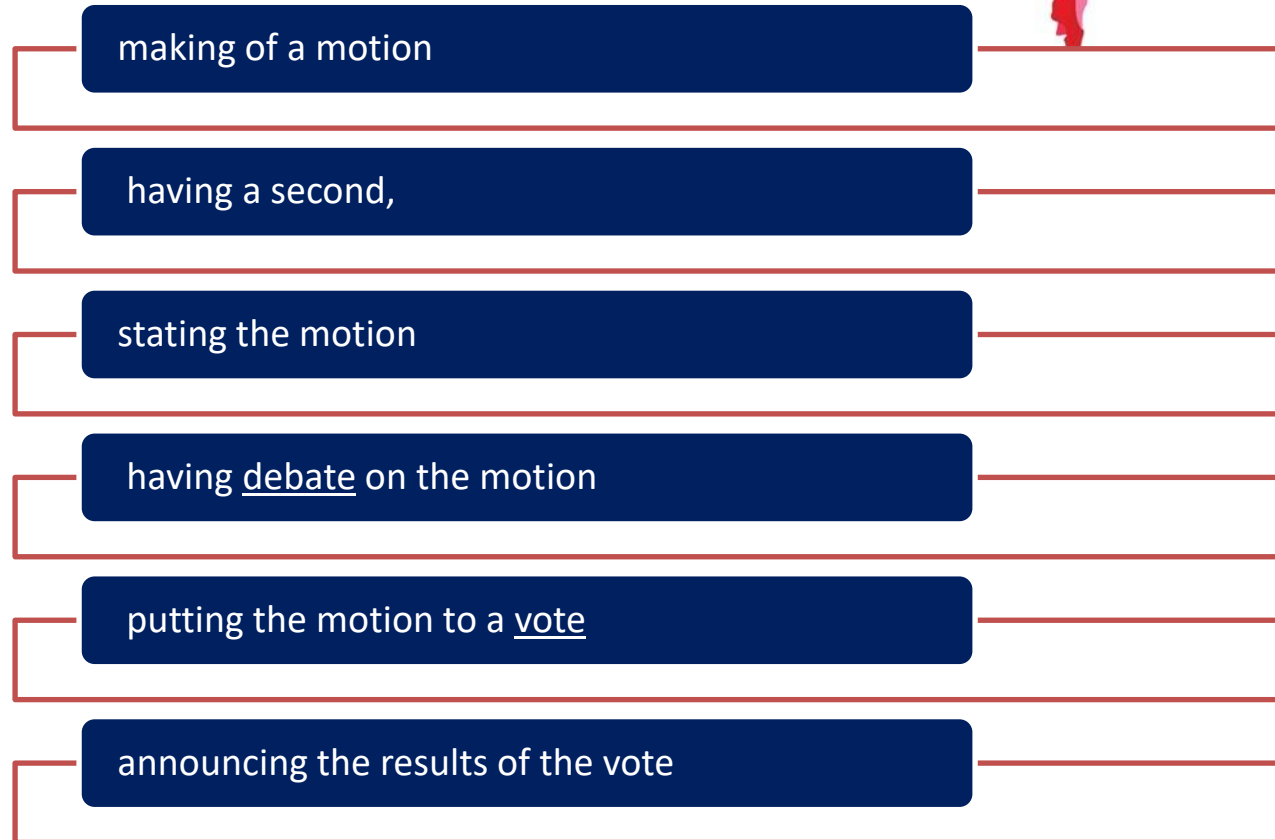
Robert's Rule of Order



Traditional minutes with full detail of what was said at the meeting

What happened at the meeting? What are key decisions?

Basic steps for decision making



Robert's rule of order



Defines the way in which meetings are
implemented

(parliamentary procedure)

Robert's rule of order

Motions/ Instructions

- Basic movements (related to company's work)
 - I suggest we buy new computers and printers
- Incidental Main Motions (random)
- Direct link to a main motion
 - I recommend that the purchase of new computers and printers be assigned to the finance committee

Robert's Rules of Order

Secondary Motions

- Affiliate Referrals (subsidiary motions)-
 - Direct link to a key move aimed at helping the team reach a decision
 - E.g. to be postponed indefinitely, to be sent to a committee for investigation, etc

http://westsidetoastmasters.com/resources/roberts_rules/toc.html



What are minutes and what is their use

Detailed description of
what happened in the
meeting

Chat recording

Recording of actions for
follow up

Legal or audit matters

Basic skills



Note taking

Good use of
language

Rich
vocabulary

Word
Processing

Ability to
summarize

Active
listening

Control
(proofreading)

Reported
speech

Cooperation
with the
president

Identifying
what we will
record

Necessary elements that must be present in the minutes

Date of meeting

Place of meeting

Type of meeting (regular or not
and if not the reason)

Meeting time (start and end)

Attendances / Absences
(excused and non-excused)

Motions/introductions
(motions)

Themes/
Discussions/Conclusions

Action Plans

Some formatting issues

Keep the word Approved or Not Approved somewhere in the Header or Footer

Number each page

Write in the Header or Footer the name of the committee/Board and the title of the meeting

Also record whether it is an open or closed meeting place

Use correct font (sans serif)- size 12

Use line spacing (1,5 or 2)

Agenda items must stand out (bold, italics, underline)

Margins

Stability

Active listening for record keeping – 4 steps

1 Hearing

You perceive the sounds but do not concentrate on what is happening

2 Interpretation

At this stage you think carefully what you have heard. Previous experiences, cultures, attitudes, vocabulary influence interpretation

3 Evaluation

in this stage you decide what to do with the information you heard – you judge

4 Reaction

At this stage you are actively listening. You react to what you hear. In the case of practice, you write your notes

Techniques

Don't assume you know what other people are going to say

Focus on content – not how it is delivered (body language)

Understand the issues being discussed

- Preparation, previous minutes, etc.

Maintain a high level of motivation

Stress control and rest

Summary and restatement

Summary- way of summarizing performance

- Comprehension of spoken language.
 - In a simple and clear way
 - Distinguishing the necessary from the unnecessary.

Three main elements of the summary



Meaning
Language and style
Structure

Meaning

Positive aspects:

- The conception of the semantic center of the discussion
- The selection of the important information-ideas
- The completeness of understanding.

Weaknesses:

- Inability to understand or deviation from the central meaning of the text.
- Selection of secondary ideas-information at the expense of the main-important ones.
- The incomplete (partial) understanding of the text.

Language and style

Positive aspects:

- The use of the appropriate style for the specific text format (informative style).
- The ability to “condense” the text through various techniques (generalization, reformulation etc.)
- The correct use of language at the level of spelling, punctuation, syntax and vocabulary.

Weaknesses:

- The evaluation of exercising direct or indirect criticism-commentary on the ideas-information of the text.
- The literal-sterile transfer of words and phrases of the original text to the abstract.
- The deviations from the rules of English Grammar and Syntax in spelling, punctuation, syntax and vocabulary (repetitions, ambiguities, lack of precision, etc.)

Positive aspects:

- The ability to follow or reorganize the structure of the text and present the main ideas in a logical sequence.
- Writing a text with smooth flow and coherence.
- The successful use of structural use of words and phrases.

Weaknesses:

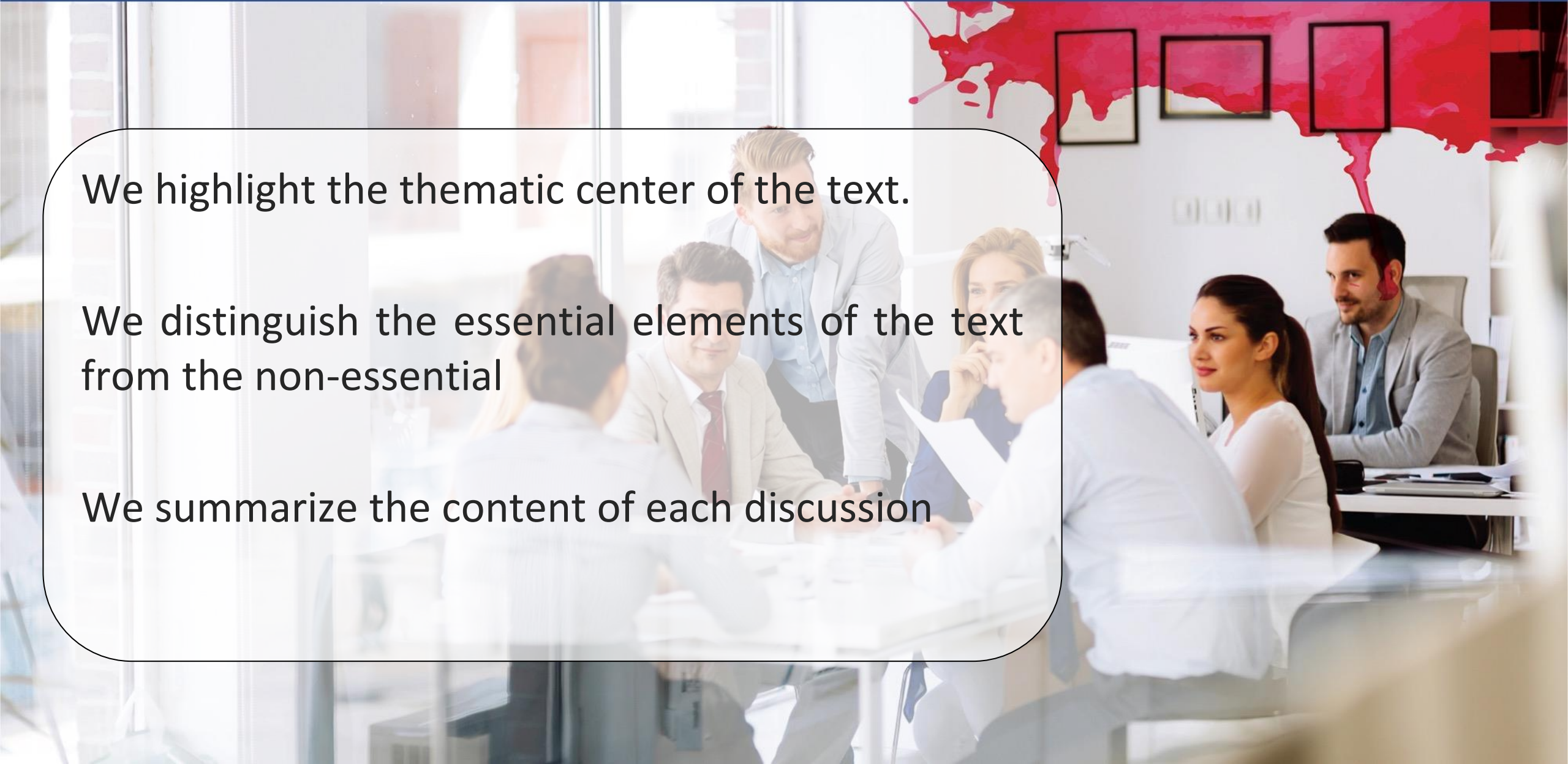
- Creating a long summary.
- The disorderly quotation of the ideas-information of the text.
- The lack of coherence and sequence between the parts-sentences of the summary.

Procedure for rendering the abstract

We highlight the thematic center of the text.

We distinguish the essential elements of the text
from the non-essential

We summarize the content of each discussion



Procedure for rendering the abstract

We respect the meaning of the text:

- We attribute to the summary the content of the text, without commenting or judging what is mentioned in it, even if we disagree.

Shortening techniques

- We replace an enumeration with an inclusive term:
 - The press, the radio, the television, the internet = the media (-5 words).
- We replace the paraphrase with a single word:
 - The uneducated are possibly the ones who have prejudices = the uneducated are mostly prejudiced (-3 words).
- We remove the emphasis (if this change allows us to stay true to the meaning):
 - Education is that which is especially and impermissibly neglected by the state = The education is neglected impermissibly by the state (-6 words).

Shortening techniques

- We replace a cause-and-effect relationship between two sentences with a colon:
 - The role of the family in the education of the child has been significantly reduced because factors such as school or television intervene decisively in the field = The role of the family in the education of the child has been significantly limited: school and television intervene decisively in this area (- 3 words).
- We replace a prepositional phrase with an adverb:
 - Behaved with great cruelty and inhumanity = behaved very cruelly and inhumanely (-2 words).

Shortening techniques

- We remove the supplementary sentences. We can use an adverb, an infinitive, a noun, a clause:
 - It is clear that the problem has worsened and the situation requires the assumption of responsibilities and initiatives = the aggravation of the problem forces the assumption of responsibilities and initiatives (-6 words).
- We replace the passive sentence with the active one:
 - Important decisions were announced by the primes minister = the prime minister announced important decisions (-1 word).
- We replace a negative verb with corresponding affirmative:
 - He did not accept to compromise with the existing situation = refused to settle with the existing situation (-1 word).

Shortening techniques

- We replace a negative clause with an adjective:
 - The politician who makes promises but does not fulfill them must be stigmatized = the demagogic politician must be stigmatized (-7 words).
- We replace a subordinate clause (temporal, causal, hypothetical, etc.) with an adjective or a participle at the beginning of the sentence or with a prepositional phrase:
 - Because governments ignored the issue, it was perpetuated = due to the indifference of the governments the issue was perpetuated (-1 word).

Summary examples (in 20 words) [Exercise 4A]

- A generation of green children is being created by large multinational corporations with the parents of course as accomplices, as the aging of the population in economically developed countries forces to further lower the average age of their potential customer public. So from a young age, children are targeted by advertisers, they become objects of cruel exploitation and constitute a valuable market for any big, self-respecting company.

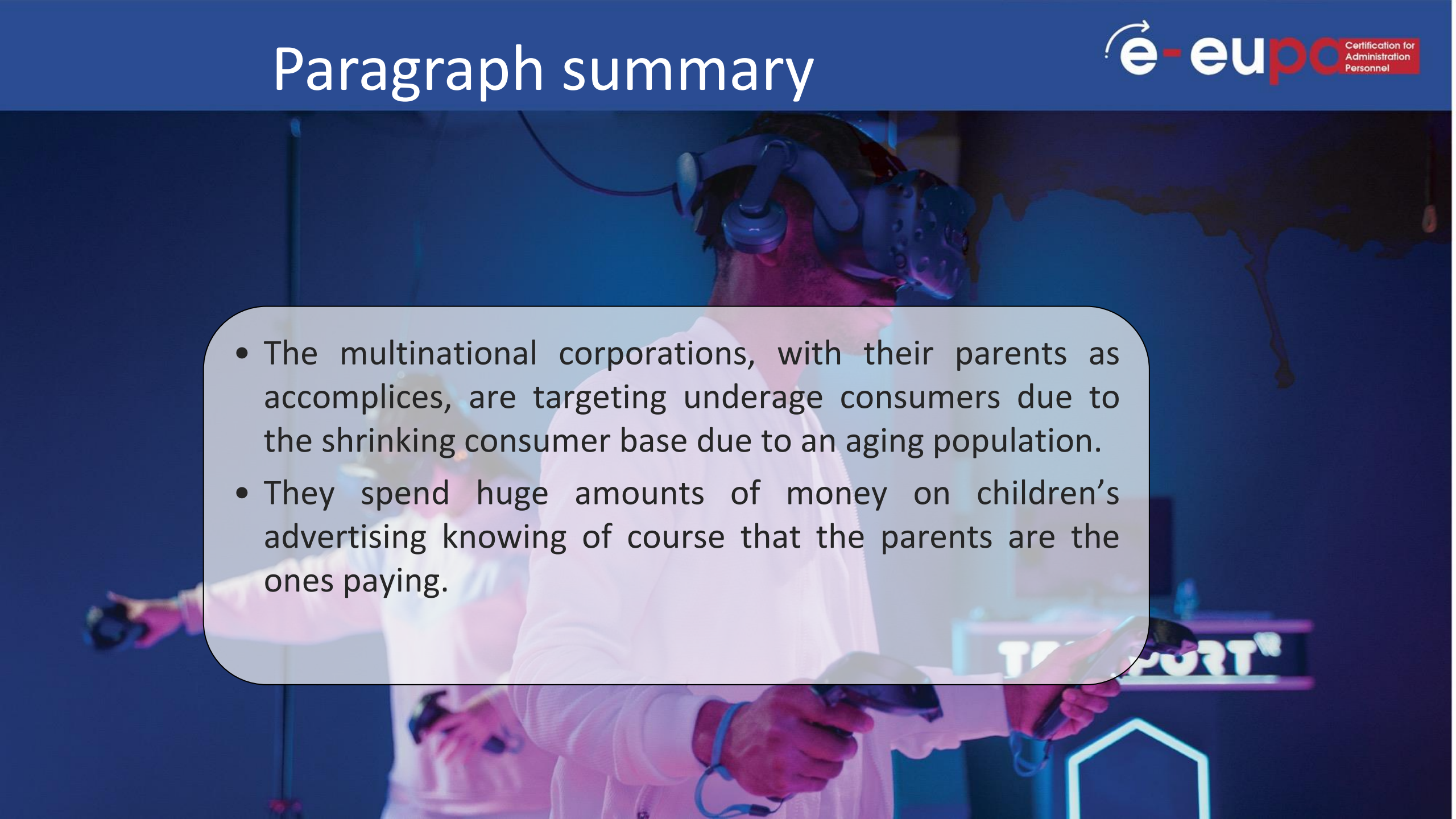
Summary of the paragraph

- Multinational corporations, with their parents as accomplices, are targeting underage consumers due to the shrinking consumer base due to an aging population.


Summary examples (15 words)

- Due to demographic trends, the number of consumers is shrinking dramatically, making sales to minor essential for business survival. So they spend billions of dollars to ingrain themselves into children's subconscious, an effort that detractors might call "seduction of a minor" or "exercises in the formation of collective taste". It is no coincidence that most major companies, such as Ferrero, Kraft foods and Haribo, refuse to disclose the exact amounts they spend on children's advertising.
- Of course advertisers know that the real power in the field of consumption is adults, therefore they are also their most important partners in shaping the consumer behavior of children. Parents have the money. They pay for Barbies, Disney Halloween costumes and a BMW bike. For this reason, the consumer behavior of children is determined by the corresponding attitude of their parents.

Paragraph summary

- 
- The multinational corporations, with their parents as accomplices, are targeting underage consumers due to the shrinking consumer base due to an aging population.
 - They spend huge amounts of money on children's advertising knowing of course that the parents are the ones paying.

What is critical thinking (in practice writing)

A photograph of three women sitting around a white table in a bright, modern office with large windows. The woman on the left is wearing glasses and a red plaid shirt, gesturing with her hands. The woman in the middle has curly hair and is wearing a white top and a peach-colored blazer. The woman on the right has long dark hair and is wearing a dark blazer over a white top, also gesturing. On the table are several notebooks, including one with a large white 'e' logo on a blue cover. A large, abstract red splash graphic is in the upper right corner of the image.


The ability to understand what
to write and what not to write in
my minutes

Robert's Rules of Order

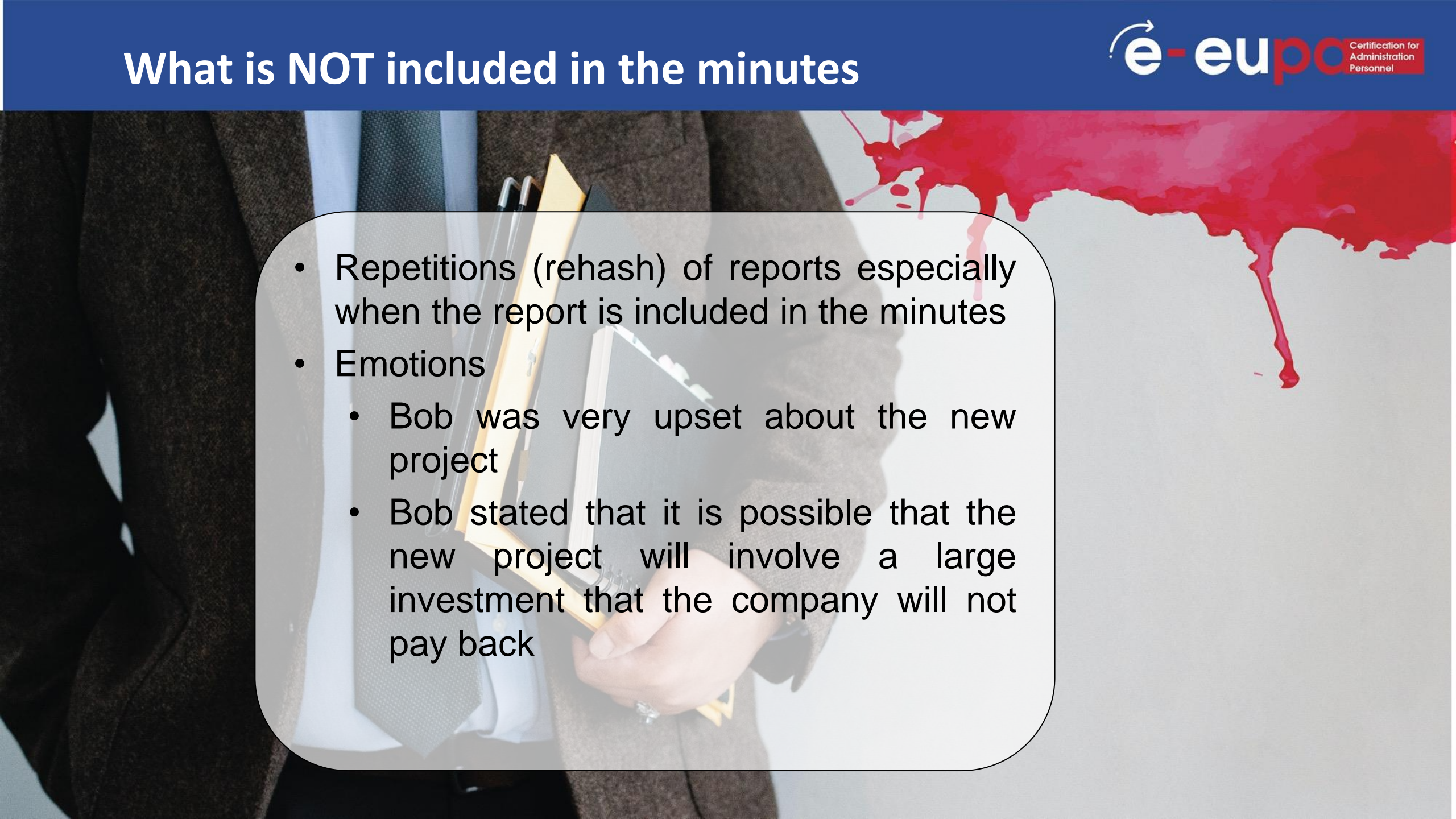
Minutes record what happened at the meeting
and not what was said at the meeting



What is NOT included in the minutes

- 
- Opinions or reviews do not include comments such as ‘a very well structured report or a lively discussion’
 - Criticisms and praises unless they are in a form of a suggestion.
 - Discussions: If the template used includes discussions then the essence of it is entered and not what each person said.

What is NOT included in the minutes

- 
- The background of the slide is a photograph of a person in a dark brown suit and a blue patterned tie. The person is holding a yellow folder or clipboard. The image is partially obscured by a large, semi-transparent white rounded rectangle that contains the text. In the top right corner of the slide, there is a large, abstract red splash or paint stain.
- Repetitions (rehash) of reports especially when the report is included in the minutes
 - Emotions
 - Bob was very upset about the new project
 - Bob stated that it is possible that the new project will involve a large investment that the company will not pay back

What is included in the minutes?

Title and type of the meeting
(regular/extraordinary meeting of the
board of directors, management
team, department, etc.)

- If it is an emergency, it should be accompanied by the written notice sent to the participants

Date, place and start and end time of the meeting

Names of chairman and secretary

Names of people voting as well as those invited to the meeting – preferably accompanied by a signed attendance register

Whether minutes of a previous meeting were approved or corrected

What is included in the minutes

- Motions/Suggestions made
 - The exact text of the proposal
 - The name of the one who made it
 - Voting result (if applicable)
- Reports - the title of the report, the name of the person presenting it and related actions are recorded. If the report is written, it is enclosed or a reference is made to where someone can find it. If it is oral then a short summary is included
- Other actions, tasks assigned with their dates, decisions and recommendations.
- Signatures

When do we use someone's words directly and when we don't

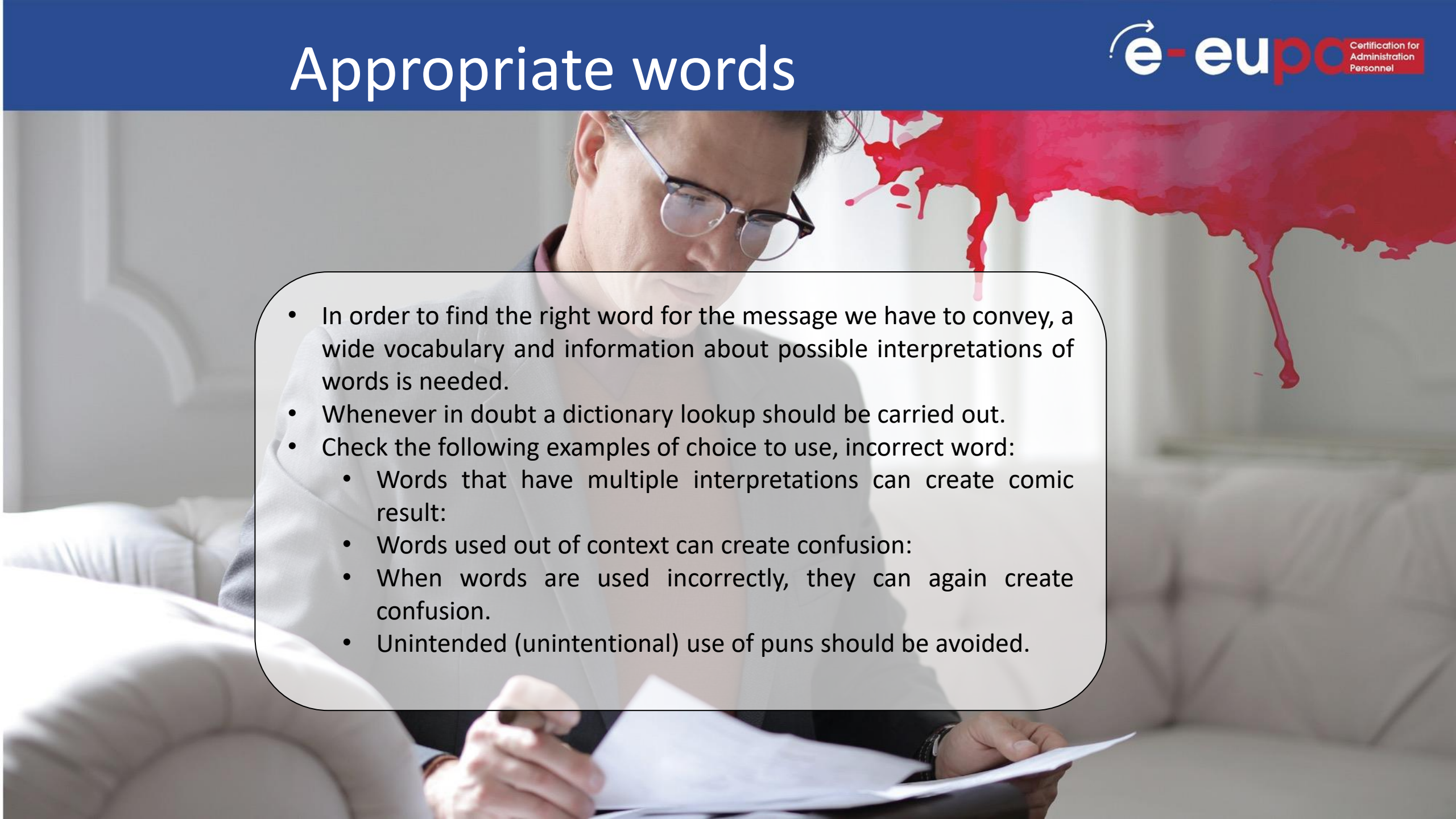
- It also depends on the organization's guidelines
- Prefer a general summary of what was said
- Suggestions are always recorded by name (and often with reference to the exact text as spoken)
- Mr. Antoniou suggested that provisional approval be given under conditions. It was supported by Mr. Alexandrou
 - RECEIVER'S INTRODUCTION

The Greeks say

- "Η Γλώσσα κόκκαλα δεν έχει και κόκκαλα τσακίζει"
- 'The tongue doesn't have any bones but it can crash bones'

- errors in verb syntax
- incorrect use of the plural
- errors in the use of pronouns
- inability to correctly use the increase in verbs
- assonance errors (e.g. convergence – conjugation - conclusion)
- alias errors
- errors in the use of related words(e.g. automobile-automotive)

Appropriate words

- 
- In order to find the right word for the message we have to convey, a wide vocabulary and information about possible interpretations of words is needed.
 - Whenever in doubt a dictionary lookup should be carried out.
 - Check the following examples of choice to use, incorrect word:
 - Words that have multiple interpretations can create comic result:
 - Words used out of context can create confusion:
 - When words are used incorrectly, they can again create confusion.
 - Unintended (unintentional) use of puns should be avoided.

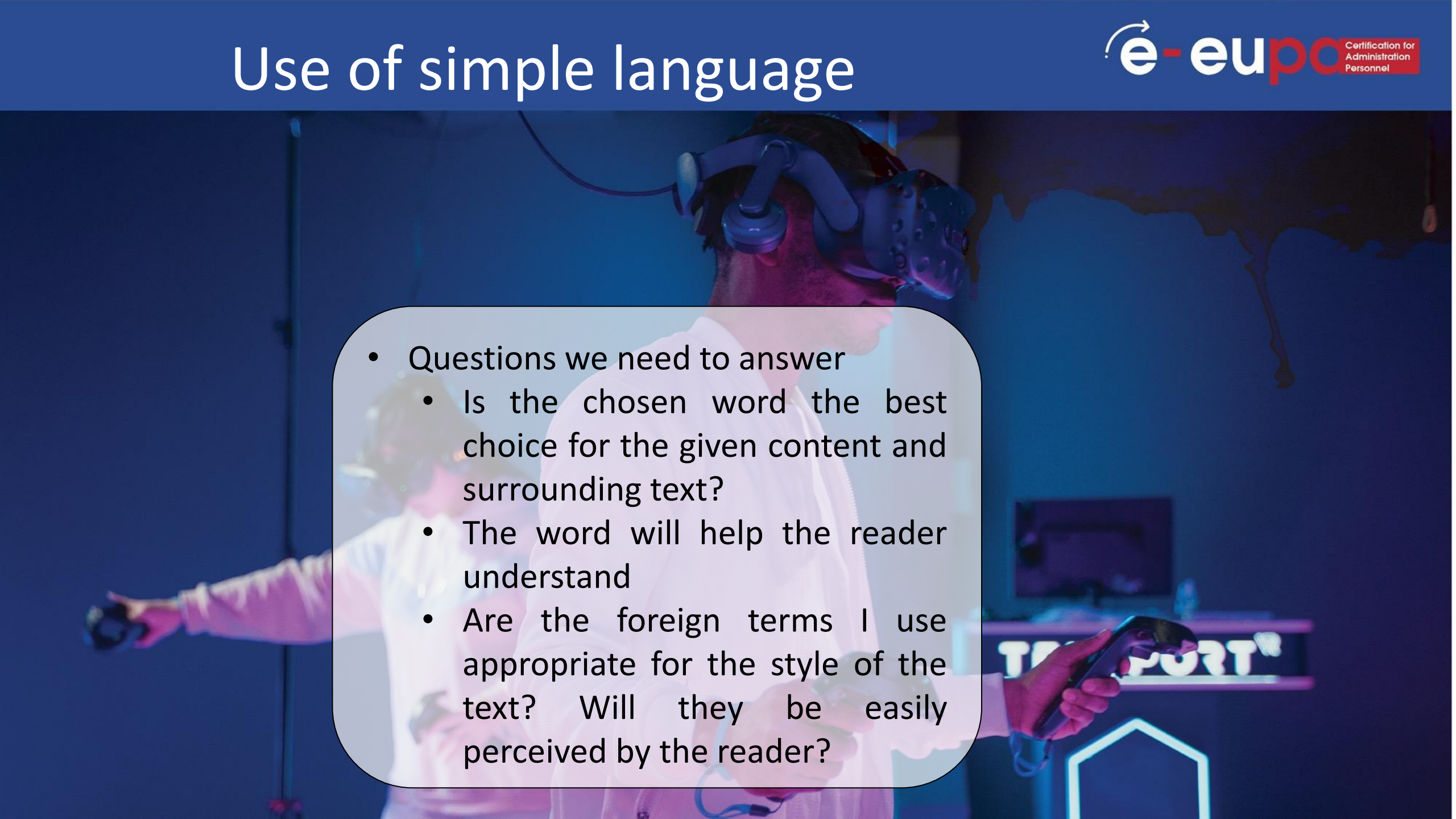
Strategies to improve our vocabulary

- 
- Watch quality TV
 - Read on
 - Set goals(5 new words every day)

Use of simple language

- Some people write in a complicated way.
- Simple language however is more easy to understand and keeps the reader interested

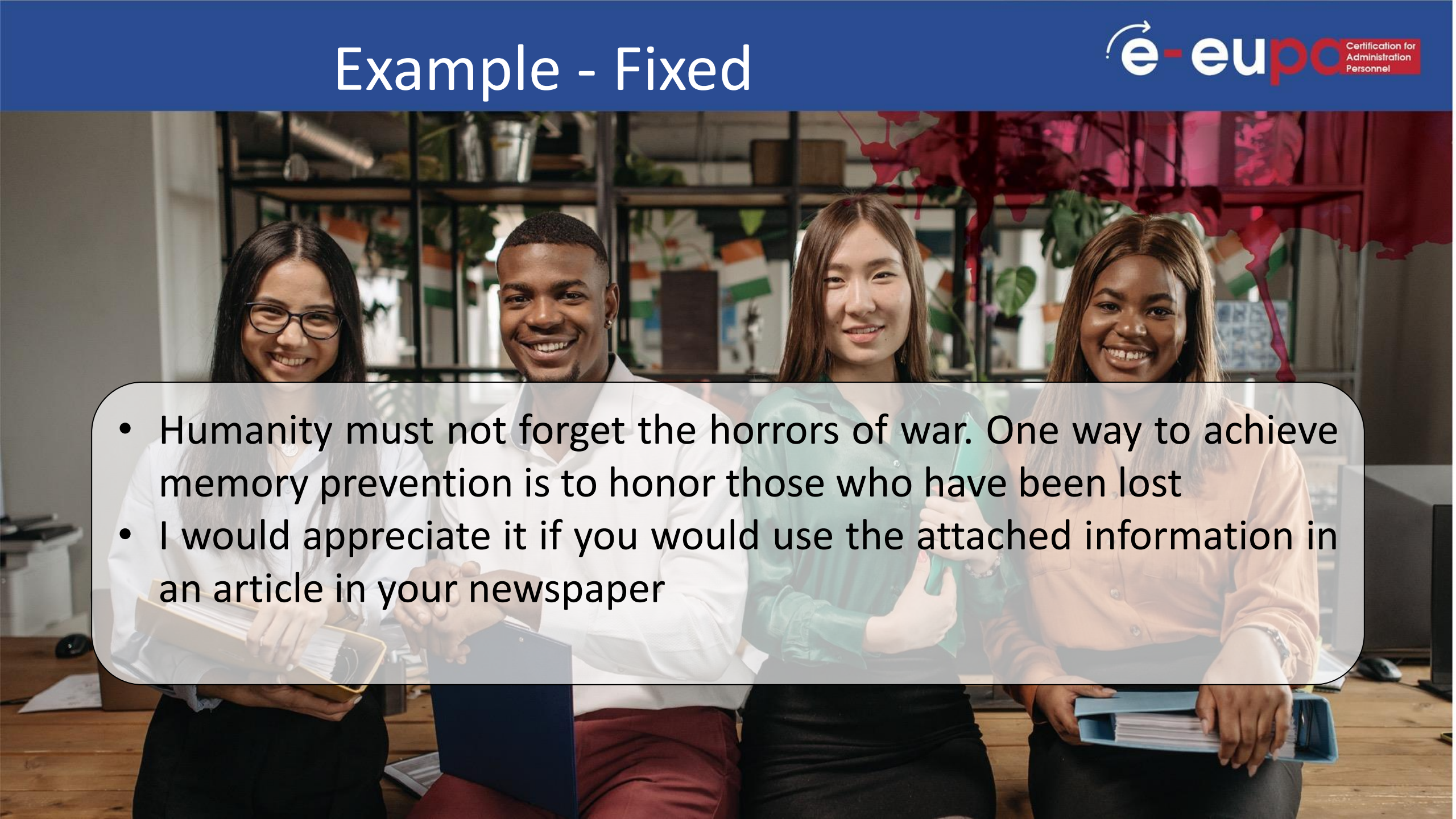
Use of simple language

- 
- Questions we need to answer
 - Is the chosen word the best choice for the given content and surrounding text?
 - The word will help the reader understand
 - Are the foreign terms I use appropriate for the style of the text? Will they be easily perceived by the reader?

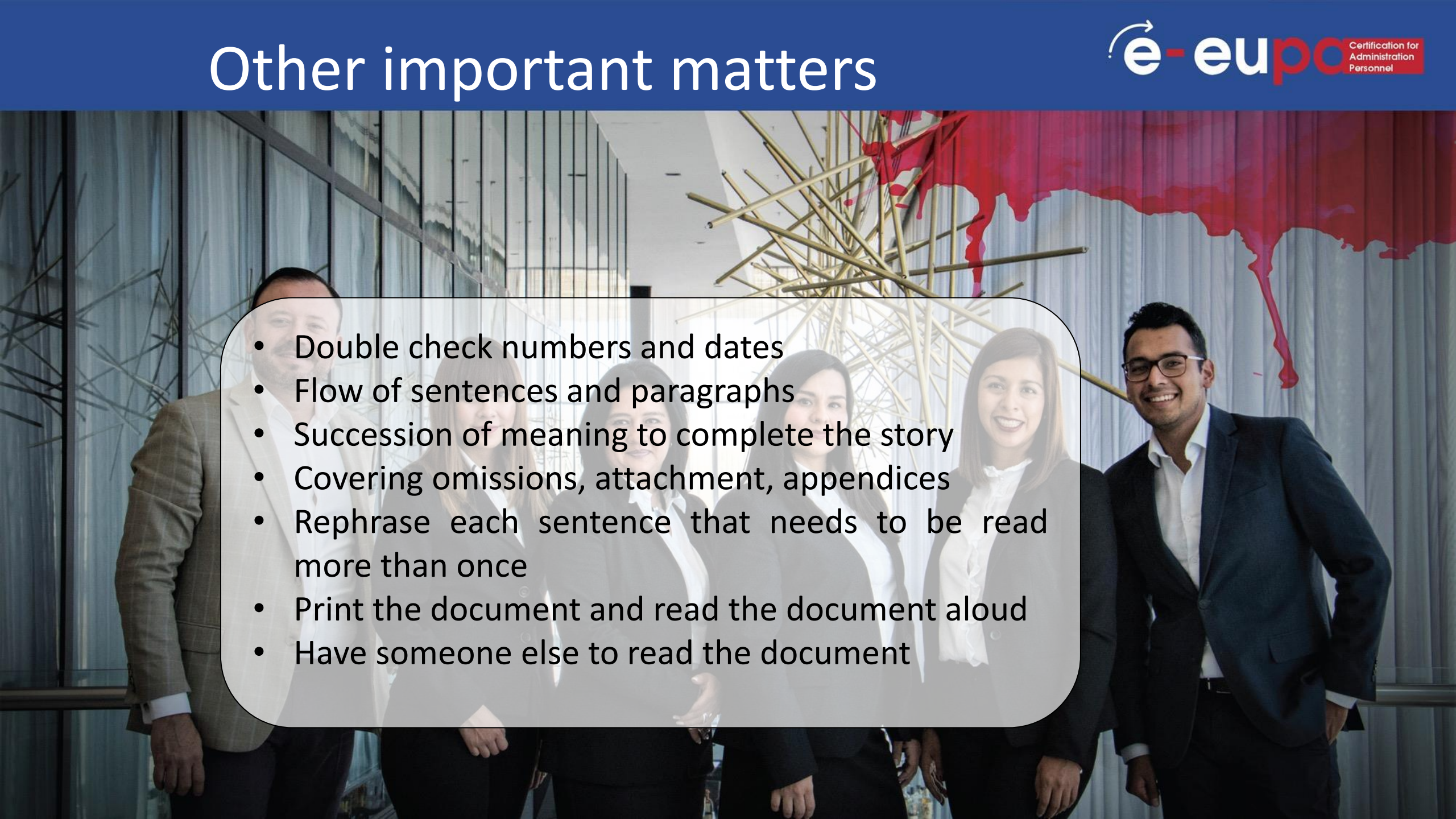
Example

- We have all realized the immense need to keep dominant in humanity the imperative to avoid bloody international conflicts. One way to cultivate this is to revive the dark side of such loss of life, to which every chance destructive struggle has resulted, amid the horrors of war
- The attached file is linked to such a project
- I would appreciate it if you would immediately instruct your staff to review the document, with the goal of course of promoting this information so that it develops into an interesting enough article to be featured in your newspaper targeting that I quoted earlier

Example - Fixed

- 
- Humanity must not forget the horrors of war. One way to achieve memory prevention is to honor those who have been lost
 - I would appreciate it if you would use the attached information in an article in your newspaper

Other important matters

- 
- Double check numbers and dates
 - Flow of sentences and paragraphs
 - Succession of meaning to complete the story
 - Covering omissions, attachment, appendices
 - Rephrase each sentence that needs to be read more than once
 - Print the document and read the document aloud
 - Have someone else to read the document

Tools we can use

- Small tape recorder
 - Advantages and disadvantages
- Laptop

The flowchart technique

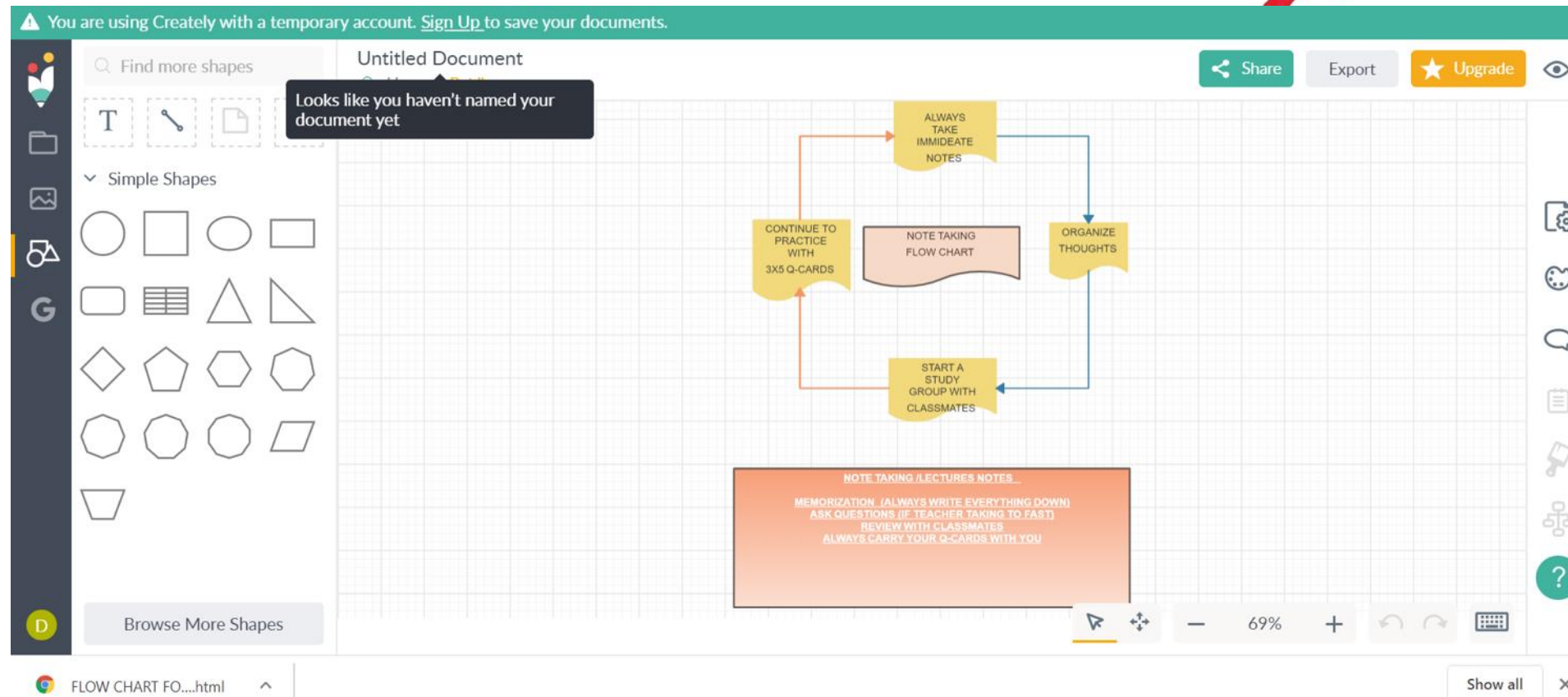


The flowchart technique is an interesting technique for taking notes during the meeting.

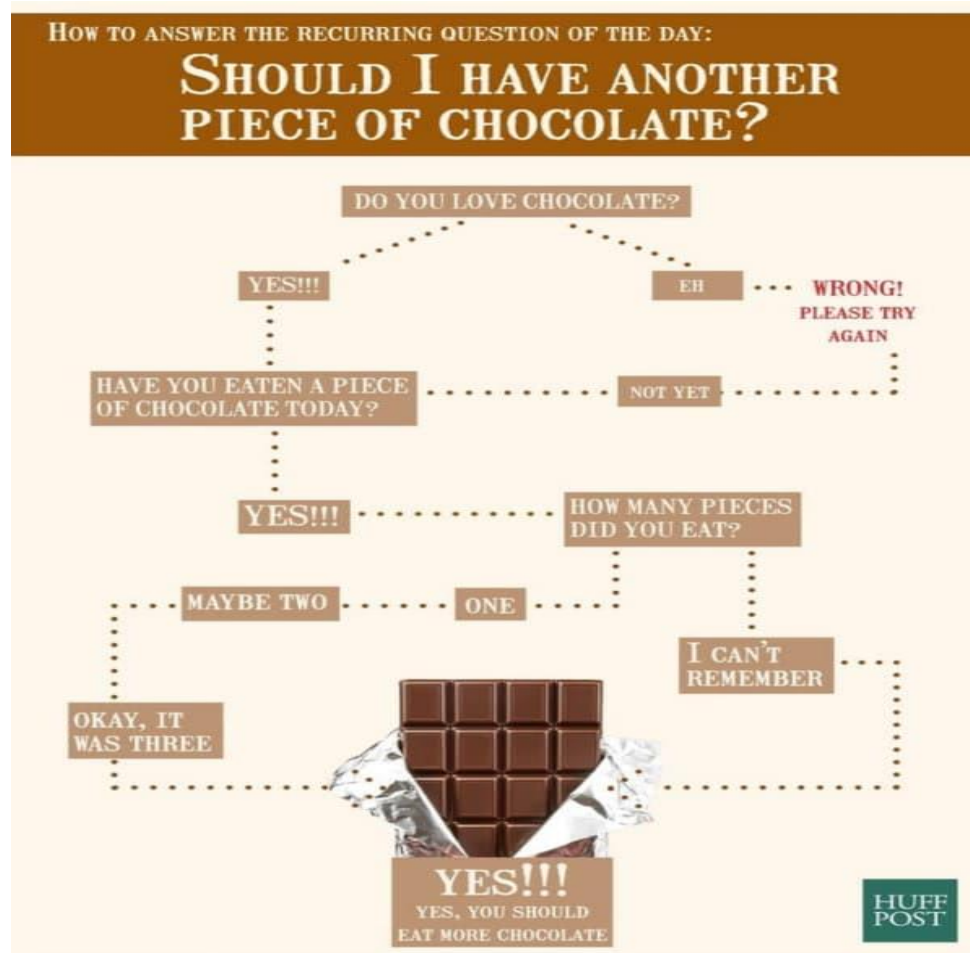
The technique is based on the fact that in the meeting the connecting words used by the participants to capture their thoughts are of particular importance.

Also by using common icons and links we can capture the meeting without many words.

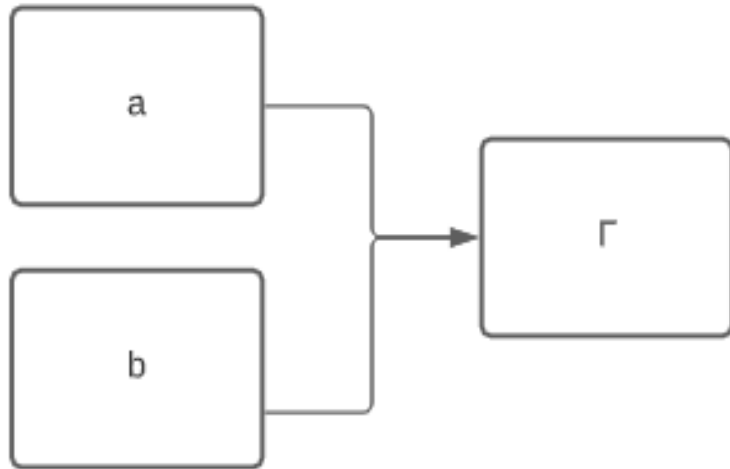
The use of flowcharts in the development of notes



Use of flowcharts



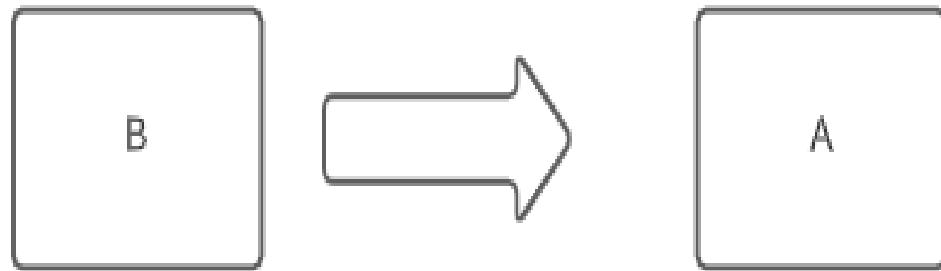
The use of flowcharts



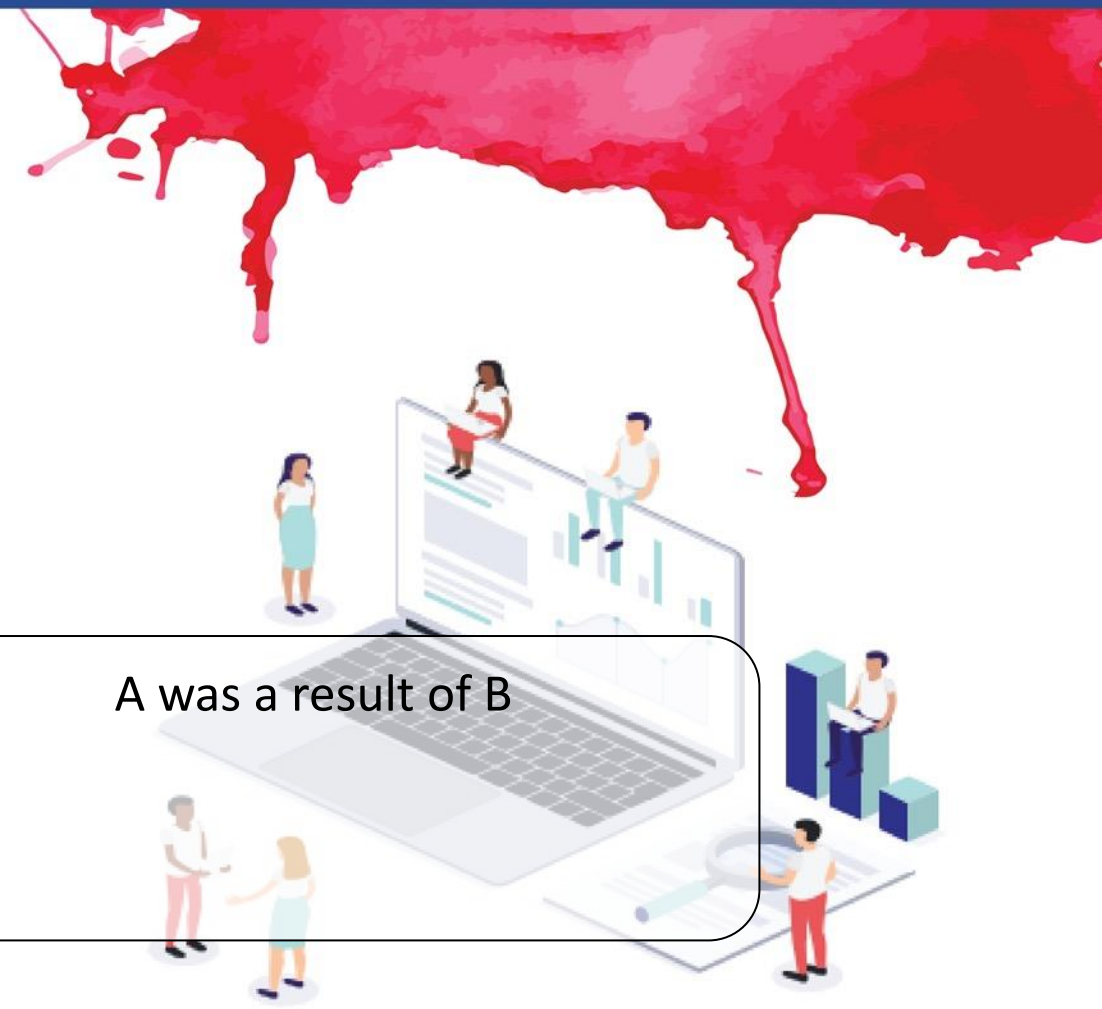
Because of A and B, Γ happened



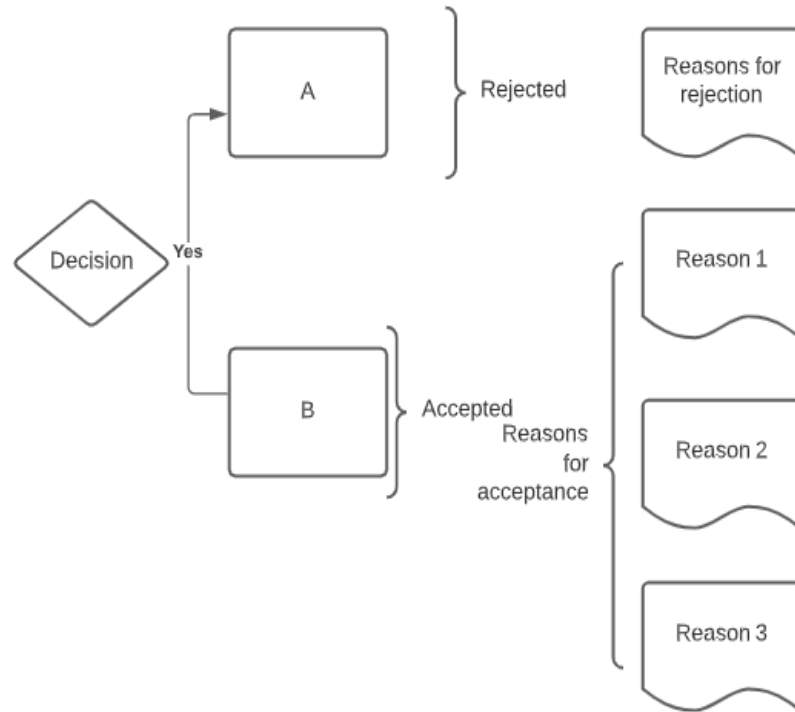
The use of flowcharts



A was a result of B



The use of flowcharts



Mr. A proposed one of two solutions (A and B). Solution A was rejected and the reasons for the rejection are shown. Solution B was approved and the reasons for approval are shown

Notes- hints and tips

Read the previous minutes carefully

- Outstanding items to be continued at this meeting
- Vocabulary

Read the agenda and all attachments carefully

Notes- hints and tips

Note-taking is not dictation.

- Word to word;
- I listen and record important words

I look at the presenters

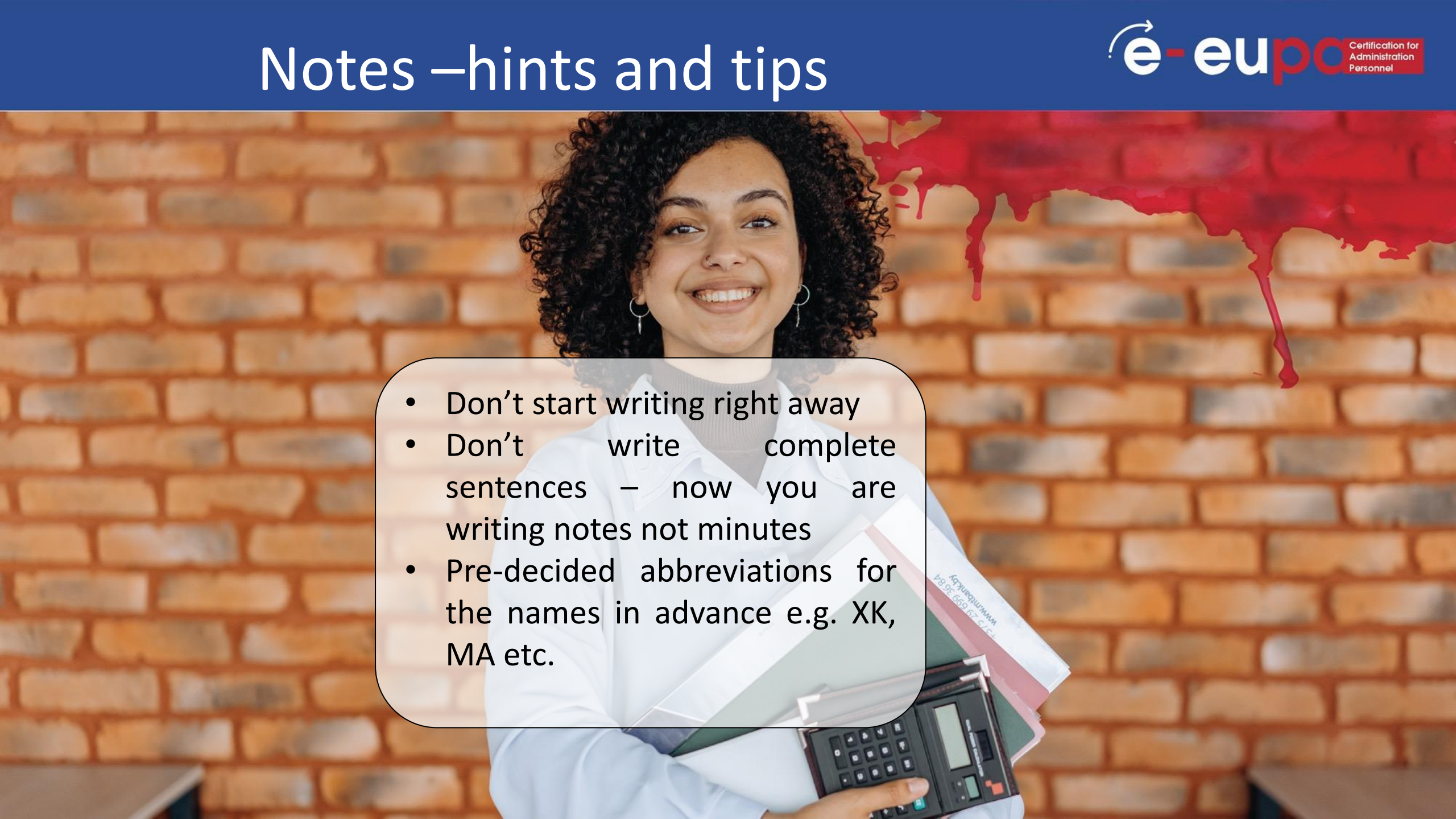
- Why?

I decide in advance the degree of detail

- In consultation with the chairman of the meeting



Notes – hints and tips

- 
- Don't start writing right away
 - Don't write complete sentences – now you are writing notes not minutes
 - Pre-decided abbreviations for the names in advance e.g. XK, MA etc.

Notes –hints and tips

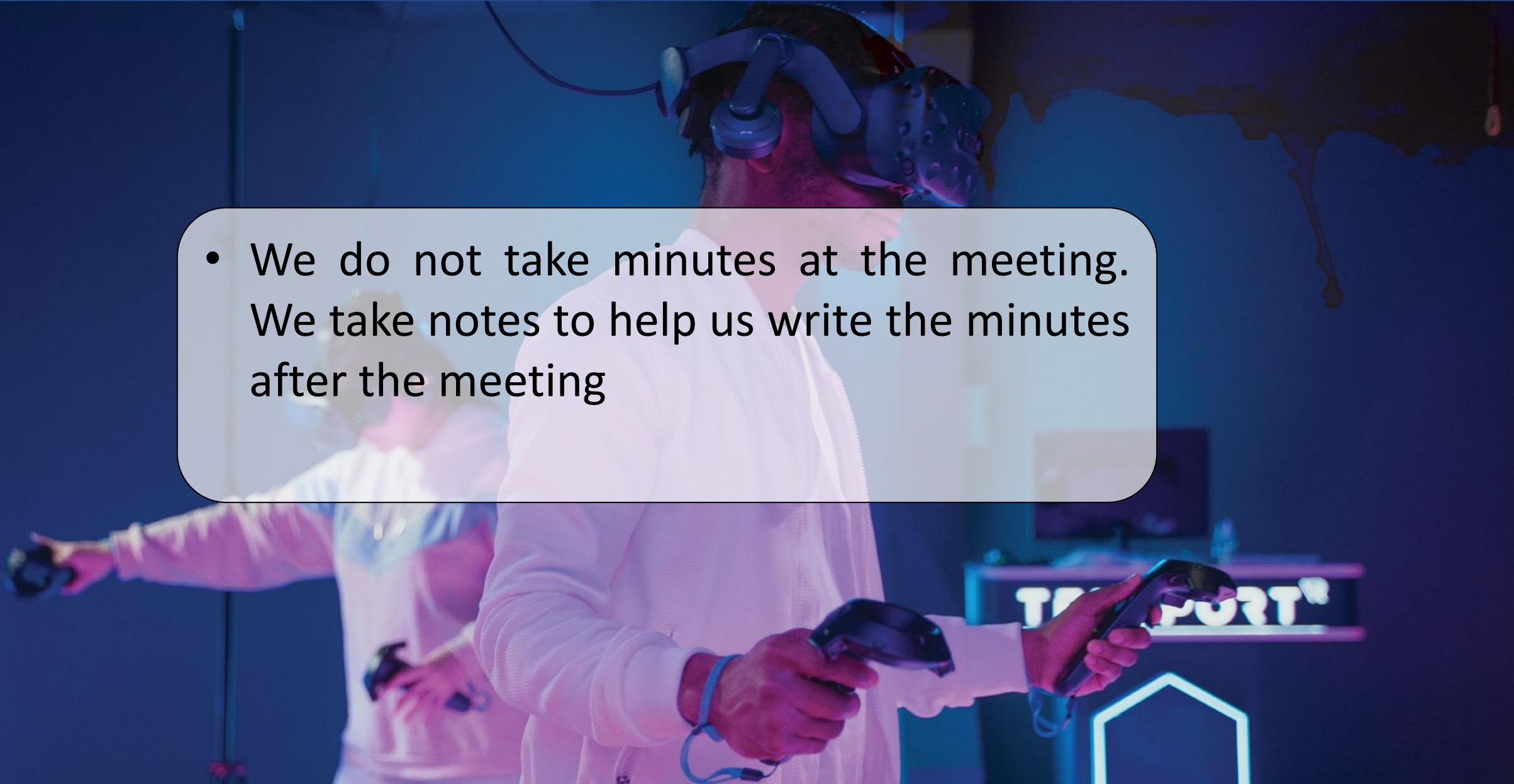
Write the minutes as soon as you can
Remember:

- How do you eat an elephant?

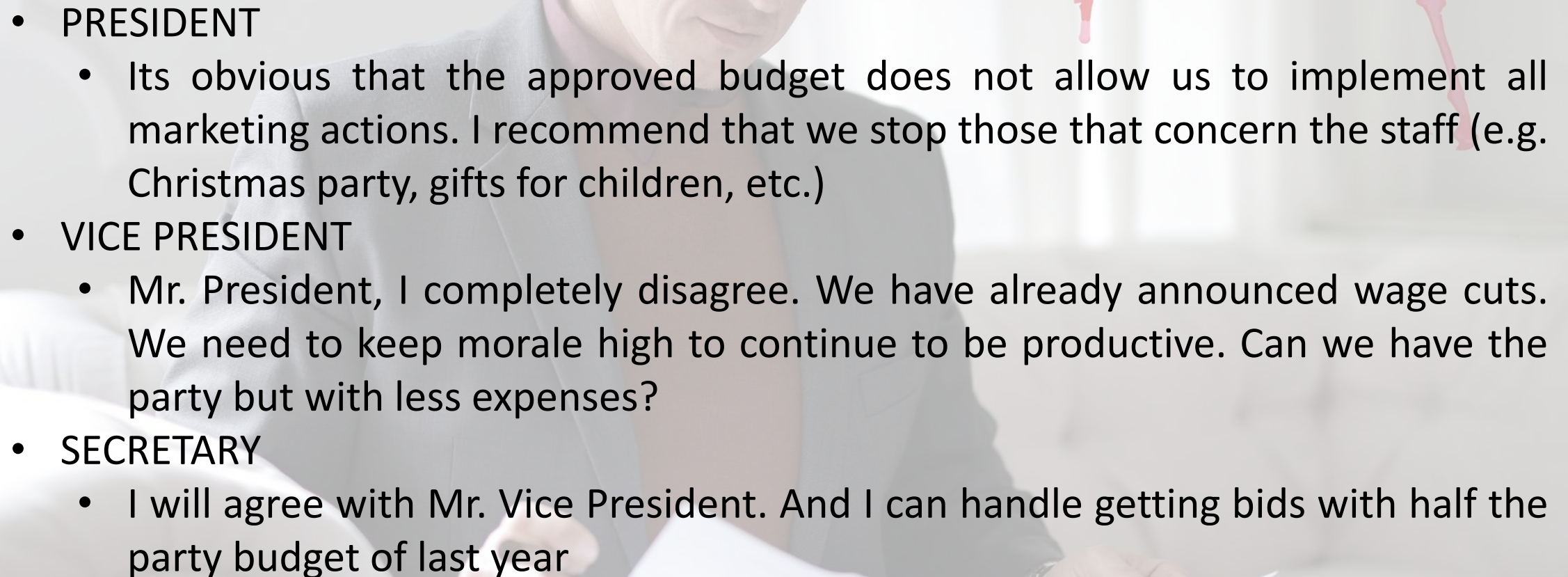
One peace at a time

Important


- We do not take minutes at the meeting. We take notes to help us write the minutes after the meeting




Interpretation vs Recording

- 
- **PRESIDENT**
 - Its obvious that the approved budget does not allow us to implement all marketing actions. I recommend that we stop those that concern the staff (e.g. Christmas party, gifts for children, etc.)
 - **VICE PRESIDENT**
 - Mr. President, I completely disagree. We have already announced wage cuts. We need to keep morale high to continue to be productive. Can we have the party but with less expenses?
 - **SECRETARY**
 - I will agree with Mr. Vice President. And I can handle getting bids with half the party budget of last year

Interpretation vs Recording

- 
- PRESIDENT
 - But it is possible to have the party with half the budget
 - SECRETARY
 - I believe so. For example, we can do it in a tavern and not in a hotel
 - PRESIDENT
 - OK. Since everyone agrees lets proceed to find a more economical solution that will not exceed 50% of last year's budget.

Interpretations vs Recording - Minutes

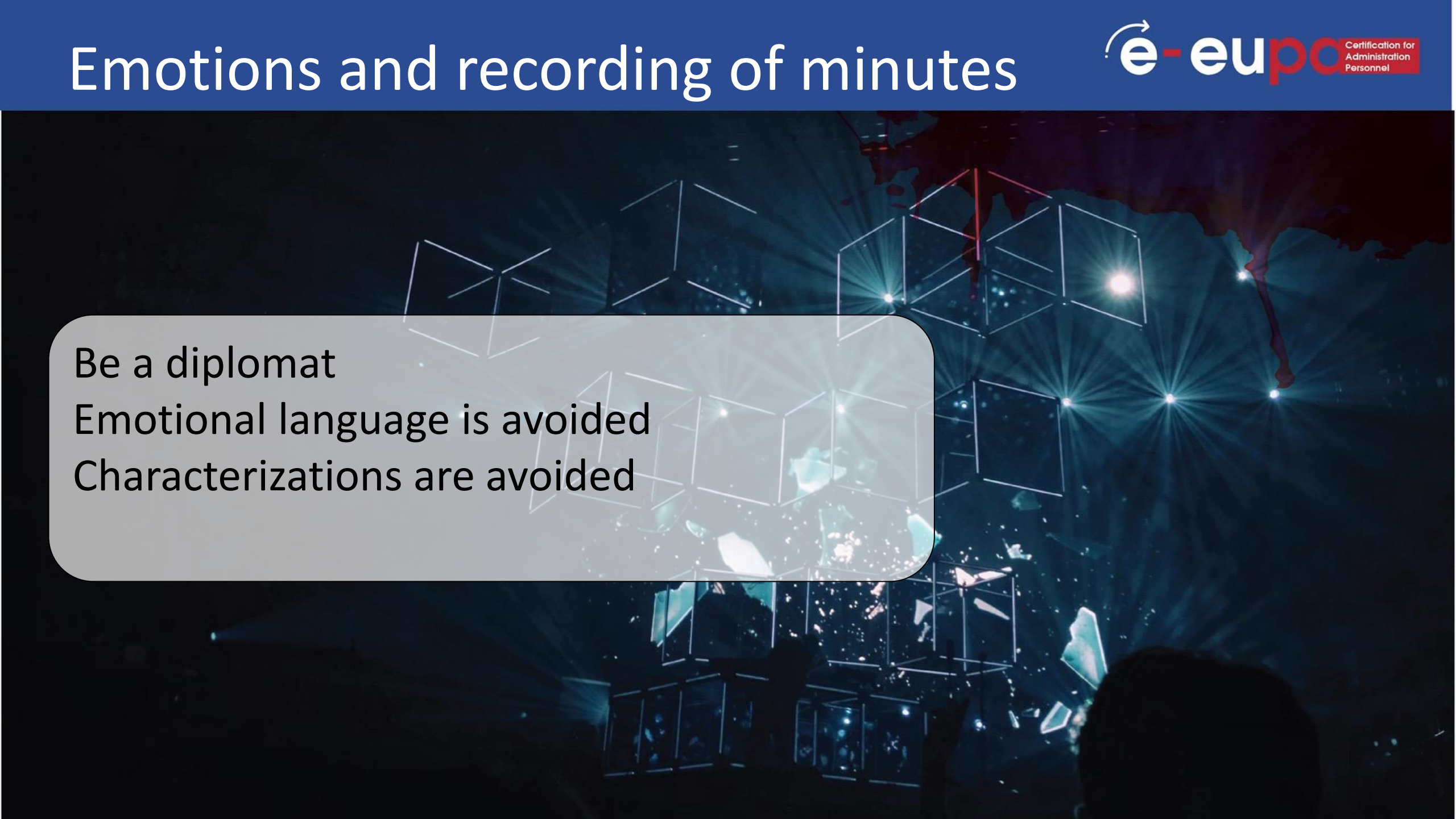
- 
- The president wrongly suggested the cancellation of staff events such as the Christmas party and gifts for the staff's children
 - The vice president disagreed with the president and stated that staff morale must be kept high in order for the company to remain productive.
 - The secretary suggested organizing the event with half the budget as well as symbolic gifts for the children. He even undertook the collection of offers
 - The rest of the board members agreed to organize the event with a reduced budget
 - The board decided to organize the event with half the budget.

Interpretations vs Recording – Minutes (2)

- Although the president's initial suggestion was to cancel the Christmas's party for the staff as well as the gifts for the children after discussion the board ended up organizing the party with 50% of the budget. The secretary will collect the bids
- The Board ended up organizing the party with 50% of the budget. The secretary will collect the bids. Also, gifts will be given to the children


E-LEARNING

Emotions and recording of minutes



Be a diplomat
Emotional language is avoided
Characterizations are avoided

Some more technical issues



Don't put too much pressure on the pen –
choose what works for you
Do not use capital letters
Number your pages

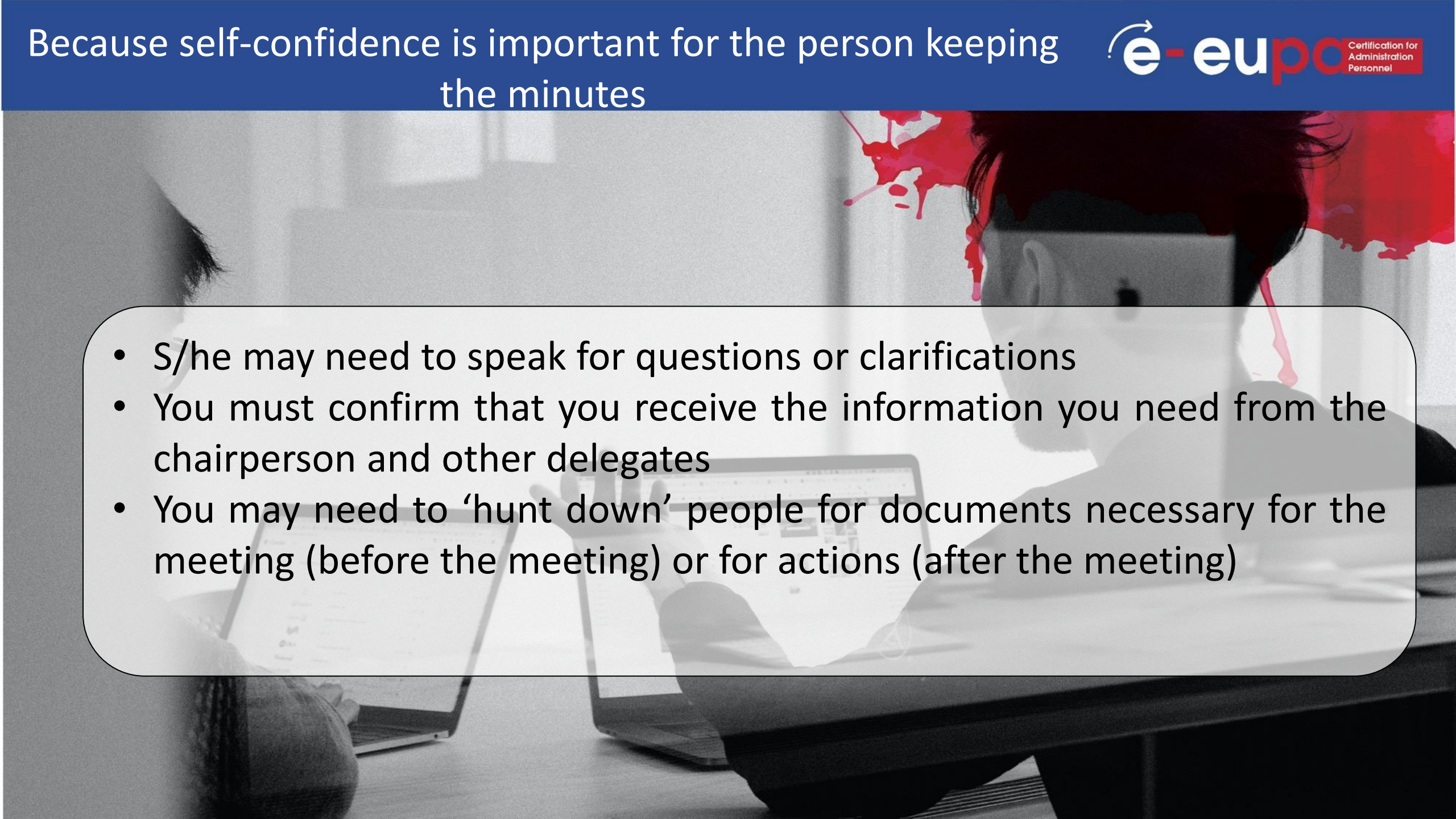
Cooperation with the chairperson

- Meeting with the chairperson before the meeting for
 - In-depth understanding of the topics to be discussed
 - Degree of detail of final practices
 - Type of information to be included in the minutes
 - Agreement on what the minute taker will do in case they do not hear or understand something


Assertiveness- The one who is confident

The one who is not afraid to speak his/her mind but always taking into account the needs of others

Because self-confidence is important for the person keeping the minutes

- 
- S/he may need to speak for questions or clarifications
 - You must confirm that you receive the information you need from the chairperson and other delegates
 - You may need to 'hunt down' people for documents necessary for the meeting (before the meeting) or for actions (after the meeting)

To gain confidence

- 
- Get all the knowledge you need
 - Improve the tone of your voice (loud and clear)
 - Be honest
 - Without emotions and exaggerations
 - Aiming for the best possible result

Revision Questions

Question 1

What is the role of a minute taker?

Question 2

Describe the step by step approach when writing up minutes

Question 3

What should be included in minutes?

Module Key points

Key Point 1

Necessary elements that must be present in the minutes

- Date of meeting
- Place of meeting
- Type of meeting (regular or not and if not the reason)
- Meeting time (start and end)
- Attendances / Absences (excused and non-excused)
- Motions/introductions (motions)
- Themes/ Discussions/Conclusions
- Action Plans

Key Point 2

Active listening for record keeping – 4 steps

- Hearing
- Interpretation
- Evaluation
- Reaction

Module Key points

Key Point 3

Three main elements of the summary

- Meaning
- Language and style
- Structure

Key Point 4

What is critical thinking (in practice writing)

The ability to understand what to write and what not to write in my minutes

Important

We do not take minutes at the meeting. We take notes to help us write the minutes after the meeting



WELL DONE!

You have completed Unit 3.5



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

