



A Toolkit for Volunteer Leaders Communication

Interpersonal Communication C-1

Too much talk spoils everything.

How well we communicate is key to our effectiveness in life. Some people use the excuse, "I'm not a public speaker," to avoid assessing and improving their communication skills. In this chapter, participants will learn how to speak up for themselves more effectively, whether speaking to one person or one hundred.

LEARNING OBJECTIVES

After finishing this module you should be able to:

1. Describe the difference between task and relationship-oriented communication.
2. Assess your present communication style.
3. Describe the difference between "I" and "You" statements, and their impact on others.
4. Plan specific actions to become a more effective speaker.

TASK OR RELATIONSHIP ORIENTED COMMUNICATION

The way we express ourselves can either turn people on or turn them off. It can either gain their support or lose it. Sometimes, we turn people off, unintentionally. It is through communication that differing needs and opinions are expressed and worked out. It is through communication that information is shared, consensus developed and superior group decisions made. Also, it is primarily through communication that people are motivated. How then can each of us become more effective in motivating others through our communications?

Much of our communication is task oriented, that is, we communicate with a purpose, to work things out, to make a decision, to accomplish a desired goal. We become more persuasive by being logical, well organized and prepared with good information. Effective communication, however, goes beyond winning and getting your way. Most of our accomplishments, and pleasures, in life come out of on-going relationships. Effective communication builds and strengthens those relationships.

Some people are very task oriented, down to business. They quickly become impatient. They often have strong opinions as to what is "right." They use their power to pressure people, and are willing to sacrifice relationships to get a decision made and the job done. They do more telling than listening.

Other people are very relationship oriented--"We're all a big happy family." They are afraid to speak up for fear of hurting feelings, and as a result shy away from substance.



Good communication must be both relationship and task oriented. The objective of effective interpersonal communication is to share openly and meaningfully with one another in a caring, respectful manner.

ON BEING ASSERTIVE

Many of us could become more effective in speaking up for ourselves by being more assertive. Unfortunately, many people misunderstand what being assertive means. They incorrectly assume that being assertive means being aggressive. The distinction is important. The study of assertiveness identifies four styles of behavior in communicating with others.[1] Most of us use all four of these styles, to varying degrees, in our daily interactions.

Passive or submissive behavior, involves allowing others to take advantage of you--by failing to speak up for yourself. When non-assertive persons do express their thoughts and feelings, they often do so in an indirect, apologetic, timid, self-depreciating manner that others can easily disregard. "It won't do any good, anyway" is a common excuse used by non-assertive people for not speaking up. Such people often have a strong need to please others, and disguise their true feelings for fear of offending. Rather than being open and honest with one another, they are guarded in their comments. The choice of a passive role can be appropriate when the issue is not of great concern to us, or when we trust the superior knowledge and skills of others. The passive role becomes negative when we choose it habitually.

Aggressive behavior, at the opposite extreme, is based on accusing, directing, overpowering other people, intimidating them, putting them down, making them feel guilty--in order to get your way. The aggressive person forces his feelings, needs and ideas on others. Aggressive people are often blunt, have a need to control, are often insensitive to the needs and feelings of others, are poor listeners, and exhibit a selfish single-mindedness that often results in domination. Aggressive behavior often triggers a guarded, defensive response from others, and a breakdown in communication results. Aggressive behavior can be a sign of an insecure person. Such people overcompensate for their insecurities through domineering behaviors.

People who typically behave in submissive ways often accumulate enormous amounts of frustration that finally erupt in an aggressive outburst, followed by feelings of guilt and a return to a submissive behavior pattern. This is called passive-aggressive behavior. In both passive and aggressive behaviors, people typically disguise what they really want to say by downplaying or exaggerating. This gives others a confusing message.

Martyr behavior uses pessimism and guilt to manipulate others. Martyrs are often closed to new ideas, are prone to use the past to predict the future in negative ways, and like to blame others. They get their way by making others feel sorry for them. We may appropriately choose to be a martyr by knowingly risking our reputation and public image to support a controversial cause or person we strongly believe in.

Assertive behavior provides an alternative to the extremes of the previous three behaviors. Being assertive involves expressing your needs concerns, ideas and feelings openly in a straightforward, but caring, respectful manner without dominating, judging, directing, or depreciating the other person. The objective of assertive behavior is improved communication--the sharing of information in getting yours and the other person's feelings, needs, concerns out in the open where they can be dealt with constructively. Being assertive involves confronting in a straightforward, but caring manner that maintains the other person's self-esteem and strengthens your relationship. The goal of assertive behavior is to get and give respect, to jointly resolve differences, and to allow for compromise when conflicts arise.

Not only does being assertive lead to more pleasant interpersonal relations, it also is generally more effective in getting what you want. Why? Because most people become cooperative when they are approached in an open, straightforward, respectful, non-manipulative manner.

These four models of behavior are presented to help you assess your communication style and its impact on others. You will from time to time use all four. This is to be expected. Most important, you have a choice as to which style you use. As you face different situations, ask yourself, "What kind of response am I getting? Would greater use of the assertive style make me more effective?" Specific techniques in how to become more assertive follow.

Before reading further, complete the following Assertiveness Quiz.

INSTRUCTIONS: Review the listed responses to the underlined situations: (1) Put an "X" by those responses you frequently use. (2) In the right hand margin categorize each response as either passive, aggressive, martyr or assertive.

A. When I am disappointed or upset with someone, I usually:

1. don't say anything, because I'm afraid I'll hurt his feelings.
2. drop hints, hoping she will get the message.
3. put it off, because I'm unsure of what I should say.
4. confront him with "exactly how I feel."
5. express my feelings sarcastically--getting my point across indirectly through humor.
6. whine and complain to others.
7. lecture her with "shoulds" and "oughts."
8. avoid saying anything, because I know it won't do any good. It will only lead to more conflict.
9. speak to the person privately, and express my concerns in a direct, but caring manner.

B. When someone asks me to do a favor and I don't want to do it, I usually:

1. do it anyway.
2. resent the request and act imposed upon.
3. make up excuses as to why I can't do it.
4. do it grudgingly, and complain to others.
5. apologize profusely, and tell her I'm not able to do it.
6. say "no," but allow myself to get talked into it.
7. in a respectful manner, firmly say "I'd rather not."

I- MESSAGES

How effective do you feel you are in expressing yourself? How do people usually respond to what you say? Do they become defensive and argumentative? Do they tend to disregard or treat lightly what you say? Or do they pay attention and respond cooperatively?

A simple technique follows in helping you become more effective in speaking up for yourself. The technique is particularly effective when you have a problem or concern to bring up, when you are disturbed by someone else's behavior, when you wish to express a differing point of view, or otherwise find yourself in a potential conflict situation.

I-MESSAGES: How to express yourself in a manner so that others will listen to you and take heed. I-messages involve expressing your need, concern, opinion or feelings precisely through statements that begin with the word "I" as opposed to sentences that begin with

impersonal pronouns such as "you" "they" "we" "it." It involves saying "I feel..." rather than "It would be best if..." "I don't understand" vs. "It's not clear...." "I would like...." vs "You should...." "I'm upset about..." vs "You upset me." "I suggest..." vs "You haven't considered...." "I would prefer we not vote on this until we first explore other alternatives" vs. "You are trying to ram this through." "I need your help in distributing the announcements" vs "You're not doing your share." "I would prefer you not smoke" rather than say nothing.

I-messages inform the other person of your frustration, your disappointment, without accusing him or her of causing it. I- messages inform the other person of your needs, your thoughts, your opinions, without judging, or directing, or pressuring the other person to think the same way. I-messages clearly indicate to the other person how his or her behavior is interfering with your efforts to meet your own needs and then leaves responsibility for any change in that person's behavior with the other person, where it belongs.

When you have a concern, frustration or problem, clearly describe in your I-message (a) the specific behavior troubling you and (b) the impact that behavior is having on you and/or others. Don't convey judgment or blame. For example, "I am concerned that as chairman you are doing much of the talking; as a result, members don't get as involved in the decision" versus "You're dominating; let others have an opportunity to speak, too." "I get annoyed when you arrive late" vs. "If you cared, you'd be on time."

You will be amazed how direct and frank you can be, and still not make the other person defensive, when you start your sentences with "I." Try it. "I am concerned about...." "I would like to...." "I'm frustrated over...." "I would like us to consider...." "I was embarrassed by...." "I got angry when...." "I'm worried about...."

ROAD BLOCKS TO COMMUNICATION: Why people become defensive and resist what YOU have to say. Unfortunately, instead of sending an I-message when we have a problem, are annoyed, have a different opinion, or wish to make a suggestion, we usually send a solution message as to what the other person should do. This involves directing, warning, threatening, moralizing, advising and giving suggestions. People generally resist being told what to do.

Or we send a **put-down message** such as "That was a mistake." "You shouldn't have done that." "Don't argue with your mother." "We all know that won't work." "That's a poor idea." Such statements communicate blame, judgment, ridicule, criticism, shame. Such put-down messages usually cause resistance, guilt feelings, excuse making, an urge to fight back and get even, and/or a feeling of rejection.

Or we send a **you-message**: "You made me mad." "You haven't considered...." "You aren't being cooperative." "You should have...." "You ought to...." You-statements tend to provoke counter you-statements and cause the discussion to degenerate into verbal battle.

In short, we tend to "parent" others, and the minute we do, we block communications. Our ego often gets in the way and we become more concerned with straightening the person out than in communicating and improving the relationship. Catch yourself. Express your problem, opinion, frustration through I-messages. Take full responsibility for what you say. Then allow the other person to take responsibility for his/her own statements, actions and reactions.

The I-MESSAGE is not a panacea to improved communication. It is not appropriate in all situations. It can, however, be a very effective tool in improving communication between yourself and your family as well as in business and community relationships.

An admonition: I-Statements can have a negative impact if they are used in an aggressive, self-righteous manner to impose and threaten, ("I demand that..." "I was insulted by..."). The tone of voice alone can turn an assertive, respectful statement into a threatening, aggressive one. For an I-Message to be effective, it must clearly state your need, wish or opinion without judging, directing or pressuring the other person.

EXERCISE 1: Review your responses to the "Assertiveness Quiz" (above) and compare with the following answers. Several of the responses could be categorized differently depending on how they were said.

Passive: A-1, A-2, A-3, A-8, B-1, B-3, B-5, B-6

Aggressive: A-4, A-5, A-7, B-2

Martyr: A-5, A-6, B-3

Assertive: A-9, B-7

EXERCISE 2: Complete the "I-Messages Worksheet" (below). Share and discuss your responses with others in your study group.

EXERCISE 3: On a separate sheet of paper, write (a) passive, (b) aggressive, (c) martyr and (d) assertive responses to each of the following situations.

1. Refuse an extra helping of food at a dinner party.
2. Get a group back on the subject after they have wandered off on a tangent.
3. Control an excessive talker who is dominating the discussion.
4. You have been interrupted, and wish to complete your thought.
5. A second conversation has started up in the back of the room and is distracting from the meeting.

If you are in a study group, review each of the five situations, and have different individuals role play their assertive response, how they would "speak up for themselves" in handling the situation. Have the person speak directly to the group or to a designated individual who is to role play the problem person as described in the situation. For example, in situation #1, "June would role play the dinner host (cook) as she offers an extra helping of food; Bob you refuse it, in an assertive caring manner." Instruct the role players to speak directly to one another--"don't explain how you would do it, do it." Ask the group to critique the response. Change role players, and role play another response to the same situation. There is no single right answer.

After 5-10 minutes, move on to another of the listed situations. Be supportive of the role players. Undertake as many of the listed situations as time permits.

I-MESSAGES: WORKSHEET

Several potential conflict situations are described below. Indicate how you might handle each situation, first using a "YOU" message, and then using an "I" message. Which is likely to get the best results? Beware of the disguised "you" statements, ("I feel you are dominating the meeting").

CONFLICT SITUATION	"YOU" MESSAGE	"I" MESSAGE
A father is upset because his daughter often arrives home after her midnight curfew.	"You better be in by 12:00 or else."	"I don't sleep well when you get home late because I worry about your safety."
Sharon promises to return a book to you. After a friendly reminder, she again forgets the book.		
You have made a suggestion. Jerry counters with a snide remark. You feel put down.		
The chairman (Joe) is dominating the meeting. You resent this.		
Two of your Board members often show up late. You are frustrated by the resulting meeting today.		
You are one of two females in a male dominated group. You feel the group tends to ignore you and not give serious consideration to your ideas. You wish to get a certain item on the agenda.		

REFERENCES

[1] Donna Sweeny, "Express Yourself." Extension Bulletin E-1915, Michigan State University, Cooperative Extension Service, 1985.

[2] Jesse Nirneberg, Breaking Through to Each Other: Creative Persuasion on the Job and in the Home, Harper & Row, 1976.

[3] "Speechcrafter's Handbook" Toastmaster International, Page 31.

[4] For a list of Toastmaster Clubs in your area, contact Toastmasters International, P.O. Box 10400, Santa Ana, California 92711.



A Toolkit for Volunteer Leaders Communication

Listening C-2

Flies (and feet) won't enter a closed mouth.

We spend more time each day listening than we do speaking or writing. Yet we receive less training for effective listening skills than for the other two forms of communication.

LEARNING OBJECTIVES

By the time you finish this module you should be able to:

1. Identify skills and habits of effective listening.
2. Improve your listening skills and habits.

LISTEN TO GET AND GIVE FEEDBACK

Good communication is a two-way process. People tend to listen to you when you listen to them. Once you have spoken, the other person often responds. When that occurs, take time to listen. If your mind is preoccupied with what you are going to say next, you aren't listening. Instead, give the other person the attention and respect that you in turn would like from her.

Listening involves more than hearing. It involves a certain physical presence with that person--facing the person squarely, with an open posture, preferably within arms length, with good eye contact. Listening begins with a door opener, an invitation to give feedback: "Tell me about it," "What is your opinion?" Listening then involves giving verbal and non-verbal feedback that conveys understanding and respect. Acknowledge and paraphrase your understanding of the other person's message: "You feel that..." "I can see your point." "What do you mean by...?" Probe for further clarification of the person's underlying needs and concerns. Avoid "why" questions, which put the person on the defensive. In short, a good communicator knows how to listen--as well as speak.

Let's review briefly the communication process. In my head I have a certain thought or emotion that I wish to convey. I convert that image into a coded message that consists of words and nonverbal expression, which I transmit to another person. The receiver then interprets the meaning of that verbal/nonverbal message. Communication breaks down when the sender and receiver assign different meaning to the coded message sent. In short, what the other person heard was not what I intended.

We must regularly check signals--to insure that both the sender and receiver assign the same meaning to the message sent. We do this by seeking and giving feedback: "Please summarize for me what you understood me to say." "If understood you correctly, you think (feel/suggest/want)...." A good communicator takes care to clarify meanings.



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TAKE TIME TO LISTEN

Effective communication involves listening more than persuasion. It involves tuning in and building on the ideas of others. Rarely do people get as excited about another person's idea as they do about their own idea. We often turn people off by not responding appropriately. People are more likely to listen to you when you have listened to them. Effective communication is a two-way process. Feedback is essential to good decisions.

Listening is also very effective in resolving conflict and in working out differences. We typically respond to challenges by becoming more forceful in reaffirming the rationale and logic of our position. We point out the weaknesses of the opposing position, and defend ourselves to any criticism. This heats up the transaction, and triggers our emotions. Listening, in contrast cools the transaction, uncovers miscommunication, heightens understanding and shows respect. Most conflict is the result of miscommunication.

When people become disruptive, e.g., repeat themselves, raise their voices, dominate the discussion, become emotional and argumentative, it is a sure sign they feel they are not being listened to, understood or respected. This behavior will continue until you prove to them otherwise. Also, listening can be therapeutic in helping volunteer leaders work out the frustrations they encounter in community service.

Empathetic listening is likewise effective in getting people to open up and share with you, to reveal their real needs and true feelings, to participate and become more active. A major cause of apathy is the failure of you and me to really listen.

Good people managers are aware of the importance of listening. They are aware that listening involves more than hearing and understanding the other person.

They know that for listening to be motivational, it must be clearly demonstrated. The other person must feel listened to, understood and respected. Otherwise the motivational power of listening is lost. In short, listening must be active to be effective.

SKILLS/ATTITUDES FOR EFFECTIVE LISTENING

Be attentive. Get in a straight line with the person, preferably within arms length. Make regular eye contact. Look alive and interested.

Physically react. Nod, smile, shake your head in agreement or disagreement, take notes, say "mm-hm" or "good point," "tell me more," "I see," "explain that further," "go on," in support of what the person said. Your stern unexpressive face tells people you're not interested, whether you are or not.

Reflect. Summarize back to the person, in your own words, what you feel were the key points made: "You feel..." "You are concerned with..." Such reflecting shows you are listening and interested in what the person has to say. It can also nip in the bud misunderstandings. Paraphrase, don't parrot.

Reflect the feelings as well as the verbal content of the message: "You were annoyed by..." "You sound troubled."

Ask questions. Seek clarification of the facts and the feelings. Use questions to get information rather than manipulate the conversation.

Don't judge. Put aside the need to persuade, to defend yourself, to judge and to argue with what is being said. Instead concentrate on trying to understand the other person's point of view. Give people the time they need to express themselves. Show you care. People will be open to you only after you have been open to them.

Show acceptance. Say, "Good point." "It took a lot of courage to share that with me, thanks." "I can see you've given this a lot of thought." Demonstrate to people that their views are important to the discussion at hand, even though you may sometimes disagree with them. Acceptance doesn't have to mean agreement.

QUESTIONS FOR DISCUSSION

1. Do you use effective listening techniques?
2. What happens to your listen skills when you are under pressure?
3. How might you improve your own habits?

EXERCISE:

Plan an occasion to visit someone in your office or theirs. Review the suggestions in this module before and after you visit with them. Note which skills you are using effectively and which habits still need work. Repeat this exercise for different individuals in different situations. Remember to check the suggestions before and after each visit.



A Toolkit for Volunteer Leaders Communication

Public Speaking C-3

Think (a lot) before you speak.

How well we communicate with others is key to our effectiveness and success in life. Communication is particularly important in leadership. We will all find ourselves in different leadership roles, from time to time, whether we view ourselves as leaders or not. It might be as a coach for a Little League team, or a member of a church group, or an officer in a community organization, or it might involve speaking up in a meeting. Our effectiveness in these situations depends on our ability to communicate.

LEARNING OBJECTIVES

After completing this module you should be able to:

1. Prepare a speech.
2. Improve your speech delivery.
3. Evaluate a speech given by yourself or someone else.

PREPARING TO SPEAK

Many people are fearful of speaking before others, and they shy away from it at all costs. In a national survey, people were questioned as to their greatest fear in life. The fear listed more often than any other (41%) was "speaking before others." We can overcome that attitude of fear through preparation and practice.

Speaking before others can either become a major barrier, or an avenue to success and accomplishment in life. Learning to speak before others, in small social groups as well as in larger community groups, provides us with one of the greatest opportunities we have for personal growth.

How can you become more effective in speaking up for yourself? The following pointers are as pertinent to one-on-one communication as they are to speaking before a group.

KNOW YOUR AUDIENCE: The makeup of your audience (whether one person or one hundred) greatly influences what you are able to say, and how you say it. People don't have to listen to you, and they won't unless they want to. People are more likely to give you their attention *if you speak to their needs, concerns and interests*. Take time to analyze the person or group you'll be speaking to. If you don't know the person or group, consult with someone who does. What are their expectations of you? Use illustrations that are pertinent and meaningful to your audience. Have your facts together, and adapt them to the needs and interests of the listener. Avoid inflammatory statements.



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Analyze your audience not only before you speak but also while you are speaking. Pick up and respond to your audience's nonverbal reactions. Seek questions and feedback. Adjust your comments accordingly.

Getting your point across and getting people to take action sometimes require waiting for the right time, "the teachable moment." Pushing a point before people are ready for it can become a futile effort. Know your audience.

BE PREPARED: Think through what you want to say, and how you are going to say it. The biggest mistake most of us make is not being prepared. We know we might be called upon, or that there is an action we wish to support or oppose, and yet we avoid thinking about what we would say until that time arrives.

THE SPEECH

The following suggestions will be helpful in preparing yourself to speak, whether to two or three people or to a large group.

OPENER

Have a prepared opener, a two or three sentence lead-in that grabs your listeners, and clearly states what you hope to accomplish in speaking to them: "I'm a 4-H member, and I'd like to share with you what 4-H has done for me." "I support this proposal (motion), and the reasons I do are..." Get the opening clearly fixed in your mind. Many people suffer a moment of panic just as they begin to speak. This prepared opener will get you over that moment of panic.

As you prepare to talk, take a couple of deep breaths to calm yourself. Stand (If the group is small and informal, you may choose to remain seated). Standing brings attention to you and will strengthen your impact on the group. Position yourself so that you can see everyone, with no one to your back. Make eye contact. Acknowledge any introduction with "thank you". Pause for attention.

Don't apologize: "I'm not prepared," or "I'm not a very good speaker," or "I didn't know I was going to be called upon." Don't hem and haw around. Don't use common- place clichés like, "It's a pleasure to be here." Instead start right off with your prepared opening statement.

BODY

Then in the body of your presentation, include the logic, facts, examples, the points you wish to make. Clearly indicate what you would like your listeners to do with the information you are providing them. Outline the points you wish to make. Think through the ordering and organization of those points, and how you will make the transition from one point to the next, from the opener to the conclusion. Know what you are going to say, and then say it.

Your message will be strengthened if you can: Incorporate vivid examples. Share actual experience. Make a comparison or analogy that your audience can relate to: "Have you ever...?" Touch briefly on arguments that oppose your viewpoint, showing their weakness. Quote an authority, or use simple statistics to support your argument.

In your delivery, make eye contact. Speak directly to individuals in your audience. Pick out a face, focus on it for several seconds, then move on to another. Vary your speaking pace and the loudness of your voice. Use gestures and appropriate pauses to keep the attention of your audience.

CLOSING

Finally, write out a two or three sentence closing that summarizes the key points you've made. Strive for a climax, a challenge, a call for action that will leave your message clearly in the listeners' minds. Memorize it. The closing is your point of greatest potential impact. Don't give it away by sitting down abruptly with "Well, that's about all I have to say." If you run out of time, calmly move into your prepared conclusion, and no one will know the difference.

PRESENTATION TIPS

GET TO THE POINT: Jesse Nirenberg in his book on Creative Persuasion {2} states that people do too much beating around the bush, and as a result reduce the impact of their message. They tend to give too much background information, leaving the listener confused as to their aim. Dr. Nirenberg suggests that the purpose of your opening remark should be to motivate the other person to continue the discussion. This is best accomplished by getting right to the point and *stating your conclusions*: "I suggest...." "I would like to see us...." "I'm concerned about...."

Then *state the anticipated benefits* of your proposal to the listeners and to the group or the special interests they represent. If you delay in describing the benefits, your audience will use their own imaginations to do so--and their imaginations might be less motivating than yours. Quantify those benefits.

Then *follow with a question* to stimulate the listener to react. The listener's reaction then gives you a cue as to what you should say next. Explore the other person's position, if he disagrees or challenges you. Give him more information if he agrees. Don't overload. We all have the tendency to say too much at a time.

PORTRAY CONFIDENCE: Good speaking is 50% attitude. If you approach a speaking situation with confidence that you will do OK, you most likely will. If, instead, you approach the situation with fear and self-deprecating thoughts ("I'm a poor speaker" or "They are not interested in what I have to say"), you will likely perform under your capability. Your nervousness, your anxiety as a speaker, is rarely as obvious as you think it is. So relax. The object of good speaking is not to remove the butterflies from your stomach, but rather to teach them to fly in formation.

Be enthusiastic. Show people that you believe in and are excited about what you're saying. Unless you have convictions and are willing to express them, you really have nothing to say. Enthusiasm is contagious.

Be Yourself. Develop your own unique style. Learn from others, but don't copy them.

HAVE A SUPPORT GROUP: A support group is one or more persons that you feel comfortable with, that you can rely on for encouragement and suggestions. A support group is formed through mutual consent, with the purpose of giving each other constructive feedback as to how well you do in communicating with others. Communication is a learned skill that comes through practice, learning through experience. A support group can be very helpful in assisting you with that learning experience. Public speaking is a skill that is difficult to perfect on your own. It is difficult to objectively evaluate one's own performance.

A support group (person) has two objectives: (1) build the speaker's self-confidence and (2) strengthen skills. *Self-confidence* is developed by giving nonverbal encouragement through smiles, an agreeing nod of the head, or excitement in your eyes, while the person is speaking. Following the presentation, give immediate, sincere feedback as to what the speaker did well. Be specific: "It was particularly effective when you...." Generalities, ("You did a good job") are less helpful. Don't whitewash, with false encouragement.

Skills are strengthened through helpful critique with specific suggestions as to where improvement might be made. This is to be distinguished from the more negative approach of criticizing and pointing out "mistakes."

In giving feedback: (1) Tell the person in very specific terms what you liked about what she did. Feedback what you perceived as the audience's reaction. Acknowledge progress made over previous presentations.

(2) Give one, not more than two, specific suggestions for improvement, e.g., "After you made your points, you just stopped and sat down. A two or three sentence summary and restatement of your recommendation might have been more conclusive in leaving your points clearly with the listener." (3) Conclude with an overall statement of positive regard. Don't combine your likes and dislikes into a single statement connected with a "but: "It was a good talk, but..."

SPEECH EVALUATION (3)

The following checklist is provided to help you evaluate yourself and others as a speaker. The most important criteria is overall impact on the listener. Were the speaker's objectives obtained? Were the people being spoken to motivated to action? What distracted from the presentation?

1. Overall impact of the message on you and the audience.

2. Content and organization of the message:

a. Opening

- 1) Caught audience's attention.
- 2) Clearly stated speaker's purpose.

b. Body

- 1) Well thought out and researched.
- 2) Good examples and illustrations.
- 3) Logical; clear transitions from one point to the next.

c. Closing

- 1) Good summary.
- 2) Concluded with a challenge, call for action, or recommendation.

3. Delivery style:

a. Voice

- 1) Vocal variety (not monotonous).
- 2) Pace--not too fast or too slow; periodic pauses.
- 3) Projection--not too loud or too soft.
- 4) Feeling--enthusiasm, used vivid words, showed credibility.

b. Appearance

- 1) Physical appearance--posture, dress.
- 2) Eye contact
- 3) Gestures
- 4) Visual aids.

c. Language

- 1) Clear enunciation.
- 2) Grammar.

GET A GOOD INTRODUCTION: A much neglected aspect of effective communication is the making of introductions. A good introduction can make a speaker, new member or guest feel great about themselves and the group. Most introductions, unfortunately, are done in a spur of the moment, haphazard manner.

In introducing a speaker, your objective is to get the audience's attention, to put the speaker at ease, and to set the stage. You are to introduce the *topic* and *purpose* of the talk, as well as provide background on the person. Clearly indicate what and why: On *what* subject will the person be speaking, and *why* is he or she speaking on that topic. Contact the speaker in advance to get the information you need. In making an introduction, indicate your interest in the person and the topic. Weave the speaker's name into the introduction as much as possible. Be brief. Emphasize the two or three things you personally find most interesting about the person. Illustrate the pertinence of the speaker's subject to the group. Don't provide a pedigree. Once the person has spoken, stand and compliment the person on the presentation. Lead the applause.

People will become more willing to speak when they receive a supportive introduction, and then complimentary feedback on what was said. Recognition and support are key to the development of speaking skills and confidence.

PRACTICE: Effective communication can be boiled down to three words. They are practice, practice, practice. Good communicators are so because they work at it. It doesn't just happen. Practice fine tunes our speaking skills, overcomes our fears, raises our comfort level and builds self-confidence.

A very effective but little used means of practice is *mental imagery*. Mental imagery involves sitting down in a quiet, comfortable spot, and closing your eyes. Visualize in detail the person(s) you will be speaking to. Visualize yourself delivering your message. Hear yourself speaking the words you plan to use. Visualize yourself as calm, relaxed and confident, with good eye contact

and rapport with the audience. Visualize every detail of your presentation. Anticipate different problems, such as losing your train of thought; anticipate likely questions; anticipate different audience responses. Then think through how you would handle each. Clearly visualize yourself as poised and effective--a success.

A community resource that can be very helpful in improving your communication and public speaking skills is membership in a Toastmasters Club. Toastmasters also offers an excellent eight-part educational program called Speech craft, that is available to community groups. Toastmasters develops speaking skills and confidence in a fun, non-threatening, supportive atmosphere.[4]

EXERCISE:

Prepare and deliver a short speech. Practice it until it is smooth. Get a colleague (or a support group) to evaluate you using the speech evaluation above.



A Toolkit for Volunteer Leaders Communication

Writing C-4

*If the newspapers can possibly screw up one of your articles, you can be certain that they will. -
Advice from the old county agent.*

The goal of journalism (writing for mass media) is not just to be understood; our goal must be to write so that misunderstanding will be impossible.

LEARNING OBJECTIVES

After completing this module you should be able to:

1. Write a news release for a local newspaper.
2. Describe a process for improving your writing skills.

PREPARE A NEWS RELEASE

We will assume that everyone reading this module has some degree of writing skills. Rather than try to address grammar, composition, sentence structure, spelling, punctuation, rhetoric, style, etc., this module will deal with writing a news release for a local newspaper. This approach will give you a useful skill and provide the basis for improving your writing for as long or short a period as you choose.

Newspapers, like radio and television, are mass media that can and should be used by educators and other community development workers. Mass media are essential for announcing meetings and events outside of the small circle that can be contacted by telephone or face to face.

You do not have to be an expert to prepare news releases. Some knowledge about your organization and its activities is all you need to begin a news release whether it is for a newspaper, the radio or television. What is the event or activity that you wish to publicize? This is your topic. Write it down. Now ask yourself the following questions and write down the answers.

WHO	Person, group, or organization involved in the activity.
WHAT	What kind of meeting, activity or event are you publicizing? (contest, sign up, workshop, tour)
WHEN	Exact time and date (day, month, year) for starting and ending.
WHERE	Exact location (address) where the event will be held. (Give directions if the address is not easy to find)
HOW	Exactly how will this event or activity unfold.
WHY	Reasons for the event, likely effects or outcomes.
RESULTS	If this is an activity that has already happened, what happened, what was discussed, what decisions were reached?
OTHER DETAILS	Who sponsors the event? Other details of interest. Include quotes and photos (black and white) if available. More details are better than not enough.



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Here is an example:

WHO	Boys and girls ages 6-18
WHAT	Youth soccer league sign ups for fall games (August 15 to November 15)
WHEN	Saturday, July 2 and 9, 1999, from 9:00 a.m. until 5:00 p.m.
WHERE	Verde Valley Fairgrounds, 104 N. Main, Cottonwood (entrance is beside the A & W Drive-in)
HOW	Come anytime. Bring a birth certificate and a check for \$25 to pay for uniform and league expenses. A parent's signature is needed. All can be completed in 10-30 minutes depending on how many people show up at the same time.
WHY	League purposes are to provide a safe, healthy activity for all youth, to teach teamwork, and to strengthen families.
RESULTS	Everyone who registers will be placed on a team. All registered players (who attend practice) will play at least half of every game. Teams will practice twice each week and play every Saturday. Teams are formed of youth in two-year age groups: 6- 7, 8-9, 10-11, 12-13, 14-15, and 16-18. Practices start August 15. Games are scheduled from September 7 through November 15.
OTHER DETAILS	Youth soccer is the fastest growing sport in our state. Last year 814 youth played soccer in our league. This is recreational soccer as opposed to all-star or highly competitive soccer. No league champions are determined. Placings are not announced. No body is required to travel beyond the Verde Valley. Parents and other adults are needed to be coaches, referees, and "team mothers." No previous soccer experience is needed. Workshops are provided for coaches and referees.

Now write the essential information in paragraph form. The first paragraph is the most important. It should get attention and tell "who, what, where, when, why." Following paragraphs give increasingly less important information which may be cut if space is limited.

Example:

Everyone plays in the Verde Valley youth soccer league. Sign ups for the fall season will be 9:00 a.m. to 5:00 p.m., Saturday July 2 and July 9, 1999, at the Verde Valley Fairgrounds for boys and girls ages 8 through 18. A birth certificate, a parent to sign the registration form, and a check (or cash) for \$25 is all you need to sign up.

Everyone who registers will be assigned to a team. Every team member who attends practice will play at least half of every game. Teams are made up of two-year age groups. They play teams of the same age. No travel outside the Verde Valley is required. Practices start August 15 and each team will play every Saturday between September 7 and November 15. The \$25 pays for a uniform and for league costs including referees.

Adults are needed for coaches, referees and team mothers. No soccer experience is required. Workshops will be scheduled for coaches and referees.

The Verde Valley youth soccer league is a recreational soccer program. Its purposes are to provide a safe, healthy activity for youth, to teach teamwork, and to strengthen families. No champions are declared and no team standings are published. This is the tenth year for the league. Last year 814 youth participated.

The Verde Valley Fairgrounds is located at 104 Main Street in Cottonwood. The entrance is beside the A & W Drive-in. The sign up process will take 10-30 minutes depending on the number registering at any particular time.

EXERCISE: IMPROVE YOUR WRITING SKILLS

Show your article to a friend or colleague who has equal or better writing skills. Ask him or her to critique your article for clarity and to note any errors in grammar, spelling, punctuation, and style. Take the article to a news reporter who is interested in your subject (newspapers assign reporters to the "sports beat," community news, school activities, etc.). Many times a reporter will be willing to critique your article and make suggestions for improvement. The reporter will also tell you how and when to submit such articles for publication.

By repeating this process (outline, write, critique, revise) you will strengthen your writing skills. Any writer will tell you that the best way to improve your writing skills is to keep writing.



A Toolkit for Volunteer Leaders Communication

Non-verbal Communication C-5

You catch more flies with syrup than with vinegar.

During interpersonal communication we communicate in two ways: verbally and non-verbally. Unless the nonverbal message is consistent with the verbal message, we communicate contradictory or confusing messages.

LEARNING OBJECTIVES

After finishing this module you should be able to:

1. Recognize the importance of non-verbal communication.
2. Observe non-verbal communication which supports or contradicts the verbal message.
3. Practice non-verbal communication which is consistent with a verbal message.

HOW DO WE COMMUNICATE NON-VERBALLY

We communicate non-verbally by facial expressions, gestures, posture, bodily action, eye contact, and personal appearance. We do this consciously sometimes but usually we do it unconsciously. There are approximately 700,000 non-verbal signals that have been identified. We can improve our communication if we can become aware of unconscious signals that we give which contradict or distract from our verbal message. We can also consciously use non-verbal messages to reinforce our verbal message. This takes effort to observe non-verbal messages, to understand when they support and when they distract from the verbal message, to anticipate situations when we wish to consciously use non-verbal communication, and to practice (rehearse then use) non-verbal reinforcement properly.

Consider some examples:

Facial expression indicates joy, fear, confidence, attentiveness, sadness, anger, friendliness, hostility, etc. Use the friendly smile to break the ice and communicate openness.

Gestures can encourage or discourage contact. Stroking the chin may indicate thoughtfulness--that the listener is considering what was just said. Rubbing the nose may indicate disbelief or even contempt. Arms locked across the chest may indicate defensiveness or hostility. Clenched fists may indicate nervousness, fear or hostility. Some "public speakers" have learned to "over use" gestures. Waving arms and mechanically repeated hand gestures can detract from the verbal message. Use natural gestures with the hands to illustrate or emphasize a point. Do not clasp your hands or just let them hang at your sides or always keep them in your pockets. These gestures (of lack of gestures) make you appear stiff and/or nervous. The ability to use natural gestures can be improved with practice and experience.



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Posture should be natural, not exaggerated. Slumping indicates laziness or lack of interest. Rigid posture indicates fear or nervousness. Leaning slightly toward a person indicates respect and attentiveness. Leaning slightly backward at the appropriate time can reinforce that you are seriously considering what was said (especially when used with facial expression and gestures). Posture is particularly important when listening to a speaker. People like to "get comfortable" but in so doing they may give the speaker the message that they are not listening or that they are bored. Practice sitting up straight and leaning forward to give the speaker a positive non-verbal message (taking notes helps if you lean forward and write on a table or desk arm).

Bodily action -- jerky movements may indicate nervousness, impatience or hostility. They usually detract from the spoken word. When speaking before groups don't pace back and forth; don't rock from one foot to another; don't bob your shoulders. Don't unnecessarily shuffle your notes or play with jewelry or coins in your pocket. To put a person at ease keep your bodily movements slow and smooth. Don't persistently groom yourself (ie., brush your hair back with your hand. This may communicate lack of confidence, or that you are preoccupied with yourself--even self-centered. During an interview or office conference when you are trying to make a favorable impression, avoid tapping your shoe on the floor or your fingers on anything. A variation of this sign of impatience is to cross your legs and move your foot rhythmically. Watch for the person to sit up in his/her chair. This may mean that your time is up. If you want to give a non-verbal message that you need to end a conversation in your office, try shifting forward in your chair. Do it smoothly and slightly the first time. Then try a slightly more abrupt movement. If it does not work then you may need to tell the person that you have another appointment or a need to finish your work before you can continue.

Eye contact is important to show respect and attentiveness (but not in all cultures). This non-verbal message, like virtually all of them, can be over used and therefore distract. The eyeball itself shows no expression. The tissue around your eyes can be used purposefully (usually for facial expression). Avoid scowls or blank stares. Maintaining eye contact for a few seconds emphasizes a point. Be careful of looking out the window or focusing on an object in the room when communicating interpersonally. When speaking to groups try to establish eye contact with various people in different parts of the room.

Personal appearance includes cleanliness, neatness, grooming, and clothes appropriate to the occasion. You can overdress for some occasions. College professors who overdress or wear reading glasses in informal community meetings support the stereotype of "ivory tower intellectuals who have nothing practical to offer." Many people like to establish their "identity" or individual uniqueness through exaggerated grooming or clothing. This can distract from effective communication. It may stereotype the individual in a way that is detrimental to communication.

Caution!!! The examples given above are indications, not absolute rules. Non-verbal signals can be easily misinterpreted. Before reacting to a non-verbal signal, look for other signals that support or neutralize it.

Likewise avoid using non-verbal gestures to manipulate other people. Your lack of sincerity will get you into more trouble than occasionally and inadvertently misusing nonverbal signals.

QUESTIONS FOR DISCUSSION

1. Can you add to the examples of non-verbal signals which can help or hinder communication.
2. What non-verbal signals irritate you most?
3. What non-verbal signals do you consciously use to reinforce your message?

EXERCISE:

Take turns role-playing the following situations. Those who are not in the role play should take notes on non-verbal signals that help or detract from the verbal message.

1. Office visit to get acquainted. Both individuals want to get acquainted with the other person and make a favorable impression. Both consider that the other person may be a helpful collaborator on some project in the future.
2. Office interview. One person interviews the other person who has applied to be the interviewer's personal secretary. Three other equally qualified applicants are waiting to be interviewed.
3. Conflict. Person #1 is the boss of #2. #2 has received an annual evaluation that is slightly below last year's evaluation. #2 is unhappy because performance and accomplishment have been equal to last year's. #1 firmly believes that the evaluation was correct, that #2 is a valuable employee but can improve in performance and accomplishment.
4. Conflict. Person #1 is President of a volunteer organization. #2 is a volunteer who is frustrated with the organization and wants to drop out. Since they have always been friends #2 wants to tell #1 face to face before simply dropping out.
5. Give an extemporaneous speech in which you wish to convince the group (representing the parks and recreation committee) that they should use new funds to build tennis courts rather than a swimming pool. Most of the group favors a swimming pool.
6. Design your own role play situation based on experiences that you have had when your interpersonal communication was misinterpreted.
7. Design a role play based on an upcoming event when you need to use effective communication in a delicate situation.

After each role play, discuss what happened (both role players and observers). Discuss non-verbal signals which were used or misused. Decide how the role players could have improved their non-verbal communication skills.



A Toolkit for Volunteer Leaders Communication

Preparation to Teach C-6

Exercise makes the master.

Periodically, we all are called upon to teach, to present an educational message. It might be as a church school teacher, a 4-H leader, a presenter of information to a group, a helper to a friend, or a parent. Our effectiveness as a "teacher" is based in the communication skills covered in module C-1. This section will build on those skills.

LEARNING OBJECTIVES:

1. Gain insight into how people learn.
2. Use the five steps to effective teaching.
3. Prepare and use visual aids.

HOW PEOPLE LEARN

Considerable research has been done on how children and adults learn. The following principles can help you create an environment which will facilitate learning.

People learn best when they are active and involved in the learning process. People generally remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they hear and read
- 50% of what they hear and see
- 70% of what they say or write
- 90% of what they do[1]

Learning is a consequence of experience. The giving of information alone is not enough for learning to occur. Learning must be used to be retained. Group discussion and practice exercises are seven to ten times more effective in changing attitudes and behavior than a lecture.[2]

Learning occurs only when what is being taught has personal *meaning and importance* to the individual. The individual must feel a need, for learning to occur. People do not change their behavior merely because someone tells them to do so or tells them how to do so. Educators can increase their effectiveness by assessing the needs, problems, interests and competencies of prospective participants, and then tailoring the educational experience to those needs and interests. Involve the learner in setting educational objectives. Interview (pre-test) participants to determine their present competencies in the subjects to be covered. Since the needs, interests and abilities of individuals vary, a cafeteria style of teaching, where different levels and approaches are offered, is often necessary.



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Learning is a *cooperative and collaborative process* in which participants are teachers as well as learners (and vice versa). This is particularly true in adult learning. Adults have a broad base of experience upon which to draw and to share with others. View yourself as a facilitator of learning rather than as the expert.[1] The appropriate "answer" lies within the learner, not the teacher. People learn more quickly if learning is based on their experiences. Each individual has an accumulation of experiences, ideas, feelings and attitudes which comprise a rich vein of material for problem-solving and learning.[3]

Learning occurs in *an accepting atmosphere*, where different ideas and opinions are valued. (Acceptance does not, however, need to imply agreement.) Learning is facilitated in an atmosphere which recognizes people's right to make mistakes.

Learning is facilitated in an atmosphere of mutual respect, where participants are encouraged to open up and to share with one another. It is paradoxical that the more we try to change people the more they resist. Only until people feel accepted and respected for who they are and no longer have to defend themselves and their values are they free to look at themselves, to learn, and to change. Behavioral change requires time and patience.[3] Individuals must be free to progress at their own rate and in their own way. Help people feel comfortable in the learning process.

Learning is facilitated through *encouragement* and the development of *positive self esteem*. A major block to learning is a negative self image. Self-image is reinforced by the support or lack of support received in the home. Value the person. Exhibit positive attitudes of warmth, caring, interest and respect. Give frequent praise and recognition.

In working with young people, their age and stage of development greatly influence how they learn and what is of interest to them. Teaching methods must be *adapted to the physical, mental, social and emotional capabilities of the age group(s)* you are working with. Module P-1 on the growth and development of youth [7] introduces these developmental characteristics, for ages 0 to 18. you need insights into what you can expect from different age groups, and how to work with them.

With reference to adults, research indicates that speed of performance and reaction time tend to decline with age. This explains the slower rate of learning among adults, but does not mean their ability to learn is less. Adults learn best when they are able to set their own pace.[2]

While research indicates that the basic ability to learn remains essentially unimpaired throughout our adult life span, it is our attitude toward learning that appears to change. There are times when the readiness to learn is greater than at other times. In early adulthood, ages 18-30, learning is focused on selecting a mate, rearing children, starting an occupation, managing a home. At middle age, 30-55, learning is focused on civic and social responsibilities, coping with teenagers, leisure time activities, adjusting to aging parents. In later years, 55 and over, learning is focused on decreasing physical strength, retirement and reduced income, adjusting to the illness or death of a spouse or friend. Adulthood has its transition points and its crises--aging, divorce, child rearing, death, career development, etc.-- in almost as complete a sense as there are developmental stages for children and adolescents.[4] A good educator conducts programs that are age appropriate.

Adults differ from children in that adult education often involves some amount of unlearning. Learning then can be painful, as we give up old and comfortable ways of believing, thinking and valuing. Learning involves dealing with feelings as well as facts. The educator who tries to separate the two will not be effective. Module E-2 discusses adult education in greater depth.

Content is more easily grasped when learning experiences are sequentially ordered and integrated. Each successive step should build on the previous one. New material should be related to what is already known. Instruction presented in logical units, with objectives and time parameters clearly stated, results in the most effective learning. [2]

THE FIVE STEPS OF TEACHING [5]

Step 1: Prepare

Assess the needs and interests of the prospective learner. What is their present level of knowledge and experience on the subject? What do they hope to get out of this? Outline what you wish to cover, and how you plan to cover it. What teaching methods do you intend to use? How will participants be involved in this learning? How will your time be budgeted?

Step 2: Set the stage

Put people at ease. Use a warm-up exercise to get everyone acquainted with one another. For example, have participants pair up, and spend five minutes telling each other about themselves, and what brought them to the session. Now call on each person in turn to introduce his/her partner to the group. Limit introductions to 30 seconds, to include the two or three things each found most interesting about the partner. An alternative would be to call on each person in turn to share expectations for the session --"What do you hope to gain from this workshop?" List these expectations on newsprint or a blackboard.

The tone of involvement is set at the beginning. If people come in and are lectured to, they will expect to be passive learners for the entire program. Clarify to the group your objectives, the format and teaching methods you intend to use, your expectations of the group, and the time schedule. Relate your subject to their specific needs and interests. Get them interested in learning more.

Step 3: Present Ideas

Tell, show, illustrate, explain, demonstrate. Proceed step-by-step from the simple to the complex, from the known to the unknown. Relate the material to their experiences. Teach in small doses. The human brain is only capable of absorbing about four seconds of talk at one time. Then a pause is required--a second or two to allow the brain to soak up what was said. Four seconds of talk is 12 to 15 words. A multitude of facts and ideas presented too close together can cause confusion. Keep to key points.[5]

Groups will listen to someone without fidgeting for only a short time, usually 10 to 20 minutes. Alternate short presentations with discussion and practice exercises.

Step 4: Check and Question

Learning is a two-way process. Plan time for reflection and discussion.

Encourage people to ask questions, to share experience, and to internalize the material. Get feedback. Encourage discussion by asking open-ended questions, questions that begin with the words why, what, which and how (i.e., "What has been your experience with.....?"). Avoid closed-ended questions ("Is this clear?") that can be answered with a simple yes or no.

Use role playing and work exercises to practice the techniques taught, and give you feedback as to how well they are understood. Remember, learning must be used to be retained.

Step 5: Summarize and Evaluate

Summarize your key points. Challenge participants to action. Indicate where additional information and assistance can be obtained.

Evaluate. Go around the room and have each person reflect on what they have gained and the actions they intend to take as a result of this training. What other information and training do they desire?

Plan for an evaluation midway through the training session, to get feedback on how things are going. Are expectations being met? What adjustments could be made to improve the session? Participants must realize that they are as responsible for the success of the training session as you are.

VISUAL AIDS

Eighty-three percent of what we learn comes through our sense of sight. In one experiment, the same educational material was presented to two different audiences. One lecture was supported by visual aids, the other was not. A test was given three hours after the lecture. The audience shown visuals scored 85% versus 70% for the other audience. Ten days after the lecture, the two groups were tested again. The group that had seen visuals recalled 65% of the material, while the group that hadn't could recall only 10%. Visuals, then, increase long-term recall and retention. [6]

Some of the various visual aids from which to choose include:

- chalkboard
- posters
- models
- hand-outs
- slides
- video
- role plays.

In using a *chalkboard, posters or flip chart*, use bold block lettering 2" to 3" high. Alternate colors for contrast. Include no more than eight lines, 25 words, per visual. Prepare your visuals beforehand. Use a yard stick to keep lines straight. Include simple drawings. Posters, etc., are particularly useful in outlining your key points and in presenting tables, charts and graphs.

Models refer to the use of objects to demonstrate how something is done. Many topics, such as sharpening a knife or pruning an apple tree, are much easier demonstrated than described. Such objects should be large enough for everyone to see. If not, divide into smaller groups for close up inspection.

The *hand-out* is a written message used to supplement a verbal presentation. The hand-out can provide more detailed instruction, illustration or a checklist for later use by the participant in putting the material to use. A hand-out can also be used as an outline or listening guide to focus audience attention and encourage note taking.

Hand-outs are more likely to be read if they are visually attractive. Simple line drawings, clip art, cartoons and other illustrations make the hand-out more inviting to the reader. Material printed in two 3 1/2 inch columns rather than across the entire page is considered by many easier to read. Use wide margins and plan white spaces of variable sizes to reduce monotony. Crowding the page with information can discourage the reader.

Generally you should not distribute hand-outs before a talk--unless it includes information to be referred to in your presentation that is necessary for understanding. If people try to read the hand-out during your presentation, it will distract from your message.

Slides, video and other projected visuals have the advantage of being able to show the actual people, places and things you wish to talk about. These images are projected in familiar, natural color. Tables, charts and typed messages can also be prepared to be interspersed with pictures. Pace your presentation to give adequate time to comprehend the picture and read any message.

Educational films, slide programs and videos are available on many topics. They can be acquired on loan from libraries and other educational institutions and commercial outlets to supplement your presentation.

A disadvantage of most projected visuals is that the room must be darkened for their use, thus losing important eye contact with the audience. Projected visuals encourage a passive audience response. This can be overcome by interspersing projected visuals with group discussion and other audience participation exercises.

Role Playing involves the acting out of a situation in order to demonstrate the use of a particular technique or skill. Role playing can be used to model good (and bad) examples of the techniques or skills being taught. Role playing is particularly effective in demonstrating skills in interpersonal relations (how to say "no" to a request). To model a technique, write your script before hand, practice and then present it with the help of a friend. People will retain information longer when they have the opportunity to see it in action.

Role plays can also be used to give participants the opportunity to practice the techniques being taught, in applying them to real life situations. By trying out the prescribed techniques, participants become more comfortable and confident in their use. Such role plays increase participation and stimulate discussion. Role plays give you feedback as to how well the techniques being taught are understood.

In developing a role play for classroom use, write up a brief situation statement. Keep it simple. For example, your daughter is pressuring you to baby sit your grandson, while she is at work. "Mom (Dad) you are my last hope. This is important to me, and I can't find anyone else." You are willing to help out in emergency situations, but not on a regular basis. You have other things you'd rather do during this time in your life. Tell your daughter "no", using the four steps prescribed in the hand-out.

Call on a participant, present the situation and ask him or her to respond, speaking directly to you or an assigned partner. Once the situation has been role played, ask the group to comment on what they liked about how the situation was handled, and then where improvements might be made. Be prepared with examples. Some people will be more comfortable with role playing than others. Be patient and supportive; emphasize that the role playing provides a valuable learning opportunity.

In conclusion, the use of visuals can greatly increase learner retention. Unfortunately, they are rarely used. Common excuses for not using visuals are: I'm not artistic. My handwriting is terrible. I'm not an actor. I don't have the time. It doesn't make a difference. These are cop outs. Experience shows that visuals do not have to be "artistic" and "professional" to be effective. Your objective is to have people remember your message, not your visual.

EXERCISE 1:

Ask each person in the study group to stand and briefly reflect on her/his experience, difficulties and successes in speaking before a group. After everyone has spoken, ask the group as a whole to make a list of things they each could do to support and help each other in strengthening their speaking skills and confidence.

EXERCISE 2:

Recall times when you were a student, first as a child and then as an adult. Focus on a favorite teacher. Then recall a memorable learning experience you have had as an adult. Now focus on a less effective learning experience. Why was one teacher or learning experience more effective than another? What factors contributed to your learning? List those factors in the space below. (If time permits, have each person share her/his list with the group.)

EXERCISE 3:

(Optional) Prepare a five minute demonstration or educational message on a topic of your choosing. Keep it simple.

At the study group meeting, call on each person, in turn, to deliver his/her prepared presentation. Assign an "evaluator" to each presenter. Following each presentation, call on the evaluator for feedback as to what was done well, plus one or two suggestions for improvement. (Review module C-3 for guidelines in being an evaluator/support group.)

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This module was written by Douglas Dunn.



A Toolkit for Volunteer Leaders Communication

Teaching Behaviors C-7

What is it that educators do which makes them effective? What teacher behaviors cause learning to occur?

LEARNING OBJECTIVES

When you finish this module you should be able

1. to list the top five teaching behaviors, according to research, which are most important to promote learning;
2. to describe what an educator does to effectively use each of these behaviors; and
3. to describe small group techniques which effective educators often use.

FIVE BEHAVIORS

According to Rosenshine and Furst (1971) the factors which distinguish effective educators are clarity, enthusiasm, providing a learning opportunity for students, a business-like approach, and use of variety.

Clarity means communicating effectively, using examples and repeating the message. It includes asking for feedback and demonstrating actions or results. Clarity means setting standards and rules but adjusting them to the learners.

Enthusiasm means showing excitement, showing interest in the subject and the learners, and getting involved with the learners.

Providing a learning opportunity for learners means carefully writing objectives that address learners' needs, planning the instruction so that learners will be actively involved then have a chance to apply what they have studied. Learning is followed by evaluation by the educator of the learners, by learner evaluation of the learners and by learner evaluation of the learning opportunity.

A business-like approach means that time is well organized and sequenced for purposeful learning. Learners do not respect a teacher that wastes time. Humor and an entertaining personality are positive attributes in a teacher but they do not substitute for thorough organization and careful preparation.

Variety can refer to instructional materials (use different types of materials), teaching procedures (frequent change in routine), activities (give learners choices and learning options) and the presentation itself.



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SOME TECHNIQUES OF EFFECTIVE EDUCATORS

Module C-8 describes a fuller range of teaching/learning options. Some of those techniques take time to understand and experience to use them effectively. The following techniques can be used for large groups when they are broken into smaller groups. These techniques are great for variety and for involving learners as active participants.

Co-leaders in group discussions - the use of a team approach of two or more persons in leading a discussion.

Huddle groups - the use of a group of five persons for the discussion of a problem or issue, and they reporting to a larger group.

Buzz groups - the use of a group of 12-15 persons for the discussion of a problem or issue, and then reporting to a larger group.

Phillips 66 technique - the use of a group of six persons for the discussion of a problem for six minutes, and then reporting to a larger group.

Leadership team - the use of a group of four persons to conduct a discussion as follows: discussion leader, process observer, recorder, and resource person.

Listening team - the use of two to four persons who listen, evaluate, and then pose questions to persons who have made a formal presentation.

Role playing - the use of persons who act out a situation in order to promote additional insights or deeper emotional feelings.

Brainstorming - the use of free expression to further creative thinking without the influence of judicial reasoning.

Diads - the use of pairs to interview each other or clarify their own ideas.

Triads - the use of three people to discuss a problem or interact with each other.



A Toolkit for Volunteer Leaders Communication

Using Teaching/Learning Techniques C-8

Necessity teaches you more than a year in school teaches you.

**Before attempting this module, complete modules E-7 (writing objectives), E-9 (writing a plan), and C-6 (preparation to teach).*

We are all aware of many teaching/learning techniques. Most of us, however, lack an organized view of the wide variety of techniques available to teachers and learners. Most people have misconceptions about these techniques. For example, "brainstorming" is a technique that is widely misused or misnamed. Few people, including many professional educators, can properly use a wide variety of these techniques.

LEARNING OBJECTIVES

After completing this module you should be able to:

1. list 30 techniques in five categories;
2. describe eight steps for learning the proper use of a new technique; and
3. write a plan for gaining experience in five of the techniques.

AN ORGANIZED LIST

Teaching/learning techniques can be listed in five categories: (1) those which are used in one-on-one situations, (2) those used for groups, (3) mass media techniques, (4) teaching or learning through community projects, and (5) political techniques. Below 65 techniques are grouped into the five categories. Study the list until you can list 30 techniques with at least two in each category. If any of the techniques on the list are completely new to you, ask a professional educator to explain it or look it up in a book on educational methodology.

Individual techniques

- Office visit (make an appointment to get help from an expert)
- Farm/home visit (LT-7)
- Telephone (LT-19)
- Personal letter (correspondence LT-20) Hire a consultant (for a fee they agree to teach you something)
- Interviewing
- Correspondence course (offered through the mail by an educational institution)
- Self-training (LT-10)
- Personal investigation (usually by reading one or more books or articles that tell you something you want to know)



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- Computer (many learning software options are available)
- Intern (agree to assist an expert with routine work in return for learning what she does)
- Practice (repeat a skill until you reach a desired level of competence)

Group techniques

- Demonstration (LT-18)
- Workshop (LT-1)
- Lecture (LT-2)
- Educational fair (LT-16)
- Discussion (L-4)
- Tour (LT-9)
- Field trip(LT-9)
- Role play (LT-13) or drama/theater
- Simulation games (LT-11)
- Brainstorming (LT-3)
- Study team (research and writing responsibilities are divided among the members of the team)
- Case study (LT-15)
- Formal meeting (L-3)
- Small group discussion (L-4)
- Cone of experience (LT-22)
- Slide sets (LT-5) Filmstrips and other audio-visual aids
- Overhead transparencies (LT-4)
- Chalkboard
- Flipchart
- Camping (with a planned educational program)
- Problem solving (P-7)
- Judging ((LT-17)
- Quiz games and contests requiring recall of facts
- Mobile classrooms (like a mobile library unit but may include a wide variety of learning resources)
- Field trial (trying out a crop seed
or other product or a new practice under field conditions to compare the results with standard practices)

Mass techniques

- Newspaper articles (C-4)
- Radio or television public service announcements (C-4)
- Newsletter (LT-6)
- Flyer (one page announcement or information sheet)
- Magazines, comic books, photonovelas (comic book layout but with photos of actors to tell the story)
- Technical bulletin (LT-8)
- Textbook
- Exhibit (LT-21) Bulletin board (LT-21)
- Poster (LT-21)
- Information center (i.e., ask-the-experts booth)
- VCR (LT-14) or television or movies

Project techniques

- 4-H project
- Social action process (M-1)
- Community development process (E-4)
- Local project such as building a bridge, a road or a water well
- Campaign (i.e., a fund-raiser to preserve a historic site)

Political techniques

- An organized protest march or a rally
- Public policy education (LT-12)
- Lobbying political leaders
- Picket or strike or demonstration
- Teach-in (i.e., students leave regular classes in order to hold informal study groups about a current issue or crisis)

A SYSTEMATIC PROCESS FOR LEARNING THE TECHNIQUES

1. Define the technique accurately (see separate descriptions of the techniques or check a book on educational methodology).
2. Be aware of common misuses (misunderstandings) of the technique. Some of these misuses will be evident immediately. Others will occur to you as you observe the techniques in use.
3. Describe when the technique should be used and when it should not be used.
4. Incorporate the selected technique into a teaching plan which tells "who, does what, when, with which resources (materials, facilities, resource people, audio visual equipment, etc.)."
5. Carefully and thoroughly prepare the resources (make copies, arrange the room, brief any resource people on their responsibilities, check audio visual equipment to insure proper functioning, etc.).
6. Rehearse -- practice the technique until you can perform it smoothly with confidence.
7. Evaluate -- use a checklist (or have a colleague do this) to point out your successes and deficiencies in using the technique.
8. Use the evaluation results to plan the next use of this technique -- learn by experience.

Note: this procedure may seem unnecessarily detailed and demanding. It will take time. The alternative is learning by trial and error which will take more time, in the long term, to arrive at the same level of competence.

EXERCISE -- Gain experience in using teaching/learning techniques.

Choose five of the techniques that you would like to learn or improve. Study the technique (using the separate descriptions of each technique) until you clearly understand its proper use. Practice (rehearse) the technique using a checklist. This practice is particularly effective if done in a group of colleagues who are also trying to learn the techniques. Have them evaluate you using the checklist for each technique.

EXERCISE -- When you feel confident in using one of the techniques, incorporate it into a lesson plan and use it to teach other topics. A standard lesson plan format is described below.

Class number & date

Topic (subject)

Learning objectives (tell what the learner will be able to do after completing this session) Resources needed Before class preparations (in the classroom before class starts) Activities for the class

1.

2.

3.

Review (summarize) Evaluation (determine if the objectives have been met) Assignment for the next class session

QUESTIONS FOR DISCUSSION

Which of the teaching/learning techniques will be most useful with your program (or organization)?

Which of these techniques will be most appropriate with the learners that you plan to teach?

What is the worst possible outcome of using a particular technique?

Do you fully understand the risks and consequences of using the techniques in the "political" category?

Are you prepared to accept the consequences if a technique fails, or if it succeeds beyond your expectations?

RESOURCE

Mass media techniques are treated very lightly in this curriculum. An excellent resource is the Communications Handbook by the Agricultural Communicators in Education, published by the Interstate Press.

PREPARATION

1. Were advance contacts made? Were pre-visits made where needed?
2. Were transportation arrangements satisfactory and cost effective?
3. Were the participants thoroughly oriented as to purpose, schedule, their responsibilities on the tour and necessary background information? Was a tour guide prepared?
4. Were plans confirmed in writing with hosts, resource people, and those responsible for logistics (transportation, meals, etc.)?
5. Was needed equipment secured?
6. Was the tour guide well prepared?
7. Was insurance in order.
8. Were liability issues considered? Arrangements made?
9. Was publicity appropriate?

IMPLEMENTATION

1. Did the participants know what to look for? Did they ask meaningful questions?
2. Were directions given on how to make useful observations? Did the participants make those observations?
3. Was the group well organized and supervised during the visits?
4. Was opportunity provided for active learning (i.e. practice)?
5. Did participants take notes for future reference?
6. Was group discussion led at appropriate times?
7. Were conclusions drawn from the discussion?
8. Were proper courtesy and appreciation shown toward the hosts and resource people?
9. Would another learning/teaching technique have been more effective instead of this tour?

FOLLOW-UP

1. Has a note of appreciation been sent to the hosts?
2. Were participants debriefed at the end of the tour or during a subsequent meeting to summarize observations and applications?
3. Were participants involved in evaluating the tour?