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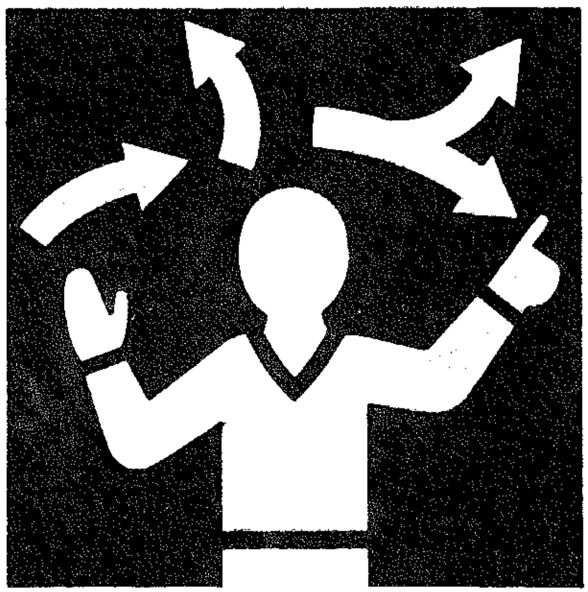
Facilitator's Guide for PRO-DAIRY Workshops



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FOR

PRO-DAIRY WORKSHOPS[1]

I. COURSE STRUCTURE

Managing for Success is a course consisting of two 3-hour workshop sessions and an individual Management Clinic. The workshop sessions are designed for a maximum of approximately 20 participants. The two sessions are usually held a week apart with the Management Clinic within two weeks. It is also important to recognize that Managing for Success is the first course in the PRO-DAIRY curriculum which is outlined in Section II of this manual.

II. PLANNING A MANAGING FOR SUCCESS WORKSHOP

The following section addresses issues and concerns related to planning a Managing for Success workshop. The decision one makes regarding these issues form the foundation of the workshop and have a direct bearing on its success. It is crucial throughout the planning stage to keep the objectives of the PRO-DAIRY program and the goals for Managing for Success in mind.

1 Significant portions of the material in the first full section of this chapter were adapted from Communication for Empowerment by Virginia Vanderslice with Florence Cherry, Moncrieff Cochran, and Christiann Dean. Family Matters Project, Cornell University, 1986.

PRO-DAIRY Objectives

1. Increase the understanding of management and the functions of a manager.

2. Develop management skills and abilities and facilitate their application to the areas of the farm business with the greatest opportunity for progress.

3. Increase the effective use and timely adoption of proven production practices and technologies through improved planning, organizing, staffing, directing, and controlling of farm resources.

4. Instill a sense of pride and enthusiasm in being a member of the agricultural community.

5. Increase dairy farm profitability and productivity and the competitive position of the New York dairy industry.

Goals of Managing for Success

By the end of the workshop, the participating dairy farm manager should :

1. Understand clearly what management is and what managers do.

2. Learn and apply management skills in planning and problem solving.

3. Select one or more areas of opportunity for their farm business.

4. Register for the upcoming PRO-DAIRY course which best fits their needs.

The intent of this section is to clarify how the basic decisions made in planning the workshop can contribute to or hinder the attainment of these objectives and goals.

A. Sponsorship

Deciding who will sponsor a workshop is an important consideration that affects both who will participate and the impact the workshop will have. Decisions on sponsorship are an important function of the teaching team. Therefore, it is necessary to pinpoint the intended audience and the purposes of the workshop before making this decision.

In the case of the PRO-DAIRY Managing for Success workshops, there is one distinct audience - dairy farm managers. Sponsorship or co-sponsorship with agriservice organizations can help to reach farmers who are not involved with Cooperative Extension.

Legitimacy in the eyes of the intended audience is the most important consideration when choosing a sponsoring agriservice organization. The organization should also have direct contact with the farm audience.

Co-sponsorship is especially useful in this program where the aim is to improve management and increase the reinforcement of management goals between farmers and agriservice personnel. Choosing sponsoring organizations that are involved regularly with farmers legitimizes the goals of the workshop and increases the diversity of the participants. When a familiar input supplier is one of the sponsoring agencies, farmers are more likely to feel comfortable participating and to utilize what is presented.

To clarify, a **SPONSOR** for a PRO-DAIRY Managing For Success workshop agrees to do the following:

1. Recruit the participants and essentially "guarantee" that approximately twenty farm managers will be present.

2. Meet with the teaching team to review materials.

3. Have a representative from their business attend the Managing for Success workshops to contribute to discussions and assisting with workshop exercises.

4. Arrange for a suitable meeting place for the workshops.

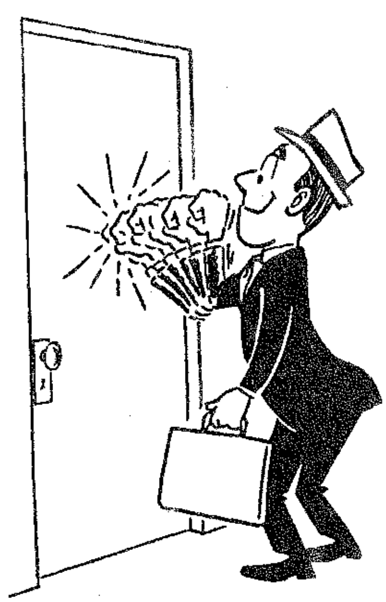
5. (Optional) Make a reminder telephone call to client-participants the day prior to the workshop.

6. (Optional) Arrange for lunch or coffee break.

7. (Optional) Provide incentives or financial support for client-participants to attend.

8. (Optional) Participate in individual farm Management Clinics after completion of the two Managing for Success workshops.

9. Reinforce concepts covered in Managing for Success when working with clients in the future.



To clarify, A **CO-SPONSOR** for a PRO-DAIRY Managing for Success workshop agrees to do the following:

1. Provide publicity for the workshop and lend their name to the support of the program.

2. Enlist a number of dairy farm clients as participants. Alternatively, the co-sponsor may suggest names of clientele to teaching team.

3. In coordination with Cooperative Extension and any other co-sponsoring firms, arrange for a suitable meeting place for the workshops.

4. (Optional) Make a reminder telephone call to client-participants the day prior to the workshop.

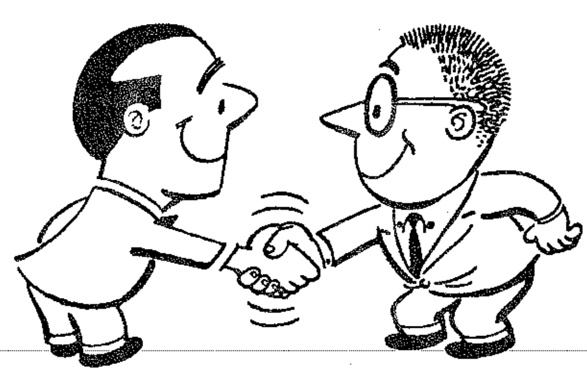
5. (Optional) Have a representative from their business attend the Managing for Success workshops to contribute to discussions and assist with workshop exercises.

6. (Optional) In coordination with Cooperative Extension and any other co-sponsoring firms, provide for lunch or coffee break.

7. (Optional) Provide incentives or financial support for client-participants.

8. (Optional) Participate in individual farm Management Clinics after completion of the two Managing for Success workshops. (This option is available only for those agriservice professionals who participated in the Managing for Success workshops.)

9. Reinforce concepts covered in Managing for Success when working with clients in the future.



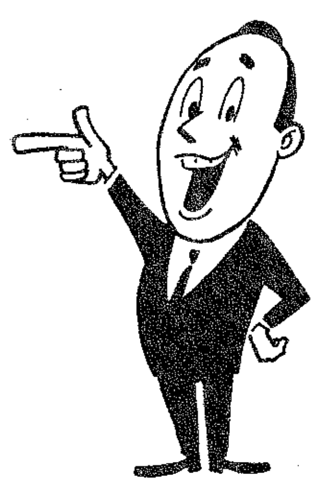
B. Choosing a Location and a Room for PRO-DAIRY Workshops

Choosing a site for a workshop series depends not only on convenience and availability but also on farmers' familiarity with the site, their perceptions about who the site "belongs" to, and the perceived accessibility of the building. The aim of the workshop is to reach farm managers; a few representatives of the group could be asked where they would most like such a workshop to be held.

Convenience for workshop members and the teaching team is a major consideration when selecting a site. Is the site easily accessible? Is parking available? Do the rooms suit your needs for video and slides?

What is the procedure for securing use of available space? What is the cost? How will necessary money be generated? Are the sites available on the dates and at the time of the sessions? Will you need keys to enter and leave the building? Are members of the workshop audience familiar with the preferred site? Some church buildings, schools, and community centers are perceived as "belonging" exclusively to the church members, facilitators, or segments of the community associated with them. Church buildings that are routinely open to a variety of groups, schools that publicly welcome parents, city or county meeting rooms, and libraries and community centers are often good "neutral" places to offer workshops. Sites that lack neutrality can be used successfully if a high percentage of the workshop audience feels they "belong" there.

No site is perfect, but thoughtful consideration of the trade offs of various locations can significantly contribute to the success of the workshops. Choosing a site that meets the needs of the participants is a way of treating them with professional courtesy. This is one of the first steps towards a successful PRO-DAIRY Workshop.



i. Selecting A Room

Several elements need to be considered in choosing a meeting room: noise level, seating, wall space, lighting, heating and ventilation, roominess, and tone. Although workshop leaders seldom have the pleasure of working in an ideal room, understanding how these elements affect workshops can help mitigate less than ideal circumstances.

Noise from traffic or construction in the street, from nearby rooms, and from children in an adjacent room can all disrupt a workshop session. Teaching teams will benefit from a visit to the proposed room at the time of day when workshops will be held.

Holding Managing for Success workshops in rooms that have immovable seats, such as auditoriums, is strongly discouraged because it forces people to direct their remarks to the workshop leader rather than to each other. This seating arrangement inhibits interaction among participants and the achievement of a sense of equality between the PRO-DAIRY teaching team and participants.

Cavernous rooms or cafeterias are also undesirable for holding workshops. Participants tend to feel overwhelmed, and it is difficult to make oneself heard without shouting. Sometimes a more desirable choice is not available. In this case, the group will benefit greatly if a cozy area is set up in one part of the room.

Rooms with easily movable chairs and tables are ideal for workshop sessions because they can be rearranged for a variety of large- or small-group activities. Comfortable seating is often available, especially for small groups, in settings such as family resource centers, employee lounges, and some community centers or church buildings. Backless cafeteria benches should be avoided.

Another consideration in selecting a room is wall space. Charts, newsprint lists, and posters are essential in many workshop activities. To display these items throughout the program, thus providing visible evidence of the group's progress, ample wall space that will not be damaged by masking tape of markers should be available. An easel or blackboard can be substituted for wall space.

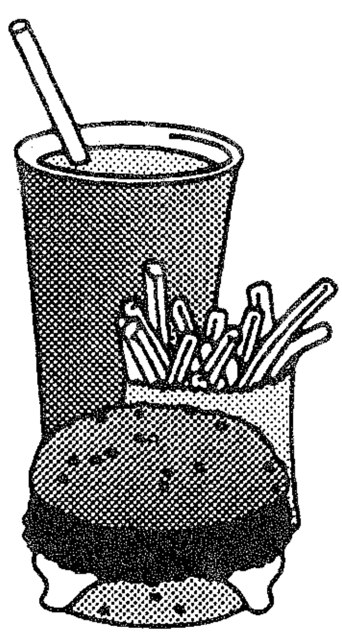
In selecting a room, as in selecting a site, many factors need to be considered, all of which affect the group. Trade offs are almost always necessary. If a room is carefully chosen, however, arrangements can be made to adjust for deficiencies. A room that has no wall space but is otherwise comfortable can be set up with easels or a movable blackboard, for example. In any case, it is important to make every attempt to define clearly and specifically the kind of room that is preferable and to check it out before the workshop if at all possible.

C. Food at PRO-DAIRY Workshops

Offering food at a workshop can communicate a sense of caring as well as encourage group camaraderie and interaction. For the first Managing for Success you might want to bring a simple choice of beverages and fruit or other snacks. Heavy snacks such as donuts are discouraged because they make some people feel tired. A lunch is also possible before, during or after the workshop. Many successful workshops have included a bag lunch brought by the participants. If providing lunch, plan for food costs in your fees.

To accommodate the growing number of people who are drinking less coffee and eating fewer sweets, consider bringing teas, cider, cheese, decaffeinated coffee, hot chocolate mix, fruit, and crackers.

Inviting group members to share ethnic foods or foods associated with their farm also provides an opportunity to point out the rich diversity of the group.



D. Publicity and Media Coverage for PRO-DAIRY Meetings

Media coverage is desirable for several reasons. The most obvious is that it attracts future participants. Before advertising a workshop, the times, dates, location, and sponsor or co-sponsor need to be clarified. This information as well as information on registration should be included on all advertising. Proper advertising will result in a higher rate of participation.

Media coverage either during or after a program serves several objectives. Assuming it is positive, it provides support and recognition for participants, which helps them to view themselves positively. It also benefits the sponsoring agencies including Cooperative Extension and makes other organizations and community residents aware of the program's efforts. Heightened community awareness of a program's objectives may encourage community support in obtaining them.

Media coverage is unlikely to occur without concerted effort. Sending a press release to newspapers and radio stations or offering to do an on-the-air interview or segment about the program on a local radio or TV talk show are effective ways to secure media coverage. Prepare a statement ahead of time in case you are asked to do an impromptu phone interview. Present the meeting as news to local papers. Write it up as an event and send it to the paper the day of the event.

Another strategy is to invite a local reporter to cover the program. Participants should be included in this decision. If anyone objects, do not extend the invitation. It would be self-defeating to gain media coverage at the price of alienating participants.

Publicity and media coverage can have a major impact on program effectiveness. As such, they deserve careful planning and effort. The teaching team assumes a great deal of responsibility for getting these efforts under way.

III. BEGINNING A PRO-DAIRY WORKSHOP OR SESSION

There are four distinct start-up phases in any workshop. The first begins when the workshop is conceived and includes all activities involved in its planning. The second lasts from arrival of the teaching team until that of the first participant, signaling the informal beginning of the workshop. The third phase includes those activities that occur as other participants arrive. The last phase begins after the majority of participants have arrived and the teaching team announces the first formal activity will begin. This final phase involves, introductions, warm-up activities, and agenda sharing.

A. Creating A Comfortable Atmosphere

The first impressions of the participants are shaped by the ability of the teaching team to create a relaxed atmosphere. The teaching team should, therefore, strive to plan activities that will put participants at ease and let them know through physical and verbal cues what is expected of them as well as what to expect. By observing how well-prepared the teaching team is and how well they can create a relaxed atmosphere, the participants draw some initial conclusions about the competence of the teaching team and how comfortable they will feel in the group. The ideal atmosphere is neither heavy handed nor lighthearted, but rather one in which participants feel they can think through and talk openly about the issues and concerns the workshop is addressing.

Group norms - standards of behavior which develop very early in a group meeting - also contribute to a workshop's atmosphere by communicating information about expected behavior. They may arise formally (the group agrees that the session will begin on time regardless of how many members are present, for example) or informally (nothing is said about dress but everyone comes in casual clothes). A facilitator who starts a workshop by standing behind a lectern and giving a half-hour lecture followed by a 20-minute individual pencil-and-paper exercise is creating an environment in which passive involvement is the norm. On the other hand, a workshop that begins with each participant introducing himself followed by a whole-group activity creates an atmosphere in which active involvement is the norm.

To create a relaxed atmosphere, the teaching team needs to feel comfortable in the workshop space and well-prepared before the first participant arrives. It is always wise to arrive early at the workshop site - if you are familiar with the space, you will feel relaxed when participants arrive. Before the workshop begins, check that the room is set up properly, get materials in order, get refreshments ready, post signs directing participants to the room, and go over the exercises. Using this time to write instructions or questions on newsprint may make you feel unnecessarily pressured and give early arrivals the impression you are unprepared; make every effort to write questions and instructions before you get to the site.

The most desirable room setup is one that is appropriate for the group, with enough chairs and room for everyone but not so many that it looks as though people did not show. Entering a half-empty room makes people feel discouraged and disappointed. It is much better to have to set up additional chairs than to greet participants in a half-empty room. Tables for the participants are very desirable as there are exercises which require a flat surface. Grouping movable chairs around small tables or in a semicircle offers seating options for both small- and whole-group exercises. Such an arrangement implies that all group members are equal and encourages people to talk to one another.

Heating and ventilation can have a major effect on a group's energy level. If group members are stifling yawns, do not assume they are bored. Poor ventilation could be the culprit. Letting air in through windows or doors for a few minutes before the workshop or during a break can enliven a stuffy room. Before the workshop begins, the lighting should be adjusted to an appropriate level for the use of the audio-visual aids.

B. Greeting Participants

The facilitators can establish some initial interaction with the participants by greeting them as they arrive and providing instructions about what they should do until the formal part of the workshop begins. One such instruction to be to complete the registration form. Giving such directions empowers participants by letting them know what behavior is appropriate for the next few minutes and thereby familiarizes them with their new environment and encourages them to relax.

Devoting some time before the workshop to chatting informally with participants provides them with evidence of a philosophy of mutuality and equality. At this point the personalities of the participants and their ways of expressing themselves contribute immensely to establishing the atmosphere in the group. The facilitator and participants also get to know one another and establish some informal connection.

By sitting with participants in a circle rather than in front of them, a facilitator can begin to establish a norm of mutuality. To avoid creating the impression that power is concentrated in one part of the room, do not sit next to another member of the PRO-DAIRY teaching team.

C. Presentation of Teaching Team

The overall goal of this Managing for Success workshop is to encourage and build upon the strengths of its members. The traditional leader-as-expert model, sometimes called an authoritarian leadership style, is contrary to the empowerment model for a number of reasons. Under such leadership, group members are not given the information to make decisions and, therefore, rely on and expect the leader to make decisions for them. Consequently, members may see themselves as less able, less legitimate, less responsible, and less valued. To acquire power, members have to find some way to oppose the leader and plans. Although the authoritarian style has some benefits for the leader, especially if farm managers follow unquestioningly, it is ultimately unempowering. Authoritarian leaders have a great deal of responsibility but no control over behavior of group members; this can be very frustrating.

At the other extreme are leaders who take no responsibility and who are more than willing to let farm managers do whatever they want. This leadership pattern generally implies, "no one's in charge here". If farm managers are ready and able to take responsibility, to provide self-direction, and to encourage others to do the same, a laissez-faire style may be empowering. Most farm managers, however, feel they cannot facilitate, are not familiar enough with the topic or content of the workshop to provide direction, and consequently feel incompetent, overwhelmed, or frustrated if they have to provide direction for the group. Farm managers often feel vulnerable under a laissez-faire leader because no one is responsible for defining or maintaining boundaries. The laissez-faire Managing for Success workshop leader is not likely to feel empowered because he has no responsibility and thus gains no reward. The workshop is totally out of his control.

The empowering teaching team, often referred to as democratic, falls between these two extremes. The team believes in providing guidance without control, sharing responsibility, and informing and including farm managers in decision making. Democratic teaching teams give farm managers as much information and responsibility as possible without overwhelming them with more than they can or need to handle. The team actively attempts to provide a framework within which farm managers can take responsibility for their own learning. Most important, a democratic teaching team guides the process but clearly conveys the message that everyone, including himself, will be learning from one another. The assumption should be that although the teaching team may have some knowledge and expertise by virtue of his experience or education, all farm managers have information and experiences to contribute. It is crucial that the teaching team communicate this message when introducing themselves.

Most farm managers will have more experience with the traditional expert-student relationship than with the more equally balanced democratic leadership style. It's a challenge for a group facilitator to inspire confidence in his capabilities while communicating that farm managers are capable partners in the learning process.

I. The Process of Presenting Oneself At Managing for Success Workshops

The following guidelines should help you develop an appropriate self-presentation:

Use a comfortable, informal style.

Volunteer information that will help farm managers identify with you.

Let farm managers know your qualifications for leading the workshop and how you came to lead it.

State your philosophy of the role of facilitator -how you expect the group to work and learn together.

Project an attitude of sincere self-confidence rather than an "I'm an expert" attitude.

II. The Presentation

This session should be opened by a genuine welcome to all of the participants by an appointed member of the teaching team. This individual could well be the member of the team who is the most familiar to the participants. In a sponsored course it could be the representative of the sponsoring agribusiness firm. The welcome should be followed immediately by each member of the teaching team introducing himself. At the completion of the introductions, a TEACHING TEAM INTRODUCTION FORM similar to the one included on the following page should be given to the participants. You should encourage the participants to feel free to call teaching team members at any time.

Teaching Team Introduction Form

Name:
Address:
Telephone #:
Affiliation:

Biographical Sketch:

Name:
Address:
Telephone #:
Affiliation:

Biographical Sketch:

---Name:
Address:
Telephone #:
Affiliation:

Biographical Sketch:

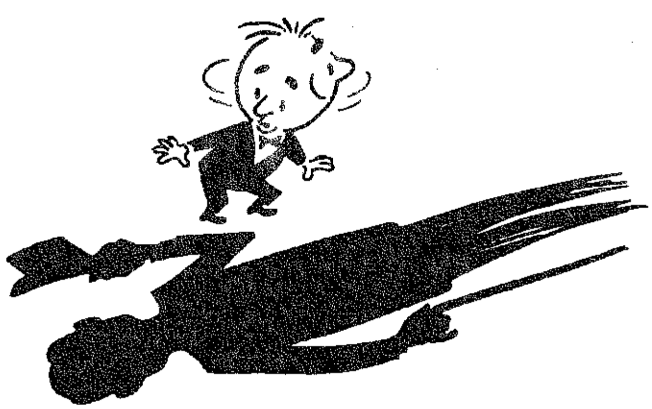
Name:
Address:
Telephone #:
Affiliation:

Biographical Sketch:

D. Participant Introductions: The Purpose of Warm-up Activities

A warm-up activity generally takes place after a workshop session has formally begun, although it may be the first item on the agenda. The purposes of a warm-up activity can be to introduce people to each other and to the teaching team, to increase people's sense of belonging, to begin to establish group cohesiveness, to help people relax, to introduce the theme of the workshop, and to help set a positive tone. In workshops, the warm-up activity begins this process by providing participants with large doses of positive recognition.

Warm-up activities, especially in the first session of the workshop series, should be designed with the overall goals of the workshop in mind while recognizing that most participants will not know one another and are likely to feel somewhat uncomfortable in their new environment and situation. In addition to the purposes listed above, a warm-up activity can help people concentrate on the workshop, put people in touch with their thoughts or feelings, or just encourage conversation.



IV. LOGISTICS

The PRO-DAIRY Extension Associate is the agent's resource for coordination of the PRO-DAIRY Programs. The specialist will act as contact for the quality control and evaluation of all parts of the program.

Because participants are known in advance, a reminder call the day before the workshop is highly recommended.

The meeting is best received in a professional atmosphere where the participants are treated as if they were clients who had paid a substantial sum to attend.

The clients name tags should be handed out at the door where they can be warmly greeted and made to feel expected and welcome.

Forethought should go into the seating arrangement in order to mix people around the tables. The tables should be placed in a round or rectangular layout and the seat assignments should be made by placing a second set of name tags (folded in a tent fashion) around the tables.

Agents and agriservice professionals will need to meet at least twice before the presentation. At the first meeting, the Managing for Success workshops and Management Clinic times should be scheduled and at the second meeting, a dry run of the presentations should be done. In all cases, the PRO-DAIRY Extension Associate should be asked to attend to assist with coordination and content validation.

All registration and evaluation forms will be sent directly to the PRO-DAIRY Extension Associate in the region who will summarize and return that information to agents and staff.

Managing for Success workshops are best scheduled one week apart on the same time of day of the week.

V. MANAGING FOR SUCCESS PRESENTATIONS

A. Giving Instructions

Before beginning any workshop activity, participants should be given clear, concise instructions so that they will know what behavior is expected of them. Telling groups of four or five that they will have 10 to 15 minutes to discuss an issue and make a list to share with the whole group, for example, lets participants know that they may have to limit their comments and that the discussion will have to be focused if the task is to be accomplished in the allotted time. With this information, participants can monitor their own behavior.

The following guidelines for giving instructions should prove helpful:

- Be **certain** of both the *goal* and the *process* of an activity.

- <u>Tell participants the goal</u> of each activity before the specifics.

- <u>Give instructions in the form of a firm request</u> or invitation rather than as a demand or order. ("Could everyone please finish up in the next few minutes and rejoin the whole group in the circle" or "Now I would like you to...", rather than "Stop what you're doing and rejoin the whole group.")

- <u>Give instructions when the group is still quiet</u> so everyone can hear. If participants are involved in an activity, it may be necessary to attract everyone's attention first. If participants are in small groups, it may be useful to give each group instructions separately.

- Give participants a general time frame for each activity ("Please take the next few minutes to talk with your partner about...").

- Give only one or two instructions at a time. After they have been followed, give the next. A long list of instructions can be confusing and is difficult to remember.

- If participants need to respond to a series of questions, write them on newsprint or a blackboard where they can be easily seen.

- Don't over direct. Too much direction can make people feel like robots. Effective instructions give people the information they need to get a job done and the freedom to decide how to do it; for example, "Find a partner and then together find a comfortable place to sit somewhere in the room."

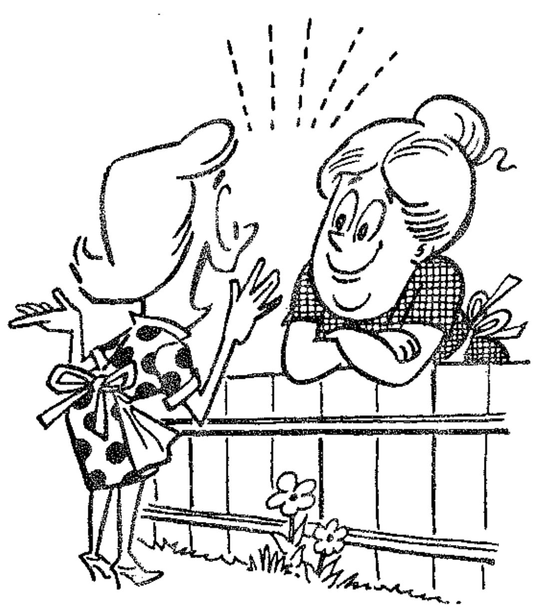
- Don't under direct. People may interpret the objectives differently, which can lead to chaos and frustration. Asking participants to "discuss their reactions to a film," for example, may be too general. Guiding questions are more helpful: "What was the most important message of this film?" "What were the values of each family in this film? How were they expressed?"

- Be sure the instructions are clear. Making a comment such as "Is everyone clear about what we're going to do now?" and observing the behavior of the participants - are they following the instructions or are they standing around looking confused - should help you accomplish this goal. If the instructions do not appear to be clear, repeat them.

B. Agenda Sharing

Announcing the agenda for a workshop early in a session has an empowering effect on participants for several reasons. It provides the direction of the workshop and lets participants know what will happen during the next few hours. It also helps put participants at ease and clarifies whether the session will meet their needs, interests, and expectations. If participants know the approximate length of each activity, they are more able to direct themselves toward meeting goals. A participant who needs a drink of water, for instance, is less likely to leave the group if he knows there will be a break in a few minutes.

It is important for the teaching team to feel and convey the belief that the workshop design is a good one. He should understand that the purpose and process of each activity as well as the goals of the overall workshop. If participants have objections to the agenda, try to understand the basis for their concerns and work to resolve them. The agenda should include the objectives for the workshop, the activities in the order in which they are expected to occur, and the time allotted for each activity. The time scheduled for breaks and meals should also be included.



VI. LEADING GROUP DISCUSSIONS

Unlike some discussions that are designed to lead a group to specific conclusions (e.g. formal classroom lectures) discussions in Managing for Success should ideally encourage farm managers to (1) reach their own conclusions, (2) value their own opinions, feelings, and experiences, and (3) to respect the contributions of others. Each individual contributes and is therefore a resource for others. This type of discussion accomplishes these goals:

* It fosters group unity as farm managers discover that others have had similar experiences or feelings.

* It encourages the development of a common wisdom among group members.

* It encourages members to get to know one another.

* It provides farm managers with more ideas and options that they might arrive at on their own.

* It gives farm managers an opportunity to view their own experiences from a variety of perspectives.

A group discussion is not a debate, an argument, or just a conversation. Nor is facilitating a discussion the same as leading a meeting. In group discussions, special attention needs to be given to the educational and empowerment goals.

The role of the teaching teams in a group discussion is complex. It is the team's responsibility to clarify the purpose or goal of the discussion, to begin the discussion, to keep it relevant to the goals and flowing smoothly. Specifically, the team should help farm managers understand and relate to one another. When farm managers feel respected and that there are no "bosses," they can speak openly and are able to develop inner strength and support networks.

A. The Process of Leading Discussions

Before beginning any group discussion, the teaching team should be clear about its purposes or goals. One goal, regardless of the specific discussion topic, is to encourage farm managers to draw on and respect their own strengths and those of others.

In Managing for Success, the purpose of each activity is identified and questions are suggested to help the group to focus on the topic or issue being considered. In addition, a "trigger" device is often included to get people talking: a video, a case study, mini-lecture. Obviously, these devices cannot be used successfully if the teaching team has not reviewed the materials thoroughly before meeting with the group.

Telling everyone the time allotted for a discussion helps them monitor themselves and the group. Appointing a volunteer time keeper is advisable because it shifts responsibility from the team to the group and is therefore empowering. Time keepers are likely to need some specific direction, such as being told to warn the group when the time allotted for a discussion is almost up.

It is important that group discussions be presented as cooperative activities. Most group members will have participated in formal, school-like settings and are likely to think of them as competitive activities in which there are "right" answers. For a discussion to be empowering, group members need to feel comfortable and respected. During discussions, pay close attention to all that is going on. Discussions provide a good opportunity for improving group process.

Since the purpose of the discussion is to share ideas, it is not uncommon for people to disagree. People who have strong beliefs about an issue sometimes find disagreement threatening and may behave in ways that impede the group's progress. An understanding of difficult behavior should help you alleviate ways that impede the group's progress.

No materials are fail-safe and perfect for every group. For this reason, it is important to be prepared to use a variety of techniques to keep the discussion on target. The following techniques should prove helpful.

B. Constructive Questioning

One effective way to start a group discussion is by asking key questions. Questions designed to stimulate the exchange of ideas or experiences are more effective than those that suggest there are right and wrong answers. As you prepare questions, think about possible responses and be prepared to accept and help the group accept a variety of answers. It is often helpful to write the questions on newsprint or a blackboard and to leave them posted throughout the discussion.

Once a "trigger" device has be introduced such as the video, constructive questioning can be used to initiate a discussion. After reading a case study, for example, the team might ask, "What happened? Why? What was the most important event?" Whether a lively discussion follows will depend on the effectiveness and relevance of the "trigger" device for farm managers and the skill of the team in recognizing when they are absorbed, why they are absorbed, and what will stimulate them further. Encouraging farm managers to respond to each other's comments and asking personal questions such as "What do you think? Do the rest of you agree? Has anyone had a different/similar experience?" increases involvement and provides direction.

When used effectively, constructive questions are stimulating, focus on the goals of the discussion, and address the concerns and experiences of individual members. Ideally, they make people feel that their experiences are of value and that they are being encouraged to participate. In contrast, questions that are fired rapidly like interrogations make people feel uncomfortable and suggest that there is a "right" answer or conclusion they should recognize. Defensive behavior is likely to be the result.

C. Linking Comments

Linking comments relates what one person has said to an idea or concept the group is exploring or to other comments. They are intended to recognize the contributions of individuals and to involve them in the group. A linking comment such as "Jane's experience sounds very similar to what you were concerned about earlier, Mike", for example, implies that Mike's remarks were valuable enough to remember and refer to again.

Linking comments encourage farm managers to talk to one another. By encouraging interaction between group members, linking comments also help increase group cohesion.

D. Summary Statements and Lists

Managing for Success activities do not require that a group reach a joint conclusion or majority vote. Farm managers should, however, feel they are progressing toward a goal. Summary statements at the end of an activity or workshop session should provide reinforcement that progress has occurred.

Summary statements highlight major points, themes, or opinions that have been expressed during a discussion. They clarify what has been said up to that point so further discussion can be based on a common understanding of what has been accomplished. Summary statements also encourage farm managers by reinforcing the value of their contributions and the idea that differing opinions or perspectives are valid and legitimate, that not just one opinion is "best". Before asking farm managers to accept a summary statement, however, it is important to give them an opportunity to change it. A comment such as "Do you think I have described all of the positions on this issue or have I left some out?" is appropriate. Seeking group consensus empowers members by encouraging them to agree, disagree, or make changes. The teaching team also feels good knowing that this process has led the group to agree about its perceptions of its accomplishments.

Asking a member of the group to make the summary statement is an excellent way to share responsibility with farm managers and give them an opportunity to try out a new skill. Delegating this responsibility also gives the teaching team a chance to hear what farm managers have gained from a discussion and to determine what interventions, if any, might be useful. People feel most comfortable about trying out this role if they are asked to volunteer at the beginning of a discussion so they can prepare their presentation.

Although summary statements are often made at the end of a discussion, they are also effective at any point if a group seems stuck or ideas are being repeated. A summary statement can provide a sense of progress, help a group decide how to proceed, or suggest alternatives that have been ignored.

Keeping a list of points made during a discussion is another way to provide a group with a sense of progress and to recognize the contributions of farm managers. Checking items that are mentioned more than once is recommended because it points out issues on which group members agree and share concerns. You might want to ask the group to refine the list for the purpose of summarizing the group's opinions, making a general point, or linking the discussion to further work. As with other workshop activities, list making should be used for a clear purpose.

E. Ending and Making Transitions

The decision to end a discussion should be based on two major considerations: the time available and the group's energy and involvement. If most group members seem involved, offering new ideas, opinions, or experiences, it may be useful to extend the discussion beyond the allotted time. On the other hand, if a discussion has "fallen flat" or only one or two members are involved, it may be appropriate to end it even if more time has been allotted. Reading a group's energy level by observing the number of people who are participating and body language (Is the group sitting up and leaning forward? Do they look interested?) is valuable in making this decision.

Transition statements, which link a discussion to the next activity or relate it to the goals of the workshop session or series, help the group understand the organization and flow of the workshop and prepare for the next part of the program. The following comment is an example of such a statement: "This discussion has generated a lot of good ideas which will certainly be helpful in improving decision making. From here we are going to move on to a discussion of another aspect of the planning function."

VII. USE OF VIDEO TAPES AND CASE STUDIES

Video tapes, handouts, slides, and illustrations can greatly enrich a workshop experience. When carefully integrated into the program, these resources help participants focus their thoughts draw conclusions, and stimulate discussion. Like case studies and stories, they provide the group with a shared experience. The use of media tools frees the teaching team to concentrate on the learning situation. Used creatively, they are an effective and entertaining way to convey information. A well-done video presentation, for example, often illustrated a concept more memorably than a lecture. In this section we specifically consider the use of video tapes and case studies.

A. Video Tapes

As visual case studies, video tapes can serve several functions in a management workshop:

- They provide examples of particular situations and thus give participants practice in observing and analyzing the experiences of others.

- They increase the participants understanding of how people communicate with one another.

- They provide participants with examples of situations that may be similar to their own.

- They are a shared experience for the group to observe and discuss together.

Mechanical equipment (video equipment and slide projectors) should be tested before the session. Reviewing how to operate the equipment, confirming that it works, and checking that all necessary parts are present (an extension cord, an adaptor, the correct projector) help prevent problems and delays during the workshop. Always check to be sure the room can be darkened.

Several other precautions can be taken to ensure that the video viewing is an effective learning experience:

- Preview the video to note interactions, sequences, or dialogue to bring to the group's attention; to develop discussion questions relevant to the learning goals; and to determine the relevance of any questions that are provided with the video.

- Before showing the video, alert the participants to watch for certain scenes and prepare to answer handout questions.

- After showing the video, ask audience members for their general impressions and feelings. If they have had an intense reaction, they will have difficulty analyzing the video. Encourage them to express their feelings. The discussion can then move to the points that the group was asked to focus on.

- Ask participants to relate their own experiences to the video. "Is the situation portrayed similar or different to your own situations?" Such discussion encourages participants to view their own experiences as valuable to the learning process.

B. Case Studies

The use of the farm case study method of instruction to teach management may be described as democratic as opposed to the telling or lecture method, which is quite dictatorial or patriarchal. With the case method, each member of the learning group, facilitator and student alike, are in possession of the same basic materials in the light of which analyses are to be made and at which decisions are to be arrived. Each, therefore, has an identical opportunity to make a contribution.

Case studies and stories can describe real or fictional individuals, situations, or events and can be written in the first or third person. They are valuable "trigger" devices that provide a focal point for encouraging individuals to discuss personal issues and problems without feeling forced to reveal more about themselves or their farm than they wish. Participants can be asked to apply theories or concepts that they have learned in the workshops; to discuss questions such as "What would you do if you were this person?"; to identify issues relevant to a particular situation; or, if more than one case study or story is presented, to make comparisons.

Case studies and stories are valuable in stimulating discussions and promoting a sense of equality because all participants have the same amount of information. Since participants have less emotional investment in a case study or story than they have in their own experiences, these devices provide a good medium for the development and practice of analytic skills. The following guidelines are suggested for using case studies and stories:

- Be thoroughly familiar with the case study or story before presenting it so you'll feel more confident in discussing it.

- Provide each member of the group with a copy of the case study or story.

- Prepare questions or activities ahead of time and post them on the blackboard or on newsprint so they will be readily visible or provide handouts.

- Demonstrate the use of case studies and stories as learning tools by viewing and discussing one case study with the whole group. If participants then work with case studies in small groups, they will have a better sense of how to direct themselves and therefore will not need as much help from the teaching team.

The membership of each Managing for Success group will reflect a diversity of experiences and types of farms, a pattern which is intended to assist the group in dealing with the unique areas of opportunity posed in any case. The case method further allows decisions to be made and alternatives to be explored without the risk of the farms capital. A farm manager walks away from a well run case with a set of experiences that it would have taken him/her years to encounter otherwise.

VIII. HANDLING DIFFICULT BEHAVIOR

A recurring issue for both experienced and inexperienced workshop teams is how to deal effectively with group members whose behavior disrupts the group. Such behavior creates a problem when it excludes or fails to recognize the strengths of others, leads to the actor feeling inadequate, or implies inequality among members. In handling disruptive behavior, it is essential to respect the rights of as many members as possible. Otherwise, group energy may be lowered and you and the rest of the group may feel helpless.

It is often tempting to categorize an individual on the basis of one behavior. It is more effective, however, to observe the whole person and to look for his strengths. Particular circumstances of the workshop, group, or activity may be generating the behavior. A person who never talks during a large-group activity, for example, may talk readily in a smaller group. Always consider a variety of possible reasons for a person's behavior and do not assume that there is a single cause.

The following sections describe a few of the most common behaviors requiring attention and intervention, some possible causes, their effect on the group, and some suggestions for dealing with them.

A. The Over Talker

At the beginning of a session or workshop, many of the group may be relieved if one person is willing to dominate the discussion; his volunteering may even reduce their anxieties about talking. If he continues to dominate discussion, however, members will feel resentful because they are being prevented from expressing their thoughts, opinions, or feelings. Since they are unable to stop the behavior and thereby control their environment, they are also likely to feel helpless and unskilled. Eventually, the over talker will begin to sense other people's resentment and feel distressed.

Over talking may result from any number of causes: nervousness, a need to be the center of attention, fear of being left out, a need to control a situation. It is not the teaching team's job to determine the source of the behavior or to provide therapy, but the team should be aware of possible causes.

It is crucial in managing any disruptive behavior to avoid personal attack. Over talking is sometimes best handled by asking the person to finish quickly so other people can speak. Comments such as "Let's hear from some of you who have not had a chance to say much today" or "Since you have already shared some of your experiences with us tonight, Bill, let's see if anyone else would like to do some sharing" or "Would anyone who has not spoken much today like to relate his experience?" are all appropriate. If none of these approaches works, let the person know during a break that his willingness to participate is appreciated but that you are concerned because other people are not getting a chance to contribute. Explain that because time is a problem and it is important to hear from as many people as possible, it would be helpful to keep comments brief or to give others an opportunity to respond before jumping in. The goal is to give the over talker both support and information so that he can eventually manage the behavior.

B. The Under Talker

Although under talkers may be a problem for the group, their behavior is not always problematic. Some people talk very little but make a valuable contribution when they do. Under talkers are a problem only when they say so little that they do not get support from the group or feel they belong their behavior contributes to an atmosphere of inequality. The under talker may think his views or feelings are not valuable to the group, and other group members may feel they are taking risks and making themselves vulnerable while silent members are "safe".

The behavior can be rooted in a fear of looking foolish, low self- esteem, insecurity about verbal skills, or a history of being socialized to listen rather than talk. Again, the teaching team's job is not to psychoanalyze but to be aware of possible reasons for the behavior. It is useful to be alert to whether the behavior occurs in all situations or only during whole-group discussions.

Calling on silent members to encourage participation removes the decision to talk from their control. On the other hand, they do not have to fight for space. Some quieter members feel more comfortable talking during activities that require their participation. Activities for groups of two or three in which everyone needs to talk to complete the task and in which everyone share the small-group experience with the larger group also encourages non-talkers. When a usually silent member does talk, support from the teaching team ("That's a good point, Jane. Thanks for your input.") can encourage the person to speak again. You might want to speak to a non-participator privately to tell him that you miss his input and ask whether something about the group makes it difficult to talk or whether choosing not to talk is a usual behavior. Sometimes a brief, non-threatening discussion of the behavior encourages participation.

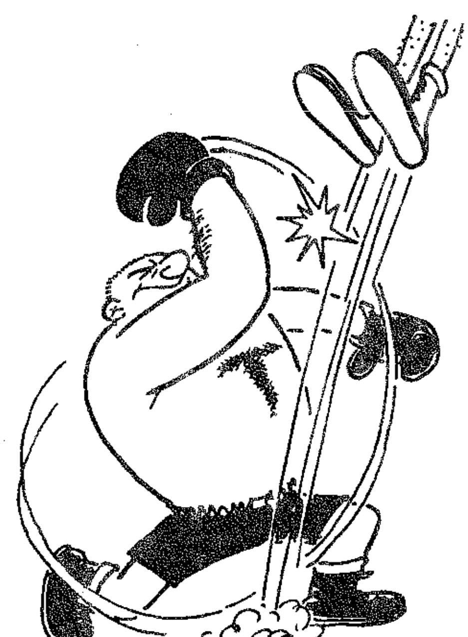
C. People With Distracting Personal Needs

Sometimes people in a group relate information that is inappropriately personal such as intimate details about their marital relationship. Although such behavior is habitual for some people, it may also occur because an activity or workshop experience has put them in touch with emotionally charged feelings. Such overly personal sharing can make group members feel helpless if they do not know how to respond, if they do not want to respond for fear of encouraging the behavior, or if responding might change the dynamics of the group. In addition, after revealing such intimacies, people sometimes feel embarrassed or vulnerable, especially if they recognize that such behavior is not a group norm.

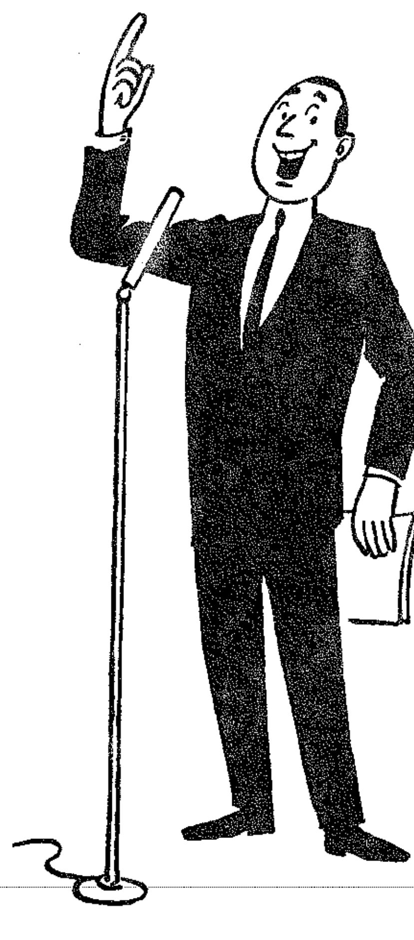
Since workshops are generally not the appropriate forum for working through highly emotional or personal issues, it is important to curtail such behavior before it becomes a problem. A comment such as the following is appropriate: "I can see you have a lot of feelings about this situation; however, I do not think the group has enough time to deal with them satisfactorily. Perhaps, you and I could talk about it during the break (or after the session)." Encouraging the person to express some of his emotions to you in private and, if necessary, making a referral will benefit both the individual and the group.

D. The Angry Participant

Occasionally a group member will become angry or direct aggressive remarks to the teaching team. A good way to deal with this distressing situation is to recognize the anger ("I can see that my behavior has made you angry") and then determine whether other group members share his feelings. If they do not share the feelings, talk with the angry member alone to try to work things out. Do not let the group turn on the person; neither the angry person nor the group will feel good afterward. On the other hand, if other members have similar feelings, it is important to listen and to try to understand. If the situation is handled well, it can be a constructive experience for everyone.



EFFECTIVE PRESENTATION/FACILITATION SKILLS Section 2



EFFECTIVE PRESENTATION SKILLS OUTLINE/AGENDA

A. Pre-Assessment

1. Of Yourself

2. Of Your Audience

B. Presenting Yourself

1. Eye Contact

2. Facials and Gestures

3. Body Posture and Positioning

4. Vocal Tone and Expression

C. Presenting Your Content

1. Establish Rapport

2. State Your Idea/Purpose/Subject (Introduction)

3. Develop Your Idea (Body)

4. Restate Your Idea (Conclusion)

5. Utilize Visual Aids/Handouts

D. Facilitating Audience Participation

1. Questioning and Listening Skills

E. Answering Questions

1. Handling Difficult Questions

2. Handling "Problem" Audience Members

F. Closing and Summarizing

OBJECTIVES

You will demonstrate your ability to:

Accurately assess your audience before your presentation

Effectively* utilize facial gestures, eye contact, hand gestures, body posture, and voice tone to emphasize key presentation points

Develop and implement a presentation that is targeted to a specific group, states a clear purpose; organizes, sequences, develops and re-states key points

Effectively implement questioning listening group facilitation skills, e.g.: questioning and listening

Prepare and use effective* visual aids for presentation enhancement

Conduct an effective* question and answer session follow up to the presentation

*using recommended skill steps.

INTRODUCTION

When asked how they feel about public speaking, most people respond by expressing concern or fear. In fact, in recent research of common phobias, it was shown that Americans are more afraid of speaking in public than of spiders, snakes, or even death! This great fear of public speaking typically manifests itself in physical symptoms that we refer to as "stage fright." The heartbeat increases, the rates of respiration and perspiration increase, muscles tense, eyes dilate, palms sweat, knees quake, and the mouth becomes very dry. These symptoms are common, normal, physiological reactions of the body to stress.

A good public speaker learns to control and channel these initial fear reactions. Good public speaking is really nothing more than a prepared and thoughtful interaction with an audience. In fact, the two most important factors in controlling the fear reaction are preparation and practice. The workshop will accordingly be focused upon detailed and thorough preparation and practice of presentations to an audience.

PRESENTATION EXERCISE I

As you observe the speaker's presentation, give your impressions by noting your specific reactions using the following guidelines:

Skill Type	Good Points	Areas for Improvement
Use of Eye Contact		
Use of Facial Expression		
Use of Arm and Hand Gestures		
Use of Body Posture and Positioning		
Use of Vocal Tone and Expression		
Structure of Content Establish Rapport State idea/Purpose/ Subject Develop/Describe Key Points		
Summarize/Close the Presentation		
Use of Visual Aids		

Additional Comments:______________________________________

____

ANALYZING YOUR AUDIENCE

Audiences are different. Each audience that you will present information to will have its own needs, objectives, interests and responsibilities. The most successful presentations are those that are prepared with a specific audience in mind, and are tailored to match the needs, interests, attitudes, knowledge level, likes and dislikes of the members of that audience. An otherwise well-prepared presentation can easily fail because the presenter neglected to take into account how the audience would react.

To pre-assess an audience is not really difficult. It is simply a matter of asking a series of focused questions until you reach a set of conclusions about your audience.

Who are they?

Why are they here?

What are their needs, interests, concerns, levels of understanding, like and dislikes?

What questions or objections might you anticipate form the group?

AUDIENCE ASSESSMENT EXERCISE

To give yourself a picture of your audience, complete the following information exercise using a typical group that you will be presenting to. Be as complete in your assessment as you can, adding any additional information or characteristics that you think would be useful. Try to answer the questions from the perspective of your audience.

1. Who are they?

2. What are their reasons/interests for attending?

3. What are their specific interests or uses for your idea or subject?

4. What are their knowledge levels of your idea or subject?
   (High, Medium, Low)

5. What are their probable opinions/attitudes about your idea or subject?

AUDIENCE ASSESSMENT EXERCISE, (cont.)

6. What are their primary concerns or objections?________________

7. What information or presentation technique would appeal to them and how much of each would be appropriate (technical information, statistical comparisons, anecdotes, examples, lecture, group discussion, etc)?

8. What information or presentation technique would be likely to cause a negative audience reaction?

9. Additional information or characteristics? ____________________

PRESENTATION TECHNIQUES

Presentation technique should be used in order to increase your ability to get your message across. Eye contact, gestures, body posture and vocals should be used to emphasize or highlight the content of the presentation. Each technique should draw attention to the idea, not to the gesture or skill itself. Gestures or techniques that draw attention to themselves are distracting, particularly if they are used excessively.

Review the following list of various uses of the techniques, noting adaptations that tend to be supporting or distracting from your content.

Eye Contact

Supporting	Distracting if Excessive
establishing immediate eye contact with group members	looking down looking at ceiling or walls
maintaining steady eye contact with one person at a time for as long as it takes to complete a thought (about 5 seconds)	eyes darting around without controlled focus eyes "scanning" group while fixating on no one
opening eyes wider for emphasis	
starting eye contact with a few supportive types to get comfortable, then expanding to the rest of the group	staring at one person or a few people

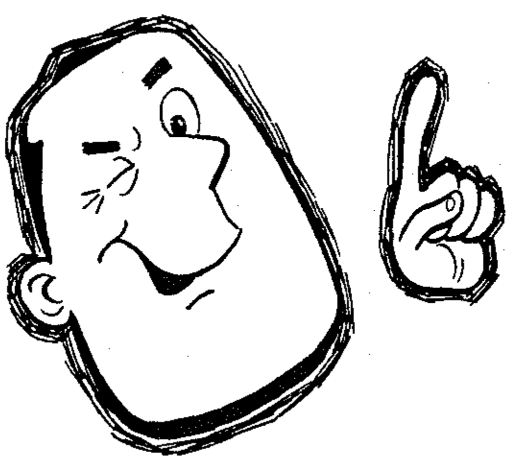
PRESENTATION TECHNIQUES

Facial and Gestures

Supporting	Distracting if Excessive
active, expressive face	inactive poker face
smiling	somber, glum expression
conveying enthusiasm through emphatic expressions	frowning
changing facial expressions according to content	no energy or enthusiasm, expressions are flat or bland
maintaining a "neutral" position when not gesturing	maintaining same facial expression throughout
moving arms expansively; making complete gestures	hands on hips
varying types of gestures	crossing arms in front of chest
vertical or chopping motions to emphasize precise points	wringing
palms up to invite acceptance or participation	twitching fidgeting twiddling

Facial and Gestures continued:

Supporting	Distracting if Excessive
	constant, overly repeated gestures
	clenches, stiff, or partial gestures
	drumming fingers
	jingling keys or change



PRESENTATION TECHNIQUES

Body Posture and Positioning

Supporting	Distracting if Excessive
deliberate, timed movements to 1) change the mood or pace of the presentation, 2) relieve tension within you, 3) draw attention to you, 4) emphasize a point	excessive pacing slouching leaning on hips
squaring to the audience (feet balanced, weight evenly distributed, standing up straight on balls of feet)	turning your back to the audience sitting on the edge of the table
leveling with an audience (with a small group, sit at a table rather than standing over them)	no movement standing or sitting behind podium or table
projecting confidence, readiness, openness backing up or moving to the side to give the floor to an audience member	leaning on flipchart or podium projecting fear, closed demeanor
approaching or moving toward the group to assume control	

PRESENTATION TECHNIQUES

Vocals

Supporting

raising or lowering your tone of voice according to content

conveying enthusiasm, & a positive attitude through expressive tone
speaking at a conversational, even rate or pace, varying this tempo at appropriate times to emphasize points

speaking with a clear, relaxed quality (it helps to drink water or do deep, slow breathing)

speaking loudly enough so that those in the back of the room can hear you

using pauses to emphasize points

Distracting if Excessive

speaking in monotone

speaking too fast or too slow

nervous, tight, shrill quality
mumbling

voice dropping at the end of sentences

too many “uh's”, “you knows”,or “o.k.'s”

excessive reading of material

PRESENTATION EXERCISE II

As you observe the speaker's presentation, give your impressions by noting your specific reactions using the following guidelines:

Skill Type	Good Points	Areas of Improvement
Use of Eye Contact		
Use of Facial Expression		
Use of Arm and Hand Gestures		
Use of Body Posture and Positioning		
Use of Vocal Tone, Expression		
Structure of Content Establish Rapport State Idea/Purpose Subject Develop/Describe Key Points		
Summarize/Close the Presentation		
Use of Visual Aids		
Additional Comments		

PRESENTATION LOGISTICS CHECKLIST

_______ Participants notified or invited; attendance confirmed

_______ Directions to meeting place provide; parking arrangements specified

_______ Time of meeting provided

_______ "Hosting" or introductory role assigned

_______ Room set up arrangements

_______ Tables: number, size, shape, positioning

_______ Chairs

_______ Flipchart stand/overhead projector/electrical outlets/extra bulbs/extension cord

_______ All equipment operations?

_______ Name tags/tents/felt tip pens/markers/tape/pencils/paper

_______ Materials/brochures for handouts

_______ Ash trays

_______ Refreshments

_______ Telephones/messages

_______ Restrooms

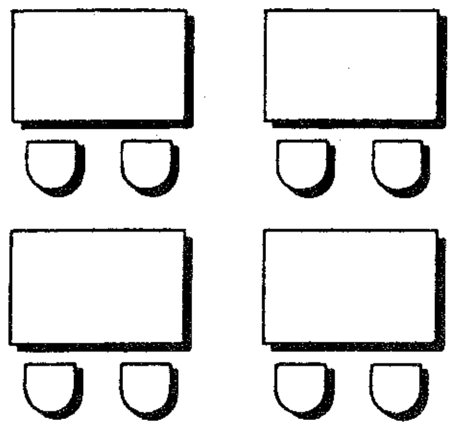
_______ Vending machines

ROOM SEATING ARRANGEMENTS

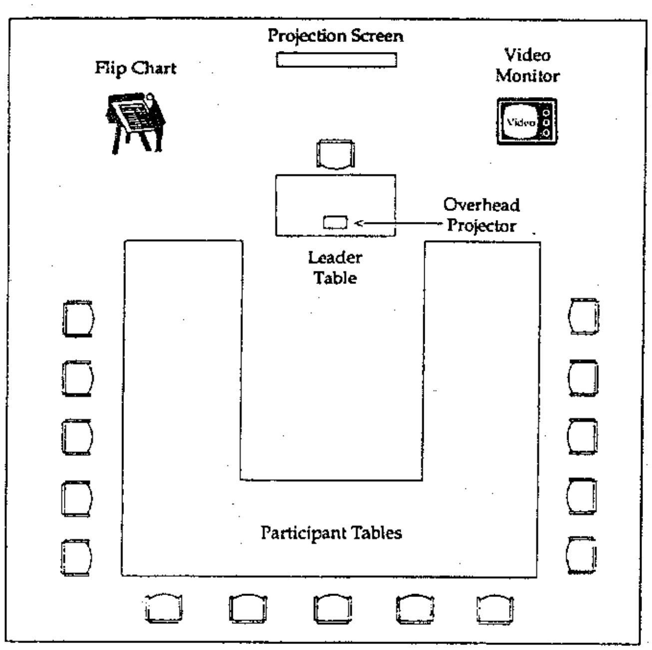
There are numerous ways to arrange the seating of your audience. The one you choose will depend upon the size of your audience, the size of the room, your preferred style, and the amount of participation you want from members of your audience.

Review the following alternative arrangements:

Basic Classroom type: Most useful for relatively formal presentations of information. The tables enable audience members to make use of reference materials. The amount of audience participation is usually confined to question and answer periods.

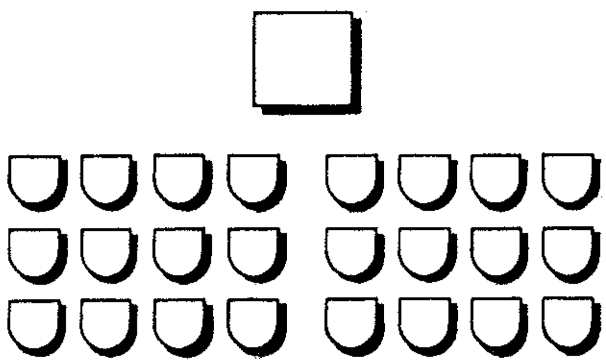


U-Shape: Most useful when informal, open and participative discussions are needed. Much eye contact and personal rapport with individual audience members is facilitated. Tables enable use of reference materials.

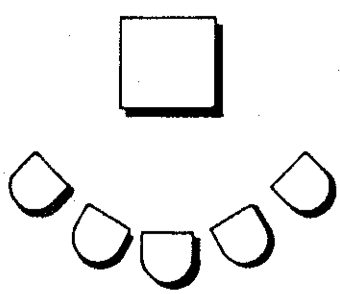


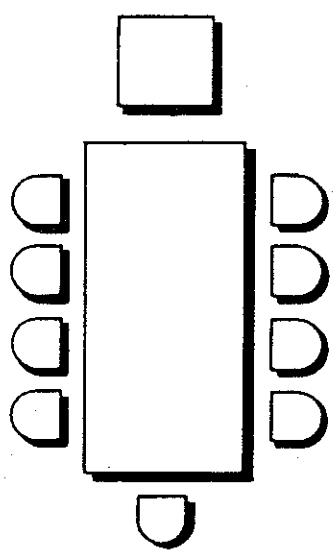
ROOM SEATING ARRANGEMENTS continued:

Large Group Type: Most useful for auditorium size groups that do not need to make use of reference material. The amount of audience participation is usually confined to question and answer periods.

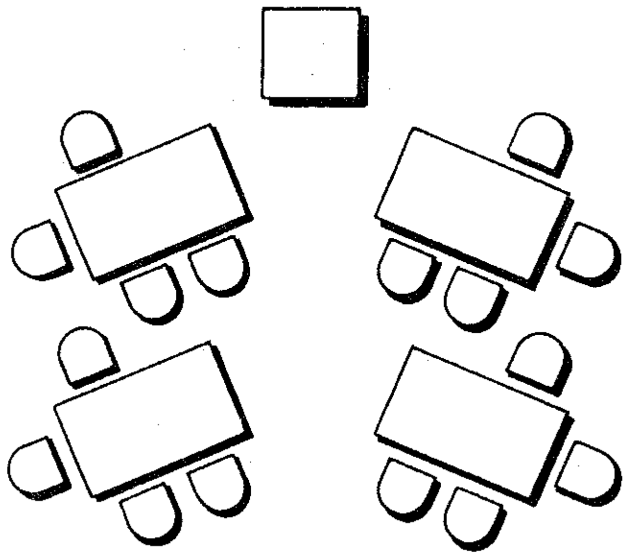


Small Group Informal Type: Most useful for a small group where you desire a large amount of discussion, participation or exchanging of ideas and information. The table is optional. You may want to sit down for some or all of your presentation.





Herringbone Type: Most useful as a slightly less formal adaptation of the classroom style, particularly when it is useful to encourage sub-group discussions of your material.



PRESENTING YOUR CONTENT

Some generic rules regarding the content of your presentation need to be covered before going into the specific structure and supporting information. The most important rule needs to be reiterated: maintain the perspective and orientation of your audience at all times.

Another fundamental rule that needs emphasis is that of preview and summary: "tell'em what you're gonna tell'em, tell'em what you told'em." For retention purposes, audiences need to be told what they are going to learn, then learn it, and then be told what they have learned. Audiences usually remember what is said first and last, while forgetting more of what is said in-between. Most presentations can be broken down into three parts: introduction, body and conclusion. You will be asked to: 1) state your idea, 2) develop your idea, and 3) restate your idea.

PRESENTATION STRUCTURE

Establish Rapport

State Your Idea/Purpose/Subject (Introduction)

Develop Your Idea (Body)

Restate Your Idea (Conclusion)

Conduct Question and Answer Session

Summarize/Close

ESTABLISH RAPPORT

Purpose: To introduce and relax yourself and the group while setting a positive and comfortable opening climate.

Recommendations:

Choose your attire by keeping in mind the kind of image you want your audience to have of you.

Make a point to arrive at least one hour early. This will allow you to mingle, make friends, build support, and check room arrangements.

If possible, have someone you know in the group introduce you and "host" the presentation.

Approach the speaker's position in a deliberate, unhurried way.

Pause for a moment after getting into position and smile comfortably. This will give the audience a chance to focus on you, and that moment of silence will do more to attract your audience's attention than speaking immediately.

Introduce yourself.

Express appreciation/enthusiasm for addressing the group. Try to create a positive, enjoyable environment. If appropriate and comfortably suited to your style, use levity, a humorous anecdote, or a rhetorical question.

Pay close attention to how your are expressing yourself non-verbally.

STATE YOUR IDEA/PURPOSE/SUBJECT (INTRODUCTION)

Purpose: To gain attention while motivating the audience to listen to you. To clearly state your subject, purpose or theme.

Ask Yourself:

Why am I making this presentation?

What specific result do I want to achieve?

What action do I want the audience to take after I'm done?

OR

What changes in knowledge, attitude or perception do I want them to achieve?

How can I state my idea or purpose in a way that will grab attention and sell the audience on listening to me?

<u>Options</u>: (depending on group and your preferred style)

Direct statement of your idea:
"Many of the managers in your position that I've talked to have stressed that their number one concern these days is reduced employee productivity. I have what I believe is a practical way to tackle the issue."

Rhetorical question of a major need or problem:

"How much of your time was wasted in the last three months firefighting problems with the new computerized system? I would like to present a simple, workable, and time-saving solution."

Compelling example of story illustrating the need:

"As we were getting coffee this morning, one of your peers described to me how she had used our information service to increase last years' profit by 20%. I'm here to share that same information with the rest of you.'

Convincing quotation from authoritative source:
"The September issue of Business Week stressed that in the 1980's and 1990's the quality of management will make or break most retail store chains." Let's discuss some steps we take to develop quality management.

Statistics or numbers (only if brief and persuasive):
"Research indicates that at least 40% of customers that switch to another store do it for reasons that the company has control over. My purpose here today is to focus on what we can do to keep our customers."

Reactive questions:
"How many of you in this room have ever experiences some type of problem in communicating with an employee? (Get responses) Our Effective Store Management Program is targeted to work us through those experiences we all share."

PRESENTATION EXERCISE III

Directions: Write your opening idea/purpose statement:

DEVELOP YOUR IDEA (BODY)

Purpose: To organize, clarify and explain your idea, purpose, subject, or viewpoint. To describe each subtopic from the perspective of your audience.

Trap to Avoid: This is the section of the presentation in which many speakers lapse into overly technical jargon. REMEMBER: your audience's understanding of the subject, their likes and dislikes, needs and concerns, must continue to be your guide even as your describe your ideas in detail. Also, give only necessary background information. Supporting data should be concise and pertinent to the main theme.

Suggested Steps:

State Idea/Purpose/Subject

Preview Subtopics/Key Points, "Tell'em what you're gonna tell'em."

Describe/Detail each Subtopic "Tell'em."

ADDITIONAL SUPPORTING DATA

The following types of supporting data will add emphasis and believability to your presentation. A mixture of fact (what is), analysis (what it means), and opinion (what you think) will work best.

Examples: Use of situations or actual events that your audience will relate to or might even have experiences. Liberal use of examples can increase your audience's ability to relate to your message.

Comparisons: Favorable comparative data about your point of view vs. another. A favorable comparison is one of the most convincing techniques that you can use.

Authoritative judgement: Quotations from credible experts or periodicals. Remember, your audience must view the source as credible in order to find the judgement convincing.

Personal testimony: Supportive statements from an individual that the group know or could easily relate to will enhance your believability and relationship with the group.

Statistics: Numbers are persuasive if used diffusing possible objections that the group might have, supports your presentation and will help you later in the question and answer session.

Demonstration/illustration: Visual demonstrations or illustrations will enhance the degree of audience attention and retention.

RESTATE YOUR IDEA (CONCLUSION)

Purpose: To sum up and emphasize the primary idea that you want your audience to remember, while concluding with a forceful, positive message. To take the opportunity to "Tell'em what you told'em."

REMEMBER, any idea, even your most significant one, frequently will be forgotten if not repeated. Key ideas can be repeated from three to five times, either verbatim or using slightly different words. When repetition is used properly it will not insult your audience, as many people seem to believe. The summary or conclusion is often the weakest and least planned section of the presentation. It should instead be used by you as a planned opportunity to sum up and stress your key message in a forceful, positive way. It should never be used to introduce new facts or information. Remember: people tend to retain what is said first and last.

Sample Concluding Phrases:

in conclusion...

let's review the primary points we've covered...

just to briefly summarize the key point...

finally, I'd like to conclude by saying...

Ask Yourself:

What specific point(s) do I want to audience to remember?

What do I want the audience to do or understand as a result of the presentation?

What is my purpose for the presentation?

Workbook

PRESENTATION EXERCISE V

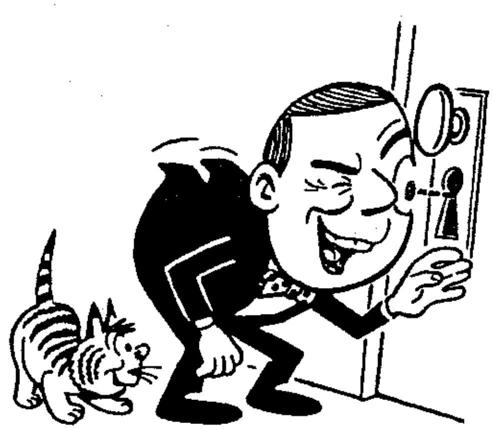
Directions: Write a concluding phrase, and then summarize the key point(s) that you want your audience to remember or act upon.

Concluding phrase:______________________________________

Restate Your Idea (Conclusion): ______________________________

UTILIZING VISUAL AIDS

Most presentations can be greatly enhanced by the use of visual aids. Illustrative material can add to the impact of your presentation, help you and your audience focus on your key ideas, and significantly improve the level of retention of your message. Visual aids are effective techniques to use to emphasize or highlight the content of the presentation. Proper use can support your key ideas while incorrect use can distract from the content of your message. For example, aids that cannot be properly heard or seen will irritate and distract your audience, reducing the effectiveness of your message.



GENERAL RULES FOR THE QUESTION AND ANSWER SESSION

Approach the session with a positive attitude. If you believe that the audience is trying to catch you in a mistake or trip you up, you will become defensive and ineffective. Questions from the audiences usually demonstrate a real interest in what you have said and should be accepted by you as a compliment and an opportunity.

Restate or paraphrase each question for clarification to the audience.

Listen carefully to each question. Do not try to think of your answer while the question is being asked; instead, use your paraphrasing time to formulate your answer.

Keep your central focus in mind while answering. Avoid going on tangents.

Ask probing questions, if necessary, to clarify what information the questioner is seeking.

Avoid lengthy one-on-one dialogues.

Honestly admit it if you do not know an answer. Do not bluff. Instead, indicate to them that you will get the answer and respond to them later.

HANDLING "PROBLEM" MEMBERS OF THE AUDIENCE

Directions: List method(s) that you recommend using to handle or diffuse each type of problem person. Remember that you must maintain your composure, and control of the group.

Problem Type	Methods to Use
Direct Challenging	
Rambling	
Monopolizing or dominating discussion	
Arguing	
Tangents or irrelevant questions	
Clowning, joking	
Side conversations	

SUGGESTED METHODS FOR HANDLING

"PROBLEM" MEMBERS OF THE AUDIENCE

Problem Type	Methods to Use
Direct challenging	Turn challenging statements into questions Use evidence, rather than opinion, in your answer Avoid repeating negative or hostile words (i.e. corrupt, lie) while rephrasing to the group In particularly challenging cases, avoid eye contact with the questioner, re-directing focus to the group
Rambling	Ask specific, closed-ended questions for a yes or no answer Reduce verbal and non-verbal reinforcement (eye contact, nodding, etc.) Summarize what they have said and ask for questions from others

"PROBLEM" MEMBERS OF THE AUDIENCE continued:

Problem Type	Methods to Use
Monopolizing or dominating discussion	Direct responses to the entire audience, not only the questioner Shift eye contact to others Summarize what they have said and ask for questions from others Thank them for their point of view and ask for questions from others
Arguing	Agrees that the issue is interesting, but "we must move on in the interest of time. Other questions?" Offer to continue the discussion after the presentation

"PROBLEM" MEMBERS OF THE AUDIENCE continued:

Problem Type	Methods to Use
Tangents or irrelevant questions	Ask probing question(s) to clarify exactly what information the questioner is seeking Keep your own central focus in mind State, "I think that is interesting, but I would like to focus on _____." Reiterate the central issue or idea
Clowning, joking	Show a sense of humor Smile, then refocus to cenral issue or idea Phsically move toward those who are joking
Side conversations	"Was there something you wated to share with the grop?" "Is there a comment you would like to make?" Physically move toward the talkers

CLOSING THE PRESENTATION

Purpose: To sum up and emphasize the primary idea(s) that you want your audience to remember, while clearly specifying any next steps or actions you want your audience to take.

"Our time is about up. In conclusion, I will say that my primary purpose has been to demonstrate to you that there are numerous flexible and adaptive options for delivering training programs to your work groups. I will now pass to each of you a brief questionnaire asking you what options are best suited to your individual areas. Your verbal feedback is most welcome also, and I have attached my business card for that purpose. Thank you."

PRESENTATION EXERCISE VI

Directions:Sum up and emphasize the primary idea(s) you want your audience to remember, clearly specifying any next steps or actions you want your audience to take.

PRESENTATION EXERCISE VII

As you observe the speaker's presentation, give your impressions by noting your specific reactions using the following guidelines:

Skill Type	Good Points	Areas of Improvement
Use of Eye Contact		
Use of facial Expression		
Use of Arm and Hand Gestures		
Use of Body Posture and Positioning		
Use of Vocal Tone and Expression		
Structure of Content Establish Rapport State Idea/Purpose/ Subject Develop/Describe Key Points		
Question and answer handling questions handling problem audience members		
Use of Visual Aids		
Summarize/Close the Presentation		

Additional Comments: