COMMUNICATE WITH CONFIDENCE

PROJECT REPORT

For

Alberta Agriculture Food and Rural Development
Rural Development Division
Alberta Agricultural Initiatives Program

Alberta Women's Institutes
#220 - 10403 - 172 Street
Edmonton, Alberta
T5S 1K9
Telephone/Fax: 780-488-5282

June, 1999

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Executive Summary

The *"Communicate with Confidence"* project was designed to teach skills and techniques unique to public speaking. The target audience was older rural Albertans who may have had less opportunity to develop public speaking skills. Project designers acknowledged that public speaking skills are important because they enhance personal growth and develop skills that are essential to enable participation in public discussion and debate.

The overall project goals were to improve public speaking ability, to develop the leadership skills, and to build the self-confidence of participants. The project designers developed a handbook containing eight sections. Twenty courses were offered throughout the Province with a total of 165 people attending. "Basic Speaking Techniques" and "How to Present a 'Form' Speech" were the most popular topics covered: 100 percent and 81 percent of the classes covered these class sections respectively.

Personal growth and an opportunity to meet other community members contributed to the overall success of the classes offered. In addition, the course was designed to be sensitive to the needs of participants by providing a non-threatening learning environment.

1. Introduction

Alberta Women's Institutes (AWI), on April 4, 1995, submitted a proposal to the Agricultural Initiatives Program, for a project title *"Communicate with Confidence."* The project was designed to teach skills and techniques unique to public speaking. The original project grant applied for was $33,750.00 (Appendix "A"). On November 9, 1995, the Agricultural Initiatives Program approved funding for this project for $17,600.00 (Appendix "B").

2. Background Information

2.1 The Art of Public Speaking

The importance of public speaking or oral communication has been recognised for thousands of years. Aristotle is acknowledged as the most important theorist to write about oral communication. His *Rhetoric* is acknowledged as one of the more influential books written on this subject. Students of oral communication have described this book, composed of three sections, as the book of the speaker, the book of the audience and the book of speech.

Oral communication was so important in the Greek civilization that it was a corner stone of their curriculums. These ancient people believed that oral communication and leadership training were synonymous. In these ancient times, oral communication skills consisted of the organization of information, effectiveness of language, critical decision making and the analysis of logic (McCroskey, 1968).

Today, oral communication is just as important as it was to the ancient Greeks. First, public speaking skills often separate whose who are successful in their careers from those who are not; secondly, public speaking enhances personal growth; and finally public speaking develops skills that are essential to the democratic process (Rodman and Adler, 1997).

Just as our knowledge about technology and science has expanded, so has our understanding and awareness about communication techniques. Now, the knowledge of public speaking has expanded to include more than the basics of organization and delivery. Public speaking has evolved and expanded to include knowledge about the ethics of speech making, the theory of public speaking, the choice of language, the cultural context of the speech and nonverbal communication associated with delivering the message (Beebe et al, 1997).

2.2 Project Rationale and Goals

The *Communicate with Confidence* project was an endeavour to teach public speaking to senior people living in rural areas. Project designers identified this population because they believed that senior people were unsure not only of their ability to speak, but also of their ability to articulate their thoughts and ideas at meetings and social events. The project designers believed that many older men and women raised in rural communities received few opportunities to express themselves verbally. Moreover, project designers built into the project a mentoring component by which facilitators could provide support, encouragement and assurance to participants.

The overall project goals were as follows:

1. To improve public speaking ability.
2. To develop leadership skills.
3. To build self-confidence.

2.3 Project Design and Delivery

2.3.1 Project Material

The project designers developed a handbook (Appendix "C"). This handbook included eight sections as follows: 1) Basic Speaking Techniques, 2) Writing the Speech, 3) Duties of the Program Organizer, 4) Promoting your Organization, 5) How to Present "Form" Speeches, 6) Responsibilities of Elected Positions, 7) Master of Ceremonies, and 8) Publicity for Your Organisation.

These sections were developed from material collected from several sources including: Alberta Agriculture, Food and Rural Development, Rural Development Division, information sheets; "*Take a Seat*," presentation by District Home Economists of Nova Scotia; "*Notes of Effective Speaking*" by the Canada Jaycees; "*Getting Your Point Across*" by Communication Training in 4-H; "*The Wedding M.C.*" by Brian C. Lee; "*How to be a Great M.C.*" by Alex Mair; and "*Working Wonders with Words.*" by Wilfred Womersley.

2.3.2. Project Format

The presentation of the material was based upon a ten-hour format. Five hours were devoted to basic speaking that included impromptu speeches, use of a microphone, and hints on beginning and ending speeches. The remaining five hours offered information on preparing a formal speech or presentation, planning a conference, revitalizing membership and encouraging leadership, protocol and etiquette of speeches and being a Master of Ceremonies.

2.3.3 Project Coordinators and Facilitators

Three AWI members acted as project coordinators, with sixteen members acting as facilitators for the courses. The project coordinators trained the facilitators. These facilitators came from all areas of the Province.

2.3.4 Project Participation

One training course was held at Red Deer Alberta on January 22, 1997; two pilot projects were held: one on January 31 and February 1, 1997 at Olds College, Olds Alberta with ten participants, and one on February 7 and 8, 1997 at Duffield, Alberta with nine attendees. Twenty courses were offered throughout the Province with a total of 165 participants or an average of eight attendees per course (Appendix "D").

Of the twenty courses offered, detailed data were retained on sixteen sessions. Listed below are a percentage of the sessions covered.

TABLE 1: PERCENTAGE OF CLASSES COVERING COURSE CONTENT

Course Content	% of Classes
Basic Speaking Techniques	100
How to Present "Form" Speeches	81
Writing the Speech	56
Promoting your Organization	50
Master of Ceremonies	44
Publicity for Your Organisation	31
Responsibilities of Elected Positions	25
Duties of the Program Organizer	19

Source: Original Data, N=16

The most popular section of the course was "Basic Speaking Techniques" with 100 percent of the classes covering this session, and "How to Present a "Form" Speech" with 81 percent of the classes covering this section. The least popular aspect of the course was "Publicity for Your Organization", "Responsibilities of Elected Positions" and "Duties of the Program Organizer."

Family and Community Social Services in the local communities hosted courses. The course participants came from diverse backgrounds namely farmers, school bus drivers, nurses, senior community leaders, plus local Chamber of Commerce members, 4-H Leaders and librarians.

2.3.5 Project Administration

The AWI provided project administration. Two facilitators delivered each course. The facilitators were required to complete a Facilitator's Report (Appendix "E"). Each participant was encouraged to complete an evaluation form (Appendix "F"). Each facilitator received an Honourarium of $125.00 per session plus room, meals, mileage and cost of supplies. A modest fee of $10.00 was charged to each participant. At the completion of the class, a Certificate of Completion was presented to each participant, signed by the presiding facilitators (Appendix "G").

2.3.6 Project Evaluation Responses

Overall the evaluations provided positive response for course facilitators and designers. This form was designed for qualitative responses. The responses indicated that the attendees gained confidence in speaking and indicated that this gave more confidence should they wish to pursue a public office. Other comments included the positive focus on "learning by doing."

Facilitator comments showed that the participants were eager to participate and that overall participants were attentive. For several facilitators, the training session was too short. Therefore, facilitators needed to do additional preparation before teaching the classes.

Several areas jeopardised the success of this initiative. Public address systems often worked poorly, with some facilities lacking screens for overhead projectors. While the course had 165 participants, some facilitators suggested that classes were difficult to fill and many individuals were pressured to participate. Other people, who were approached, were not interested.

3. Discussion

Communicate with Confidence had three goals namely to improve public speaking ability; to develop the leadership skills and to build the self-confidence of participants. The project met these goals. In addition, for those individuals who participated in the initiative, the project provided a personal growth opportunity along with an opportunity to interact with other community members. The course was designed to be personally considerate and benevolent to the participants. This component was accomplished and evidenced by the participants comments such as "the presenter was warm and welcoming" or " presenters were very good, involved the whole group in a pleasant, non threatening way." The project was originally conceived to target a senior audience. The demographic make up of the participants could not be determined from the evaluation forms.

While those individuals who participated in the *Communicate with Confidence* appeared to enjoy and learn from the experience, it must be recognized *Communicate with Confidence* competed with a plethora of similar classes, programs and initiatives. These classes, programs and initiatives range from self-help public speaking literature in bookstores and on the Internet, to Toastmasters, and diploma and certificate programs offered by Community Colleges and Universities. These courses are designed and taught by professional speakers and trainers who include in their classes, a sophisticated array of topics such as gesturing, facial expression, cultural content or ethics.

"Speech preparation means digging something out of yourself" (Laskowski, 1997). The basis of *Communicate with Confidence* was to help participants find something unique to say, about themselves, about their community and about their world, in an organized and professional manner. Thus, the project designers believe that those people who participated in the course will be able to more fully participate in organizational and professional endeavours within their communities.

APPENDIX "E"

FACILITATORS REPORT FORM

FACILITATORS' REPORT

FACILITATOR #1...Name: ______ Phone. ______
Mailing Address: ______

REIMBURSEMENT REQUESTED:

Honorarium..	$125.00
Room & Meals..........(provided)..................	$ ______
Mileage	$
Other (must explain)................................	$______
TOTAL=	$

FACILITATOR #2...Name______________________ Phone____________
Mailing Address________________________________

REIMBURSEMENT REQUESTED:

Honorarium..	$125.00
Room & Meals..	$ 60.00
Other (must explain)................................	$______
TOTAL=	$000000

REPORT:
Course held at: ______
Date(s): ______ **Chapters Covered:** ______
Number of Participants 8 **(attach sign-up slip to report)**

Host Organisation: ______
Spokesperson (contact person) ______
Address: ______

Facilitators' Comments: The second facilitator on this course was Elizabeth Rushton. She is turning in her own expense sheet.

This course had 10 people booked, but at the last minute it was reduced to 8. The committee decided to carry on with it, but have revised our policy as follows.... In future, we will agree to facilitating a course with less than the minimum ten participants, but we will require a minimum, guaranteed payment of $100.00.

Signatures:
Facilitator #1____________________ **Facilitator #2**________________

Please return , along with evaluations , in envelope supplied... ASAP

APPENDIX "F"

EVALUATION FORM

COMMUNICATE WITH CONFIDENCE

Workshop Evaluation

Please help us to continue improving our workshop. Every comment is considered as we up date the program.

* Give your overall impression of the workshop:

*Was it what you had expected?
*Did you gain the knowledge you wanted?
*Were the time elements adequate and agreeable?
*Was the format to your liking?
* What do you think about the handbook?
*Give your overall impression of the way it was presented:

*Did you feel welcome and involved?
*Did you feel this was a good way to present the information?

*Please comment on each of the chapters you took:

✓#1 Basic

#2 Introduction to Ovation

#3 Behind the Scenes Host

#4 Revitalize

✓#5 Spit & polish

#6 You're Elected..Now What?

#7 The Smooth MC

✓#8 Blow Your Horn

* If you have any suggestions on how we can improve this workshop, the information or presentation, please write them on the back. Are there other chapters you can suggest? Your time is greatly appreciated. Thank you.

Sincerely

Alberta Women's Institutes

APPENDIX "G"

CERTIFICATE OF COMPLETION

COMMUNICATE WITH CONFIDENCE

November 1997

____

CONGRATULATIONS ON YOUR
COMPLETION OF THE TEN HOUR
PUBLIC SPEAKING WORKSHOP
"COMMUNICATE WITH CONFIDENCE "
PRESENTED BY
ALBERTA WOMEN'S INSTITUTES

____
INSTRUCTOR

____
INSTRUCTOR

4. References

Beebe, S. Et al. (1997). *Interpersonal Communication: Relating to Others.* Scarborough, ON: Allyn and Bacon Canada.

Laskowski, L. (1997). *Speech Preparation As A Process.* LJL Seminars: http://www.ljlseminars.com

McCroskey, J., (1968). *An Introduction to Rhetorical Communication: The Theory and Practice of Public Speaking.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Rodman, G and R. Adler, (1997). *The New Public Speaker.* Fort Worth, TX: Harcourt Brace & Company.

APPENDIX "A"

PROJECT PROPOSAL

GRANT APPLICATION

TO

ALBERTA AGRICULTURE, FOOD AND RURAL DEVELOPMENT

AGRICULTURAL INITIATIVES PROGRAM

ANDY MCPHEE
HEAD, COMMUNITY SERVICES SECTION

EDMONTON
ALBERTA

ALBERTA WOMEN'S INSTITUTES
6604 82 STREET
EDMONTON AB T6B 0E7
PHONE/FAX 403, 469 - 1254

ALBERTA WOMEN'S INSTITUTES:

HISTORY OF ORGANIZATION:

Alberta Women's Institutes was founded in 1909. The organization was incorporated under the Women's Institutes Act in 1916, which was updated in 1922, 1942, and 1955. Alberta Women's Institutes is a volunteer, non-profit, educational organization. It is non-partisan, non-racial, and non-sectarian. Any woman over the age of 16 can be a member. A.W.I. has a membership of 1600, with 120 branches in Alberta. Our membership consists of 1100 rural and 500 urban women (approximately). A.W.I. is affiliated with the Federated Women's Institutes of Canada, (36,000 members approx.) and the Associated Country Women of the World (with member societies in 72 countries.)

THE WOMEN'S INSTITUTES MOVEMENT WAS FOUNDED IN ONTARIO IN 1897, AND WILL BE CELEBRATING ITS 100TH ANNIVERSARY IN 1997. The Women's Institutes movement is truely a Canadian idea. It was founded in Canada and the movement was then taken to other countries.

The aims of the organization are:

To encourage women both rural and urban to organize groups within their own communitites.

To create improved social and educational conditions in their communities, the province, across Canada, and throughout the world.

To welcome with help and understanding any new citizen moving into their community.

To accommodate these aims Alberta Women's Institutes has set up Educational Convenerships on the local and provincial levels to distribute learning material, and to report back to the organization of such learning.
The educational convenerships are:

Agriculture and Canadian Industries

Education and Cultural Activities

Environmental Conservation

Health, Home Economics, and Social Services

International Affairs.

VOLUNTEER COMPONENT

To serve Home & Country by working together to improve social and educational conditions within the community, the province, nationally and internationally. Alberta Women's Institutes is affiliated with the Federated Women's Institutes of Canada, and the Associated Country Women of the World.

1600 volunteers, 120 branches, 28 constituencies, 5 districts

Alberta Women's Institutes does not keep a record of the volunteer hours, however basing it on an average of 10 hours per month X 1600 X 12, approxomate hours logged would be 192,000 per year. This is a low estimate as many of our women work much more than 10 volunteer hours per month.
The officers and volunteers of our organization are paid out of pocket expenses only. There is one full time paid person who works out of the Provincial office in Edmonton.

GOALS & OBJECTIVES

THIS PROJECT has been used throughout the province, AS A PILOT PROJECT and was received in an extremely favourable manner. It was found during the pilot project that women, especially seniors in rural areas, were the most in need and men, despite having been in the workforce, were unsure of their ability to speak in public or voice an opinion at meetings. Statistics have shown that people are facing the last years of their life alone, not by choice but by being left or widowed. They are lacking in self esteem, and are in need of confidence building in order to be able to stand up and speak for themselves or at a community meeting. Many of these people have excellent ideas and knowledge, but are unable to communicate because of the lack of the skill to gather their ideas into a manner where they may be understood.

THIS VERY UNIQUE PROJECT "COMMUNICATE WITH CONFIDENCE" gives people the ability to put forward their knowledge and ideas and relate them in a confident manner.

A great number of men and women in rural areas have been brought up in an age where they were not given the opportunity to express themselves, and because of this, remain silent. COMMUNICATE WITH CONFIDENCE is a program designed to encourage participation, teachers are instructed to give support, encouragement, and instill a feeling of confidence in the participants.

Participants will be required to pay a small registration fee of $10.00. This is only a token fee, but it is a commitment made by the participant. With the downturn in the economy, it is felt that people will take the course because the registration fee, is within their reach.

ALBERTA WOMEN'S INSTITUTES

PROJECT: COMMUNICATE WITH CONFIDENCE

LEADERSHIP TRAINING: priority: PUBLIC SPEAKING
LEVEL 1 & 2

Over the years Alberta Women's Institutes has been hosting with Alberta Agriculture Home Economics Branch, Leadership Workshops throughout the province. From these workshops, one remark that was repeated many times was the need for public speaking courses in rural areas. Men and women, especially seniors who live in the rural areas had very little if any access to this type of training. People in urban areas said there are groups that did have this type of training, but to access the Public Speaking part of these programs you had to take "positions" within the group (such as secretary, treasurer, ways and means committee, president) and this meant more work to be fitted into their volunteer hours.

ALTHOUGH THIS PROJECT IS BEING ADDRESSED BY A WOMEN'S ORGANIZATION, THE COURSES ARE OPEN TO THE PUBLIC, AND EVERYONE CAN PARTICIPATE AND ARE MOST WELCOME.

The goals of our project are:

TO ADDRESS THE NEEDS OF RURAL AND URBAN PEOPLE WHO OVER THE YEARS HAVE HAD NO ACCESS TO: PUBLIC SPEAKING - LEADERSHIP SKILLS - SELF CONFIDENCE, AND TO PROVIDE A SECOND LEVEL PROGRAM AS THE EVALUATION SHEETS FROM THE PILOT PROJECT INDICATED.

PROJECT TIME TABLE

Beginning October 1995 and be completed June 1997.

FUNDING DATE

September 1995

PROJECT FUNDING

$33,750.00

PROPOSED BUDGET

See attached Appendix #1

Appendix #1

PROPOSED BUDGET FOR ALBERTA WOMEN'S INSTITUTES
PUBLIC SPEAKING COURSES
LEVEL 1 & 2

TEACHERS:	5 areas 2 teachers per area 40 courses $250.00 per course (each course 10 hours long)	$10,000.00
TRAVEL AND ACCOMMODATION, MEALS	40 courses $250.00 per course	$10,000.00
ADMINISTRATION STAFF:		$ 2,000.00
EVALUATION:	On going evaluations during 2 year project	2,000.00
ELECTRONIC MATERIAL:	Microphone/Stand/Small amplifier	750.00
PRINTED MATERIAL:	classroom material, workbooks, 3 ring binders to hold information.	6,750.00
TYPING:	100 hours @ $15.00 per hour	750.00
MISCELLANEOUS:	space rental for courses phone, postage etc.,.	1,500.00
	TOTAL FUNDING REQUEST:	$33,750.00

THE PROJECT WAS TO BE FUNDED BY HEALTH AND WELFARE CANADA BUT DUE TO A TOTAL CHANGE OF GOVERNMENTAL CRITERIA, IT NO LONGER QUALIFIED.

Appendix #2

ALBERTA WOMEN'S INSTITUTES

2 YEAR WORK PLAN:

PROJECT: COMMUNICATE WITH CONFIDENCE

Phase 1:

Establish a task force to come from the 5 areas targeted with a maximum of 10 women / 2 women per area.
President of Alberta Women's Institutes would chair the task force.
Divide task force into Sub committees.

- Program Committee
- Teacher training committee
- Budget committee
- Material and Equipment committee
- Area Programming committee

Sub Committees:

PROGRAM COMMITTEE: Establish guidelines, length of courses, materials necessary for courses and teachers, number of participants per course.

TEACHER TRAINING COMMITTEE: To select course leaders for Phase 1, to set up a training program for the course leaders, establish fee for the program to be charged to the participants (nominal charge will be established - it is a know fact that to give the courses free, they are not regarded with the respect that they should command.) Once Phase 1 is implemented they will continue to establish phases 2 and 3.

BUDGET COMMITTEE: To establish a budget for all phases of the project. Guidelines for travel allowances, room and board, material costs, printing costs, course room rentals, task force committee administration costs etc.,

MATERIAL & EQUIPMENT COMMITTEE: Map out the materials required for the courses, cost out material and equipment necessary for the project. Produce the necessary material and equipment required.

AREA PROGRAMMING COMMITTEE: Start up the program in first area suggested by the Task Force committee. Set up schedules, arrange for teachers, set up classes as requested by the Alberta Women's Institutes branches or the public at large.

PHASE 1: Once the classes have been started, they will be evaluated by the Task Force Committee on a continuing basis, Any changes or problems will be addressed. Phase 1 will last 6 months. During this 6 months new teachers will be trained in preparation for Phases 2 and 3.

PHASE 2: Two more areas will be added to the program, making three areas of Alberta covered by the program. Evaluations will again be done on an ongoing basis.

PHASE 3: The last two areas will now be added to complete the coverage of Alberta.
Each area will have a contact person who will be one of the Task Force Committee. Any problems or difficulties can be addressed to this contact person at any time during Phase 1, 2, or 3.

Teachers will be solicited from the membership of Alberta Women's Institutes. They will be required to have demonstrated leadership, good public speaking habits, and the ability to motivate and encourage women to build their self confidence. Teachers who were used in the Pilot Project will also be trained to teach Level two.

Program will be designed to be used by the Alberta Women's Institutes local branches or held open to the public.

Goal of the Project is to:

Improve Public Speaking Ability

Develop Leadership Skills

Build Self Confidence

Appendix #3

Alberta Women's Institutes
Executive and Council Members.

PRESIDENT; Elizabeth Rushton	5017 47 Ave Stony Plain AB T7Z 1L6
PRESIDENT ELECT; Doris Northey	R.R.1, Red Deer, T4N 5E1
VICE PRESIDENT; Hazel Swainson	Box 424, Sedgewick T0B 4C0
District 1 Director: Zella Pimm	Box 314, Grimshaw T0H 1W0
District 2 Director: Marilee Kosik	Box 150, Wabamun T0E 2K0
District 3 Director: Grace Grover	Box 365, Blackfalds T0M 0J0
District 4 Director: Lillian Dangerfield	R.R.1, Coutts T0K 0N0
District 5 Director: Gerri Shadlock	Box 829, Rosedale T0J 2V0

GRANT APPLICATION CONTACT:
Alberta Women's Institutes Head Office:
6604 82 Avenue
Edmonton. AB. T6B OE7. Phone / Fax 469 - 1254

Provincial Executive Secretary
Janet Halberg.

ALBERTA WOMEN'S INSTITUTES Appendix #4

ENCLOSURES:

ALBERTA WOMEN'S INSTITUTES REPORT BOOK FINANCIAL STATEMENT PAGE 26	1
ALBERTA WOMEN'S INSTITUTES HANDBOOK WOMEN'S INSTITUTES ACT	2
ALBERTA WOMEN'S INSTITUTES MAGAZINE HOME AND COUNTRY	4
ALBERTA WOMEN'S INSTITUTES BROCHURES	5

Funds we have available for the project

- Local cash available $ 10,000.00
- Expected money from fundraising (if applicable) $ 5,150.00
- Value of volunteer labour
  Total volunteer hours: 1300

  X Rate per hour $ 12.00 = $ 15,600
- Value of donated equipment $ 1,000.00
- Value of donated materials $ 1,000.00
- Government grants received:

  from ________________ $ ________

  ________________ $ ________

  ________________ $ ________
- Other grants applied for:

  from Status of Women $ 1,000.00

  ________________ $ ________

  ________________ $ ________

Total $ 33,750.00

Your total here must equal the total given in the project cost section.

Project Management (Who is the Owner/Operator)

Alberta Women's Institutes' Council

Project Timetable:

Project Start Date: October /95

Project Completion Date: June /97

We may need more information or documentation before we can consider your application.

As a condition of accepting financial assistance from Alberta Lotteries, you must allow Alberta Agriculture, Food and Rural Development to examine all books and records having any connection with this project. We may need to ascertain whether or not these funds were spent for the purpose intended.

Declaration

I declare that the information contained in this application is true and accurate. I am a duly authorized representative according to our bylaws with financial signing authority for this application. I agree to provide a report which outlines how both the grant funds and the matching funds were spent on this project, and which indicates that we complied with all conditions of the grant. I also declare that if a grant is awarded we will use it solely for the purposes outlined in this application.

This must be signed by two officers of your organization.

Elizabeth W. Rushton

Signature

ELIZABETH RUSHTON

Print Name

President

Title

Janet Halberg

Signature

JANET HALBERG

Print Name

Prov. Executive Secretary

Title

AUGUST 4, 1995

Date

Submit Your Applications to:
Honourable Walter Paszkowski
Minister of Agriculture, Food and Rural Development
Room 208 Legislature Building
EDMONTON AB T5K 2B6

For More Information, Contact:
Andy McPhee, Head, Community Services Section
Alberta Agriculture, Food and Rural Development
Phone: 427-2171 Fax: 438-3362

APPENDIX "B"

PROJECT FUNDING APPROVAL

ALBERTA
MINISTER OF AGRICULTURE, FOOD AND RURAL DEVELOPMENT

MLA Grande Prairie - Smoky

NOV - 9 1995

Ms. Elizabeth Rushton, President
Alberta Women's Institutes
c/o 6604 - 82 Avenue
EDMONTON AB T6B OE7

Dear Ms. Rushton:

I am pleased to inform you that I have approved funding for the Alberta Women's Institutes, through the Agricultural Initiatives Program of Alberta Agriculture, Food and Rural Development. Enclosed is a cheque in the amount of $17,600 for program initiatives.

The Auditor General requires that the receipt attached to the cheque be signed by a responsible officer of your organization. It should then be returned, within 30 days of receiving the funds, to the address on the bottom of the receipt.

This funding reflects my strong commitment to providing support for local initiatives through the Alberta Lottery Fund. Please convey my compliments to the members of your organization.

I wish you all the best in your future activities.

Sincerely,

Walter Paszkowski

Walter Paszkowski
Minister
Enc. #015556

208 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 Telephone 403/427-2137, Fax 403/422-6035
Northern Alberta Railway Station, Box 329, Sexsmith, Alberta, Canada T0H 3C0 Telephone 403/568-2560, Fax 403/568-3099

APPENDIX "C"

Communicate with Confidence HANDBOOK

ALBERTA WOMEN'S INSTITUTES

PRESENTS

'COMMUNICATE WITH CONFIDENCE'

Communication is the key to success
in business, leadership, personal relationships,
and even world peace
BE PREPARED

CHAPTER 1
BASIC SPEAKING

THE IMPROMPTU SPEECH

PURPOSE: To express an opinion, ask a question, share information, influence a decision and/or communicate an idea.

GENERAL PREPARATION:

Practice being alert and listening.

Learn to organise your ideas

Learn to use microphone

Be aware of etiquette/protocol

Know the structure of a speech

Study & practice speech delivery techniques (see "Communication Power Tools" in this section)

Practice 'reading' an audience (to plan how to approach them)

Keep a file of quips, quotes, etc. to use as 'ad-libs'

Listen to and watch other speakers (T.V, Seminars and meetings) to pick up techniques.

Practice impromptu speaking regularly (at home, in the car, etc.)

Keep informed on many subjects, (in books, papers,conversation, T/V., radio)

IMPROMPTU SPEAKING WILL....

Help you learn to maintain your poise in spur of the moment situations.

Allow you to use/share your storehouse of information and experience

Instil self confidence, control nerves.

REMEMBER... Relax.

a)The audience usually knows less about the subject than you..

b)They will be sympathetic. (After all, it might be one of them who had to get up and speak.)

c) If they hadn't been interested to hear what you are saying, they wouldn't have asked/allowed you to speak.

POISE & CONFIDENCE

When asked the most common fear of speaking, people say "fear of crowds and fear of ridicule". We've all experienced the symptoms..... fast pulse, weak muscles, dry mouth, cold hands, sweaty hands, tight nerves and butterflies in the stomach. The bad news is that even experienced speakers never completely get over them. The good news is that, with practice and the proper 'tools', we can train the butterflies to fly in formation.

Of course, what you say is of utmost importance, but the message can be enhanced (or diminished) by how the audience hears it, what they see, and their perceptions of you. If the words were all that was needed, you could pass it around on paper, or mail it in. The power of the spoken word is the presence of the speaker.

We use our eyes, body, voice, expression, appearance, and humour to make our speech stronger, more interesting and more memorable. These are all skills that can be learned, and improved with practice.

Practice every day using the structure guidelines given in this chapter. If you hear a debate on the radio or TV, mentally plan how you would speak to the topic. Then give the speech, out loud, using the 'Power Tools" section.

Listen to other speakers. Watch how they handle different situations. Copy what works for you.

We feel and look most confident when we are in a comfortable situation. Practice speaking at every chance. Practice using a microphone. With repetition, these things become familiar.

Practice and familiarity breed poise and confidence!

BE FRIENDLY,
BE NATURAL,
BE ENTHUSIASTIC,
and SHARE YOURSELF WITH YOUR AUDIENCE!

STRUCTURE OF AN IMPROMPTU SPEECH

When we think of 'impromptu' we might assume that it is just 'off the top of your head', and therefore there is no structure to it. Although there is minimum preparation time, structure is still important....even if the speech is only three or four sentences.

If we just start rambling, the audience may miss the point and ignore the rest. To avoid this...we must have a strong opening statement. We call this...

"THE HOOK". To capture the attention of the audience immediately, your first words should make them sit up and listen. In an impromptu speech, one line or, maybe two, is sufficient. Here are some suggestions. Be sure they are appropriate to the subject.

...ask for a show of hands

...ask a question

...use an unusual or shocking statistic

...make a strong, startling or controversial statement

.. a relevant quote.

...a visual aid

...use humour...i.e.an ad-lib or one-liner

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.. a relevant quote.
...a visual aid
...use humour...i.e.an ad-lib or one-liner

Now that you have their attention, go on with...

"THE BODY". This is the bulk of the speech where you give the information, background, description, facts and figures, etc. Try to keep it precise and in some order. (ie: make points in chronological order or order of importance. In most cases, you make the point, then give the 'proof' (backup, argument, description, etc.) However, if each 'point' has a common proof, give all points then the common denominator. (ie: "Therefore.........").

Now , in one sentence or two, go to....

"THE CONCLUSION". This is your chance to leave a final thought with the audience. It may be an appeal or suggestion; (ie: "With these points I have made, I urge [or encourage] you to ....'), a final statement or argument; (ie: "I believe that I have proven ......"), or an overall conclusion: (ie: "This is the information I was asked to research"). Only when you have the actual speech can you determine the exact conclusion it needs. This sentence is the one that will be most remembered, so be sure it is powerful.

WAKE UP!!!
(Hook)

THIS IS MY STORY (Body)

REMEMBER THIS!
(Conclusion)

A BAKER'S DOZEN OF HINTS

1. ALWAYS STAND UP...Even in a small group or for a short statement. Your voice is stronger and clearer when standing. The audience will pay more attention if they can see you. You can see and 'read' them, [do they understand? do they have questions?, etc.] It shows you have the floor [prevents interruptions]

2. ALWAYS FACE THE AUDIENCE...If you are speaking from the floor, face as much of the audience as possible. It's best to speak from the front of the room.

3. USE MICROPHONE.....If there's a microphone available..use it. We have all heard a speaker who asks (in a loud voice) "Can you hear me?" We agree. Then he proceeds with his speech, slowly losing volume...and his audience. If the audience has to struggle to hear you, they'll probably quit listening.

4. ETIQUETTE....The Chairperson has given you permission to speak, whether verbally or by a nod of the head, so always start by recognising him/her, then turning to the audience and addressing them. NOTE: If someone has introduced you to speak, you start by thanking that person, then addressing the Chair and audience. If there is a head table and/or special guests, use this order...Thank introducer.. Recognise Chair, Head Table Guests, Special Guests, Audience.

5. SPEAK SLOWLY, CLEARLY & CONCISELY ....When we are nervous, we tend to speak quickly. The audience has to have time to assimilate what you are saying. Use short sentences: long wandering sentences often just lose the audience. (They have to remember from the beginning.) Don't wander off subject or get into unnecessary details. The audience has offered you this time and attention to make a point...make it! Use language that everyone will understand.

6. AVOID 'VERBAL' PUNCTUATION...We tend to use 'ahh', 'errr'. 'heh', etc. when we are nervous or thinking of what to say next. Train yourself just to pause. A moment of silence as you frame your thoughts is less irritating to the listener than meaningless sounds.

7. INFLECTION:...Be careful not to make your statements sound like questions. The inflection at the end of a sentence, when it is not really a question, indicates that you are unsure about your facts and about yourself. (You're not asking...you're telling.)

8. VISUAL AIDS...Although it is unusual to use visual aids in an impromptu speech, you may need to illustrate,chart, or make notes on a flip chart or blackboard. OR, you may have a chart, picture, diagram with you that you wish to share with the audience. Have the blackboard or flip chart positioned so that you do not need to turn your back completely to the audience. [If you are right handed, have the board/chart to your left. As you write on it, you can look over your right shoulder to the audience]. Write big, so that all can see. Vary colours to separate points, ideas, sections, etc. When using pictures, etc. be sure they are large enough for all to see. If not, pass them around.

[FOR MORE INFO on all forms of visual aids, see related material in Chapter 2.]

8. DON'T APOLOGISE:...Don't make 'apology' statements; (ie: "I'm not a very good speaker". or "I'm not really prepared"). Simply address the appropriate people...pause...then go directly to the 'hook'.

9. DON'T THANK THE AUDIENCE:...Thank only the introducer or chair at the beginning. Finish with your strong closing statement...pause while making eye contact one more time...then sit down.

10. REPEAT QUESTIONS:...If a question is asked from the floor, repeat it into the mike before answering. If the audience didn't hear the question, the answer will mean nothing to them.

-2-

11. BE HONEST:...If you don't know the answer to a question, admit it. You can (if you wish) offer to find out and get the information back, either to the meeting or to the individual. Remember to follow through on the offer, ASAP.

12. START STRONG:...If you were introduced, that person should have announced your title or topic. If you stand up 'cold' to speak, there is still no need to announce that, "I am going to speak about....". Your first two sentences will make the topic obvious so, as soon as you have addressed the assembly, go directly into your strong opening sentence.

13. DON'T LET THEM SEE YOU SWEAT....Of course you're nervous. Every speaker is. The difference between them and you is they don't let it show. remind yourself, "You are in control...you have the information they need...you are doing them a favour"

THE MICROPHONE

Fear of using a mike is easily overcome by becoming familiar with it. During the Communicate with Confidence Course, or during breaks, we urge you to handle it, test it, adjust it...become comfortable with it. Using a microphone improves your speech, because it allows you to be heard without straining your voice to an unnatural pitch and allows the audience to hear without straining their ears. It also ensures that the audience doesn't miss some key word or statement.

...Try to check the mike before you use it. If this is not feasible, watch the previous speakers and note how close they must hold it. Usually, 10 to 15 inches from your mouth is optimum. Test by asking if you can be heard.

...When testing the mike, don't blow into it, tap on it or whistle. This can damage the equipment. Simply speak a couple of words in your normal tone of voice. (After all, you are testing it to speak into, not blow into)

...Try to keep a constant distance from the mike while speaking. Leaning into or away will cause your volume to waver. Be careful not to move your hand around when using a hand-held mike. Don't leave the mike, or if necessary to do so, don't speak while you're away from it. (It's a good idea to say, "Excuse me for a moment while I.....".)

...If you are using notes, keep the mike slightly below your mouth, as it will pick up better as you look down.

...Be careful what you mutter...'Mike' is a blabber mouth!

...Use a natural tone of voice. However, don't hesitate to raise and lower the pitch of your voice, as you would without a mike. A monotone is boring.

...Don't wear 'noisy' jewellery (Bangle bracelets, for instance) or make irritating noises (rattle paper, tap fingers or pens) near the mike as it will pick these up.

...Feedback is caused by the mike pointing at the speaker. We all fear that high-pitched squeal. It seldom occurs in a stationary mike, but may happen if you are moving around. Simply turn the mike to point in a different direction. Try to locate the speaker and keep away from it. If all else fails, turn off the mike until the problem can be solved.

...Be aware that your voice will sound strange to you. Don't let it bother you. To be comfortable on a mike, try practising on a tape recorder...the recording will sound much like your voice over a microphone. Laughter can sound very strange over a mike so try to control and modulate your laughter.

...Sometimes, particularly in a large hall, you will find 'delay'. You will hear your voice over the speakers a second or two after you have said the word. Don't let this throw you. Try to ignore it and simply continue with the speech at your pace.

...There is a switch on the side of the mike. Be sure it is on when you are speaking, but you may want it off while moving or adjusting the mike stand.

...Mike etiquette suggests that when someone turns a microphone over to you they should adjust it for you before leaving. However, in case this isn't done, be aware of how to raise and lower it. Murphy's Law says that the person who last used it will be much taller or shorter than you.

Audience Involvement

How to get People Involved in your Presentation

handout by...
Alberta Agriculture

Introduction

Involving your audience will make your presentation. Participants may see your presentation as dull if you don't involve them. Your role is to facilitate learning - not to preach, teach or lecture. You can involve people by appealing to their senses, and by using style, content and group interaction. This can grab your audience's attention and get your message across.

Read on to find out what and how to do it.

Why involve an audience?

You can:

* share the success of your presentation with your audience
* grab your audience's attention
* help participants get involved with one another
* make participants feel more committed to learning because they feel included
* help individuals learn more when they're actively involved in their learning
* add variety and liveliness to your presentation
* stimulate personal growth and discovery for participants
* use the wealth of knowledge of the entire group

The presenter's role

the presenter creates a learning environment that encourages and enhances learning. It's up to you to design a presentation that achieves this objective within an atmosphere in which participants feel safe to respond and interact. Once you've set the stage, the audience will respond by becoming involved, even if they are only listening.

How to involve the audience

There are three main ways to involve your audience: through your interaction with them, your presentation style and the content of your message.

Your interaction with them

Be careful to interact with the **group** and not the **subject matter**. Watch that you talk to them and not to your material (notes, overheads and chalkboards). Let your audience know that you are there to lead and guide them and not to play the 'know-it-all'. You are there to plant the seeds of growth which they will experience. Sometimes learning is really relearning.

Get involved with your audience and get them involved with one another by using a variety of learning methods. Your message will be more effective if you use more than one technique.

Here are some techniques with possible applications:

* presentation techniques - short lectures, displays, demonstrations
* audience participation activities - question and answer period, buzz groups, audience role playing, games, case studies, structured experiences
* group discussion activities - case discussions (analysing a given case or situation), group centred discussions where the group is asked to offer examples
* skill-practice activities - an example is; if participants want to become better at communicating, you can involve them in an exercize that has them practising paraphrasing; in groups of two have the other partner paraphrase the situation
* As the saying goes;
  I hear, I forget
  I see, I remember
  I do, I understand

Presentation style

How you come across to the audience will affect group members' involvement. develop an effective presentation style by telling your audience at the beginning of your presentation how you want them to take part. asking for a show of hands to a number of questions gets participants involved too. Effective pauses, silence, body movement, stance, eye contact and visual aids encourage people to get involved.

Presentation content

The content of your speech is another way to involve your audience. Humour draws people to you. listeners open up to speakers who are enthusiastic, cheerful, positive, considerate and interested in their topic. Use a sense of humour to attract the group to what you say. Share personal anecdotes, exaggerate to make a point, say something witty, or poke fun at yourself to put your audience at ease.

Success tips

Keep these in mind:

* involving your audience takes planning time
* get to know the group participants
* learn their names and call them by their names
* arrive at least one half hour before the session and stick around afterwards
* appeal to their visual sense

Conclusion

Use a personal style that forms a closer relationship between you and your group. draw group members closer to you by using a sense of humour. Finally, interact with the group and get participants to work with one another. It's your responsibility to create an atmosphere in which participants feel they can take part. Your presentation will be more exciting the more you involve your audience.

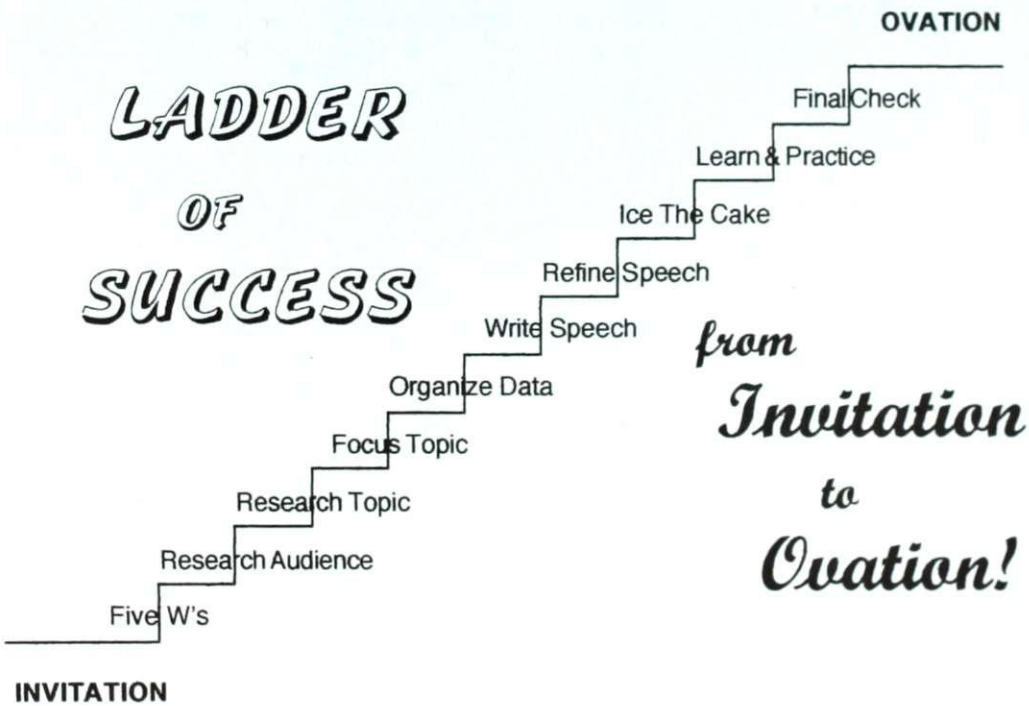
CHAPTER TWO

FROM INVITATION TO OVATION

So you've been asked to make a presentation....now what?

There are steps and time frames that will help you arrive on stage not only with a great speech but, prepared, confident and comfortable, with little chance of 'hidden surprises'.

To guide you on this journey, we have prepared this "Ladder of Success".



Let's follow the steps.............

THE LADDER OF SUCCESS

Step One: The 5 W's

When you are originally contacted, you should ask the following questions.

- When do they wish you to speak?
- Where?
- To who?
- Why are they asking you?
- What do they want you to speak about?

AND..

- How long do they want you to speak?

The person who originally contacts you is your contact with the group you will be addressing. Be sure to get a name and phone number where he/she can be reached for further questions.

Step Two: Research Audience

To prepare a presentation that will meet the needs of the audience (make you a 'hit') you must first assess just what those needs are. What do they expect or want from your presentation?....Information?.. Entertainment?..Plan of Action? etc

Read **"Discover the Needs of Your Group"**, this chapter.

Why is this 'Needs Assessment' important to you?

- so your speech will be pertinent to the conference theme
- to determine types of humour, graphics, visual aids, handouts and language (technical?) that will be most effective and appropriate when speaking to them

What do you need to know?

- about their club/organization........ common goals, concerns & interests
- Reason for gathering...Social, Business, Convention, Training?
- Conference Theme...and copy of the agenda including who other speakers will be, their topics, and where you fit.
- What part you play..part of panel? dinner ? only speaker?

How do you find out?

- The contact person should be able to answer these questions
- Ask to be sent brochures about the organization and the conference (gathering) and agenda
- Ask them to send you a map (to find the location.)

ALSO, at this time......

Research the Facility.

...is there a mike?
...is there a stage?
...podium?
...equipment for visuals?

<u>NOTE:</u> This is a good time to prepare (if you don't already have it done) your personal information and send it to the contact. The group may need it for advertising, and your introducer will need it in advance of the occasion. [See information on **Preparing a Resume.** this chapter].

Step Three: Research Topic

It is important to start this research as early as possible. Use as many sources as possible; library, personal knowledge, interviews, etc. Be sure all sources are reliable. Be sure facts are TRUE and UP TO DATE. Unreliable facts will lose your credibility.

Do use your own knowledge. We know more than we realize about many things. If the original data is your own, then the speech will more easily evolve in your style. A great method of dredging up personal knowledge is called **'Mind mapping"** [this chapter.]

It is important to collect more than you'll ever need for the speech. The more background you know about this subject, even if not used in the speech, the more comfortable and confident you will be. If you ask for questions in the presentation, all this 'other' information will be valuable.However, do keep subject in mind; don't wander into other topics.

To prove or support your intended points, try to use specific examples, statistics, and actual quotes. Hard facts have more impact than weak insinuations. If you use quotes, give name or originator and quote precisely.

Giving the source of statistics is, usually, more effective.

Now, study all information until you feel knowledgeable about and comfortable with the whole subject.

Step Four: Focus Topic

The subject of a speech can be very general. For instance, if you were asked to speak on "Environment", you would have many topics within that general theme; saving it? using it? enjoying it? studying it? etc.

If you decided on "Saving the Environment", you would then need to decide what part of the environment; Water? Air? Soil? Forests? Wildlife? etc. Refined to "Wildlife" still leaves Animals, Fish, Birds....and then maybe to a specific species.

Even when you determine this specific, for instance "The Bald Eagle", you must still determine the actual focus you wish to address; an awareness speech on the threats to its' existence? a plea to the audience to help? information about individuals and organizations who are involved? (or maybe a combination of these).

Remember....The shorter the speech...the narrower you should refine the focus.

THERE ARE THREE BASIC "TYPES" OF SPEECH:

Informative (or Instructional),
Entertaining
Persuasive.

Now, go through all your research notes and set aside everything that does not bear directly on the focus you have chosen.

The audience research will help you determine the actual focus they want to have addressed. You may also be influenced by what you want to say about the subject...but not at the expense of their wishes.

Step Five: Organize Data

List the points you wish to make. Generally it is best to stick with one main point
and up to four related ones. This is the basis to a clear concise statement in your speech. More 'cluttered' may be confusing.

Now, below each point, list all examples, statistics, quotes that will support or explain that point.

Roughly pencil in any visual aids that might help make a point or support your facts. (charts, illustrations, maps, etc,)

Step Six: Write the Speech

First make an outline.

Write down what overall message you want to convey.

Determine in what sequence you wish to place your points. There should be some 'order' in this...chronological, order of importance, etc.

Then decide how many 'supports' (verbal and visual) each will get. There should be a balance here, too...don't overload one and make another seem weak by comparison.

Refine outline.

Make sure that each point and it's supports relate DIRECTLY to the message you wish to leave with the audience.

If points are in order of importance, should they be from least to most important or the reverse of that. Try both to judge effectiveness. Sometimes the best point first grabs the audience, sometimes it is better to increase importance, therefore attention, as you go along. Chronological is usually best in normal sequence, but reverse has been used effectively in some cases.

Now check it one last time...Is this what you want to say? Is it what they want to hear?

Write the speech.

Following the guidelines, under **"Parts of Speech"** [this chapter], write the speech. (Double space to allow changes and refinements.)

Many speakers find it best to write the body first, then write the intro and conclusion to fit.

IDEAS: Decide what 'slant' you want.

Are you 'for' or 'against'. Sometimes you can play 'devil's advocate'...appearing to be 'for', then being strongly opposed in conclusion. In the 'Bald Eagle' speech, it might be effective to speak as the eagle. Think about different techniques....but be careful not to be too 'cute'. For more, see **"Learning Objectives"**, this chapter.

Step Seven: Refine Speech

To refine your speech, you must ask the following questions.

- is it clear?
- is it appropriate (to audience research)
- does the introduction capture interest?
- are the facts and examples varied? current? verified?
- do the facts and examples directly support the points?
- is the speech organized...does it flow in a natural sequence?
- does the conclusion achieve the purpose? (ie: does it indicate the reason for the speech?)

Refer to **"Review you Speech's Content"** this chapter.

Further Refinements:

As you go over this speech (out loud is best) you should be constantly fine tuning it. Ask yourself the following questions:

- are the words and sentences understandable and pronounceable? Don't make pronunciation 'traps' for yourself. To be readily understood, sentences in speeches should be shorter than written compositions. Long, compound sentences can lose the audience. Short, concise statements are more effective and memorable.

- do you believe in what you are saying? Can you be enthusiastic about it? Are you comfortable with your overall knowledge about this subject?

- is the language clear and simple? Will it be readily understood by the audience? If technical terms are used...define them. If abbreviations are used, give full name and indicate that the abbreviation will be used from now on.

Remember that you must <u>speak</u> this. Keep it in a speech manner that suits you. Complete sentences are not, always, necessary. Use slang only sparingly or for special effect.

<u>MOST IMPORTANT</u>...check the time. Don't try to cram more into it than time easily allows...you will have to speak so quickly that the audience will not absorb the message. If it is too long, throw out the least important point, or reduce the number of example/facts in each point, or combine two points.

When considering time, remember:

- the introduction will eat up a few minutes,
- protocol opening will take time
- the visuals you include will take time,
- will there be a question period?
- leave time for pauses (to change subject, to emphasize point....

Step Eight: Ice the Cake

- come up with a 'Hook'...that first line, quote, etc. that makes the audience sit up and 'snap to'. (See **"Hook"** this chapter.)

- prepare all your visual aids and insert them in the speech. See **"Visual Aids"**, and related info, this chapter.

- add touches of humour where [if] appropriate.

- decide on an "Icebreaker" or "Opener". In a short speech, the Hook may be sufficient if you use question, show of hands, etc.

See **"Icebreakers and Openers"** this chapter

- prepare an "Energizer" if presentation is more than an hour.

See **"Energizers"** this chapter.

- pencil in your 'protocol' (see Etiquette, chapter 1)

- prepare handouts. Be sure you make enough for each person!

It is good to have **handouts**, because:

- the audience can pay attention to you rather than write notes

- they have some reminder of your message to take with them.

- decide on a great exit line to leave the audience involved... and thinking.

REMEMBER: Leave them laughing...
Leave them crying...
Leave them shocked...
BUT don't leave them apathetic!!!!!

Step Nine: Learn & Practice

Practice....over and over and over and over! (and over again).

- use mirror, tape recorder, video camera, family, friends

- check for time...stay in limits...refine or shave if necessary. Leave time for questions.

- learn smooth handling of machines, notes, visuals, etc.

- keep refining as you practice. If something doesn't 'flow' or if you stumble ...change it.

- make good notes on cards and practice with them.

Keep reducing notes. When you know your speech sufficiently, you should only require 'key' words on notes.

NOTE: Number your note cards!!! If you drop them (and it happens) they can be quickly regrouped if numbered.

NOTE: If you have allowed time for questions, have a 'filler' bit of information in case no questions are asked. See **"Questions"** this chapter.

NOTE: Keep a short conclusion (including your dynamite closing line) till after the questions. The last thing you do is to give that 'line'...look at the audience...smile...step down. (but stay near podium until you are thanked). If a gift is presented (not cash), say thanks and open it to show audience.

Step Ten: Final Checks

Two or three days before the engagement, if you have not been contacted (to confirm) you should call them.

- confirm time, location, etc.
- confirm that equipment you will need is available (overhead projector, flipchart, slide projector, podium, etc.)
- ask for info on venue... name of person who will introduce you....is there a head table?...names of dignitaries and special guests.

The day before: Pack your briefcase.

- the speech (notes)
- your visuals
- overhead transparency pens (if needed)
- flipchart markers (if needed)
- handouts

Prepare clothing, remembering the guidelines in **"Dress & Appearance"**, chapter 1.

Go early

- Have time to get rid of your coat, freshen up, etc.

- Reconfirm (with 'greeter'), the name of your introducer. Have special guests and dignitaries pointed out and identified to you. Pencil names on your notes so you won't forget. Double check pronunciation of all names.

- Case the facilities...where is the podium? how do you get on the stage? Is the equipment there? Is it in convenient positions? If you will need lights turned on and off, ask greeter to arrange this. Watch speaker with the mike...how far from face seems most effective? (all are somewhat different). Is there water? (ask for some to be placed in podium area if you wish it).

- Does the audience look tired, bored? If so it might be an idea to start with a short energizer (ie get up and 'shake out the cobwebs'). NOTE...after 'protocol' but before 'Hook'.

-Sit close to stage to be quickly available when introduced.

You're on!!! using **"Power Tools"** (chapter 1) .....knock their socks off!

PREPARING YOUR RESUME

A speaker is introduced to the audience to promote friendly rapport with the group and explain why the speaker has been asked to speak on this subject (and qualifications) When well done, it really paves the way for the speaker. Audience involvement is a powerful tool and a good introduction does that. If feel they 'know' you they're more receptive to what you will say.

The introducer will need your resume, preferably in advance. [Beware of introducers who are going to 'wing it': it's better if you have control over what they might say.] The organizers of the program may also need your information to use in advertising. Below is an outline of what should appear. (Type it for clarity)

Your Name:
and title... (Doctor, Reverend, Program Director, PTA President........etc,

Occupation:
(volunteer or paid) especially as related to subject of the speech

Related Experience:
volunteer work in that field, extra duties, committee involvement, training, studies, degrees, etc.

Brief Personal Info:
Occupation, if not related to subject
Other volunteer work
Family
Where you live (particularly if you are from out of town)

History
if it might interest this group...
ie: they are all immigrants and so are you;
they have ties to another province..you grew up there;
they are managers of a grocery chain where you used to be a bagboy;
they belong to the Italian Club...your grandmother was Italian;
Lions Club?...your father belonged, or your family was helped by Lions;

(NOTE: If you have this kind of info about the audience, you may include your connection in your resume OR you may choose to use it as 'Audience Involvement' or 'Humour' in your presentation. Don't use it both ways.

Title of Speech
The title is more dynamic than just the subject.

Some speakers keep a full resume (qualifications on all subjects the present). It is still best if you 'tool' your resume to this one particular event/presentation.

The Hook

Capture the attention of your audience immediately. Your first words should make them sit up and take notice. This is called 'The Hook' and is a very effective tool. Be sure, however, that it is appropriate to the subject of the speech. In an impromptu speech, try to think of a 'hook' as the opening line.

Suggestion		**Your idea**
1.	Tell a related anecdote or story	______________________
2.	Ask for a show of hands	______________________
3.	Ask a question	______________________
4.	Use an unusual or shocking statistic	______________________
5.	Make a promise	______________________
6.	Make a startling or controversial statement	______________________
7.	Use a relevant quote	______________________
8.	Use a visual aid	______________________
9.	A 'mystery' introduction of your topic	______________________
10.	Get them laughing...a related joke	______________________
	..a planned 'ad lib'	______________________
	..visual humour	______________________

Now you have them hooked........

Your speech should reel them in......

AND...your conclusion should land them in your boat!

Review Your Speech's Content

	Question	I did this well	Needs Improvement
1.	The purpose of my speech is clear and appropriate.	______	______
2.	My topic is suitable for the audience and the situation	______	______
3.	My introduction made the audience want to listen	______	______
4.	I used many different and up to date sources (including myself) for my information	______	______
5.	I developed my main points in a logical way so people could understand (and remember).	______	______
6.	My facts are accurate and support my points.	______	______
7.	My material is organized (intro- body - conclusion)	______	______
8.	I have shown the audience how the topic may affect them	______	______
9.	I achieved the specific purpose of my speech (made the point and left a message)	______	______
10.	My humour, visuals, openers all relate well to the topic, are appropriate to the venue, and I can operate them smoothly.	______	______
11.	My vocabulary is understandable to all. (technical terms, slang, abbreviations, etc.)	______	______
12.	I feel (and appear) confident and comfortable with the composition, grammar and overall subject.	______	______
13.	My 'Hook' and concluding statement are dynamic	______	______

Mind mapping

An effective tool, at the very beginning of a speech plan, is called Mind Mapping. Known by many other names, it is simply a way of, 1) dredging up everything you know about a subject (sometimes you sub-consciously know more than you thought you did). ie: observations, facts, questions, thoughts about.... and, 2) helping you to focus on topic, determine what message you want to convey, organize facts, and discover in what area you need more information.

Take a blank sheet of paper....place the name of the subject on it.....now, scribble down every single thing that enters your mind. Don't worry about neatness, penmanship, spelling, sentences, or even if it matters. Just let the subconscious part of your brain take over.

After you have completely run out of things to note, take coloured hi-liters and group related words, thoughts, questions and points. NOTE: You may find that the original 'subject' was too general on which to focus a speech. If so, take one topic word from the most interesting 'group', and mind map it..... as often as needed to develop a focused outline.

Eventually, you will see it taking shape...you will have a topic and related groups of points.

Now you can come up with a speech plan. You know what you want to talk about. You can decide on the points you wish to discuss and you know what further information you need to research.

Parts of a Speech

DO!		REMEMBER!!
	INTRODUCTION:	
Tell them what you're going to say! - what you'll prove/convince them of - general overview - make them want to listen.		Don't introduce any points here. - Just speak to general theme and indicate you will expand on it.
	BODY:	
Say it! - Introduce points in sequence. - Support points.		Body should be 2/3 of the speech. - Offer points & supporting data - Be sure each point relates directly to topic
	CONCLUSION:	
Summarize! - Remind them what you said - Leave your message!		Never introduce new points in conclusion You may repeat points (for effect) if you wish.. Be sure to summarize (wrap it up) Make it clear what your purpose was in presenting the speech. After all, this was the whole reason for all this work, so be sure it is 'heard.' Never thank the audience for listening to you.

Learning Objectives

this handout by...
Alberta Agriculture

What do you want in the end? This is a logical place to start planning a presentation. Writing clear learning objectives which state your intended outcome or results will help you work out where you're going. The more you use learning objectives the easier they are to write and the more you benefit in planning. Objectives become your detailed travel itinerary for programs of any length. Contrary to popular belief, writing learning objectives is a skill anyone can develop. To discover the what, why and how of learning objectives, read on!

What are learning objectives?

* sometimes called educational or instructional objectives
* describes what learners will know, feel or do differently at end of presentation
* action oriented
* lets people know what is to happen
* useful to presenters who care about the learners
* describes observable behaviour where possible

Why should you state them?

* assist you in planning your presentation
* help you decide a logical sequence for your presentation
* give clues to choice of techniques: for example, lecture or demonstration
* indicate the amount of time you'll need
* guide your evaluation of learner progress and instructor effectiveness

How do you state learning objectives?

Start by asking what you want the learners to know, do or feel differently as a result of your presentation. With this fact sheet, for example, we intend to assist people to write objectives. people need the ability to write descriptions of observable behaviour, to identify parts of an objective and to list reasons for writing objectives.

Intended outcome

learning objectives are action oriented. Consider the words you use to describe an action.

action words	non-descriptive words
to name	to be aware of
to write	to understand
to identify	to feel
to compare	to know
to list	to appreciate

Acceptable performance

Once you decide what participants will be able to do, consider how well they should do it. You can define the acceptable level of performance in several ways, for example, percentage of correct answers, frequency of doing something, or number of times learners do it within a set time.

Conditions

Under what conditions do you expect learners to display the intended behaviour? Ask yourself, what aids will you allow learners to use, or not use? Examples include:

Given a list of.....

Given a standard set of tools.....

Without the aid of references....

Putting it together

Once you have all three elements, you've written your learning objective. Two examples are:

* Given a list of bank transactions, participants will identify debits and credits with 80 percent accuracy.

* Using resource materials, participants will write an agenda which contains a minimum of three elements within ten minutes.

A common problem

Broad objectives are often listed as learning objectives, for example, to make people more farm safety conscious or to appreciate the benefits of farm record keeping. As learning objectives, these lack the specifics that make them useful in planning a presentation and measuring results.You can break these down, however to more specific objectives. Ask yourself how people will achieve them.

Example: How will people become farm safety conscious? They'll be able to:
* identify dangerous situations on the farm
* purchase clothing for protection from pesticides
* compare methods of repairing machinery

Summary

Learning objectives become easier to write with practice. Soon you'll find they're your best friend in planning a presentation.

QUESTIONS, PLEASE!

this handout by... Alberta Agriculture

Introduction

The question period of your presentation is a valuable part of the learning process. You can make it lively and stimulating for the audience and yourself. Schedule it at the start, in the middle, or throughout the presentation. It may be formal or informal. Either you or the participants can ask the questions.

Questions offer a chance to:

* invite participation and two-way communication
* correct misunderstandings or misconceptions
* learn of knowledge gaps that need attention
* learn of possible resistance to learning
* check that your material met objectives
* discuss and apply new learning
* make a summary
* provide opinions

Life's good times usually result from careful planning and effort. So it is with a question and answer period. Many adults have inhibitions about asking or being asked a question. Be aware of these fears in yourself and your participants.

My fear of asking questions:

* I don't ask questions of strangers
* I don't ask questions that challenge an authority
* I don't want to ask a stupid question
* I can't put my questions into words
* I don't want to be embarrassed

My fear of being asked may hide the thoughts:

* I'll sound ignorant if I answer incorrectly
* I may not know the answer
* I can't organize my thoughts quickly enough to answer
* I resent people who waste time by asking questions

Answering questions

* Show people that you want questions by leaving enough time. Better yet, ask for questions throughout your presentation.
* Give participants three by five inch index cards to help them formulate questions. You can collect these for answering.
* Ask small groups to generate questions.
* Listen to the intention and content of the question. What is the subject? With what feelings or emotion is it expressed?
* Worthwhile questions provoke thought; encouraging participants to evaluate, compare and apply your information.
* If you're unsure of the question, clarify without being defensive.
* Probe to encourage the questioner to expand or clarify.
* If it's possible that everyone in the audience did not hear the question, repeat it over the mike before answering. (Also gives you time to think)
* Answer completely, accurately and to the point. Check that the questioner is satisfied by the answer.
* When possible, respond to a questioner by name.
* Positive comments like, "I'm glad you asked that," encourage more questions.
* You don't have to answer every question yourself. You can toss it back to the group.
* Treat irrelevant questions graciously by inviting the questioner to see you at break because everyone might not be interested in that topic.
* If you can't answer a question, admit it. Offer to get the answer later. Don't forget.
* relate a question to your audiences point of reference and background.
* Try to get questions from as many different participants as possible.

Avoid

* being unresponsive even if someone asks too many questions.
* ridiculing a question or the person who asked. (Even if it is a stupid question)
* diverting the question; try to answer now instead of saying, "I'll get to that later". If you must divert, list them on a flipchart so they will be addressed, for sure.
* getting off on a personal tangent
* treating a question as if you'd already answered. If it had been clearly answered, they wouldn't ask.

Asking questions:

* By asking questions, you serve as role model for participants to ask questions in return.
* Plan where in the presentation you will use questions. Plan questions into your speech content.
* Pause after asking to allow participants to think and respond.
* Clarify early as to where in the presentation you will accept questions.
* Keep questions short & clear.
* after answering, ask the group, "Can anyone add to that?"
* Pose a question first to the group, then to an individual. Always ask if he/she would like to respond and be gracious if they decline.

Avoid

* questions that only ask for yes or no answer.
* questions that simply tax their memory banks.
* answering your own question before the audience has a chance.
* asking, 'cross examination' questions.
* interrupting a person in the middle of an answer.
* suggesting the answer is wrong. (A question with a definite right or wrong answer is a poor choice.)

Summary

Your question and answer period gives you an excellent source of information. You can find out what group members think and how well you've met your objectives. Questions get participants actively involved and reinforce learning. A well-handled question and answer period can give variety to your presentation.

Icebreakers And Openers

Introduction

To get and keep an audience's attention, you must give people some active involvement within the first 20 minutes of your program. Icebreakers and openers encourage group involvement. As a presenter, you're responsible for creating a positive atmosphere that encourages people to participate. Icebreakers and openers do this by relaxing the audience and preparing them to participate.

Icebreakers are unrelated to your subject matter. Their purpose is to help people get to know each other. Use them if it is important for participants to get to talk to each other.

Openers are more content oriented. They may act as part of your introduction to the subject matter, and help focus audience attention. They may also help give you a better idea of audience concerns.

Benefits

- set the climate, tone and pace of program
- help put you at ease as you get to know people in the group and as they accept some responsibility for program success
- allow participants to become acquainted, not just to hear each other's names
- involve shy people
- relax the group and make people more spontaneous
- achieve instant involvement
- help build group identity and cohesiveness
- help energize the group
- focus audience attention on the here and now.
- develop your credibility as a learning facilitator, not a lecturer
- help people fulfil social needs of learning

Choosing and using icebreakers and openers

- Choose an activity appropriate to people's knowledge of each other, and their sense of adventure.
- Decide how long to spend, consider your total program length.
- Search your objectives for clues to how much interaction you need for each topic.
- Choose an exercise you can explain quickly and easily. Many adults are nervous about interacting with strangers in an educational setting. Their private thoughts may block learning.
- Give written instructions along with a verbal description, if possible. Consider openers and icebreakers with an element of competition to motivate the group. "First to the coffee" could be the prize.
- Gain group support for an activity by inviting people to participate. Be honest about why you feel the activity is important. Say about an icebreaker, for example, "I'd like to take a little time to get to know you and allow you to get to know each other. "For an opener say something like "This is a big topic and I want to be sure I'm spending my time in your areas of interest.

Use the following chart for evaluating an icebreaker or opener.

Element	Low	Moderate	High
1. time required			
2. threat potential			
3. possible group dissatisfaction			
4. novelty			
5. fun and excitement			
6. creativity			

Forming groups

- People tend not to feel threatened about an activity if they work as part of a group.
- Consider how you'll form groups:
  - You can number people off and ask all the "ones," "twos" and so on to form groups.
  - You can hand people color coded papers or pictures as they come in, then ask them to regroup by color.
  - You can ask people to select their own groups. This method has both pros and cons. It can make adults more comfortable but it usually takes more time.

Examples of Icebreakers

Round table introduction In this popular opener, people introduce themselves by name and offer information such as their occupation, type of farm and family size. This works well with groups of 12 people or fewer. If most of the people are not at ease with public speaking, private thoughts such as "What will I say?" may reduce the icebreaker's effectiveness.

Interview pairs Ask people to form pairs and interview each other for five minutes. Each person then introduces his or her partner to the whole group, if it's a moderate size. In a large group, they can join another pair and make their introductions in quartets.

Puzzles Word and picture puzzles are both excellent for groups.

word puzzle A farmer dies and leaves his three children a herd of 17 cows with instructions that the oldest is to get half, the middle one a third, and the youngest a ninth. The children can't come up with a solution! They ask the help of a wise old woman on a mountain top. She says, "Come back in 17 days and I'll have a solution for you." How does the old woman solve the problem? If after a few minutes no group has a solution offer this hint: "To help solve the problem the old woman lends the children one of her cows."

answer Eighteen cows divide easily to fulfil the father's request. Nine (half) go to the oldest; six (a third) to the middle one; and two (a ninth) to the youngest. Nine and six and two add up to 17, so the children can then return the borrowed cow.

Know your sign Post signs around the room bearing opposite personality traits: adventuresome, cautious, theatrical, practical, industrious, fun-loving. Have participants choose a sign they identify with, then discuss their reasons with others who chose the same sign. **Note:** If some people are alone in choosing a sign, they can elect to join another group with more members.

Scavenger hunt lists Provide each participant with a list of 15 to 20 things or questions. Give them five to 10 minutes to locate people whose experience represents each category. Try scavenger hunt lists based on: popular hobbies (gardening, golfing, gourmet cooking); preferences (city, soup, TV program); travel (I've been to Calgary, Vancouver, England); general information (I have three children, raise chickens, have a birthday in March).

Four facts Put people into groups. Have each person write down four "facts" that are not obvious about himself or herself. Three should be true and one false. Ask each person to guess which statement is untrue of each other group member, and why. Keep the answers secret for now! Then each person in turn reveals the untrue "fact" to his or her group, and why. Participants learn about each other, and also get a subtle lesson about preconceptions.

Preferences

Pass out a worksheet listing categories of preferences: favorite food, color, movie actor, sport or world city (see appendix). After participants write an answer in each blank, ask them to share their preferences with another person or small group. Repeat the sharing process if time permits.

Examples of openers

Goal setting In small groups participants suggest their goals for the session. List these on a flipchart and post them for the total group. Refer to the goals throughout the program.

Goal analysis This offers an alternative to goal setting. Mark each goal as R for realistic or U for unattainable. During the course, provide ideas for followup to achieve unattainable goals. Also, let people know when they've achieved their realistic goals.

Start with a game A topic related game is effective to get the group thinking about concepts. It may start lively discussion, which helps set a group atmosphere. This method also give people a common base of experience.

My personal shield Ask participants to draw a shield divided into six boxes, then answer these questions:

1. the best time I ever had
2. my greatest accomplishment
3. my most prized possession
4. what I would do if I had one year to live
5. the two descriptive words I would most want on my tombstone
6. the two descriptive words I would least want on my tombstone

Participants then stand and form pairs to discuss their shields for about five minutes. Repeat this with new partners if time permits.

Important values To stimulate "instant interaction" give participants a list of 10 values, for example:

- satisfying family life
- job success
- fun, excitement, adventure
- satisfying friendships
- personal growth
- being a good neighbor
- financial achievement
- community contribution
- health
- professional achievement

Give participants five minutes alone to drop three values. Then have them meet in small groups for 10 minutes to agree on the seven most significant values. **Note:** Expect some groups to have difficulty agreeing. The opener's importance is that people get to know each other below the surface.

Discover the Needs of your Group

this handout by...
Alberta Agriculture

Introduction

Every person in an audience is tuned to radio station WII-FM - "What's in it for me?" This means speakers must tune into their audience's needs. Successful presenters always prepare their message with audience needs in mind.

Doing a needs assessment is a continuous process. people have different needs at different times in different situations. How in-depth your presentation is (one hour versus one day) will determine whether you will conduct a simple or thorough needs assessment. You'll also need to consider when to do a needs assessment.

People who ask you to be a guest speaker are often not clear about what they want you to do. This is one reason for doing a needs assessment. It's important to start finding out the needs and interests of your audience as soon as you agree to do a presentation. Find out the group's needs and learning characteristics. It is up to you, the presenter, to take the initiative in doing a needs assessment. The sponsoring agency, however, shares the responsibility for the success of your presentation. This starts the shared process.

If people feel that you're meeting their needs they're usually better motivated to learn. Get started and stop spinning your wheels; learn about your audience's present status so you'll know what you want to achieve. learn to design teaching activities related to their needs. Don't forget that you, as a speaker, have the most to lose by not meeting the needs of your group.

What is a need?

A need is a gap that exists between "what is" and "what ought to be". It's important to look at needs from the audience's perspective - not the presenter's. Where they think they "ought to be" may be different from where you think they "ought to be".

Why a needs assessment?

For the presenter, a needs assessment:

* helps you find the group's level of understanding
* points out what issues are of concern
* helps you to focus on participants' needs
* lets you check out your own views and those of the group
* allows you to use your time more effectively in planning and with the group during your presentation.
* enhances your credibility and that of your department because it demonstrates that you care.
* keeps people coming back
* increases your satisfaction

For the audience, a needs assessment:

* makes the presentation a personal learning experience
* gives shared responsibility for their learning
* encourages them to watch for personal concerns and interests to be discussed
* helps them assess what they have learned
* helps people to be clear on the learning possibilities
* shows the presenter cares about the audience.

What do you need to know?

Consider the following questions when you do a needs assessment. Sometimes you may not know who will attend. A sample of participants likely to attend can answer these questions.

* how large is the group?
* is this group made up of men, women or both?
* what is the age range of the group?
* did the participants come voluntarily or because "they had to"?
* why are the participants interested in attending your presentation?
* what are the participants learning needs and interests?

* what are the attitudes, beliefs, and values of the participants?
* what do the participants expect from the presentation?
* how well do they know each other?
* is there a fee or is it free?

How to do a needs assessment

A needs assessment helps you find out the needs of your group. Collect information about the group before or during your presentation. Conducting a needs assessment beforehand helps you establish your audience's level of understanding. You might want to do a needs assessment during your time together to find out how your presentation is working for the group. A needs assessment after your presentation helps you to see how it went for both you and your group.

Key individuals, community groups, public sources like television, radio and newspaper, and organizational records are good sources of information on your group. You can tap these sources in several ways. The ideal way to find out a group's needs is to talk to each member. This would give you the most accurate information to focus on the needs of each participant. But in most cases this isn't possible. Let's look at some alternate ways to collect information:

Interviewing key individuals
- talking in person or by telephone to some participants, co-ordinators, community leaders, and executives.

Group interview
- talking with a group of three to six participants: may also include conference calls

Questionnaire
- mailing out questions to a sample of the group or to the entire group

Brainstorming
- verbalising as many needs or new program ideas within a given period of time; the group then evaluates the ideas and picks the most important ones

Focus group
- choosing a select group of eight to twelve individuals from different populations, meeting with a moderator to discuss and give feedback on specific subjects.

Observations
- watching what's going on with participants and the community they live in.

Evaluations
- assessing earlier presentations' the success and/or failure of a presentation provides important information.

This information tells you

Analyse the information you've collected to determine the group's needs. You need to review, classify, interpret, and evaluate the information. Look for gaps between "what is", and "what ought to be".The size of the gap will determine the importance of the need. Look for gaps by:
* using scales from one to five, for example, one being poor and five being excellent, that show how participants feel about information in your presentation
* having participants tell you how important a skill. attitude or need is relative to their skills attitudes and needs
* asking the group to reach consensus on an issue, or rank its importance or state group needs.

Once you have done this you can decide what activities will best satisfy the participants' needs.

Common pit falls in deciding participant needs

You can sidestep pitfalls when you conduct a needs assessment.

Avoid:
* hearing only what you want to hear
* using only one information-collecting technique to determine your group's needs; use several methods to get the best representative sample
* identifying and deciding on the presentation's content by yourself; several people [participants, the sponsoring agency, key community members] should have a say in deciding the group's needs and the content of your presentation.
* making hasty decisions on group needs because you're out of time

Summary

Tap several sources for information about the needs of your group. Collect information using different methods. Analyze what information you have come up with. locate the gap.

It's up to you to initiate the needs assessment, but other individuals like specialists, sponsoring agencies and group leaders share the responsibility. Your presentation will be a hit if you care enough to find out your group"s needs.

ENERGIZERS

this handout by...
Alberta Agriculture

Introduction

"I'm thinking so hard my brain hurts!"

Many participants may be thinking this during your presentation. As soon as they have this thought, people often simply stop listening. Outward symptoms of this problem include wiggling in chairs, drooping eyelids, stifled yawns, excessive doodling or outright snoring. The cure is an energizer!

Every group needs energizing. Create energy by changing pace, introducing a novel idea or by providing a controlled break. Energizers provide a change in pace to give our minds a break from absorbing information.

Hints for Use

* Keep a supply of ideas on hand. Energizers should be seven minutes or shorter.
* Choose an activity that seems suitable for the group.
* After the energizer, you'll need to bring the group back on task. This offers you a chance to insert a mid-point summary of the topic. Recap your main points. many people may have missed points just before the energizer; spend a bit more time on these. Your goal, when you return to your content, is to get everyone starting at the same point.
* Practice giving energizer directions to others. They should be short, to the point and easy to follow.

Samples

Fantasy games

Legalized daydreaming is one description of fantasy games. Participants close their eyes and the instructor helps them dream a fantasy : my dream trip, how I'd spend a million dollars, or a walk through the mountains. In a soft voice, encourage people to visualize and experience the sights, sounds, emotions, textures and smells of the fantasy. Fantasy games demand preplanning and willing, adventurous and creative participants.

Isometric exercizes

These exercizes consist of muscle contractions made by exerting steady pressure. They require little space, and people don't sweat while doing isometrics. Background music is a good addition to energizing exercizes. As a leader, you should demonstrate and do exercizes along with the group. Several books are available on isometric exercizes. here are a few samples to get you started. You can do each either standing or sitting, unless otherwise stated.

-mirror circle- Partners exert equal resistance palm against palm; raise hands above head with a circular movement, then out to sides and back to starting position in one smooth continuous movement.

-head clasp-Clasp hands across back of head; press back and press hands forward.

-chair shrug- Sit straight on chair, grip chair seat sides; keep feet flat on floor, knees slightly apart and body straight; take a deep breath and try to shrug shoulders.

-muscle retraction- Standing, exhale fully, draw back abdominal wall, contract buttocks; hold five to six seconds; release, breathe and repeat.

-table press- Place hands on top of table and press down, or place hands under table and press up.

Simon says

This child's game can be fun and an exciting energizer. Most people are familiar with the game so keep explanation short and simple. As an energizer, you're not trying to eliminate people, but to keep everyone involved. Rules...Participants must do only what 'Simon' says.

Choose from two possible formats.

*You're leader. If someone is caught not doing as Simon says or doing an order not proceeded by the words, "Simon says," they move to the back of the room.

*Divide participants into two groups facing each other. Each selects a captain who gives orders for 30 seconds of each round. As a leader, you keep track of the number of people caught, to determine the winning team.

Relaxation exercize

This quiet sitting energizer is useful during an intense presentation. You may also hear it called a stress reduction exercize. It is similar to a fantasy game but less threatening. Participants close eyes and concentrate on tensing and relaxing exercizes. You can verbally lead the exercize or use a pre-taped program. You might say, "Tense your feet by curling your toes (allow people to hold this for a couple seconds). Now relax your feet. tense your leg muscles; relax them...." Go on through stomach, arms, chest, neck, shoulders and face. Allow participants to hold final relaxed position quietly for 30 to 60 seconds. Then instruct them to slowly open their eyes. This exercise is best followed by a coffee break.

Imagination sports

Divide your group into teams and have them play an imaginary game of volleyball, ping pong, golf (or another active sport). Have some laughs with this.

Aerobic exercise

These are good energizers because they get the blood flowing and rejuvenate participants. Use them with care, though. Consider...

* your knowledge of safe fitness procedures
* participants' varying fitness levels
* participants' clothing
* available space
* your ability to lead exercizes.

Cups

Divide participants into groups of at least four. Ask each group to form a circle, standing close to each other and facing inward. Give each group a styrofoam cup with the bottom punched out. Their task is to toss the cup from one person to another without letting it drop to the floor. You can add variety by having people toss the cup counter-clockwise with one hand behind their backs.

Massage

Ask the group to form a circle, standing shoulder to shoulder and facing inward. Have the group turn to the right. Each person puts his or her hands on the shoulders of the person in front and massages the shoulders. They can also massage necks, scratch backs and pat shoulders. have the group turn in the other direction and repeat the procedure. Use this energizer only after the participants have gotten to know each other.

Summary

There is no 'right' place to have an energizer in your presentation or workshop. be aware of your group. Ask people if they need a break, or be sensitive to their energy level. As a presenter or group leader you can control the energizers. A coffee break is an uncontrolled energizer. Make sure you plan a variety of breaks.

Appropriate Use of Humour in a Presentation

this handout by....
Alberta Agriculture

Introduction

"A little levity will save many a speech from sinking", English poet Samuel Butler once said. Humour can make the difference between an average and an outstanding presentation. Laughter is the enthusiasm valve that helps establish and maintain a good relationship between you and your group.

Humour can lighten serious messages, thus making them more effective. People learn better when they relax, and humour relaxes them. Laughter can work for you: getting your audience to laugh benefits both you and them.

What is Humour?

Humour can be funniness in the form of:

* anecdotes from personal experience and others' stories
* poetry
* puns and other word play
* limericks
* funny quotations
* telling striking dramatic statistics
* gestures
* vocal variations
* smiling

Why Use Humour?

Participants come to your presentation to learn. If they enjoy the learning, they will be motivated to learn. It's useful at the beginning of a presentation to break down barriers between you and your audience, making your work easier. But, humour also has several purposes in the body of a presentation to:

* make a point and focus your purpose
* let the group see your human side, making it easier for them to relate to you
* help pace and lighten your presentation
* let you present in a relaxed, natural manner
* increase participant listening and attention span, which in turn increase the participants' comfort level.
* enhances self-confidence of the participants
* build empathy among people
* make it easier to get the group talking

Humour puts people in a good mood, making your presentation go more smoothly. It helps prepare the audience for your message.

Tips for using Humour

Several techniques help to introduce humour more successfully and put your audience at ease:

* set up a display board filled with cartoons, amusing photos, or silly quotations related to the theme of your presentation
* share a personal anecdote or funny example related to the subject of your presentation; for example, if your presentation is intended to improve participant communication, tell a story to illustrate the result of poor communication.
* ask participants to share funny experiences
* use humorous exercises to help participants develop skills or learn new information; for example, if the group wants to focus on setting goals have them write their objectives on toilet paper.
* exaggerate to make a point
* poke fun at yourself or some ridiculous occurrence; laugh with them, not at them
* identify yourself with the audience while introducing your subject; for example if your subject is about dealing with teenagers, tell them about your experiences with your 14-year-old
* Say something witty and appropriate that lets your audience know that you're not a stuffed shirt
* stay 'light' when you mess up

Humour can be tricky, so keep these points in mind:

* use humour as an aid to help build a point
* use humour with good judgment and good taste - don't use humour that might offend your audience; for example, avoid making racist or sexist remarks or using foul language.
* be warm and gentle, always reflecting respect for others

* fit your humour to your audience
* choose material that suits your ability to deliver humour, your style and your personality
* know your joke well: say the punch line clearly and distinctly, and watch your timing - not too fast, not too slow
* remember that people are funny: pick out one or two in your audience and use them if you can (with their permission)

Sources of humour

Examine day-to-day experiences in your life or others' lives for stories to tell. You may also want to read periodicals like Reader's Digest that feature good humour. Books that supply jokes, anecdotes and quotations can also offer fresh ideas.

There are many books in the library to help you get started.

Conclusion

Humour can grab and hold your audience's attention. It can also help you get your message across. By helping your audience realize the benefits of incorporating more humour and laughter into their lives you help extend their learning into their personal lives. Knowing why humour is important, how to introduce it, and when it is more appropriate will improve any presentation. Using humour effectively helps to bridge the gap between you and your audience. Harold Toss, the founder of the New Yorker, once said, "If you can't be funny, be interesting."

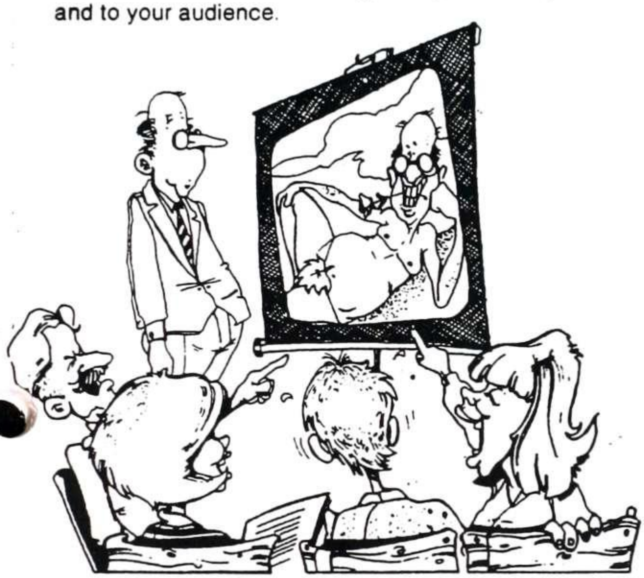
Visual Aids

Introduction

Visual aids help people retain information, research shows. Their effectiveness is related to their quality and suitability to content. Visual aids support oral presentation. They may take the form of overheads, flipcharts, models, films, slides or videotapes. You can often keep direct control of production.

Why bother?

Visual aids offer advantages to you as a speaker and to your audience.



"A Picture Is Worth A Thousand Words"

Advantages to you

- reinforce and help achieve objectives.
- simplify a complicated explanation.
- share the stage, so eyes are not always on you (may reduce nervousness).
- can become a transition from one topic to another.

Advantages to your audience

- offer variety and interest.
- reinforce the message.
- increase retention or learning.

Tips for preparation

Lettering

- use bold letters for better readability.
- allow plenty of space between letters and words.
- use capitals for emphasis only; mixed upper and lower case letters are easier to read than upper case letters alone.
- dark letters on a light background are the most visible; black on yellow makes a good combination; green, red, blue or black on white are also acceptable.
- fill in stencils to avoid fragmented look.
- keep number of letters and words to a minimum.
- S
T
A
C
K
S ARE FOR BALES NOT LETTERS. English is most readable when printed horizontally from left to right.

Pictures and illustrations

- keep them simple and uncluttered
- use humor where appropriate
- may become outdated
- sources include clip art, cartoons, magazines (with permission)
- computer graphics are the newest source of illustrations
- line drawings are quick and easy.

Charts and graphs

- excellent alternative to a table of information
- choose appropriate type of graph to suit material and purpose
- should reveal the relationship at a glance
- only one idea on each chart
- keep lettering and symbols simple
- leave out details (include these in your talk or a handout)
- computer designed charts and graphs provide easy preparation
- round off figures for better comprehension
- if you need a title, keep it short

Types of graph

Line graphs show trends. Many people have difficulty understanding line graphs. More than one line can show a comparison, such as the price of grain and price of bread over a 10 year period. More than three lines on one graph confuse audiences.

Bar graphs show quantity comparisons. A horizontal format works best for projection. Place labels on or near the bars. Symbols or pictures, rather than a solid bar, can add interest and offer quick interpretation.

Pie charts show quantities as they relate to a whole. They are easy to understand. Be sure to clearly define each segment with a solid line or color. You needn't always complete 360 degrees of a pie chart. Use only portions suitable to your talk.

Flow charts show procedures and sequencing. Often they make use of symbols and arrows. Organizational flow charts can show the relationship of parts to a whole.

"Use Audio Visuals To Supplement Your Presentation."

Tips for Using Visuals

- Visual aids reinforce your talk. People want to hear you speak, not read along or try to guess the point you're making.
- Keep visuals simple. Your audience should focus on your message, not waste energy figuring out complicated or obscure visuals. A picture is worth a thousand words.
- Visuals must be visible to your whole audience. Choose a medium appropriate to audience size. Set up in advance and check the view from various locations in the room.
- Choose visuals to suit your presentation style. Visuals are only as good as the operator. You need to become "best buddies" with any visual aid and equipment you plan to use. Be prepared with an alternate plan if equipment doesn't work!
- Plan appropriate pacing and sequencing. Be sure to give the audience time to absorb a visual message before you begin speaking. Old visuals don't die, they just kill the show.
- Don't let visual activity take over your show. When you use more than one visual aid, plan logical movement from one to the next.
- Make use of color whenever possible.
- Update your visuals often.

Summary

Visual aids add excitement to your presentations. A little careful thought and planning is all that you need to design effective visual aids. This fact sheet offers general guidelines; for more specific information see sheets on overheads, flipcharts, slides, and films and videos.

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Films And Video Tapes

Introduction

Most of us associate films and video with entertainment. They can be a powerful learning tool, if you use them properly. A film or video seldom stands on its own. It needs an introduction and follow up to be effective. Films and video are best used to stimulate discussion, as an introduction to a topic, or as a summary to a topic or an entire program.

Features

- suitable for large audiences
- bring life and movement to a presentation
- can offer emotional appeal
- add a professional touch if the film is good
- entertaining and familiar to many people
- videotapes allow instant replay

Limitations

- require heavy equipment
- need electricity
- videotape television screen size limits audience size
- calls for darkened room
- people tend to seek entertainment, sometimes miss educational component

"Use Large Screen Video For Big Groups"

Selection

- Always preview a film to be sure it's appropriate to your objective. Don't rely on a film catalogue description alone.
- Use personal discretion in deciding if a film makes the best use of your time. If it introduces a number of sub categories you don't intend to cover, it may confuse your participants.
- Don't use a film that has a poor soundtrack or image projection, no matter how good its message.
- Television only suits small audiences. For large audiences, use a video projector and a large screen, or several television sets.
- Use the operator's manual to become familiar with operation of the machine.
- Have the film or videotape in start position with focus and volume set before your presentation.

Tips on effective use

- Always introduce a film to help participants focus their attention on key points.
- Make the film an active participation medium. Draw the audiences attention to the main points of the film.

Summary

Five ways to use film in your presentation:

- Use them to motivate or introduce a topic. This is particularly useful for a topic such as goal setting. Your film could show a family setting goals; discussion following can focus on this family.
- As a summary, a film can tie together many general ideas about a topic.
- A film can reinforce the major points of your presentation. With this method, it is always best to develop questions to help people understand the main points. Share the questions before the film to get people thinking and involved.
- Many films provide an introduction for discussion groups. Some films are designed to present an issue, then some solutions. In this type of presentation you can stop the film, direct discussion groups, then view the rest of the film for another viewpoint on the issue.
- Some films are designed to give comic relief. They're best used after you've presented the information or when you want to change topics or change pace.

Flipcharts

Introduction

Flipcharts have been popular for years as an audio visual aid. They can still be effective even in this age of electronic technology. Flipchart stands are now better than ever; look for models with sturdy aluminum fold-up legs. Flipchart backing is now made from magnetic board, blackboard or whiteboard so you can use it more than one way. Double width flip charts hold two pads of paper, offering more versatility.

Features

- inexpensive
- easy to carry
- useful in a variety of locations
- allows audience participation
- reusable material
- can write on during presentation
- good for group reporting

Limitations

- suitable only for small audiences, up to 30 people
- lose eye contact with audience when you write during presentation
- flipcharts don't stand up to numerous uses
- call for legible handwriting
- can have problems flipping the pages

Tips for preparation

- Make your lettering a minimum of 25mm (one inch) to 75mm (three inches) high, depending on distance from the audience.
- Limit yourself to six lines on each page. Remember, the lower you go on the flipchart, the less the back row of the audience will benefit from the visual. Also, paper often curls at the bottom.
- Use a wide point water base felt marker. Water based markers won't bleed through to the next page. Leave a blank sheet between each page to help cover material.
- When you record audience comments, repeat the point to make sure you've heard it; this also reinforces the point for others who may not have heard.
- Use alternate contrasting colors for each point on the flipchart when making flipcharts in advance or when recording points from the audience. It makes the flipchart easier to read and separates one point from another.
- Use an overhead projector to enlarge and copy drawings to transfer to flipcharts before the presentation.
- Use non copyright cartoon pictures; they may be suitable for more than one presentation.

"Prepare In Advance"

Tips on effective use

- Write lists and points in advance if you're a sloppy writer.
- Use the flipchart to present major topics in order.
- Use words and pictures.
- Lightly pencil lines on the paper to help you print legibly and straight.
- Place the flipchart where you won't trip over it or stand in front of it during your presentation. If you're right handed, place the flipchart off centre to the right of your audience. Then you are in a position to write.

Summary

Flipcharts may be old technology, but they're s the most effective audio visual aid for many situat Use them!

Slides

Introduction

Slides add realism to your presentation. Production techniques vary, and can make for an interesting visual presentation. Quality slide presentations take planning and preparation. Slide presentations are like other visual aids in sharing the stage with you, the presenter. They don't replace the human element.

Features

- easy to carry and store
- allow you to use color and real life situations
- easy to rearrange for future presentations
- can magnify details
- can synchronize with audio tape for a professional flow, and to free the presenter
- suitable for any size of audience

Limitations

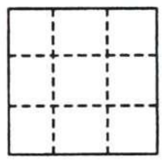
- needs electricity
- normally calls for darkened room
- speaker may block the screen by pointing out details
- lacks flexibility during presentation

"The First Step In Taking Good Pictures Is To Hold Your Camera Firmly"

Producing slides

Hold your camera steady! That's the first step in taking good pictures.

- A good slide is not an accident. Before you snap, know how you'll use a picture and what you want it to communicate.
- Keep the picture simple and get as close as you can to your subject.
- The human eye moves towards a photo's lightest area. Try to keep good lighting on your centre of interest.
- Your centre of interest needn't be in the centre of your picture. Try mentally dividing your camera viewfinder into thirds; compose your picture so the centre of interest falls at the intersection of two lines.



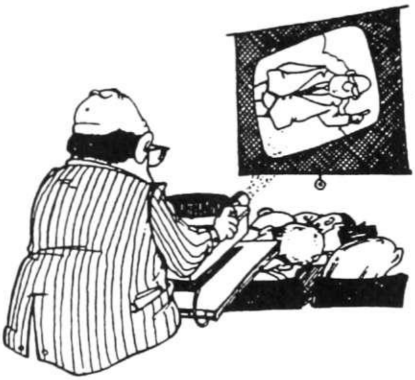
- You can easily make slides from magazine pictures or photographs, with permission.
- If you show text, limit yourself to 25 characters (including spaces) on each line, and six lines on each slide.
- Slides are mounted in frames of several kinds:
  cardboard — inexpensive, easy to mark with felt pen, easy to bend, film may buckle if you project a slide for too many minutes.
  plastic — rigid, don't bend, easy to mount, more difficult to mark, film may shift in frame.
  glass — maximum protection, heavy, expensive, may break if dropped, may not fit some slide trays, prevents buckling and loss of focus.

Selecting slides

- Choose only the best slide available. If the picture isn't clear or doesn't help you tell your story, don't use it.
- Take full advantage of color and contrast. For example, try a simple graph superimposed on a natural background.
- Sources of slides include: personal collections, film libraries, department collections of stock slides, commercial graphics producers.
- Decide on your format: horizontal, vertical or a mixture. It will affect screen size and projected image size. Use horizontal format normally; people are used to viewing information horizontally, and are less likely

to miss part of an image.

- Be sure a slide doesn't contain too much visual information. The audience may miss the message.
- Make sure slides are clean.
- Three criteria can help you judge a slide:
  good separation of adjacent tones lets you distinguish greys, whites and blacks; otherwise faces may look washed out.
  sharp focus gives the clearest image.
  accurate color for the subject or a wide range of greys in black and white



"Preview Slides Before Using"

Tips for effective use

- Preview slides to be sure you have the right sequence. Project all slides and make sure people will be able to see them from the back row.
- While previewing, check for upside down or backwards images. Remove slides that drop poorly because of crimped corners, and remount. Once you work out all the kinks, replace the lock or seal ring on the tray.
- Your first and last slides should be "black slides" so you don't subject your audience to the blinding glare of a blank screen.
- Place your projector at a distance so the image is as large as possible.
- Place the projector at about the same height as the screen to prevent distortion. For best viewing, project onto the top of the screen.
- Be sure your entire audience can see the screen.
- Focus your first slide before your presentation. If you need to move equipment, mark the floor with a piece of tape.
- Use a remote control to change slides if possible. Otherwise, use pre-arranged signals to the projector operator. Avoid repeating, "Next slide, next slide."
- If slides make up most of your presentation, start and end with lights on so your audience can identify with you.
- Use a dimly lit room if possible, not a completely dark room. Always check the room lighting system's capabilities first.
- Don't feel frequent slide changes are necessary, but don't leave people sitting in the dark with the same old picture. Your pace will depend on a picture or graph's complexity, slide interest and your narration. As a general rule allow a minimum of four seconds and a maximum of 10 seconds for each slide.
- Use an outline with key points in logical order rather than a prepared script. It allows you to sound more natural.
- If you feel better with a script, practise being natural. To avoid monotony, highlight key words for emphasis. Practise sounding enthusiastic. Avoid talking down at the script.
- You rarely need phrases like "This is a view of . . . "It suggests that you're supporting slides with idle talk when they could easily stand on their own. Let slides illustrate your talk with comments like "Irrigation of hay fields increases returns by 75 per cent," when your image is a split screen projection of irrigated and unirrigated hay fields.
- Stand in front of the group and to the left side of the screen. Talk to the audience, not to the screen.
- A novel way to use a slide presentation is as an introduction, motivator or summary of a section of your presentation. Prepare a synchronized slide presentation with music to appeal to more senses.

Summary

The effective slide presentation is a talk illustrated by slides, not slides supported by a talk. Select slides with quality and content in mind. To get stock slides or help in preparing slides from photographs, call the audio-visual technician at Alberta Agriculture in Edmonton.

Alberta
AGRICULTURE
October, 1986

Overheads

Introduction

Overhead transparencies are versatile, accessible to most people and easy to produce. They project a large, brilliant picture. Transparencies can visually present concepts, processes, facts, outlines and summaries to an audience of any size. Like any other instructional medium, they call for systematic planning and preparation.

Features

- speaker maintains eye contact with audience
- suitable for use in a lighted room
- good for any size of audience
- many ways to use them
- allow for color
- allow for flexibility during the presentation (you can can omit part at any time)

Limitations

- setting screen properly takes time
- projector fan may be noisy for people sitting near
- needs electricity

Production materials

Many new transparency materials are now on the market to let you create exciting and effective overheads. New "write on" transparencies allow you to use brilliant color. Other new products are opaque except when you use a special marker; this eliminates the screen glare you get with clear transparencies.

Transparencies

1. Plain paper copier

   There are many types of transparency film that will produce transparencies by using your office paper copier. Check with your 3M distributor or the Alberta Government Office Supply catalogue.

2. Thermo fax or infra red copiers

   There are several transparency films available that produce a variety of transparencies. They include:

   ° Black image on clear background
   — order 3M type 574

   ° Black image on light blue background
   — order 3M type 134

   ° Black image on a clear or color background
   — order 3M type 174

   ° Color image on clear background
   —order 3M type 888

   ° Yellow on blue, green, purple, or red
   — order 3M type 210

   ° Clear image on black, red, or blue background
   — order 3M type 520 reverse image film

   ° Retrophane -opaque film that gives clear on black image
   — see below for supplier

   ° Write on film

   — 3M write-on film — use a special yellow pen that comes with the film which gives you a bright yellow image on a blue background

   — retrophane — a film which is opaque. Use special brilliant color markers to make colorful write-on transparencies.

   — creativcolor — blue transparency you can write on using a variety of creativcolor markers.

   Retrophane and Creativcolor material available from:

   Resources for Organization Ltd.
   6440 Flying Cloud Drive, Suite 120
   Eden Prairie, MN 55344
   U.S.A.
   (612) 829-1954

Markers and Lettering

grease pencils: projects black, easy to use, doesn't make a fine line, may smear; erase with a dry cloth.

markers: may be permanent or non-permanent, quick and easy, can produce thin to bold lines, variety of colors available, may dry out from heat of projector during presentation.

dry transfer letters: available in a variety of sizes and type styles, time consuming; remove mistakes with masking tape.

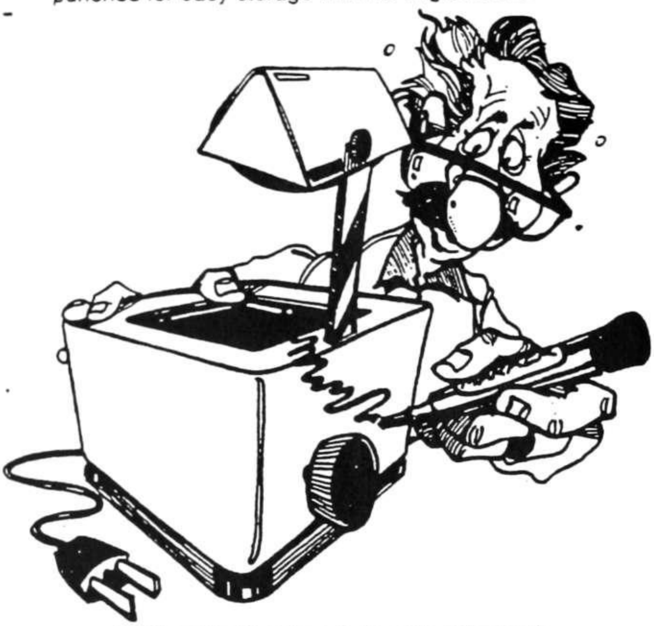
lettering templates: uniform lettering size, variety of template sizes, time consuming.

lettering machines: Kroy, 3M and Gestetner all make lettering machines capable of producing letters of various sizes and type styles. Words are spelled out on clear adhesive tape, then placed on plain paper and run through a copier; cost $800.00 to $1000.00.

color adhesive tape: translucent adhesive celluloid in several colors; place on clear transparency and cut to size and shape with exacto knife; good for adding color to charts and graphs; variety of colors, widths and patterns; pressure-sensitive.

Frames

Frame overhead transparencies to prevent the bright projection light from shining on the screen at the perimeter. **Cardboard** frames are popular. Tape the transparency to the underside of the frame. On **flip** frames, your transparency fits into a clear plastic envelope. An **opaque plastic** frame folds inward; they're also punched for easy storage in three ring binders.



"Writing On Overheads Can Be Effective"

Preparation

- "Hand-made" transparencies are inexpensive and you can make them at the last minute. Use any of the above markers on a clear or colored acetate suitable for direct transfer. Place graph paper under acetate for neat freehand lettering.
- Avoid putting material closer than one cm from the frame. A rectangle with a height-to-width ratio of 4 to 5 is best.
- Limit each transparency to one topic or concept.
- Keep visuals as simple as possible. Elaborate diagrams compete with your message. Use a maximum of six lines of text on each transparency, with six words to the line.
- Always test marker and transparency combinations for maximum projection quality.
- Letters should be a minimum of six mm (¼ inch) in height. Typewritten copy is usually too small and too crowded for your audience to see.
- Use a combination of upper and lower case letters.
- Position material in the upper portion of the transparency. Use a horizontal format for maximum visibility.
- Make use of color by using colored adhesive, rainbow colors, colored markers or color on clear transparencies.
- Leave space to add things during presentation. Use a non-permanent marker so you can re-use transparency, or use tape on clear transparency.
- Mount transparencies in cardboard frames for easy handling and less risk of damage.

Tips on effective use

- Place the screen in the corner of the room. If you're right-handed, use the corner to your right as you face the audience. This way you'll block fewer people's vision.
- Place the projector on a low table and project upward at an angle onto the screen.
- Keystoning is a common problem. It occurs when any part of the screen is farther away from the projector than any other part. Prevent horizontal keystoning by squaring the projector with the screen or lining the screen and the projector up in parallel positions. Vertical keystoning is best eliminated by using a screen with a built-in "keystone eliminator." This device allows you to tip the top of the screen forward. If your screen doesn't have this feature, put blocks under the front of the projector.
- Try to get someone to help you find your best standing position in relation to the screen and projector. If you see heads bobbing in the audience, you're probably blocking the screen.
- Avoid using the projector as a podium or leaning post. Keep your hands off the projector stage.
- Resist the temptation to read from the screen. This defeats the major advantage of an overhead, eye contact. Check the alignment occasionally, but not on every visual.
- Use a pointer or pencil on the projector stage to highlight. Don't point to the screen.
- On or off? When and how often to turn the overhead projector off as you change transparencies is hotly debated. Consider these to decide what works best for your presentation style:
  - with no visual in place, the bright light of the projector can be blinding.
  - if your breaks between transparencies are short, cover the stage with a piece of paper.
  - when you use a sequence of transparencies, place the next acetate on top of the one you've just used and quickly remove the old acetate from the bottom; this prevents light glare, and switching the machine on and off; it takes practice to look professional.
- Overlay transparencies to visually tell a story; gradually add to the message with three or four separate transparency films. This is good for explaining complicated but logical sequences. To design, make a sketch of your total content. Decide which elements

should form the base (projected first), then which elements will form each overlay. Make separate masters for each of these. Mount the base transparency to the underside of the cardboard frame and mount the overlays to its face. Limit overlays to three or four to prevent loss of base image.

- Place a piece of paper between the stage and the transparency to gradually expose a message. A variation is to lift cardboard segments which you've secured to the frame like pieces of a jigsaw puzzle.
- You can place three-dimensional objects on the stage of the projector. If the object is opaque it will appear in silhouette. If the object is of transparent colored plastic it will appear in color.

Summary

The overhead projector is a versatile visual aid. Use your imagination to create visual variety. Be adventurous! Combine color and techniques for a memorable visual supplement to your first class presentation.

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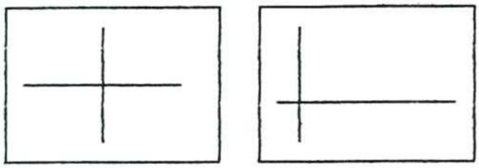
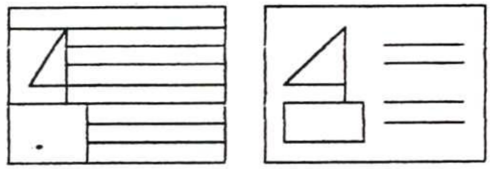
October, 1986

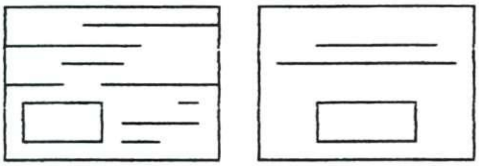
OVERHEAD SLIDES



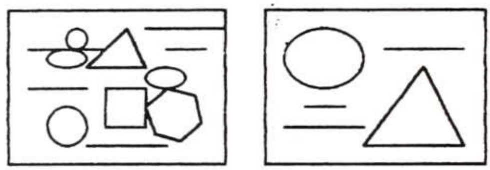
Divide space in an interesting way



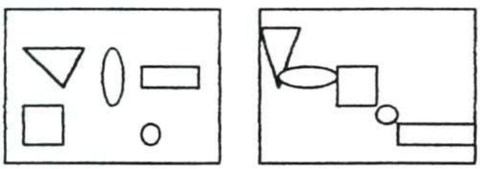
Leave lots of white space



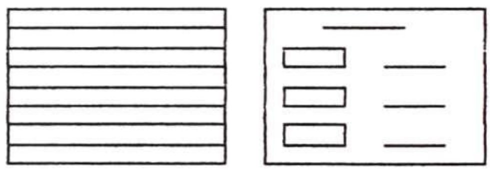
Keep it organized



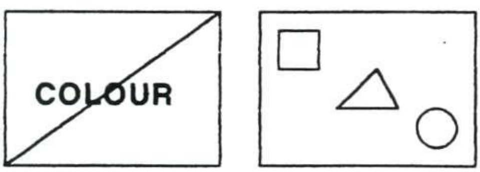
Keep it simple



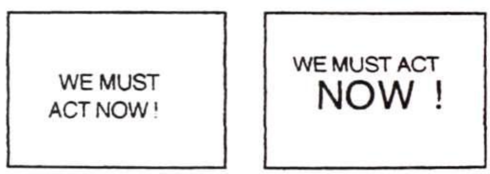
Create a path for the eye



Don't write a complete text



Create interest with colour



Make something dominant

CHAPTER THREE

'BEHIND THE SCENES HOST'

Planning a conference, forum or training seminar.

Planning a large meeting of people depends, somewhat, on what function it will be.

A convention or conference is made up of a group of delegates gathered to discuss business and hold elections. It may (but not necessarily) include speakers and workshops. Entertainment is usual, but optional.

A forum or symposium may be any group of people, associates or 'strangers', who have gathered because of interest in the theme offered. The focus of the speakers may be information, awareness and/or persuasion. The speakers will address a specific theme, and no business will be conducted. It is optional as to whether you provide entertainment.

A training seminar can be organized by a club or business for their own members, or it could be open to the public. Again, it will be on a theme or topic, and the focus of speakers will be on information, education and training. Entertainment is not usual.

Whatever the function, however, there is a sequence of tasks involved.

Setting a date

This may sound simple, but there are considerations. The date must be the most convenient to those you hope will attend.

Check for conflicting events, in the community and in your target audience. This might include such things as 'harvest' (if a rural target) , other conferences, festivals and events, interference with holidays or other commitments. Sometimes it is advantageous, however, to hold it right after or before a similarly themed event, to benefit from publicity, enthusiasm and the fact that many interested people will already be coming to the area. If there is a declared 'week of...' or 'month of....' (your theme) you would want to look at the free publicity that date would offer.

You might want to take advantage of 'off season' rates to reduce facility and travel costs.

Consider probable weather if guests must travel.

Custom may dictate a specific date (annual convention?), but is that tradition really the best or would a change be considered?

Deciding length and times of the event

Usually, in any organization, club or business situation, the length is dictated by the board or council: it is seldom the decision of the program director.

In some cases, such as a public seminar or forum, you may have to make this call. Your decision should be based on the following:

* costs. ie: extra nights, extra meals etc.
* information or business that you wish to present
* distance audience will come (if they have to fly in, they may wish a few days length).
* initial costs (set up, advertising, displays, etc.) It would not be a wise use of money to spend enormous amounts on these things, then have only a one day seminar.

To determine times of starting and ending , the following may be considered:

* First day.. if many are coming by bus or plane, when will they arrive? Maybe an evening opening to meet and greet, then the actual start in the morning.
* Last day...when do flights leave? Do some have a long drive? An early closing is often best. 'Consider such things as women wanting to be home to meet the school bus.
* If a one-day event, you will have to open relatively early and close in late afternoon in order to get all the information or business done.
* In a longer event, if participants are staying close to the meeting facility, you can run longer and even have evening sessions if required.
* Don't forget some 'free' time for participants to network. In a longer event, if most are from put of town, some time to explore the area is appreciated.

Finding and booking a facility

In some organizations this is dictated by custom... ie: branch groups take turns hosting the annual convention. In this case, the host would be responsible to find and book an affordable facility.

If you are responsible for booking the facility, you should first determine just what you will need;

* Will you need overnight accommodations for the group?
* What are your requirements for meals? (catered? everyone on their own? combination of both??)
* How will people arrive?
  Will you need a lot of parking spaces?
  Shuttle (free?) to airport?
  Proximity to bus station?
  Convenient (easy access for out of town drivers?)

* How many people will attend? (If this will not be known early, you will need a facility that can readily adapt.)
* Do you need just one meeting room, or will you need some 'break off' rooms?
* If you plan some 'free' time, you may want to look at attractions close by.

Most hotels and convention centres will be glad to send quite detailed information packages, so start by phoning as many as possible that fit into your chosen locale.
NOTE: Get a name of someone for future contact and questions.

From this information, using the criteria above and your budget, short list the possibilities. Now go out and look. Check out the meeting rooms. Look at the overnight accommodations. Eat in the restaurant. Talk to the facility manager about:

accessibility for handicapped
catered meals/banquet facilities
restaurant hours
coffee break arrangements
hospitality room (if needed)
registration location
meeting room(s) equipment (mike, screen, overhead projector, podium, video monitors,
how meeting room(s) can be set up (seating, stage, head table)
room costs (single or double)

NOTE: If the hotel has a toll free number, delegates can book their own room, making less book work for you.

Draft agenda

Choose a theme. This will be dictated by a particular event (a centennial, the international year of__), the profession of the delegates (nurses, accountants, etc.), or the common interest you plan to address (conservation, justice, women's rights, etc.)

Research speakers. This will be dictated mainly by the budget you have to work with.

Particularly in rural areas, you may find speakers who will offer their services free, or for a small honorarium. Look within your own organization for speakers. Government departments usually have speakers available (Dept. of Agriculture, Health & Welfare, etc.). Check with speakers' bureaus for professional speakers on your topic. Ask for input from people who have heard speakers at other events. If there is another event with similar theme in the area, check out their speakers. From the day you know about this event, you should be collecting information on possible speakers. Keep a file.

Block out your time frame. Start. Coffee breaks. Meals. Closing. Business (if applicable) Free time. Closing. Now you can see what time slots are open for speakers.

Contact speakers. First contact can be by phone.

* Ask if they are available.
* All costs...their fee, and other requirements such as travel, accommodations, rental car, etc.
* Discuss the theme you want them to speak on. (also the approach you'd like them to take, ie: information, training, persuasion).
* What equipment or arrangements they will need.
* Ask them to send their resume, ASAP.

They will have questions, too:

* Where?
* When?
* Who to?
* Other speakers?
* The nature of the event.

This phone call should be followed up by mail. Send them as much information as possible about the event

* a draft agenda (or better) of speakers and their topics)
* info about the likely audience (age, profession, gender, common interests, etc.) Send an information package on the club or organization, if applicable.
* confirmation on time, date and location.
* confirmation on fee and other requirements.
* other needs (equipment?)

In most cases, it is best to get a signed contract regarding time, date, fees and other requirements.

NOTES: Sometimes local airlines will donate airfare in return for suitable acknowledgement on the program.

Registration Fee

This is basic math. Take all your costs and divide by the number of participants. If this is an event for profit, add a reasonable percentage.

When adding up your costs, remember these:

* speakers' costs (fee, travel, accommodations, meals, hospitality, extras they may require.
* facility costs (all meeting rooms, banquet room registration and hospitality room , if needed)
* meals (if included)
* accommodations (if included)
* entertainment
* tours
* hospitality: wine & cheese, host drinks, snacks, coffee breaks,
* shuttles to bus, airport and/or shopping
* rentals (of any equipment not provided by facility)
* advertising & publicity...include costs of producing and printing, postage, media advertising, etc.
* registration costs; name tags, printing of programs, convention package (folders, paper, pencils, maps, agendas, ...)
* 'free' delegates. Some special guests will have registration, meals, accommodation, travel, or all of these given free. be sure to count this as an expense.

* incidentals, your travel, phone calls, postage, photo copying, decorations, GST, gratuities.........
* gifts, presentations and door prizes

When adding up costs, consider the following suggestions for reducing them.

As mentioned, airlines will often offer deals or free flights for speakers in return for advertising on your conference literature. Other businesses or organizations will often assist for the same consideration. For instance; canvass local stores for gifts and door prizes at reduced rates, or often free. A large company, particularly one who might wish to have their name associated with your event, might give cash to sponsor a coffee break. The local Chamber of commerce or Businessman's association may be able to help with shopping trips, local transportation or tours. Ask everyone who might help.

When putting together your convention package, many businesses and organizations will be glad to offer 'freebies' of some sort to put in them.

Spend a little money and a lot of time to contact a large number of 'possibles'.

Prepare program

From your draft agenda, prepare a complete program. This will include:

* starting and closing times (each day)
* welcome address
* closing address
* keynote or theme speaker
* meal times and format (catered or?)
* speakers' times (with short blurb on their presentation)
* banquet time and format (if planned)
* banquet speaker
* other events, such as;
    - coffee breaks
    - entertainment
    - tours
    - free time
    - hospitality
    - business
* concurrent workshops ...
    - format
    - times
    - how they will be accessed by participants
* registration times and procedure

Suggestions on program planning

Welcome address...this can be someone from your organization, to welcome the participants on behalf of the organization; and/or a local politician, to welcome them to the town, city or province.

Closing address... This can be anyone from yourself to a dignitary...just a wrap-up and farewell.

Keynote or theme speaker...to speak to the general theme of the event.

Banquet speaker...Should be entertaining, upbeat and interesting.

Banquet...You may want a head table for this, Discuss menu, format (sit-down, buffet) and seating format with the facility manager.

Concurrent workshops. Many conventions have two or more workshops going on at one time.
These are repeated, so participants can attend more than one. Since the speakers or facilitators are usually set up in a room to present their workshop, move the participants.Therefore, arrange that they will all end at the same time and decide on a suitable break to allow the participants to move. (10 - 15 minutes is standard). You should decide on how many can attend per session and how this will be determined (preregistration? sign-up? first come?). Also, plan a 'route' to move people as conveniently and quickly as possible.

Free time, tours, etc. A tourist attraction in the area, a theatre performance, or even an afternoon of shopping might be appreciated by the delegates, particularly if they are from out of town. Cost of transportation and entrance can be included in registration or by individual choice. (To get group rates on entrance fees and arrange transportation, you need to know, in advance, how many are interested) Free time...just be sure you have some suggestions, maps, etc. to offer. You may want to appoint someone to look after this part of the program.

Time allotments will depend on the length and size of your event.

Committees

For bigger or longer events, you may want to delegate some of the tasks. Be sure that the committees work closely with you so that plans will come together for the event.

Registration... appoint a committee.

They should determine how registration will be handled. Design a registration form that answers the questions you need to know....(will they need shuttle, accommodations, any special requirements, etc.) Advertise fee and how to preregister. The committee should also look after name tags (good to have them pre-printed if registration is in advance), convention packages, money & receipts. Decide on how they will manage 'door' registration.

NOTES: Have sufficient people on registration desk to avoid long line-ups. Have a special line for preregistered people to pick up their convention packs and name tags (and room keys if applicable).
Have the area & procedure well marked by signs.
Have it in a free flow area to avoid bottlenecks.

Convention packs should include agenda, map of premises, info on other aspects of the event, how to recognize and contact a host in case of need, freebies and info, pencil & paper, an evaluation form and a welcome.

Hosts or Hostesses...appoint a committee.

How many will be needed depends on the size and format of the event. At least, there should always be someone at the door to meet, greet and direct guests. Other duties include (if applicable)

* in airports & bus stations to greet guests and direct them to transportation. If transportation is not provided, the committee could look into hiring cars or buses.

* in parking lot to carry bags and/or direct them to registration.

* at registration to direct them to conference hall, bathrooms, rooms, restaurant, etc.

* at strategic places in building throughout the conference to direct to workshop locations, and other facilities in the building.

* in the conference and workshop rooms to act as 'gophers'. (seat guests, run messages, answer questions, and to get maintenance persons if needed, get water for speakers, and other duties the Chairman or MC may ask). In business forums they may help by counting 'show of hand' votes.

* at a large conference or convention, a hospitality room might be set up. The hosts will determine the hours it will be open and the hospitality it will offer (drinks? snacks? information?). Hosts will arrange shifts to manage it.

* hosts should be given easily-seen identification (shoulder ribbons, jackets, etc.) and should make themselves very familiar with the facility, the surrounding town (business, entertainment & transportation), the program and the theme.

Entertainment...appoint a committee.

It is usual to have some entertainment after the banquet. Particularly if the audience is from out of town or province, a good idea is local or ethnic talent. For instance, if out-of-province guests, an "Alberta Beef" banquet could be followed by some form of western or Native- Canadian entertainment.

Be sure to check these points when choosing entertainment:
* appropriate to the audience (seniors might enjoy something different from businessmen.)
Dance, only if it is a 'couples' event.)
* appropriate to the event (the entertainment should not give a different 'message'.
* appropriate to the facility...can everyone see? hear?..is there room?
* have a definite time frame. Do people still have to travel or or they staying?

Inexpensive talent can often be found in local schools, amateur theatre groups, dance classes, etc. Ask around...maybe someone has a good idea.

'Other' entertainment:

If there is a 'first evening' get together you might plan some quiet music or a mixer type game or quiz. (Not necessary but might fit).

Advertising & Publicity...appoint a committee

The cost and extent of advertising and publicity will relate to the type and size of your event. A 'for profit' event would, of course, warrant a large advertising campaign. Even a smaller event, or a business or organization seminar, would still require some publicity.

Think of on-site publicity such as displays, convention buttons, handouts and freebies.
Suggestion....use the 'pull' of the scheduled speakers, especially if one or some are well-known. Include their names, some bio, and a bit about their topic to create interest of potential participants.

Appointments

Chairperson... For a one day conference, the convener or President may do this. For longer events, it may be delegated out (often in pairs). Be sure the chairperson has adequate notice. Give him/her a copy of the agenda and include him in all plans such as workshops, displays, tours, entertainment, hosts, etc.

Recording Secretary...an annual convention, when business will be discussed, needs to be recorded. Appoint a recording secretary.

Introducers and thankers... as early as possible, appoint someone to introduce and another to thank EACH speaker. The introducers should get a copy of the speaker's resume ASAP.

Other details & hints

* Plan some <u>energizers</u> during the event. A long afternoon of speakers should be broken up with something that gets the audience up and stretching for a few minutes. You can incorporate this into coffee breaks, stretches, a simple mixer. (check 'Energizers' in chapter 2)
It is a good rule of thumb to have some break every hour.
* <u>Mixers</u> get the group cohesive. One idea is to have a quiz, quasi scavenger hunt or some type of 'mixer' exercise included in the conference package. Anything that will get strangers meeting.
* Space <u>door prizes</u> throughout the event.How will winners be chosen? (Make it quick and easy))
* It is a good idea to <u>award prepaid registration</u> with a small cut in the rate. This encourages people to confirm, and makes your job of planning seating, meals, accommodations, conference packages, transportation, tours, etc. much easier. The speakers will appreciate knowing numbers, too, as they will likely bring handouts.

* <u>Displays</u> in the convention centre, if there is room, can be interesting to the delegates. They can be set up by delegates, other organizations or businesses or your own group. If your group has one, suggest a host to man it during

times people are around. You may have time (during registration, for instance) to have some 'hands-on' display such as crafts. Be sure there will be time for the group to look these over.

* A way to defer expenses is to have a sales table with souvenirs of the event. Appoint some people to look after this.

* Make sure the people appointed to thank the speakers have either a cheque or a gift to present them. A cheque should be in an envelope and the amount is not mentioned. A gift may be wrapped or not.

* Make sure the registration desk and the sales table have a cash float for change.

* If a tour is on a 'sign up' basis appoint someone to set up a table near registration (well marked by signs). Have times they are available on the sign. They, too, may need a cash float.

* If workshops are 'sign-up' have a well marked table for this, too, with times of operation.

* Make sure a representative of the facility (who can find, repair and move things) will be available throughout the event. Know where he can be found. Give this info to the hosts.

* Discuss room(s) set-up with facility manager. Most people (especially if they are taking notes) prefer a classroom setting with tables. The workshop rooms may be OK with just chairs. Banquet seating should be fairly roomy. (They may offer choices of format and colour of tablecloths.) Head table guests will appreciate a front skirt on the table. Water should be near the podium at all times. Be sure it is easy to get in and out (long lines of seats are inconvenient).

Be sure they can offer the equipment you will need, such as mike, podium, overhead, etc. in all the rooms. Ask about lighting; (your hosts need to know where the switches are, to dim for slides). Discuss registration area, hospitality rooms, etc. Go over your program with him to be sure your times and his agree (coffee breaks, meals, registration, etc.)

Note: if business is to be discussed, such as nominations and motions, ask for a microphone to be placed in a convenient spot on the floor. Speakers from the audience will not have to make their way up to the stage.

Checklist

Within the last few days, you should:

* Meet with all your appointees and committee leaders. Go over the plans for the entire event looking for anything that might have been overlooked. This is best in a group, as they can all cross-check as to who is doing what, when and where.

* Have committees confirm all their arrangements;
ie: transportation, entertainment tours,

* Confirm all your speakers (by phone.)

* Confirm facilities. Give up-dated attendance numbers.

* Collect all the things you need to take to the event and be sure the committees and appointees have theirs.

Suggestions...cheques and gifts for the speakers, door prizes, presentation articles such as certificates, literature, name tags & receipt books, convention packages, giveaways, signs, posters, displays, host identification ribbons (or whatever has been chosen), minute book, any report you may have to make, detailed copy of the program, your speech, and assorted miscellaneous such as pens, paper, tape, tacks, marking pens, paper clips and stapler

The night before (or that morning):

* Check the facilities for seating, equipment, coffee, etc.

* Check the equipment.

During the event:

* Be available. let your committees, appointees and the facility manager know where you can be found at all times.

* Have the chairperson make announcements, at appropriate times to remind the audience of sign up tables, workshops, tours, displays, hospitality, etc.

* Be sure to ask (more than once) that everyone fill in and return their evaluation slips.

After the event:

* Be sure everything (poster, signs, papers) are removed from the facility.

* Be sure all committees, appointees and anyone else who helped are adequately thanked.

* Pay the bills.

* Make up a financial statement.

* Read all the evaluations summarize them.

* Make up a report.

In conclusion

The planning described is generic. You should adapt to the specific event you are planning. Many of the suggestions may be too elaborate for a small conference, but they have been included for those who may be planning something longer or bigger.

If you know someone who has planned a similar event, ask them for suggestions. If they can give you a suggestion on something that really worked well (or didn't), it is valuable advice.

HERE'S TO A SUCCESSFUL EVENT!

ABC CLUB OF ALBERTA

presents

'A FAMILY FORUM'

Family values in the 90's

June 7-10, 1997............Edmonton Convention Centre

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REGISTRATION FORM

Please detach and return to : Joseph P. Smith
10000-100 St.. Anytown,
Alta. TOT 101

Before: (deadline).. May 10, 1997

NAME:____
ADDRESS:____
________________________PHONE:__________________

TIME & DATE OF ARRIVAL:____________Bus?___Plane?___Car?____

DO YOU REQUIRE: Shuttle from Airport?___ Shuttle from bus?____
Ground floor room?____ Non-Smoking?______
Single Room?_________ Other?____________

COST: Conference only......... $280.00 Per Person
With Accomodations...$370.00 Per Person (sharing room)

If you wish to share with a specific person, please give their name &
hometown____________________________of____________________

TOTAL ENCLOSED: $_________

Note: If money not received by deadline,
a $20.00 surcharge will be added at the door.

CHAPTER FOUR

'REVITALIZE'

To attract membership and encourage leadership within your organization

When we look at these two issues, one wonders which comes first. Of course, we need new members with new ideas from which to elect our leaders but we also need a strong, well run organization to attract members.

So let's start, then with leadership. Many of the strategies in attracting members or leaders are similar, in any case.

LEADERSHIP..

First, let's define leadership......

Leaders are proactive, cause things to happen, have a vision and stick to it, know the difference between what the organization is and what it does.

Leadership is about accomplishing tasks and reaching goals through the efforts and co-operation of others.

Effective leaders make things happen! They know what ought to happen (have a vision)...they plan a way to make it happen, then they take the necessary steps to make it happen. Vision...Plan...Action!

Why do we need them?

...to keep the organization running
...to keep it active and visionary
...because their energy and enthusiasm makes our organization valued both in the community and within our own membership.
...they share their knowledge of the organization and encourage members to learn.
...they have skills to offer the organization that will benefit it.
...because the organization has a job to do and needs a way to accomplish it. Leaders define the job, plan the method and 'lead' the way.
...they represent the club, and by their guidance, energy, knowledge and enthusiasm they make it an organization people want to join.

Identifying potential leaders

Are some people just 'born' leaders or is leadership a learnable skill? Actually, it is probably a bit of both.

We have met the 'born' leader, we recognize them even if they are not in a leadership position. But we have also seen many who slowly advance into leadership roles ...learning and developing the necessary skills as they move up the ladder.

Think of leaders you know. What are the qualities skills and talents you see? For instance; a role model, risk taker, listener, interested, involved, ambitious, competent, intelligent, caring, resourceful, energetic, co-operative, intuitive, loyal, enthusiastic. These are the people you need to identify in your group.

Look around. A parent is certainly a role model, listener, caring and energetic . A farmer or small business owner ...ambitious, competent and a risk taker. Managed a home budget?...add intelligent and resourceful. Simply being married means co-operative, intuitive and loyal.

Companies look for employees who show these characteristics. If an employee does their assigned tasks with competence, enthusiasm and intelligence; is resourceful and shows initiative and loyalty to the company ...he will likely be promoted. When he learns that job and continues to exhibit those same qualities, he will likely be promoted again.

In your organization, look for an involved member who finishes tasks, makes intelligent suggestions, is knowledgeable about the club, displays enthusiasm and loyalty to it and seems genuinely interested in it's success and in his/her fellow members.

This is a potential leader. Don't immediately elect her president! To push someone into a job they are not ready for is to 'plan' failure.

Encourage her to take on increasingly important duties and roles. Let her 'climb the ladder,' learning and developing the necessary skills along the way. As she becomes comfortable, competent and successful in one level, encourage her to step up. Remember that success is built on many small successes.

If you are a leader..

What is your most important responsibility? It is THE SURVIVALOFTHEORGANIZATION!

As a leader you take 'ownership', and it is your duty to see that the torch is passed on to capable, trained people, thereby insuring that the organization continues.

From your first day in office, you should be actively pursuing this goal. Don't leave it until the day of the elections and expect some hero to appear out of the woodwork.

Start looking for potential leaders immediately. Work with them, teach them, encourage them...help them gain the skills and knowledge they will need to take your place...

How to do this? Three words...

RECRUITING... MENTORING...NETWORKING

Recruiting

Look for the kind of person you want to follow you. They are there among you. Learn to spot them. They leave clues...

They are creative, energetic and often passionate about what they do, (both in and out of the organization).

They are team players. They share tasks and the rewards.

They are not afraid to make mistakes, accept the responsibility and try to learn from them.

They challenge and question authority (even yours). They ask why things have always been done 'that way'. They are never divisive or negative in criticizing, but bring forth viable, positive ideas.

They have a commitment to the organization and often remind others of it.

They are impatient with non-productive and time-wasting activities and won't work <u>just</u> to maintain the 'status quo'.

They want the organization to grow and reach its' full potential.

They are willing to take calculated risks. They enjoy a challenge and probably display impatience with those who will not consider change.

Whether you are a leader or a member who is concerned with the future of the organization, you should be watching for these people.

Mentoring

Mentoring is a form of apprenticeship. It is teaching, guiding and acting as a role model. As a leader, you should be 'apprenticing' your potential replacement.

Explain the responsibilities and duties of the office. Tell them exactly what is involved. Be honest. Don't say , "It's nothing".

Encourage risk-taking and help them redefine 'failure'. When we learn from our mistakes, they are no longer failures.

Challenge them with new thoughts and perspectives. Encourage them to question, debate and analyse decisions..even yours.

Share your visions and plans with them, and heed theirs. Let them into the 'inner circle' so they can see what is involved in your job.

Listen to them...not just hear, but listen! Help them resolve their concerns and hesitations about taking a leadership role. Do this by helpful input, not by ignoring them or putting them off.

<u>If they take on a leadership role....</u>

Give them honest feedback. Talk about the standards of the organization. If you feel they are making a mistake, talk to them privately. BUT be very careful not to impose your will (control)...after all, it's their call now!

Avoid them becoming too dependent on you, and watch for signs of co-dependence on your part.

Encourage the membership to turn their loyalty to the 'new' guy.

Encourage them to develop their own visions and plans. and methods. Trust them and let them go.

Networking

Whether you are in a leadership role, contemplating a leadership role or 'grooming' a future leader you should be networking...team building and team playing.

A leader needs a strong personal **<u>support group</u>** to be successful. This group of spouse (partner), family, friends and co-workers must understand and support the commitment the leader must make to the organization. They help a leader find the time, the mental strength and even information he needs to fill the role.

Discuss this with a potential leader. Offer to discuss it with members of his support group if they want some information or reassurance. No matter how well suited a person may be for the job, they can't do it without this support.

If you are a leader, be sure to maintain this support group by being honest about the commitment, by sharing your goals, and by balancing your time between personal and club.

<u>Familiarize</u> the potential leader with people in the organization. Introduce him to past and present leaders for knowledge about the position and to gain enthusiasm for it. Involve him in a higher level of the organization by inviting him along on conferences and workshops. This allows him to get his feet wet and shows him that leaders are just people, not some alien species.

As a potential leader you should be networking within your club. Discuss with the members your vision for the future of the group to see who shares your ideas. These will become your **<u>'club' support group</u>**. To accomplish great things, you need people who share your ideas and willingly work with you to accomplish them. Cultivate this support and be sure to recognize it and thank them for it.

As a potential leader you should **<u>focus on learning</u>**. Ask questions. Find out what you need to know. Start now to acquire the skills and gain the knowledge you will need to fill the role.

There are three critical areas of learning that take place as a person develops into a leader.

First, you should know yourself. What are your strengths and weaknesses? This shows you what you have and what you need. Concentrate on strengthening your weaker points.

Leaders learn by doing: Take on a minor leadership role and master it (meanwhile watching those in positions - above you}. The skills and knowledge you have gained in accomplishing this role, prepare you for the next rung on the ladder. The next step up will be no more difficult to master than this one was.

Leaders learn from people: If you don't have one, find a mentor. Question and practice on your peers. See if an idea will 'fly' with your inner support group. Ask for and utilize their input before taking it on. Watch others in leadership roles.

Leaders learn from education: Formal education such as training workshops and informal, such as books and club literature are avenues you should follow.

Training in such fields as Public Speaking, Document Writing/ Record Keeping, Parliamentary Procedure, Fund Raising/Grants, Deportment and etc. are all beneficial to potential leaders. These courses are offered in community based seminars and workshops (such as this one you are attending)

If you are mentoring a future leader, encourage him to look at all these areas of learning. If you are a leader, you should continue learning and strengthening your weaknesses

The self confidence we need to take on a leadership role comes from knowledge...of ourselves...of the job...of the required skills. As our confidence increases (by mastering a lesser role) so does our ability, which further increases our confidence...(etc.etc)

When we ask a person to take on a leadership role with more work, more responsibility and no pay, we must answer their unspoken question..."**What's in it for me?**" Although individuals may look for varied benefits, below are a list we have gleaned from leaders we know.

...You gain self confidence.

...You have the opportunity to use (and display) your skills, and to increase those skills.

...It's rewarding. You give and get recognition for significant and useful work.

.. You have a chance to inspire others to join you in taking the organization in the direction you believe it should go.

...It's an opportunity to continue learning. It teaches good use of time and increased productivity.

...It gives you an opportunity to give back some of what your organization has given you, and offer the same opportunities to others.

...It is fulfilling. Every little success along the way is like a pat on the back...and we all need those.

...It tests and challenges you. You gain a sense of self-worth and pride as you prove to yourself that you can meet the challenges.

...It's exciting to be in a position to make a difference; to be a decision maker.

...It's a chance to reach your full potential; be all you can be....AND.... it looks good on a resume!

Excuses, reasons and hesitations

Lets look at some of the **obstacles**, real and imagined, that potential leaders will bring forward. Most of these can be resolved by planning. Here are some we have all heard (or used).

a) "I don't have the time"..."I'm too busy." In many cases this can be overcome by delegating some time-consuming jobs to others. If you don't have time to do all the phoning to arrange speakers at a function....delegate it.

b) "I don't drive." Others do, and it's a great way to start mentoring your successor. The very successful past president of Women's Institutes doesn't drive, and never missed a function anywhere in the province.

c) "I'm afraid." Of what? fear is usually of the unknown. Have you never done something 'for the first time'? Everything we have ever done has been somewhat frightening at first...but we did OK, didn't we? Are you afraid you might fail? Redefine 'failure' to ' learning experience' . True failure is when we don't even try. Try breaking your fear down into specific things you are afraid of and deal with them individually. Don't forget that the average organization has enough knowledgeable people and enough built in restraints that it is impossible to do anything spectacularly destructive.

d)" I don't know how to do it." None of us did until we tried. Specific skills and knowledge necessary to the role can be obtained from others within the organization, written material and workshops and seminars. Remember that you wouldn't have been asked if we didn't think you could do it.

e) "It's too big a job." Be sure your goals and time frames are realistic. The mentor should make an exact agenda of the duties (job description). In fact, make it more than that...itemize every single thing that the job entails with a notation of the time necessary to do it. That way the potential leader can plan his club vs personal time.

f) "Others can do it better." Maybe so, but please put your name (and ideas) on the ballot so we, the members can make a choice of who we think can do it better.

g) "I'm too old." Unless your brain has arthritis, age is no barrier. There are any number of people who have accomplished great things in later life. Anyway...Will you be any younger if you don't do it?

Don't invalidate their concerns by brushing them off. Encourage them to share them with you and give you a chance to find solutions.

and so...

We have discussed why we need leaders. We have identified what one looks like and where to look for them.

We have examined required skills and how to get them. We have looked at ways to encourage, teach and prepare leaders to replace ourselves. We have discussed what's in it for the potential leader. We have looked at some of the obstacles (excuses) and discussed possible solutions. So what else should we be doing?

If you are a leader, or have been, examine your feelings about it.

Why did you take the job? Because some leader encouraged you and helped you gain the knowledge and confidence you needed? Don't forget your duty as a mentor.

What helped you succeed? Was it the help and support of the past officer and the loyalty of the membership? Pass this assistance on to your replacement and lobby for him with the members.

Was the job as difficult as you thought it would be? Explain to your apprentice that the experience of lesser jobs leading up the ladder adequately prepared you for this one.

Did you get the benefits that we have mentioned? Convince him.

Are you glad you did it? Pass this enthusiasm on.

Don't be dishonest about the work involved, but don't indicate it was a horrible experience. Be positive, be up beat and enthusiastic. If you act like it is no fun, all work and no benefits, why in heaven's name would anyone else want it?

MEMBERSHIP

Retaining and increasing membership is the primary challenge of most organizations today.

We may blame it on today's life style, changing thoughts on philanthropy, economic downswing or middle-class complacency, but it isn't really a new problem. Check back in old club records and you will likely find that fifty years ago they were voicing concerns about decreasing membership.

Knowing that, however, does not mean that we should just relax and assume that it will take care of itself. Without new members, new ideas and new workers our organizations will not survive. Once you overload the faithful, burnout becomes a reality.

When we are looking for new members, what are we actually doing? We are 'selling' our organization.

Marketing plan

If you planned to start a business in your community you would first do a

Market survey.

What do people want? What common interests do they have? What is their social/economic situation? What time availability do they have. What is the competition?

You can do this survey with a meeting of your members, after asking them to speak to a certain number of their neighbours...asking such questions as:

***What would you wish to find in an organization you join? (entertainment, social gathering, discussion, working towards charitable causes, improving the community, learning, a specific cause such as environment, etc.)

***What special cause or interest would you be interested in studying or working towards?

***To what organization(s) do you now belong. Why do you belong to it?

***When, for you, would be a convenient time for a meeting.

***Are you aware of (your organization ie: 'LIONS')? What is your idea/opinion of it?

In some communities it is a good idea to send these questionnaires, with a self-addressed and stamped envelope, to a large number of people from as wide a cross section as you can manage. (In a small town, survey everyone).

However you do the survey...use the information. Compile all the data and you have a clear picture of what 'product' will sell.

NOTE: This 'marketing' method can also be used to form a club or branch in a new area.

So we must now examine and if necessary improve

The product

Look at the activities and format of your organization. Are there ways it can be more closely tailored to meet the criteria that has been compiled from the survey. Of course you cannot change the basic aims and objectives of the club, but maybe some focus can be shifted or highlighted.

If you are a service organization you cannot become a social club and still fulfil your mission. But, do you not have some social aspects, too? Could they be increased or emphasized more? If the market seems to favour an educational program, could you not devote a portion of your time, even studying the causes you serve and their locales? Really study this information and make every possible adjustment. You may find that in some cases you already do meet some of the needs, but it has never been a strong or publicized point.

From the question on what they have already chosen to support, be ready to show the positive differences you offer. If they already belong to a social club, your service organization may be of interest to them.

A pet cause or interest might well fit into your mission statement but has never been addressed because your present membership chose to focus on others.

If it seems obvious that your present meeting time is inconvenient to the majority on the survey, consider changing it.

Check the last answer carefully. Often the public is either completely uninformed about your organization, or worse, misinformed.

Don't be stubborn about change. Just because it has always been done that way (or 'it' has never been done before) is no reason it would not be successful. Sometimes tradition becomes an anchor, especially if it no longer fits. Ask yourself...Why do we meet Wednesday night at seven?

Now sit down and

Package your product

... in a way that is attractive to the majority of your market.

Put more importance on things they want. Emphasize the positive. Make changes and refinements to offer more.

Be sure to differentiate between 'tradition' and 'doctrine'.

Make a 'blueprint' of your organization with all the additions and changes pencilled in.

You now have the package.

Now,

Advertise the product.

If lack of information (or misinformation) seems to be a problem...correct it! Print up some pamphlets and get them out to the community, (in stores, offices, Information stand, etc.)

Appoint a person to be in charge of publicity. Every time your organization does something newsworthy...get it in the paper. In fact, think of newsworthy things to do, particularly relative to interests discovered through the survey. In order to be noticed, sometimes you have to blow your horn!

There is some good information on preparing a press release available. If you are going to send a story to the paper, it must be 'news' and written in a headline format. (With proper wording and from the proper perspective, you would be amazed at what can constitute a news story.) Be sure your PR person is knowledgeable about such things...if he isn't, get him some training.

When a business plans a sale they usually

Send out flyers...

which are really invitations to the recipients to come out and take a look (and hopefully buy) what you have to offer. Then they prepare a big "sellebration". You can do this.

Prepare a description of the product (your organization). Make it up-beat, interesting and positive. Emphasize the availability of any items the survey indicated were wanted (where possible).

Plan a

"Sellabration".

Have a special "get to know us' gathering. Offer entertainment and 'freebies", just like the big guys do. And, like any good sales room, you will have ' information' and the actual product available. Really put some thought into this. Plan some entertainment that is 'fresh', interesting to the majority and will allow a time for socializing (particularly 'you' with 'them', as this is when the actual sales will be made). Make sure the entertainment is a real attraction...even if it costs you money. You can't fish without good bait.

Pick a time that your members can attend in force...and make it plain to them that it is important that they do. Check for conflicting happenings in the community. (You don't want to be up against a Rock Concert or the Thursday night Bingo.)

Now the 'flyers'. Mail out an invitation to everyone that was contacted in your survey (and more if possible). Advertise the event in other ways, too. Posters, advertisements in the paper and, most definitely, "'word of mouth'. On the invitations, suggest they bring a friend. This invitation should include a 'blurb' on your organization, taken from your refined blueprint.

The

Sale..

should be carefully planned to a) attract customers, b) showcase the product, c) allow the salesmen to meet the customers and, d) create possibilities for future contact.

We have discussed and planned the attraction (entertainment).

Showcasing the product can be done in various ways. A good speaker who can present the positive aspects of the organization (highlighting all the ways you have looked at to satisfy the most people on the survey), can be part of the program. Be sure he is knowledgeable, interesting and, most important, entertaining. A video, slides or even a 'play' about the organization is also a thought. Just be sure it is entertaining.

After the entertainment and the product showcase, have a social, ie: wine & cheese, free bar or lunch. All the salesmen should spread out and act as host to a customer. Be sure he has a drink, finds the bathroom, etc. And keep talking up the product. Ask him what he thinks of it. Ask him if he's interested (in joining). Don't use pressure tactics; be friendly, enthusiastic and encourage him to consider your invitation to join.

Of course, the members should be trading names & phone numbers with the customers for follow-up on their sale's pitch. But here's an idea...have a freebie! Have a nice, substantial door prize. As each visitor arrives, ask him to enter his name (and phone number) for the draw. Save those entries!!!! In a few days have a member call and ask them if they enjoyed the evening, express pleasure in meeting them, and ask if they would like to attend (no strings attached) a meeting with you, just to see what we're all about. If he agrees, pick him up and bring him. Don't ever expect someone to come if they have to walk in 'cold'. A note to the management....make sure that meeting is powerful and progressive. This is no time to get bogged down in a long debate about whether or not you'll buy a new briefcase for the secretary!

Remember that

Every member is a salesman!

Make sure that every member knows the organization, it's mission and it's activities.

(If there is any doubt, have a 'training session' on the product before the sale]. A good way to check whether your members are really knowledgeable is to ask, "What is (ie: Lions)?" They should be able to give a prompt, correct, concise description of the organization right off the top of their head.

And what's the best sales tool?....your own knowledge and enthusiasm! If you aren't enthusiastic, involved and dedicated, why would I want to join?

Of course, what I have just described is a 'membership blitz'. It is a big project, takes a lot of work and involvement from the members and may cost a considerable amount. If the membership questions the work and money involved, you may bring up these arguments.

First, the work....If we get more members from this, it will lessen the burden on all of us in future club projects.

Second, the money.....If we don't keep up membership , eventually the club will fold and what will the money be good for then. AND new members mean more dues.

Business knows that you have to spend money to make money. Decide what your club is worth to you, and vote accordingly. I highly recommend a 'blitz'. It attracts members and gets a lot of publicity for your organization.

Publicity is a key to attracting potential members, even without a blitz.

If you wear a club pin that is recognized, you have an opening to ask them to join. If you mention your club in conversation and the other person says, "Oh yes, I know about them."...you have an opening. If we refer back to the analogy of a 'business', it is much easier to sell a recognizable product backed by an established company...that's why they spend the bucks on advertising.

Make your meeting interesting. This is important. Of course, business does have to be discussed, and sometimes it isn't a lot of laughs. But, a good, well-organized executive can keep it orderly and productive. In chapter 6 of this handbook there are some good pointers on executive duties and responsibilities. I suggest you read it. Suffice to mention a couple points here.

Have a **prepared agenda** and stick to it. If an issue comes up that needs further clarification or information, immediately appoint someone to get this information and report back to the next meeting. Don't waste time discussing something if you don't have enough info to make a decision. People, today, are busy. Don't waste their time.

Keep **control of the meeting.** Side conversations, off the topic discussion and/or arguing are all disruptive, boring, non-productive and time wasting. When a motion is made, each person should be allowed to speak on it only ONCE, and with very few exceptions, may not speak on it again.

Organize your meeting time. If you have a program, and business, and a social time...divide it equally. If business threatens to go overtime, pick out only the absolute necessary items and table the rest. Make sure that the speaker or program director has the time they were promised. If a member or potential member has come to hear that speaker or get that message, they will be rightfully angry if they are short-changed. And, particularly if you have new or potential members, leave time for the social cup of coffee. This is when your established members can network with the new, introduce them around, explain things that have come up, inform them about the club...generally make them feel welcome to the meeting and a part of the action.

This **'mentoring' of new and potential members** is VERY IMPORTANT. Be sure your members know and appreciate this. A new member should be actively mentored for at least a year.... pick them up, sit with them, ask and answer questions...be sure they don't feel lost or forgotten. Introduce them around, explain club policies and activities, encourage them to contribute to discussions. (NOTE: Listen to their ideas and involve them in projects and decision making. Don't be an 'old boys' club that shuts out new ideas.

An organized, productive meeting is your greatest selling point...ie:" This is the kind of club I want to join." Conversely, if I come away with the impression of a bunch of haggling old hens, I will not likely be back.

And...if meetings are unorganized, boring and unproductive, an even worse membership crisis might arise. **Established members** may lose interest and quit.

This is a membership issue many of us forget. We must keep those we have! If someone starts missing meetings, delegate someone to find out why... and fix the problem. If someone quits...ditto.

In fact, even if there is no apparent problem, it is a good idea to hold a 'tune-up' meeting occasionally. Encourage your members to suggest ways to improve the club...new projects, new directions, new ideas; and ways to improve the meetings. Really listen and carefully consider ways that their suggestions can be implemented. If they feel a part of the planning team, they will feel more loyalty to the club. And.. only by finding out what is wrong with the product can we improve it.

Membership=Leadership=Membership

So back to what comes first...the chicken or the egg? Recruiting members or recruiting leaders....which should be your priority?

Well, put simplistically, you don't need leaders if there is no membership. As we have noted, though, poor leadership is certainly detrimental to acquiring new members or keeping the ones you have. If you are very short of members or in a critical stage of leadership, then I guess the priority is already evident. They are so co-dependent that one can not really be discussed separately from the other.

Members are attracted to a viable, visionary organization. This is leadership's responsibility. Good leaders are visionaries. You have a dream, an idea, a vision of what direction you want the club to go, what goals you want to achieve and what image you want the organization to portray. This is yours: you don't arrive at it by vote or consensus. It is your dream. Leadership is simply 'selling that dream'. If the members 'buy' your dream, believe in your vision... they will follow you. (If you build it, they will come.)

How do you sell your dream? Well, first you must share it. You must have the courage of your belief to 'lay it on the line.' Think of some great leaders, many who risked much more than embarrassment in sharing their dream. A most famous 'dreamer', Martin Luther King Jr., shared his dream with millions. It wasn't a popular dream, it wasn't even a very safe dream to voice.....but he believed in it and was willing to take the chance. And because of his conviction, millions followed him, and together changed the world. If he had chosen, because of fear of rejection, failure or ridicule, to keep that dream to himself no one would have known, no one would have followed, and nothing would have been done. The ability to dream and the courage to share it is the defining indicator of a leader. (Don't our fears that 'someone might laugh' pale in comparison with this example?)

Once you have shared the dream and inspired the members, you must offer a viable plan. This can be done in consultation. In fact, if the members have input into the planning, they often begin to feel the dream is theirs. But remember the original dream and keep the plan 'on target'.

With a dream (target, goal) and a well planned route to that goal, the members will willingly work towards achieving it.

There's a saying that, "It's easy to be a leader...simply get everyone going in the same direction, then get in front."

In order to renew leadership and infuse new dreams and ideas into the organization, you require new members. Without those new ideas, the club will become stale; in a rut. That can be fatal.
(A rut is like a grave...only longer.)

So it's really a closed circle, isn't it. Membership depends on leadership and leadership depends on membership. Try to keep both healthy.

Conclusion

Whether it be leaders or followers...be sure to show your appreciation.

The organization can show their appreciation to the leaders by their loyalty, their thanks and by making sure that they get recognition for their role, both within the organization and in public. Leaders should keep the members informed and involved and be sure to give thanks and recognition where it is deserved. (After all, it may have been your dream, but you sure didn't do all the work yourself.) Accept and seriously consider input from the members, and thank them for their contribution...even if it wasn't used. Nothing turns off members faster that being ignored.

Remember that every member is a representative, a salesman.

As a leader, be sure they are knowledgeable and prepared to 'sell'. As a member, wear your pin or badge proudly, gain the knowledge, carry literature and, most important, be aware that your attitude is the key factor in recruiting others. If you have complaints or concerns about the club or the way it is being run...take it to the club and work to have it improved. Don't air your dirty linen in public.

As leaders, find and mentor potential new leaders. As members, find and mentor new members. The success of an organization is the responsibility of everyone: not just the executive, the membership coordinator or the publicity chairman.

BE HONEST

BE ENTHUSIASTIC

BE INVOLVED!

CHAPTER FIVE

'SPIT & POLISH'

Etiquette, Protocol and Requisite Speeches

Protocol is merely formal courtesy

Head table seating protocol can be anything from rigid to very informal. There are only three that are more or less set in stone.

In a set-up where the MC is seated centre (centre mike) the Guest of Honour ALWAYS sits to his right. The guest of honour is the person (or the representative of a group) who is being honoured at this event.

In a set-up where the MC is seated to the side (Podium to the side), the guest(s) of honour are seated in the centre of the table. This is generally used at wedding receptions.

The MC (or whoever is acting as the MC) is always seated a near as possible to the podium.

Generally, the seating is diminishing rank 'out' from the guest of honour.

If possible, the seating is alternate female - male, and the end seats are filled by men.

NOTE: In a case where the guests are all seated on a stage, rather than at a head 'table' ...you still consider that seating to be the head table.

Introduction protocol is usually in order of increasing rank or importance...leading the applause up to a crescendo for the most important...the guest of honour or the most important person in the group you are introducing.

When introducing a group of individuals who have equal importance (ie: a graduating class) it is easiest to go alphabetically, with a sentence or two before and after the individual intros indicating that you will now (or have just) introduce(d) 'The Graduating Class' (or what ever group).

Rank or importance of individuals in a club or business is determined by their seniority and position in the organization. (Head office representatives would be higher ranked than local. If more than one, they, too, would be 'ranked' in introductions.)

Military rank decrees that the Navy is the senior service, followed by Army, then Air force. Individuals within these groups would be introduced according to their rank in their service.

Police are ranked by their jurisdiction (local, Provincial, Federal) and within their jurisdiction by rank.

Political rank is dependent on their level of government (local to federal) and by the positions they hold within that jurisdiction.

NOTE: Elected officials are senior in rank to appointed.

Church protocol is similar to all the above.

NOTE: The military and government have protocol officers who you can contact if you need clarification about rank. or protocol. In fact, if you are hosting a VIP, the protocol officer will come and 'teach' you how you must do it. Church and police will also have someone you can contact.

Etiquette is basically simple politeness. Some things you might want to note.

Be sure that those who are expected to sit at head table are greeted when they arrive, are made aware of the seating arrangements, are advised if there is to be an 'entrance' and, if so, advised when and where to line up. (Place cards are a very good idea, too.)

All participants in the program should have an agenda to follow.

Always rise and be seated from the left of your chair. (At a cramped head table, this avoids collisions and confusion).

If you are at the podium (as an MC, introducer or speaker) always remain there until the next person has time to take their place at it.

If a speaker is over their time limit, it is perfectly polite for the MC or Chairperson to stop them. Stand up: smile: move towards the speaker: wait for him/her to pause: say (into the mike) that her remarks are very important, but due to time restraints, could she use the next (one) minute to sum up?

If you are a speaker, keep to the time constraints. You will be respected and appreciated if you do. If you have not been given a time allotment, ask for one. If you get no clear answer, watch the audience and chairman....body language will likely make it obvious when you should sum up and sit down.

Formulae for Requisite Speeches

There are many 'form' speeches that we all find ourselves being asked to make. They are relatively simple, when you know the formula.

It is the responsibility of the Chairman, MC or Program director to appoint a person to make these speeches WELL IN ADVANCE to allow preparation time.

Introducing a speaker

An introducer has a few more responsibilities than just the 'speech', and is also a very important part of a program, so we will start with it.

Other than the actual introduction, these duties include...
...to meet and greet the speaker and make her/him comfortable and welcome. (take coat, offer bathroom, answer last minute questions, find him/her a seat, sit with him until you go forward to introduce.
...check the facts that you will use in your introduction with the speaker.
...after you introduce him/her, stay at podium long enough to adjust the mike, if necessary, and provide water. Lead the applause.
...stay within sight of the speaker in case she needs assistance.
...if she has handouts...hand them out
...if she needs lights dimmed..do it
...equipment set up or moved?...assist.

You can compare it to having a visitor in your home. As the introducer....you are the speaker's host. You meet, greet, make comfortable, offer them a seat, provide them with things they need, then introduce them to your friends.
NOTE: The introducer and thanker should decide, beforehand, who will escort the speaker from the room after her speech. (Get her coat, be sure she has her papers, etc.)

As we discuss Introduction Speeches, let's look at why they are even necessary. After all, why couldn't she/he just get up and speak? Some reasons for introduction...

a) It is polite...introduces the speaker to the audience.(Just as you would introduce a stranger in your home to your friends.)
b) The audience learns her name, a bit about her and about her qualifications to speak on this subject. This makes them more receptive to what she will say.
c) It focuses the audience's attention on the speaker and his/her message.
d) It acts as a transition between one event or speaker to the next.

DELIVERY TIPS:

a) Repeat speaker's name at least three times so the audience is sure to 'get' it.
b) Be SURE of pronunciation (name, town, topic, etc.)
c) Be short and concise (30 seconds for speech up to 15 minutes....2 minutes for any speech longer than 15 minutes.)
d) In last sentence...state full name and title of speaker ...(Facing the audience, NOT the speaker) ...THEN turn to speaker and welcome her as she comes to the podium.
e) Mike etiquette:...lead applause as she comes up, stay till she gets there, adjust mike,provide water,be available to assist.

SOME THINGS TO AVOID:

Don't...

a) summarize her speech...just introduce it by title or topic (speaker will tell you how she wants it done.)
b) upstage speaker or steal her jokes.
c) put undue pressure on the speaker by making comments on her speaking ability. (may be hard to live up to)
d) use cliches, if avoidable

ie: "A speaker who needs no introduction..." (if only one person in the audience does not know her intimately, she needs an introduction)
Better to say, " Who is known by many of us here.....or, "It's my pleasure to introduce....." (actually, it's your duty, but don't say that, either)
Better to say, "I was asked to introduce......." .
or you may say "It was an honour (pleasure, etc) to be **asked** to introduce...."
or, "Good morning, Ladies and Gentlemen" In any 'form' speech (one you have been appointed to do) you address ONLY the chair.

PLANNING TIPS

a) get a resume from the speaker WELL IN ADVANCE
b) include relevant human interest and personal information. (What the audience is likely interested in knowing about him/her)
c) include relevant facts on education and experience. (Those needed to establish qualifications of speaker to speak on this topic)
d) use only information that is unique to this individual and significant to the audience and/or the topic.
e) jot this down in point form to keep in sequence and not miss points.
f) check all facts with speaker to avoid errors...incorrect info will jeopardize his speech and his credibility.
g) be sure of title or topic...be sure to give it.

NOTE: Some speakers will give you a resume tailored to this specific speech...all the facts can probably be used. Others will provide a 'generic' resume with all the facts and data relating to all the speeches she may have in her repertoire...you will have to pick out the relevant ones.

Thanking a speaker

Learn as much as possible about the speaker and the topic as you can.

Get the name and title correct...also PRONUNCIATION.

Listen closely to the speech.

Remember...you are thanking the speaker on behalf of the audience. Your personal reaction is not called for. It is good to refer to a point or two from the speech, indicating the audience's appreciation, or the value to the audience...but not your personal reaction.

Thank the speaker for...

-Entertainment (if humour in speech)
-Useful information
-Personal sacrifice in coming (ie time)
-Care & time in preparing speech
-Reference to special interest of audience

Start "On behalf of....."
Finish "Ask you all to show your appreciation of ___(name)". Look at speaker and lead the applause.

Speech of Welcome

Preparation...study group to be welcomed and know who is welcoming them (you personally or on behalf of...)

Refer to characteristics of group to be welcomed..ie size of group, places they came from, character of their work, purposes and accomplishments of their organization.

State the appropriateness of place for meeting.

Mention significance of the occasion.

repeat formal 'welcome to....' and express your hope that the meeting/event will be successful

Propose a toast

a) Stand. You may recognize the chair (only)Refer to the occasion.

b) Refer to your personal connection (family, friend, co-worker, etc.)

c) Recount some background, some amusing experiences, etc. about the person you are about to toast. Or...some laudable achievements in more formal toast.

d) Bring in the reason for the toast.

e) Ask the audience to rise. Pause until they are all standing. Say, "And join me in a toast", (raise your glass), "to...."

f) Sit down.

NOTES: If this is a toast to an organization or person who is present, the toasted person(s) remain seated and glasses may be 'clinked'.

If the person(s) are <u>not</u> present, glasses are <u>not</u> clinked.

A **toast to the Queen** is merely, "Will you please rise (pause) and join me in a toast (raise glass) to the Queen." Audience usually repeats, "To the Queen".

Glasses are not 'clinked' (unless she <u>is</u> present).

No one should smoke until after the toast to the Queen, so have it early in the program.

The toast to the Queen should be WATER. (this is her decree, "so that all my subjects may drink the toast".)

Replying to toast

All that is required is say 'thanks', then turn spotlight back to audience. That is, in some way give them credit for making your achievements possible.

Paying tribute to someone

a) Do not have them stand at the front as you speak.

b) Express your personal satisfaction in being called upon (by whom...organization? business? individual?) to pay this tribute.

c) Discuss the outstanding achievements of the honoured person, to show what he/she has accomplished and the difficulties he/she has overcome.

d) Congratulate the person being honoured and express hope for continuance of good health and success.

e) Maintain dignity, but use humour if appropriate, as it helps relieve embarrassment of the honoured person

f) If appropriate, in the body of your tribute, talk about the character of the person.

g) Identify the person...at the beginning, if you wish...at the end, for sure...with full name and title.

h) At this point...ask him/her to stand and come forward

i) Lead applause.

j) Shake hands. Pose a moment for pictures.

k) Wait in the wings for him/her to make their response, again lead applause and accompany him/her from stage.

Responding to Tribute

Accept compliment with dignity and pleasure. Do not try to deny it nor elaborate on it.

If this is not a complete surprise, prepare a few remarks ahead of time.

Don't let your speech be a collection of stories. Make it tie in with what has been said.

Avoid old jokes. Keep humour a small part.

Say your thanks. Be brief and sincere.

NOTE: The recipient of a toast may also respond in this format, especially if the toast was long and descriptive.

Presenting a gift

This is basically the same procedure as paying a tribute, and is often combined

a) Explain who the givers are.

b)Tell something about the gift, what it is for, anything special about it, the occasion, (if not to be opened, explain why and describe what it is.

c) Say that this gift is but an expression of love, gratitude, respect (whatever), for what he/she has done.

d) Describe length of service (if relevant)

e) At this point, call her forward.

f) Express hope that the gift will bring pleasant memories.

g) Present gift, shake hands, lead applause.

h) Pose for pictures.

i) Remain in wings during response...escort from stage.

Accepting a gift

a) Open the gift unless you have been asked not to (and show it to the audience)

b)Remarks made in presentation should be picked up and used.

c) Formally accept, stating surprise (if so) at receiving gift.

d) State your pleasure in the gift (<u>no matter what it is</u>)

e) Refer to gift and mention how you might use it.

f) Thank the givers again in simple but sincere language, stating that it will always be a reminder of past associations.

NOTE: A good idea for the planning committee is to wrap the gift with one side covered only in cellophane. Then the recipient does not have to waste time opening it..can just hold it up to show the audience.

Speech on retirement

a) Express appreciation for the support you have received.
b) Give brief resume of the work and accomplishments during your term
c) Assure successor of your support and ask audience to give theirs.
d) If you are retiring from the organization, too, express your good wishes for it's continued success.

Nominating a Candidate for office

a) Name candidate
b)Outline duties of office to be filled.
c) Show qualifications of your candidate to meet these requirements.

NOTE: After nomination has been made, seconded and accepted, a longer speech may be made.

Installation speech

a) Express your appreciation for the honour
b)Recognize preceding holder of office.
c) Optional....you may refer briefly to your proposed policy or plans while in office.

Accepting an office (after election)

a) Express thanks for honour. Do not say you are not qualified.
b) State realization of responsibility
c) Refer to retiring official's reason for retirement (unless he has been fired)
d) Refer to retiring official's outstanding contributions.
e) State confidence in loyalty of members. Ask for their cooperation. Don't promise more than you can deliver.

NOTE: Always say OUR organization.

f) Don't use such trite expressions as "I will follow in his footsteps", or "I will try to be as good as___".
g) Any reference to a previous official should be complimentary
h) A speech of acceptance can be most important because it can demonstrate the wisdom of choice of the members and can win the elected official goodwill for future efforts.

Addressing the Chair, et al

Whenever you are to speak, you must ALWAYS address the chair. This is the minimum.
If you have been formally introduced you should first thank the introducer...then address the chair.
NOTE: You MAY thank the introducer even if it is less formal.
If you are making a 'form speech' such as these we discussed in this chapter, you do not address anyone except the chair.
If you are 'the speaker", your address should include all (or at least those present} of the persons listed below....in this order.
Thank introducer. Address the chair
Address the head table (either as a whole or individually in diminishing importance (don't address the recording secretary at a business seminar)
Address any special guests...individually or as a whole
Address the audience
Greet the audience.

Therefore, at a gathering, with all the people mentioned, your address could be as follows.
"Thank you _______(introducer)
Mister Chairman
Madame President (or President_______)
Vice President ___________
(or President & Vice [and other executive in attendance] can be jointly addressed as "Members of the Executive"}
Fellow speakers (or participants)
Special Guest ___________
Special Guest ___________
(Or both special guests can be addressed, jointly) as "Special Guests")
Guest of Honour (________name if you wish)
Ladies and gentlemen
Good Afternoon
NOTE: Chairperson might also be the President. In any case where a person would appear twice on this list..address him/her in the highest position he/she holds
It is seldom that there will be this many people to address, but the sequence remains the same.

Now, pause and smile ...then go directly to your speech.

One more place where you might need advice about etiquette is if you are **speaking from the floor.**

First....you must be recognized by the chair before you can speak. You may stand until he/she notices you and 'gives you the floor', or you could hold up your hand. Or the chairman might call on you to say something.
The chair might recognize you by name..."Yes, Mr. Smith" or simply by a nod.

Even from the floor, you must address the chair. In this case it is acceptable to say" Thank you Mr.......(chair)"

In conclusion

As you study these, remember that they are guidelines. Not everyone will say and do the exact same thing. The object of this chapter is to give some insight into what is expected of you if you are asked to speak, make you aware of what you should and should not say in 'form' speeches. This knowledge will help you feel comfortable in the role.

CHAPTER SIX

'YOU'RE ELECTED...NOW WHAT?'

Duties and Responsibilities of Elected and Appointed Positions

The number of elected officers, and their terms, of a club or organization should be set in the by-laws. Generally, job descriptions will be in the operation/ procedure manual. If your club does not have these, or you are just starting, the following guidelines will benefit.

President

* ensures that all by-laws, aims and objectives, procedures, and protocol of the organization are observed.
* promotes the mission of the organization, and presents a positive attitude at all times...to members & the public.
* presides at all general, council and executive meetings...and is an ex officio member of all committees.
* arranges, in consultation with others if appropriate, the agenda for meetings.
* checks with the secretary ahead of time about any correspondence or other items needing attention at the meeting; condenses items where appropriate and checks background information if necessary. Checks the minutes for tabled business (to be placed on the agenda).
* arrives in good time for meetings and endeavours to start on time, keeps to the agenda and controls the meeting (and time) while making sure that everyone who wishes has their say.
* has a good knowledge of the organization.
* appoints committees, chairmen and task forces from the membership.
* is usually one of the persons with signing authority for banking.
* has a good knowledge of parliamentary procedure and how to deal with motions, amendments, tabling a motion, nominations, elections and voting, etc.
* calls the next meeting. (regular, special, etc.)

Vice president

* acts in absence of president and fulfils the duties as given above.
* promotes the aims and objectives of the organization and presents a positive attitude to members and the public at all times.
* learns the duties of the office of president, as listed above, in preparation to take on the role.

Secretary

* is caretaker of all records, paraphernalia (flags, etc.) of the organization. Keeps 'full' minute books as history of club.
* keeps record of all club members; phone number, address and standing in the club. (attendance, dues, office, etc.)
* helps president prepare agenda in advance of the meeting, and makes copies for all.
* keeps track of all correspondence received, opens and reads, advises president before the meeting and condenses or highlights it as directed.
* takes care of all correspondence from the organization, promptly.. (save copy)
* takes minutes at meetings and records them in book as soon as possible after meeting.
  ... makes sure that names (first and surname) of movers and seconders of a motion, the exact wording of the motion, and the result are recorded.
  ....full names of elected officers, appointees or those agreeing to take on specific tasks.
  ....keeps record of treasurers report, committee reports and all activities of club.
* presents previous minutes at meeting for approval. (makes changes if directed).
* assures that the president and secretary sign the minutes after they are approved.
* sends meeting reports in (to higher level) on time, as specified by the organization.

Treasurer

* takes over account books from predecessor, has signing authority changed on bank account, or opens a new account.
* keeps the books up to date and balances them promptly on receipt of monthly bank statement.
* collects and records club dues and reports members' standing to secretary.
* writes cheques for bills as instructed at meetings, and records amount & reason. (Money should not be spent unless pre-authorized by vote at a meeting.)
* promptly deposits all money received for dues, fees, donations, committees, etc. and issues receipts.
* is authorized to issue receipts for tax purposes, and to use the 'charitable organization' seal or stamp.
* prepares an up to date report for every meeting.
* makes arrangements to have books checked or audited (as directed by club by-laws) in time to prepare a financial statement for the annual meeting.
* provides floats for club events, as required, and deposits money from these events. Keeps detailed record of money received and expenses, so profit/loss of this event can be clearly determined.

Directors

Some groups are governed completely by the executive (President, Vice president, Secretary and Treasurer). Many, however, elect Directors to serve on the board. Their mandate is to 'run' the organization between meetings. In large groups, where general membership meetings are only held annually, directors are a must. Even with small groups, meeting monthly, it is good to have directors to deal with any immediate business that may come up between meetings. The number of directors can be whatever the organization chooses. Generally there is an uneven number to avoid tie votes.

Since directors are involved in the day to day running of the organization, the new executive is often elected from their ranks.

General comments on the board

All officers should be looking for potential replacements for themselves and mentoring (training) them to take over.

Some organizations have more than one vice president, possibly a line of succession to president, and often representing specific numbers, location or interests of the membership.

There may also be a position of president-elect. This person is automatically declared president at the end of the current term. Vice presidents may move up to president, but it is by election.

The secretary must keep all important information in the minutes, as this is the official log of the organization. Use full names. Record all motions and elections in detail. Record the monthly financial statement. Keep record of members and their standing. Keep records of on-going and completed projects.

Keep in mind that business cannot be conducted without a quorum present. The number of members considered a quorum is usually dictated in the by-laws.

To change by-laws, the motion must be presented to a general meeting (all members) of the organization. The advance notice of motion, method of calling the meeting (if not scheduled) and the majority necessary to pass the motion is determined by the by-laws.

Motions and elections.

Roberts Rules of order is an excellent resource, but, in brief;

Motions:

* a motion has to moved and seconded before there can be any discussion.
* after it has been seconded, the mover and seconder may speak to it first, <u>and</u> may speak last.
* other than the mover and seconder, no one may speak to the motion twice (except if asked for clarification).
* an amendment also has to be moved and seconded before discussion and is voted on before the motion.
* if the amendment is passed, the main motion is voted on 'as amended'.
* if the amendment is defeated, the main motion is voted on as originally presented.
* an amendment to an amendment is moved and seconded, debated and voted on. The amendment is then voted on 'as amended', or as originally moved.
* a motion to table a motion must be moved and seconded, is not debatable and must be voted on immediately.
* a motion or amendment may be withdrawn by the mover before being seconded, or by agreement of the mover and seconder.
* a motion or amendment is read clearly before discussion and, again, before the vote is called.
* call for votes both for and against, and 'abstain'. Announce the result.
* a tie vote is considered defeated.
* a motion (and amendments) must be voted on, tabled or withdrawn before another motion can come to the floor
* the chair does not have a vote except to break a tie.

Notes:

There may be more than one amendment, and they are voted on in order. However, if a motion needs more than one amendment, it may be that you need a whole new motion.

Reasons for tabling a motion might be lack of sufficient information to make an informed decision, or someone may feel that there are too few members in attendance and they want a more 'general' decision.

If a motion is submitted in writing, it helps the secretary, but is not necessary.

To control length of debate, the chair may limit time to speak; ask that speakers alternate 'for' and 'against' until there is no alternate; or in a small group, ask each person to speak once (for or against).

Announce how vote will be taken (usually by show of hands or delegate cards.)

Elections:

It is advisable to have a nominating committee in place well before elections. They can approach potential nominees and give them a chance to consider it. They should also have someone ready to second the nomination.

Each office that must be filled is taken singly, generally in descending order of importance.

Unless determined by by-laws, the chair should announce how the voting will be done (show of hands, show of voting cards or by ballot).

* The chair announces that "nominations for the position of_______ are now open".
* The nominating committee chairperson may nominate a candidate and have it seconded from the floor, or nominations may be made and seconded from the floor.
* The nominee must accept or decline the nomination.
* The chair calls for nominations to this position three times, then accepts a motion from the floor that nominations cease.

* If there is only one nomination, the election is declared by acclamation; more than one, the chair calls a vote.
*Before vote, each nominator may speak for their candidate (usually as an introduction)
*The candidate may make an 'election speech'.
*Vote is called. Chair repeats the office that is being filled, and lists the candidates by name (alphabetically is the least biased)
*Winner is announced. Chair asks for motion that ballots be destroyed.
*Winner is given time to make a short speech of thanks.

Notes: In elections and motions, the by-laws of the organization will determine who has the right to vote. If every person in attendance does not, then voting cards should be issued to those who are eligible.

Committees

The president, or board, may appoint special committees to run, organize, research or oversee special events, projects etc. Or, they may appoint a committee chairperson and that person may form his own committee.
*committees are formed for a specific purpose, and may only deal with that.
*minutes of meetings should be kept.
*generally, a budget is allotted to a committee. Detailed records must be kept on receipts and expenditures. If further money is required, it must be approved by the board.
*committee head or chairperson must report to the board (or general meeting) as ordered.
*after the event, the committee head must close. Pay all bills.Collect all moneys. Compile a written, detailed report and financial statement and submit it to the board.
*committee chair may appoint ancillary committees, who report to the original committee The interim and final reports and financial statement of the whole project, to the board, is the responsibility of the original appointee.

In some organizations that have on-going projects or programs, the directors may be appointed to head committees for the length of their term. (Standing committees)

Interim committees may be formed for such things as:
* a nominating committee.
* a fund raising, publicity or social event
* a short-term project

Full term (standing) committees may be formed for such on-going things as
* membership
* grants and fund raising
* social - entertainment
* publicity
* historian

A task force is similar to a committee, but it is seldom a very long term, and might be only one person. Generally, a task force is appointed to research a specific subject for a specific purpose. For instance, to garner information necessary for a vote.

Other appointments by the president (or chair) might include

*a recording secretary for a conference or special meeting.
*to chair a conference or special meeting.
*to check the year-end books.
*to represent the organization at a conference, forum training course, presentation, etc. and report back

NOTE: if a representative of the club will be given voting privileges at the forum they will attend, they should be elected, rather than appointed. An elected **delegate** should make themselves aware how their club wishes them to vote. Report should be in writing.

The president may appoint a chairperson to run a specific part of a meeting where the president may wish to enter discussion, have a vote, or to remove himself from the meeting room (maybe due to conflict of interest).

The chair

whether it be the president or appointed chair,

*does not make a motion or take part in the discussion other than to condense what has been said and to keep control of the meeting.
*makes sure that the program / speaker is under control either by checking personally with the speaker, or with the person responsible for that evening's program.
*keeps each part of the meeting on time
*If business is going over time, suggest some business be tabled, or that another, special meeting be called to deal with it.
*may limit speakers' time (in advance). If speaker does not quit, you should rise, go to the podium and, when the speaker pauses, interrupt to say that "although his/her information is great, time is limited. Would he/she please take the next minute to summarize?"(ONE minute!!)
*when minutes have been read and corrected, if necessary, a motion to accept them can be moved and seconded OR the chair may declare them adopted as read or corrected.
*when the business is completed, the chair may call for a motion to adjourn (a seconder is not needed) OR the chair may declare the meeting adjourned.
*committee reports are accepted as above.

Planning Agenda

This is the responsibility of the president and secretary. It should be planned in advance of the meeting, and copies provided for all.
Some organizations have a standard 'order of business".
If you are in doubt, a generic example is illustrated below.

AGENDA

Name of Organization____
Date,Time & Location of meeting_____
Type of meeting__________
(executive, committee, general, special)

1. Opening ceremonies
(Anthem, creed, prayer, etc.... or President may just declare it open)
2. Approval of agenda_____
3. Minutes (read & adopt)___
4. Correspondence ________
(organized and condensed)
5. Treasurer's report (read and accept)_______
6. Committee reports
6-1. Standing Committees
6-1a. Fund raising Committee
6-1b. Social committee
6-2. Special Committees
6-2a Hall renovation
7. Roll Call
8. Old Business
8-1. Arising from minutes
8-1a_________
8-1b____________
8- 2. from reports

9. New business
9-1. arising from correspondence
9-1a__[item]_______
9-1b__[item]_______
9-1c__[item]_______
9-2. from reports
9-3 Other
9-3a Plans for annual meeting
9-3b Open board positions
9-4 Emergent Business
9-4a.__(added from floor)____
9-4b__(added from floor)____

10.Closing ceremony______________
(if applicable, or president declares adjourned)

11.Particulars of next meeting______________

NOTE: By numbering and lettering all agenda entries, it makes it much easier for the recording secretary.

 # 2...at this time, additions to the agenda **may** be made by members on the floor if the membership agrees, and if there is time. After approval,the agenda cannot be added to or changed.

 # 6...6-1.Standing committees should report at every meeting (even if their report is 'nothing to report".

6-2. Special Committees report when asked (in advance) by the executive (or they ask to be on the agenda.)

 # 7...Roll call can be earlier in the agenda, if you prefer. Be sure that roll is called before any business requiring motions, to ensure there is a quorum.
NOTE:Secretary should record those present. On some boards, the names of those members present appear on the minutes. In other organizations, it just appears as a number.

#8-1 & #9-1... Secretary & President should have perused the minutes and correspondence to find items of business arising from them.

#8-2 & 9-2... This cannot be planned in advance, but will come from reports made at meeting.

#9-3... Executive and/or members may place business in this, prior to meeting.

#9-4 Emergent business is very important and arises at the last minute (not in time to be put on agenda).Membership must agree to put it on agenda. If it is not truly of an emergency nature, it should be tabled.
NOTE:If you find that you cannot deal with a certain matter (due to lack of info or time), ask for a motion to table it (target dated) and it will appear on the agenda, at that time, under #8-1.
NOTE: Suggest to secretary that she keep a list of all tabled business, and the date it is to be brought back to the floor. This assure that it is not forgotten .

Since many items on the agenda are automatically entered, the secretary can make up some forms with the regular items already entered, then just enter the others during discussion with the president. That seems to ensure that some things don't get overlooked.
Quorum...a predetermined percentage of voting members who must be present in order to conduct business; usually determined in by-laws of group)

In conclusion

Although the duties and responsibilities may seem intimidating, it is hoped that it will not deter you from taking an office.

The past officers will be there to assist and guide, when needed, and the membership will support you.

If you are already in a position, or plan to be, there are many good resource materials available. As mentioned, Roberts Rules of Order is considered the 'bible' of conduct. Look in your library for other titles dealing with specific areas or circumstance.

Smaller meetings can be much less formal, but be sure that motions, elections and finances (and dues) are properly handled and recorded.

Even if you run a relatively informal meeting, if a particularly delicate or explosive subject is on the agenda, it is suggested that you dust off the "Roberts". Handling such matters according to the rules (fairly), leaves less chance of hurt feelings or bitterness, uncontrollable confrontation and/or division within the organization .

CHAPTER SEVEN

THE 'SMOOTH' M.C.

Webster's Dictionary defines **Master of Ceremonies** as: a) "a person in charge of a social or other occasion, who introduces the events or performers; b) one who organizes and looks after details at a dance or other formal occasion".

Some occasions that require an M.C. are; a wedding reception (and dance), a graduation exercise, a dinner meeting with some business and a speaker, a social to honour someone, an awards ceremony, a presentation ceremony, a company dinner and dance, a Christmas (or other holiday) party, an evening of entertainment (from children's music recital or concert to adult little theatre). There is no size requirement. Any event that will function more smoothly with someone 'guiding' it with an eye to variety, smooth progression of the program, introduction of the events/persons and the other eye on the clock will benefit from the services of an M.C.

In the beginning...

When you are first approached, you should get some basic information...time, date, location and type of event. You should also, at this time, make an appointment to meet the program organizer, as soon as possible, to discuss the agenda. (In the case of a wedding, the bride and groom may be the organizers: a business event may be organized by the company president.)

At this meeting you need to know the exact nature of the event and determine what, exactly, the program director perceives your role to be. You should have a notebook and a list of questions to discuss.

It is best to get a COMPLETE agenda of everything that will be happening. Many things are not your responsibility, but as MC, you may need to announce, guide, introduce, etc. You may also be asked questions by guests, so it is best to be in on the overall picture.

You can also make suggestions. For instance, has anyone made arrangements to meet and greet guests or speakers? Is someone in charge of seating guests? These aren't your duties, but the organizer may appreciate the input.

ORIGINAL INFORMATION

DATE:________________
TIME:________________(from_ to__)
LOCATION:________________________
EVENT:___________________________
PROGRAM DIRECTOR________________________
PHONE NUMBER___________________________

EVENTS/ITEMS (not necessarily in order)
Event 1________________________________
where it will occur (main hall? head table? etc.)
____
my duties______________________________
info I will need (ie: names of people involved, what their part is in the program.)
____
____
____

Event 2________________________________
[same as above for ALL items in program)

As you go through this agenda, some questions you should ask are:

What are the bar hours? Will it close during supper? Is it cash bar or free? (You need to know in order to announce the rules.) If an entertainer needs a piano, is one available and who will assure it will be in place? Where will supper be served? (If in another room, you will need to know where to send the guests.) Will there be a head table? Will grace be said? By who? Are there any special guests that need to be recognized? Are there any special cultural or club customs or ceremonies of which you should be aware? Will there be reserved seating? If presentations are to be made; by whom? Where will the gifts/certificates, etc. be located? Will you need to plan the dance agenda, or will the DJ act as MC for the dance? Will you need to announce (during the dance) such things as lunch, bouquet throwing, bar closing, and/or closing of hall?

You will find that many of these questions don't yet have answers, but the program director is now aware that they exist, and should fill in the answers for you as soon as possible. You will work closely throughout the planning stage.

Further meetings

Stay in close contact with the program director. Any questions that you think of should be passed on to him as they come up and he should keep you up to date on all refinements and changes in the program.

There are other people you should contact, in person or phone.

First...every person on the program. (You should have their names and phone number from the program director.)

When you meet/talk with them, the following is a good guideline of information you need.

PERSONAL PROFILE

(Make a page for each)

NAME (and title or rank)____________________
PHONE:______________________________
(if difficult to pronounce...print it phonetically underneath)
FROM WHERE?__________________________
PART IN PROGRAM:____________________
(ie: guest speaker, introducer of speaker, toast to bride, presenter of award, entertainment? etc)
WHY/WHO?____________________________
(relationship to bride? position in company? title? etc)
TIME NEEDED________________________
(you should know exactly how long to allot each speaker.. if necessary, give them a specific time limit)
DO THEY NEED ANY SPECIAL EQUIPMENT?
____
Mike, overheads, podium, electrical plug ins, etc.
OTHER PERSONAL OR PROFESSIONAL INFO:
____
____

When planning what personal info to use, use hi-liter.
NOTE: Each participant should have an agenda, so as to know where their contribution fits in. Either you or the program director should provide this.

When getting phonetic pronunciation...don't forget names of hometowns.

A couple more questions that may arise from these interviews that should be discussed with the program director........
Will the participant attend the whole function or just come in for their part? Will they eat? May they bring an escort? If arriving from out of town, who will meet them at the airport or hotel? Will someone assure they get to the event? Again, these aren't your responsibilities but, it needs to be done by someone and it is good to know the plan.

Second...others involved. You should at least, talk to and preferably meet with everyone who will play a part. These include:

Facility manager...Ask to meet him at the place where the event will be held. Where will the head table be set up? Where are mike, podium, visual equipment, power sources, etc.? Where will meal be served? Where are bathrooms? Coat closets? What time do they want the event over? Who will be in attendance during event as troubleshooter (and where will they be if you need something?) Are there any special rules, requirements, restrictions that you need to know. Draw a sketch for future planning, with key elements marked.

Caterers...is there anything special you need to know about how they plan to 'do' the meal? Who are they? (Are they a service group, professionals or family/company members?) What menu do they plan? Will they serve wine, or is that someone else' s duty? (Whose?) How long will it take to clear the tables?

Media and/or Photographers...where will they set up? (You and they should decide on a plan that suits their needs and does not interfere with your duties, the program or with the enjoyment/view of the guests.) When will they be in attendance? Do they wish to interview or photograph anyone specifically? (You and they may need to approach the management of the facility to arrange a location (a backdrop or small separate room).

Dance band...When do they start? Finish? Breaks? How long will it take to set up? Will they MC the dance or will you? (or will it be shared?) Do they have an agenda of dances/special dances?breaks/ announcements, etc?

Entertainers.....What do they do? Where do they fit in program? What equipment do they need? Where will they perform? Do they need set-up time? How long will they entertain? (Set a definite limit) Are they professionals, friends or members? Some info about them.

As you can see, these meetings may raise more questions or issues you need to discuss with the program director. As you and he exchange information and ideas, the plan will come together. The idea is to try to foresee anything that might come up and to make sure someone is responsible to handle it. A successful event is one where there are no last minute surprises for anyone. Planning and consultation. can avert such surprises.

Since you are the person in the limelight, the competence and performance of everyone will reflect favourably on you.

Head table

With the program director, make a chart of head table (and auxiliary tables if pertinent). The format and who will be at head table is up to the program director but discuss your preferences and suggestions. Generally, there are two forms of head table seating...Wedding and Other. There are only a couple hard and fast rules, (as noted below the diagrams.)

WEDDING HEAD TABLE(S)

Podium
X ______ Bride & Groom ______

Aux Table   Aux table   Aux Table
(as many as needed)

NOTE: The Bride and Groom **always** sit in the middle of the head table.

They are **always** flanked by their attendants and, **usually** the parents, the clergyman and the MC.

The seating is alternate male - female, (if possible) and the end seats are occupied by men except if the MC is female.

If the MC is at the head table, he should sit closest to the podium.

Space permitting, the spouse of the MC and of the clergy also sits at head table.

Husband and wife (except the bride & groom) **never** sit side by side.

The MC and clergy (and spouses) **may** be seated at a reserved, auxiliary table. (The ushers, bridal book attendants, or others with a part in the proceedings may be seated at this table, too, to fill the available seats). The MC is **always** seated as close as possible to the podium.

If it is a very large group, parents **may** be seated at reserved, auxiliary tables. If there are divided families, it may be best to assign a table to father of the groom & mother of the bride and spouses/escorts and another table to father of the bride and mother of the groom and escorts/spouses. This avoids the necessity of seating estranged parents together.

Other very special guests (grandparents, children of bride or groom, spouses of the attendants, person who will toast the bride, etc....and their spouses/escorts) **should be** assigned reserved tables.

The head table **should have** place cards. The auxiliary table can be just "reserved" and the people who are to sit there should be quietly informed/directed by the program director.

"OTHER" HEAD TABLE

GUEST - M.C.
X
(podium)

NOTES: The M.C. **always** sits in the centre with the Guest of Honour **always** on his right. [NOTE: The guest of honour may be the guest speaker, but not always...it is the guest of honour who has this place at the table.]

The spouse of the guest of Honour **always** sits at the head table and **usually** the spouse of the MC..

Other than MC & Guest, seating is alternate male - female, and spouses **never** sit together.

Other persons at the head table will be determined by the program director, usually by diminishing rank/importance away from the centre. (Spouse of guest is next highest importance to guest. If MC & Guest's spouse are alternate sex, the spouse should sit to the MC's left. Others at head table could include executive of the organization, political dignitaries, etc.

If the speaker(s) are not at the head table, they should be given reserved seating near the head table.

NOTE: Some functions will not have a head 'table'...the participants may just sit on stage. This line-up of people is still considered the 'head table' in planning and recognizing them.

As time passes, the program director should be filling in any information and names you have requested. Keep asking if necessary.

NOTE: Names of special guests that need to be introduced or recognized may not be complete until the last minute. (ie: until invitation is RSVP'd). Leave yourself a bit of time for last minute write-ins.

NOTE: Get some info on special guests. Even if you are just acknowledging the presence of "Uncle Sid", it makes it nicer to be able to add that "Uncle Sid just returned from a ten year stay in Bora Bora especially for the wedding."

NOTE: If anything is going to be presented during the program, that article(s) should be close at hand and accounted for before the program. (It is embarrassing to have the 25 yr. employee and the president of the company (who is to present him a gold watch) standing at the podium while someone rushes around frantically looking for the gold watch.) In the case of numerous presentations (certificates or diplomas) a separate table near the podium should be available with the presentations arranged (and marked) in order that they will be handed out. Sometimes for the sake of time, it is advisable to have a 'gopher' to bring the presentations from the table to the presenter at the podium. If many presentations are to be made, it will save time to call all recipients on stage, then they are close by as their name is called.

Checklist #1

Up to this point, have you....
...established some regular contact with the organizers or program director?
...made an agenda of the COMPLETE event?
...compiled a list of ALL participants in the event? (and phone numbers)
...talked to these participants?
...discussed their role AND time allotments?
...been given a list of special guests and established what part they play (simple recognition or speaking)

...checked pronunciation of all names, towns involved?
...compiled a profile on each of the persons who will be introduced to speak...made contact with the facility manager?
...toured the facility?
...checked for any cultural, religious, social, company or club ceremonies and customs (and no no's)?
...discussed special equipment needs of the participants?
...considered the placement of all equipment? (Don't overload a circuit!)
...thought about how, when & where for photographers and/or media?
...arranged orderly availability of presentations, diplomas, etc?
...written down all the info, ideas, arrangements as you have gone along?

Organize Agenda

With all this information you have gathered, you can now start planning your program. You already have the basic agenda of the whole event, so work from there. Start simple and proceed to a very detailed plan for yourself. A couple of examples of this planning are given here, but you realize that each function will be different.

Even at this point, questions will come up that need discussion with the program director.

GRAD PROGRAM Organized agenda

Guests arrive	6:30 - 7 pm
Enter to stage	7 pm
Program	7 - 9 pm
	...Welcome
	...Intro dignitaries on stage & grads in front rows of auditorium
	...Intro speakers (2)
	...Intro presenter of awards
	...Intro recipients
	...key note speaker
	...congrats & wind up of program
Wine & Cheese	9 - 10:30
Farewell	10:30 pm

AWARDS PROGRAM Organized agenda

Business	5:30 - 6 pm	(run by pres)
Cocktails	6 - 7	
Dinner	7 - 8 p.m.	bar closes
Program	8 - 9:15	see program notes
Break	9:15 - 9:30	bar opens
Entertainment	9:30 - 11 pm	introduce
Socializing	11 - 12	
Farewell	12	bar closes

WEDDING - Organized Agenda

Wedding Ceremony	2 - 4 pm	
Pictures (at studio)	4 - 5 pm	
Reception starts	5:30 pm	bar opens
Receiving Line	5:30 - 6	bar closes
March in	6:30 pm	

Welcome by MC, on behalf of____?____
Announcements by MC...make notes
Grace/Invocation by ___?___

Dinner	6:45 - 7:30	what order to buffet?
Break	7:30 - 7:45	bar opens
Program	7:45 - 8:45	on next plan
Cake cut	8:45	announce
Dance	9 pm	announce first set
Bouquet toss	10 pm	announce
Lunch	11:30	announce
Bar closes	1 am	announce
End	1:30 am	farewell

Now you can refine this agenda into a program

REFINED PROGRAM (Wedding)

4 pm..	arrive & meet with facility manager
	check equipment, tables, etc.
5:30	announce bar open
	announce reception line
	check that speakers are present
	try to meet special guests and determine where they will be seated (make notes)
6:15	get guests seated
	announce entrance will be at 6:30
	announce bar will close at 6:30
6:30	announce entrance of Bridal Party (stand & lead applause)
	Welcome guests an behalf of Mr & Mrs Smith
	Announcements
	...instead of tapping glasses, couple will only kiss for a poem
	...bar will reopen at 7:30
	...other announcements as directed
	________________
	________________
6:40	Intro Rev. J. Brown to say Grace
	Announce dinner will be served to head table other tables will go to buffet as table numbers are called (draw from hat)
7:30 (or as soon as most on dessert)	
	...recognize caterers (Ladies Aid Society)
	...announce bar open
	...announce break & program start at 7:45

7:45 Welcome back & opening........................2 min
Intro head table & aux. tables ....5 min
Intro Mary Jones for toast to bride............1 min
Toast to bride...................................... 5 min
Intro groom to reply............................. 1 min
Reply..2 min
Intro special guests.(list attached).............5 min
Intro best man for toast to ladies................1 min
Toast to ladies ....2 min
Intro matron of honour for toast to men.......1 min
Toast to men...2 min
Telegrams (fun)......................................3 min
" (real) ....3 min
Intro father of bride................................1 min
Father of Bride.......................................2 min
Intro father of groom...............................1 min
Father of groom.....................................2 min
Intro bride & groom.................................2 min
Bride & groom..4 min
Final words by MC..................................2 min

8:45 Announce cake cutting (at table to side)
that B&G will pose for pics
that dance will start at 9 pm
Organize/direct cake cutting and pics

9:00 Intro band
Direct first dance (long, special song)
for B&G only
then ask attendants to join in
then ask parents to join in
then ask all to join
Intro Band Leader & Turn MC duties to him

10 pm Announce Bouquet toss
(set up and announce like 'horse race')
Same for garter toss
Announce B& G are leaving

11:30 Announce lunch at back of room

12:45 Announce bar closes at 1 am

1:30 Farewell & announcements
...Don't drink & drive
...we must vacate premises by 2 pm.
...gift opening (here) tomorrow at 1 pm

The other occasions (Presentation, Award, etc.) would be refined in a similar manner. Be sure to fill in time allotment...then if someone goes over (or under) you can compensate in your speaking times.

NOTE: It is quite proper to 'stop' a long winded speaker, BUT be very polite about it. (They did agree to a limit)
Attached to this program you should have a 'profile' on **each person** you will introduce. Have them in order of appearance.

It is a good idea to chart the head table for introductions. Here are two examples

WEDDING HEAD TABLE

Minister
3rd groomsman
2nd bridesmaid
Best man
Matron of Honour
Groom
Bride
1st groomsman
1st bridesmaid
2nd groomsman
3rd bridesmaid
MC

- Start closest (with self) and introduce up to (not including) the bride. Then start at other end and introduce up to (and including) the bride...or the bride & groom as a unit.
- After applause dies...then introduce the auxiliary tables in this order.:
- Parents of the bride (or mother & escort, then father & escort)
- Groom's parents (or mother & escort, then father & escort)
- Grandparents, children of previous marriages
- Other wedding attendants ....ushers, flower girl, ringbearer, soloist, wedding book attendants, ...
- Spouses of MC, Minister, attendants.
- Then intro (now or later) special guests
A person does not get introduced twice (ie: as daughter AND as flowergirl). Introduce them in the first position they would appear, and mention their dual role.

B&G will decide who gets introduced, but do it in this order.

BUSINESS FUNCTION HEAD TABLE

(one example)

Foreman
Wife of Manager
Pres. of Company
Wife of Guest of Honour
MC
(microphone)
Guest of honour
Wife of Pres.
Wife of Foreman
Dept. Manager

Intro self first. Then start on your left and intro up to yourself. Then go to far right and introduce up to (and including) the Guest of Honour. After applause, intro other special guests.

NOTE: In this case it was necessary to seat two females together in order to have men on the outside ends (protocol to do so). However, the Guest of Honour, MC, president, Manager and Foreman (or some of them) may be women, so their spouses would be men. Or there may be only women or only men present. The only hard and fast rule is that the MC sits in the middle and the Guest of Honour to the MC's right.

Protocol, or 'rank'

We have said that introductions and seating are determined by 'importance'. How do we determine that rank?

First, the program director will determine the rank within the business, organization or university, etc.

Guests, however are usually just listed as 'guests'. Rule of thumb in this case is....
Elected officials are senior to appointed
They are ranked by the level of government they represent
Navy is senior to army which is senior to air force.
Military personnel are graded by their rank
If protocol is really important to the occasion, government and military have protocol officers you can consult.

Checklist #2...

have you...
- checked your program with the director to see that the sequence is agreeable to them and nothing has been left out. - gone over your program, checking time of each segment and overall time.
- highlighted areas of importance.
- prepared notes on all participants, arranged them in sequence and attached to the program agenda so you can make relevant, interesting comments as you move from item to item.
- considered your proposed comments with a view to timing, taste and tact.
- looked over the program for any religious, social, cultural or political considerations.
- planned introductions (and seating) with a view to proper protocol.
- planned a little fill-in that you can use if needed.
- made all your notes in large print on numbered cards or pages...and made copies.

Introductions & Acknowledgements

Always introduce head table or dignitaries or special guests in order of importance. You should start with lesser importance and lead up to the 'star'. This way the applause reaches the highest level at the 'star's' intro.

For instance, the Bride & Groom at a wedding, the Guest of Honour at a dinner, the person who is to be awarded, the grads at a convocation are the 'stars' so should be last.

It seldom works to ask the audience to hold their applause till all are introduced, so allow an extra minute and encourage them to clap.

When introducing a list of people, ask them to stand when named, and remain standing till all are introduced.

If you are introducing someone who will later speak, keep the intro as simple as the others, but say that this person will be more fully introduced later.

Introductions can be quite simple "Sitting at the far end of the table, the groomsman (and brother of the bride), Joe White", or more involved (tell a short anecdote about Joe White) ...BUT, you should always indicate where he is sitting, his title (or part in the event) and his name.

Don't try to be the star. Your duty is to have the audience focus on the people you are introducing.

Introducing and thanking speakers

When you introduce a speaker (see Chapter 5), the audience wants to know a little more about this person, so give some background.

Wait till this person gets to the podium, then step away. (You may shake hands in some situations). You are 'turning the mike over' to this person....don't leave before he gets there.

Always thank (or in some way recognize) the speaker when he is done. (ie: Thank you, Mary, for that toast. Now I would like to introduce Mr. Jim Smith, company president, to reply.)

A speaker may be introduced by the MC or another person may be appointed. (In which case, the MC would do a simple introduction of the introducer).

A special or guest speaker should be formally thanked, and this may be done by the MC or by a person appointed to do so (who could be introduced by the MC)

During an introduction, it is sometimes smart to give a future speaker some warning. This can be done tactfully.."Thank you Mrs. Smith for that interesting speech. Now, before we start the presentations, I would like to introduce Mr. Jim Brown who will call the roll...........................". You thanked Mrs Smith, introduced Mr Brown and alerted the presenter that his act was coming up...so he can get all his papers together.

Humour

The perception of an MC is often more like that of a stand up comedian. Of course you should do your job in an entertaining way, but your basic duty is to arrange, conduct and guide, the program and presenters in an organized and informed manner, within the time limitations.

Use of humour (kind and amount) is dependent on the nature of the event.

Humour can be actual jokes, anecdotes, true stories, or even 'telling tales' on the participants.
BUT...Keep it APPROPRIATE for the occasion and the audience....Be TACTFUL and TASTEFUL

Although you may decide to use a short anecdote to introduce a speaker, don't be constantly 'telling jokes'. And never try to top a speaker's joke. In most cases it is best to use some actual jokes in your opening (and closing) speech and stay fairly low-key during the proceedings.

This all, of course, depends on the proceedings, what the program director expects of you and how well you know the participants and the audience.

Be at the event early.

Check with facility personnel that all the preparations (equipment location, table settings, room for media, etc.) are in place. Meet and get the name of who will be there during the event, and where they can be found. (If equipment quits, be sure you can find them quickly). Tell that person that any messages that come to the facility should be delivered to you ASAP and you will get them to appropriate people.

Check with caterer that your time for the meal coincides with theirs. Tell them how much time they have to clear tables.

Check with bar personnel to reconfirm times. Also remind them when toasts will start so they will be sure to have wine on tables.

Check with program director for any late changes or names.

Try to meet any guests you may have to introduce. It's good to know a) that they are there, b) what they look like c) where they will sit.

Check that all your speakers or entertainers have arrived. If possible reconfirm their time and time allotment. If you have never met a speaker, be introduced to him. Check his opinion of your planned introduction of him. Confirm where he will sit, that equipment he needs is there, etc.

Ask the program director to sit near the podium to act as 'gopher'. Any little thing that you need done...find the facility personnel, get a presentation item, meet a late speaker, check some facts, etc. You cannot leave the stage so you must have someone who can look after these things. (The program director may delegate this but be sure you meet the person)

Put your notes on (or under) the podium so they will be there when you need them. (Have a second copy in your coat or briefcase.)

Go to the bathroom a few minutes before you're on.

Final Checklist

Have you.....

- made sure you have your notes with you (and a copy for insurance)
- arrived early
- walked around to familiarize yourself with the venue, equipment, etc AND to see that the room, tables etc. are properly set up.
- met the facility personnel in case you need them.
- spoken to caterer; reconfirmed times.
- spoken to bar; reconfirmed times and duties.

- spoken to program organizer for last minute instructions.
- mingled with the guests. Checked that speakers had arrived, introduced yourself to any special guests or speakers you had not met.
- kept aware of the time
- a list of all participants and phone numbers with you (in case they need be contacted)
- arranged for a 'gopher'
- a pen and paper for notes.
- some spare change for phone calls or parking meters (if a speaker is late, for instance)
- checked the mike
- kept aware that something unexpected may happen and made some contingency plans.

Now you're on. Stress and fear are evident in your voice and manner. If you want the guests to relax and enjoy themselves, you must also appear relaxed. Note that it says APPEAR relaxed. Every speaker is nervous and, in order to stay in control of the agenda, you can never really relax. But, if you are very familiar with your program, have met the participants, and can remember to use a friendly smile, you will appear relaxed.

Remember that your duty is to ensure a smooth transition from one item on the program to the next. Think of and practice some 'transitional comments'. For instance you might go from a musical interlude back to more serious items with a comment such as, ""That lovely music has nourished our spirits. Now as food for our minds we will proceed with_____"

Don't Panic

Murphy's Law says that if anything can go wrong it will. When you consider how many people, how many details, how many participants are involved...you know it's a minor miracle if nothing untoward happens. If you get a 'nasty' surprise, there are basically two things that can be done...fix it or work around it.

Let's look at a couple of scenarios and some suggested solutions.

a) An important speaker has not arrived by the time the program should start.

Start on time regardless. Have your 'gopher' try phoning to check on his whereabouts. Leave his chair empty, and don't mention him in the intros. Go on with the program. If it is his turn to speak and he is still not present, put other speakers before him, if possible. If he does not show up, you can either take his place, if you can, or simply announce, with regrets, that Mr.____will not speak. If he shows up late, the host should bring him quietly to his seat.

You will then introduce him to speak, at the proper time or when ever you have rescheduled him on your agenda. Don't mention he was late. He may explain or apologize during his speech. If he does, you can acknowledge his excuse or apology, in a gracious manner, in your thank-you speech.

b) You are ready to start and the mike doesn't work.

Send the gopher to find the facility person. While waiting, (if you must have the mike) check the switch, check the cord all the way back to where it plugs in the wall, and check any extension cords. Most times, you have it fixed before help arrives BUT send for help immediately. During a longer wait, a sing-song might be appropriate, or suggest the audience just relax, or have another drink...whatever may work in that group.

c) Dinner is not ready on time.

Try to bring something forward from your after-dinner program (because if dinner is late starting, it will be late ending..therefore program will be late starting). If you will be running late, explain to the diners that the program will start before dinner is completely finished and either speak to the caterers yourself or have your gopher speak to them. Tell them that you will start the program at____ o'clock and ask them to be very quick and very quiet clearing tables so as to disturb the program as little as possible. (It is their fault, after all.)

d) The guest(s) of honour are late. (the Bride & Groom or the person who is being awarded)

You can't start without them. Announce to the audience what has happened and that the program will be late starting. Keep them posted if you (your gopher) have any up-dates on what has happened, where they are, etc. Some quiet piano music might be in order or, if you can, this is the time for some jokes.

e) If the guest(s) of honour cannot appear. (For instance a car accident on the way)

Once it is confirmed that they will not be coming...announce it. Talk to the program director (or the parents) as to how much should be said about the reason. With the program director's (or parents') agreement, you can, in their name, invite the guests to stay, eat, drink or visit, whatever fits the occasion. The program director, parents or hosts may wish to extend this invitation themselves...if so, just introduce them. "Mr. Joe Smith, president of the company would like to address you"

In some case there might be some part of the program that can still be presented.

Remember, you can never be prepared for everything. Just do your best and, as someone once said, never let them see you sweat!

Overall hints

Be aware of everything that is happening, even if it is not part of your duty.

Carry a 'parachute'. Some jokes, an appropriate poem or writing can fill in some dead time , for instance, if a speaker is late.

Time! Plan it: watch it: control it: use it wisely.

Always start on time, whether everyone is there or not. The ONLY exception to this is the absence of the guest(s) of honour.Plan it well and practice it well. This is how you will appear confident and poised.

Spotlight the stars. Always plan around the basic premise that the guest(s) of honour are the whole reason for this event...be sure to focus on them.

Read books (in library) about your duties, the protocol and suggested agendas of various events and speaking tips.

Read other chapters in this handbook for hints and rules of basic public speaking and 'protocol' speeches.

Back to Webster's Dictionary.

The definition of 'success' is...

"The achievement of something aimed at"

So aim high!

CHAPTER EIGHT

'BLOW YOUR HORN'

Promoting your Organization's Activities.

Publicity is much more than simply advertising an event, or getting your name in the paper. It encompasses everything that makes your organization recognizable in your community or even farther afield. We should look at all aspects: Advertising, Awareness and Public Relations.

Why do we need it?

If you are planning an event, you want both to advertise and publicize it. In order to attract an audience, they must be told that it is happening, and how wonderful it will be. You also want to make the community aware that your club is presenting it.

To attract membership you must, first, make people aware that you exist and what you do. Recruiting is salesmanship, and customers 'buy' from a known and trusted company.

Fund raising and publicity go hand in hand. The community must know who and what you are. They must know the work you do and have done in the community. And, they must know that you are canvassing for funds.

Community involvement is necessary to a club's existence. Although we try to serve the needs of the community, we must often ask for assistance among business, local government and individual citizens. Awareness is, again, needed...and a public thank-you is appreciated.

A strong, progressive club requires two-sided publicity. The public awareness we have mentioned, instils pride in our members and encourages them to serve a club that is so well thought of by others. Inter- member publicity (perhaps a newsletter) promotes a cohesive organization, with everyone on the same path.

Who does it?

Whether you have a public relations officer or a committee, the job includes:

1. To serve as a link with the members and others involved in your organization's activities by informing them of upcoming events.
2. To serve as a communication link with the general public. Explain the objectives of your group and place your successful projects before the public to foster understanding and goodwill.
3. To cultivate contacts with media, investigate other advertising and publicity avenues, and keep good, up-dated records. (note: deadlines)
4. To plan and execute advertising and publicity for specific events or activities.
5. Research. What works? What might work? Who can help? What will it cost? Is it worth it? Where are the most effective places to advertise certain events? Read books, ask others, etc.
6. Be knowledgeable:

   ..about your club and its' activities. Get copies of minutes. Work closely with the executive. Study their plans to decide how publicity should be used. Advise on publicity matters.

   ..about what else is happening in the area, other organizations' events, etc. This may help avoid conflicts in dates, formats, etc. or can sometimes be used to mutual advantage by 'piggyback' publicity.
7. To keep files:

   mailing lists, newspaper clippings, photos, advertisements, brochures, information packages, copies of all agendas and minutes, budgets, bills, receipts,background material and correspondence and evaluations of events (club & public).

   a list of all your media contacts and deadlines, etc. Keep it up to date.

   lists of all businesses, individuals, companies that help in any way. Contact them on a regular basis, even if you don't want anything right now.

   a list of all 'free' advertising you discover.

   a journal of everything you do in publicity & advertising. What worked; what didn't.
8. Plan newsworthy events. Sponsor events that interest or benefit the community. Present academic or sports awards. Raise money for a cause (preferably in an unusual way). Human interest, spectacle, money, unusual...that's news!
9. Plan and prepare brochures, handouts, posters, signs, banners, information packages, etc. Be sure all literature, advertising and releases that go out are professional looking.
10. Thank everyone who helps. You thank as you go along, of course, but it is a good idea to write notes, send small

tokens or take them out for dinner. It is important to recognize the efforts of all...your members and your contacts.

Methods of publicity

Word of Mouth is one of the strongest promotional tools. Be sure each member is knowledgeable about the group's membership, objectives and accomplishments. Keep them up to date on what is happening at all times. Be sure no member has a problem with the club and is 'washing' it in public. A very small amount of negative publicity can wipe out years of positive.

Posters and Event Boards to advertise local events or publicize a project you are working on. You've seen signs on construction sites, "Future home of... , built by...." . If a company spends money on these, you can believe they are effective , so copy what works.

Posters should be eye-catching: A bright neon colour? a different shape? (cut it or add something which extends over the rectangular border) Make it stand out from all the others on the bulletin board. A good poster has all the info necessary (What, when, where, who is doing it, cost and contact person). But, keep it as simple as possible so it can be read quickly. Computer or stencil - lettering is easier to read than hand-lettering. If the event was successful, put up new posters for a week thanking those who attended, supported, etc.

Event boards can be very effective. Put them in a highly travelled area. It is worth your time to make a neat, noticeable board, with your club name and logo...then NEATLY print the upcoming event. When the board is not actually advertising, why not have a thank you notice on it? (" A.B.C. Club thanks the the community for their support (either in a specific way or on-going)" keeps your name in the 'news'.

NOTE: Always remember to take down posters and erase event boards IMMEDIATELY after the event. If people get used to seeing an out-dated advertisement, they will not even notice when you put up a new one.

Literature If you don't have a club pamphlet...design and print one. In fact, some clubs have more than one. ...an information pamphlet, with your logo, name, mission statement and general awareness of what you do. ...a recruiting brochure with information on why a person should join, and how to get more information about joining (a contact person? a mail-in reply card?) These can be combined or separate.

...a pamphlet or brochure about a special project or program (such as the "Communicate with Confidence" from Alberta Womens' Institutes).

These can be left in waiting rooms and local businesses, should be enclosed in all correspondence and every member should carry a few. If someone has access to a computer and photocopier, very effective pamphlets can be made inexpensively.

A complete information package, in a folder with your name on it....for prospective members, prospective donors and prospective speakers. This should include the information pamphlet, recruiting brochure and all or some of the following:

...history and information about the projects and programs of the whole organization (international, etc.)

....history of the local club; completed and on-going projects and programs

.....interesting facts; ie: , noteworthy people who are, or have been, associated with or involved in any aspect of the organization, local or international; and noteworthy activities.

...a copy of a picture or article from a newspaper or magazine that highlights or praises your club.

....a copy of a recent club and/or international newsletter or publication.

Always use letterhead. And, get some 'club' notepaper for thank-you cards and invitations. Everything that is seen by non-members should have your name, logo and, if appropriate a short 'blurb' on what you do.

Business cards. Design and print a generic card with club logo and name on front (with space for member to put his name) On back have a short 'advertisement'. Every member should carry them, and hand them out. Again, these can be designed on a computer and printed quite inexpensively.

Flyers...one page of information on an upcoming event, or project.

NOTE: **Free** advertising. Local utility companies might put a small flyer in their mailouts. Make it about 3 X 8 inches, to fit their envelope. Many towns have a community newsletter...use it. Other organizations may give you space in their newsletter for similar consideration. MacDonalds have a 'Community Calendar' on their placemats. Some companies (Fas Gas, for one) will post a community event on their big signboards. Many stores will stuff a flyer in customer's bags.

'Permanent' posters. These are worth spending a bit of money, as you only need one copy, and they are used for a long time. Suggested...a picture of some completed project (or working on it), local or international; a poster about the club with logo and mission statement; or a 'theme' poster (ie: "Lions, Working for sight") These should be posted around the meeting room anytime you have guests, in a booth at local events, on bulletin boards and around projects that are open to the public. These posters could (should?) be a larger format. In some cases, a box of "Take me" pamphlets could be attached

NOTE: If you leave one on a bulletin board, check it often that it has not become shabby...a bad image for your club. Check that the supply of pamphlets is adequate.

Banners and signs. A permanent banner for parades, over booths and at project sites is effective. In some situations, signs may be more appropriate. Anytime your organization is doing something in public, serving coffee, running a bingo or hosting an event, a sign or banner should declare "The ABC Club is Doing This!"

The permanent banner or sign might just have the club name and logo. You can make up auxiliary banners and signs, "Hosted by", " A project of" or "Welcome to", etc., to be attached.

Handouts..for visitors, helpers, participants and patrons. Many clubs can get pens, hats, key chains, T-shirts, bookmarks, etc., from head office. Local clubs can have these made up in bulk with name and logo. These are a great idea for handouts. If you give a person something to take home and use, it keeps your name in their minds. Special handouts related to a specific project or event should note that project or event. For instance; If you are handing them out at a 'walkathon' have the event and date. If it is at a 'business' run by your club, such as a bowling alley, (on-going, so no date) maybe have a picture of the building, or have the key chain cut in the shape of a bowling pin.

Audio and Video presentations can be used. A recruiting video is a great tool. Take it to the prospective member's home, or invite a group in to view it some evening at a meeting. Some footage of projects, testimonials by a few members, an intro by a noted or famous person, maybe a couple of minutes of socializing ...point up all the positive things a person will get by joining. Videos are also great at a trade show booth.

Audio tapes (short) can be used in a similar manner, and may be inexpensive enough to include in your information package when used for recruiting.

Someone good with a video camera, combined with a good script writer, may be able to do a video quite inexpensively.

Club Identification is important. Members should have and wear club pins and badges. Club jackets, hats, ties, etc. should be encouraged.
NOTE: Promote items (ties, lapel pins, jackets, etc.) that the members will wear in public, not just to meetings).

At special events, members should wear obvious identification. For instance: aprons & chef's hats (with club name) at pancake breakfasts or barbecues; club jackets in booths and parades; hats on work parties; club ties at social functions.

Media advertising can be expensive. Before going to this you must determine:
* do you need to reach that broad a range of people? A local event might be just as effectively advertised with posters and 'stuffers'
* is the cost worth the return?
NOTE: Sometimes you can 'team up' advertising. If you are planning a local project or event that ties in with a much larger scale happening, you can often piggy back your advertising. For instance, if it is "World Food Day", the media may address that as 'news' and short blurbs on what local organizations are doing to celebrate it might be included for little or no cost. If your 'parent' organization is advertising a large scale event, they may, for a small fee, include local events on the same theme. Two or three clubs can share costs of an advertisement if they are holding events on the same theme.

Media reporting. Reporters from the media will cover an event that is considered newsworthy TO THEIR CUSTOMERS. Don't expect a national paper to be interested in a strictly local event. If you are planning an event that you feel is newsworthy, contact appropriate media and ask if they will send a reporter. Be specific with time and place. Be sure the reporter has a 'host' when he/she arrives. They may want to speak to some people there..have suggestions. It is a good idea to have given him/her your complete information package, in advance, for background information on the club. Be sure you have lots of signage in the area. If pictures are taken, they are effective in front of your sign, or under your banner. Reporters are busy. Be prepared: don't waste their time.

When you contact the media, if they cannot send a reporter, ask if they would accept a written news release instead.

Press releases

Although a news release cannot be advertising, it is publicity for your club, your objectives and the event.

A news release, must be NEWS. Many clubs claim that local papers will not print their club news. If you send them 'minutes' you will probably be disappointed. There is a very definite form to be followed.

Media contact person: It is advisable to have one person in your organization that the media management 'knows' rather than a different person each time. He/she should:

-Identify and list all the media in your area:
newspapers, T.V. radio,
-Call or visit each media office. Make an appointment with a person who handles news of local interest.
- Get the following information:
name, title, phone number and address of a contact person in their office.
the type of information their outlet uses.
Newspapers often run feature stories, organization news, letters to the editor and community calendars. Magazines print event calendars and feature stories. Radio stations air interviews announcements and discussion programs. TV stations program public announcements, interview shows and local news.

who is their audience?
the policies for submitting information: how often they will use your material,
what the deadlines are, whether information should be phoned in or be in writing and what are the chances of a media contact (reporter) coming out to do an occasional feature story.

-Give the following information:
your name, phone, address
organization name
information package (outline of objectives, projects, etc.)

NOTE: This background information lets them know what your organization is all about. If a news story breaks that relates to or affects your objectives , they may contact you for an interview.

Announcements of upcoming events are usually published without charge in the coming events section of the newspaper, or as a public service announcement on radio & TV. The announcement should be kept short (40 to 50 words), be typewritten and double spaced. The name of your organization and the contact person (you), name, phone number & address, should be in the top left corner. (Don't use letterhead.) All material should be dated, and sent in advance of deadline.

News release: If you have an upcoming event that you feel is newsworthy enough to warrant more extensive coverage (ie; involves a large number of the community and/or has a lot of community interest,) then you need a press release.

When planning, ask yourself. "Will anyone care about this information?" If the answer is negative, you don't have a news story. If it is newsworthy, then ask yourself, "What does the public want or need to know about this? Then answer the 5 W's (Who, What, Where, When, Why, and sometimes How?)

Use standard, 81/2 X 11 inch **white** bond paper. Leave wide (1") margins; sides, top and bottom.

HEADING:

- your organization name and contact name & number
-release time, ie: FOR IMMEDIATE RELEASE or, if an awards ceremony is set for 8 pm, "FOR RELEASE AT 8 P.M. MST. MONDAY, DEC. 13".
- transmittal date: (When it was delivered to their office).
-if a picture is enclosed, write "WITH ART"
-leave a two inch space under the heading.

NEWS:

The release should be kept to one page of double spaced typing, but if you need more (briefness is a virtue), number the pages and staple together.

Never carry a paragraph over to the next page.

At the end of a page, write "MORE" (if there is another page).

At the end of the news, write -30-. This is a recognized symbol indicating that anything above it is for publication.

'Rules' on writing a release

-Double space typing.
-Try not to hyphenate words at end of lines.
-Use short sentences.
-Indent paragraphs 10 spaces rather than five.
-Avoid flowery adjectives, in fact keep all adjectives to a minimum.
-Use plain, familiar words ie;
'begin' rather than 'inaugurate'...
'meet' rather than "forgather'
Call it a 'spade', not a 'manual earth-moving device'!
-Avoid abbreviations, slang and acronyms.
-If you must use technical terms or titles, explain them.

To answer the 5 W's, ask yourself such questions as, What is happening? Who says?, or Who is involved? When and where will it happen? How or why is it happening?

Releases should be brief, with the important information at the beginning and the least important at the end, but don't try to answer all 5 of the W's in one sentence!

How much detail? Consider the importance of it. (ie: If it is a special anniversary, you need the age, but you don't need a list of everyone who attended).

Give the source of your news. Use direct quotes. If the news is about your club, have a quote from someone in authority (ie; the president) and be sure to give his name and title. A community event story might benefit from a quote from 'a citizen' who attended. (Evaluations of event are a good source.)

Use headlines if you wish. Put headline in bold face. Some editors want to use their own, ask what they prefer. Remember that a headline should indicate content in a short, attention-grabbing way. (present tense)

Pictures? They will be used if space permits, and if they are good quality & content. They should be new, and in some way unusual or relate to the news topic. Avoid group pictures of the membership. A good news photo is a tight closeup of the subject. The photo must have sharp, sparkling quality, and most media prefer 8 X 10 inch prints. Black & white is usually preferred by newspapers. Ask their preference.

What makes a happy editor?

Does it look like news? The bulk of the material the editor receives looks the same. This is not the time to be different. Anything that is sloppy, handwritten or printed on gaudy paper will stand out, and most likely be thrown out...unread.

If it passes the first stage, they will read the first paragraph. Many are eliminated at this point. The media person doesn't consider it a newsworthy event, or there is no room in the paper, or the story has already been covered.

Now they are read more carefully. If they are written in the wrong format, more are discarded.

Editors will edit, and possibly even rewrite...but only if the story warrants their time and work. So give your story its' best chance by following the 'rules'.

Brevity: always TRY to keep your release to one page. You can attach a 'background' page with further information on the event, people and places. Head this page BACKGROUND ONLY. This pleases the editor; a well written release (he doesn't have to rewrite) AND background information to help him edit without having to chase someone down by phone for clarification. The easier you make his job, the happier he is...and happy editors print your story.

Keep in contact. Be sure your information about them is current, and that they have the latest on you. Know and appreciate their deadlines..

Send only 'professional', newsworthy releases. If you build a good reputation with them, they will be more receptive to future submissions.

Be sure the editor can <u>easily</u> contact you after receiving the release. He may have questions, and won't have a lot of time to get the answers. Have a second contact in your club, if necessary.

As mentioned, if a story is being covered that might involve your organization, or that it might have some input or information, the media may contact you for comment. Never brush them off. If you don't know, put them in touch with someone who can speak to the question or offer to find the information for them. This is great publicity when you are interviewed.

Don't invite media to social events...they don't have time. Invite them to the 'news' event. Explain exactly what will be happening (and when) so they can judge its' importance and plan their time frame. Don't waste their time.

NOTE: It is appropriate to invite them to a social 'thank you', but explain that it is not a news event...just appreciation. 'Thanks' <u>is</u> appreciated.

Read the papers: watch and listen to TV & radio. What do they publish? What does a news release that 'makes it' sound/look like? Look at the format and composition of a good story...how was it presented to sound so interesting?

YOUR ORGANIZATION

name &address

clear identification if not 'famous' name

CONTACT:
Full name, title & affiliation
(if diff. from above)
Phone & Fax.

CONTACT:
same info for second
contact person if you
have one.

RELEASE DATE **TRANSMITTAL DATE** **WITH ART?**
(number pics)

HEADLINE

(short, in present tense)

Your news story starts here with important facts. Make it attention-getting. Local angle?

Don't forget double space. Ten space indent on paragraphs. Wide margins.

Remember news style...tight, clear writing; good quotes high in the story; clear identification of sources; simple language; short sentences; the 5 W's (and How?).

Don't give your personal opinions.

-30-

After **-30-** you should give **'BACKGROUND'** (best on next page).
More info on event and on people you have mentioned or quoted.
Provide contact info for all sources.

If news goes to second page, print **-MORE-** at bottom of first.
Staple all pages.

Bibliography

Information in this booklet has been amassed from many and various workshops, training seminars, public speaking events and literature.

Specifically;
Alberta Agriculture information sheets
"Take That Seat", presentation by DHE, Nova Scotia
"Notes on Effective Speaking," Canada Jaycees
"Getting Your Point Across", Communication Training in 4-H
"The Wedding M.C.", by Brian C. Lee
"How To Be A Great M.C.", by Alex Mair
"Working Wonders With Words," by Wilfred Womersley

The program has been designed and written
by members of the
Communicate with Confidence Committee,
Marilee Kosik, Elizabeth Rushton & Sylvia McKinlay
1996

APPENDIX "D"

LOCATION OF COURSES

Date and Location of Courses

Date	Location
January 24/25, 1997	Pine Lake
February 28, March 1, 1997	Busby
March 8/9, 1997	Smokey Lake
March 14/15, 1997	Jasper
March 21/26, 1997	Rimbey
April 11/12, 1997	Falher
April 11/12, 1997	Beiseker
April 18/19, 1997	Spruce Grove
April 18/19, 1997	Castor
April 18/19, 1997	Caroline
May 5/6/7, 1997	Consort
May 13/27, 1997	Cottonwood Hall
July 30/31, 1997	Donnelly
October 24/25, 1997	Whitecourt
November 5, 1997	Edmonton
November 7/8, 1997	Mirror
February 6/7, 1998	Cottonwood Hall
March 2, 1998	Cessford
April 16, 1998	Vermilion

COMMUNICATE WITH CONFIDENCE

PROJECT REPORT

For

Alberta Agriculture Food and Rural Development
Rural Development Division
Alberta Agricultural Initiatives Program

Alberta Women's Institutes
#220 - 10403 - 172 Street
Edmonton, Alberta
T5S 1K9
Telephone/Fax: 780-488-5282

June, 1999

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

Executive Summary

The *"Communicate with Confidence"* project was designed to teach skills and techniques unique to public speaking. The target audience was older rural Albertans who may have had less opportunity to develop public speaking skills. Project designers acknowledged that public speaking skills are important because they enhance personal growth and develop skills that are essential to enable participation in public discussion and debate.

The overall project goals were to improve public speaking ability, to develop the leadership skills, and to build the self-confidence of participants. The project designers developed a handbook containing eight sections. Twenty courses were offered throughout the Province with a total of 165 people attending. "Basic Speaking Techniques" and "How to Present a 'Form' Speech" were the most popular topics covered: 100 percent and 81 percent of the classes covered these class sections respectively.

Personal growth and an opportunity to meet other community members contributed to the overall success of the classes offered. In addition, the course was designed to be sensitive to the needs of participants by providing a non-threatening learning environment.

1. Introduction

Alberta Women's Institutes (AWI), on April 4, 1995, submitted a proposal to the Agricultural Initiatives Program, for a project title *"Communicate with Confidence."* The project was designed to teach skills and techniques unique to public speaking. The original project grant applied for was $33,750.00 (Appendix "A"). On November 9, 1995, the Agricultural Initiatives Program approved funding for this project for $17,600.00 (Appendix "B").

2. Background Information

2.1 The Art of Public Speaking

The importance of public speaking or oral communication has been recognised for thousands of years. Aristotle is acknowledged as the most important theorist to write about oral communication. His *Rhetoric* is acknowledged as one of the more influential books written on this subject. Students of oral communication have described this book, composed of three sections, as the book of the speaker, the book of the audience and the book of speech.

Oral communication was so important in the Greek civilization that it was a corner stone of their curriculums. These ancient people believed that oral communication and leadership training were synonymous. In these ancient times, oral communication skills consisted of the organization of information, effectiveness of language, critical decision making and the analysis of logic (McCroskey, 1968).

Today, oral communication is just as important as it was to the ancient Greeks. First, public speaking skills often separate whose who are successful in their careers from those who are not; secondly, public speaking enhances personal growth; and finally public speaking develops skills that are essential to the democratic process (Rodman and Adler, 1997).

Just as our knowledge about technology and science has expanded, so has our understanding and awareness about communication techniques. Now, the knowledge of public speaking has expanded to include more than the basics of organization and delivery. Public speaking has evolved and expanded to include knowledge about the ethics of speech making, the theory of public speaking, the choice of language, the cultural context of the speech and nonverbal communication associated with delivering the message (Beebe et al, 1997).

2.2 Project Rationale and Goals

The *Communicate with Confidence* project was an endeavour to teach public speaking to senior people living in rural areas. Project designers identified this population because they believed that senior people were unsure not only of their ability to speak, but also of their ability to articulate their thoughts and ideas at meetings and social events. The project designers believed that many older men and women raised in rural communities received few opportunities to express themselves verbally. Moreover, project designers built into the project a mentoring component by which facilitators could provide support, encouragement and assurance to participants.

The overall project goals were as follows:

1. To improve public speaking ability.
2. To develop leadership skills.
3. To build self-confidence.

2.3 Project Design and Delivery

2.3.1 Project Material

The project designers developed a handbook (Appendix "C"). This handbook included eight sections as follows: 1) Basic Speaking Techniques, 2) Writing the Speech, 3) Duties of the Program Organizer, 4) Promoting your Organization, 5) How to Present "Form" Speeches, 6) Responsibilities of Elected Positions, 7) Master of Ceremonies, and 8) Publicity for Your Organisation.

These sections were developed from material collected from several sources including: Alberta Agriculture, Food and Rural Development, Rural Development Division, information sheets; "*Take a Seat*," presentation by District Home Economists of Nova Scotia; "*Notes of Effective Speaking*" by the Canada Jaycees; "*Getting Your Point Across*" by Communication Training in 4-H; "*The Wedding M.C.*" by Brian C. Lee; "*How to be a Great M.C.*" by Alex Mair; and "*Working Wonders with Words.*" by Wilfred Womersley.

2.3.2. Project Format

The presentation of the material was based upon a ten-hour format. Five hours were devoted to basic speaking that included impromptu speeches, use of a microphone, and hints on beginning and ending speeches. The remaining five hours offered information on preparing a formal speech or presentation, planning a conference, revitalizing membership and encouraging leadership, protocol and etiquette of speeches and being a Master of Ceremonies.

2.3.3 Project Coordinators and Facilitators

Three AWI members acted as project coordinators, with sixteen members acting as facilitators for the courses. The project coordinators trained the facilitators. These facilitators came from all areas of the Province.

2.3.4 Project Participation

One training course was held at Red Deer Alberta on January 22, 1997; two pilot projects were held: one on January 31 and February 1, 1997 at Olds College, Olds Alberta with ten participants, and one on February 7 and 8, 1997 at Duffield, Alberta with nine attendees. Twenty courses were offered throughout the Province with a total of 165 participants or an average of eight attendees per course (Appendix "D").

Of the twenty courses offered, detailed data were retained on sixteen sessions. Listed below are a percentage of the sessions covered.

TABLE 1: PERCENTAGE OF CLASSES COVERING COURSE CONTENT

Course Content	% of Classes
Basic Speaking Techniques	100
How to Present "Form" Speeches	81
Writing the Speech	56
Promoting your Organization	50
Master of Ceremonies	44
Publicity for Your Organisation	31
Responsibilities of Elected Positions	25
Duties of the Program Organizer	19

Source: Original Data, N=16

The most popular section of the course was "Basic Speaking Techniques" with 100 percent of the classes covering this session, and "How to Present a "Form" Speech" with 81 percent of the classes covering this section. The least popular aspect of the course was "Publicity for Your Organization", "Responsibilities of Elected Positions" and "Duties of the Program Organizer."

Family and Community Social Services in the local communities hosted courses. The course participants came from diverse backgrounds namely farmers, school bus drivers, nurses, senior community leaders, plus local Chamber of Commerce members, 4-H Leaders and librarians.

2.3.5 Project Administration

The AWI provided project administration. Two facilitators delivered each course. The facilitators were required to complete a Facilitator's Report (Appendix "E"). Each participant was encouraged to complete an evaluation form (Appendix "F"). Each facilitator received an Honourarium of $125.00 per session plus room, meals, mileage and cost of supplies. A modest fee of $10.00 was charged to each participant. At the completion of the class, a Certificate of Completion was presented to each participant, signed by the presiding facilitators (Appendix "G").

2.3.6 Project Evaluation Responses

Overall the evaluations provided positive response for course facilitators and designers. This form was designed for qualitative responses. The responses indicated that the attendees gained confidence in speaking and indicated that this gave more confidence should they wish to pursue a public office. Other comments included the positive focus on "learning by doing."

Facilitator comments showed that the participants were eager to participate and that overall participants were attentive. For several facilitators, the training session was too short. Therefore, facilitators needed to do additional preparation before teaching the classes.

Several areas jeopardised the success of this initiative. Public address systems often worked poorly, with some facilities lacking screens for overhead projectors. While the course had 165 participants, some facilitators suggested that classes were difficult to fill and many individuals were pressured to participate. Other people, who were approached, were not interested.

3. Discussion

Communicate with Confidence had three goals namely to improve public speaking ability; to develop the leadership skills and to build the self-confidence of participants. The project met these goals. In addition, for those individuals who participated in the initiative, the project provided a personal growth opportunity along with an opportunity to interact with other community members. The course was designed to be personally considerate and benevolent to the participants. This component was accomplished and evidenced by the participants comments such as "the presenter was warm and welcoming" or " presenters were very good, involved the whole group in a pleasant, non threatening way." The project was originally conceived to target a senior audience. The demographic make up of the participants could not be determined from the evaluation forms.

While those individuals who participated in the *Communicate with Confidence* appeared to enjoy and learn from the experience, it must be recognized *Communicate with Confidence* competed with a plethora of similar classes, programs and initiatives. These classes, programs and initiatives range from self-help public speaking literature in bookstores and on the Internet, to Toastmasters, and diploma and certificate programs offered by Community Colleges and Universities. These courses are designed and taught by professional speakers and trainers who include in their classes, a sophisticated array of topics such as gesturing, facial expression, cultural content or ethics.

"Speech preparation means digging something out of yourself" (Laskowski, 1997). The basis of *Communicate with Confidence* was to help participants find something unique to say, about themselves, about their community and about their world, in an organized and professional manner. Thus, the project designers believe that those people who participated in the course will be able to more fully participate in organizational and professional endeavours within their communities.

4. References

Beebe, S. Et al. (1997). *Interpersonal Communication: Relating to Others.* Scarborough, ON: Allyn and Bacon Canada.

Laskowski, L. (1997). *Speech Preparation As A Process.* LJL Seminars: http://www.ljlseminars.com

McCroskey, J., (1968). *An Introduction to Rhetorical Communication: The Theory and Practice of Public Speaking.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Rodman, G and R. Adler, (1997). *The New Public Speaker.* Fort Worth, TX: Harcourt Brace & Company.

APPENDIX "A"

PROJECT PROPOSAL

<u>GRANT APPLICATION</u>

<u>TO</u>

<u>ALBERTA AGRICULTURE, FOOD AND RURAL DEVELOPMENT</u>

<u>AGRICULTURAL INITIATIVES PROGRAM</u>

<u>ANDY MCPHEE</u>
<u>HEAD, COMMUNITY SERVICES SECTION</u>

<u>EDMONTON</u>
<u>ALBERTA</u>

ALBERTA WOMEN'S INSTITUTES
6604 82 STREET
EDMONTON AB T6B 0E7
PHONE/FAX 403, 469 - 1254

ALBERTA WOMEN'S INSTITUTES:

HISTORY OF ORGANIZATION:

Alberta Women's Institutes was founded in 1909. The organization was incorporated under the Women's Institutes Act in 1916, which was updated in 1922, 1942, and 1955. Alberta Women's Institutes is a volunteer, non-profit, educational organization. It is non-partisan, non-racial, and non-sectarian. Any woman over the age of 16 can be a member. A.W.I. has a membership of 1600, with 120 branches in Alberta. Our membership consists of 1100 rural and 500 urban women (approximately). A.W.I. is affiliated with the Federated Women's Institutes of Canada, (36,000 members approx.) and the Associated Country Women of the World (with member societies in 72 countries.)

THE WOMEN'S INSTITUTES MOVEMENT WAS FOUNDED IN ONTARIO IN 1897, AND WILL BE CELEBRATING ITS 100TH ANNIVERSARY IN 1997. The Women's Institutes movement is truely a Canadian idea. It was founded in Canada and the movement was then taken to other countries.

The aims of the organization are:

To encourage women both rural and urban to organize groups within their own communitites.

To create improved social and educational conditions in their communities, the province, across Canada, and throughout the world.

To welcome with help and understanding any new citizen moving into their community.

To accommodate these aims Alberta Women's Institutes has set up Educational Convenerships on the local and provincial levels to distribute learning material, and to report back to the organization of such learning.
The educational convenerships are:

Agriculture and Canadian Industries

Education and Cultural Activities

Environmental Conservation

Health, Home Economics, and Social Services

International Affairs.

VOLUNTEER COMPONENT

To serve Home & Country by working together to improve social and educational conditions within the community, the province, nationally and internationally. Alberta Women's Institutes is affiliated with the Federated Women's Institutes of Canada, and the Associated Country Women of the World.

1600 volunteers, 120 branches, 28 constituencies, 5 districts

Alberta Women's Institutes does not keep a record of the volunteer hours, however basing it on an average of 10 hours per month X 1600 X 12, approxomate hours logged would be 192,000 per year. This is a low estimate as many of our women work much more than 10 volunteer hours per month.
The officers and volunteers of our organization are paid out of pocket expenses only. There is one full time paid person who works out of the Provincial office in Edmonton.

GOALS & OBJECTIVES

THIS PROJECT has been used throughout the province, AS A PILOT PROJECT and was received in an extremely favourable manner. It was found during the pilot project that women, especially seniors in rural areas, were the most in need and men, despite having been in the workforce, were unsure of their ability to speak in public or voice an opinion at meetings. Statistics have shown that people are facing the last years of their life alone, not by choice but by being left or widowed. They are lacking in self esteem, and are in need of confidence building in order to be able to stand up and speak for themselves or at a community meeting. Many of these people have excellent ideas and knowledge, but are unable to communicate because of the lack of the skill to gather their ideas into a manner where they may be understood.

THIS VERY UNIQUE PROJECT "COMMUNICATE WITH CONFIDENCE" gives people the ability to put forward their knowledge and ideas and relate them in a confident manner.

A great number of men and women in rural areas have been brought up in an age where they were not given the opportunity to express themselves, and because of this, remain silent. COMMUNICATE WITH CONFIDENCE is a program designed to encourage participation, teachers are instructed to give support, encouragement, and instill a feeling of confidence in the participants.

Participants will be required to pay a small registration fee of $10.00. This is only a token fee, but it is a commitment made by the participant. With the downturn in the economy, it is felt that people will take the course because the registration fee, is within their reach.

ALBERTA WOMEN'S INSTITUTES

PROJECT: COMMUNICATE WITH CONFIDENCE

LEADERSHIP TRAINING: priority: PUBLIC SPEAKING
LEVEL 1 & 2

Over the years Alberta Women's Institutes has been hosting with Alberta Agriculture Home Economics Branch, Leadership Workshops throughout the province. From these workshops, one remark that was repeated many times was the need for public speaking courses in rural areas. Men and women, especially seniors who live in the rural areas had very little if any access to this type of training. People in urban areas said there are groups that did have this type of training, but to access the Public Speaking part of these programs you had to take "positions" within the group (such as secretary, treasurer, ways and means committee, president) and this meant more work to be fitted into their volunteer hours.

ALTHOUGH THIS PROJECT IS BEING ADDRESSED BY A WOMEN'S ORGANIZATION, THE COURSES ARE OPEN TO THE PUBLIC, AND EVERYONE CAN PARTICIPATE AND ARE MOST WELCOME.

The goals of our project are:

TO ADDRESS THE NEEDS OF RURAL AND URBAN PEOPLE WHO OVER THE YEARS HAVE HAD NO ACCESS TO: PUBLIC SPEAKING - LEADERSHIP SKILLS - SELF CONFIDENCE, AND TO PROVIDE A SECOND LEVEL PROGRAM AS THE EVALUATION SHEETS FROM THE PILOT PROJECT INDICATED.

PROJECT TIME TABLE

Beginning October 1995 and be completed June 1997.

FUNDING DATE

September 1995

PROJECT FUNDING

$33,750.00

PROPOSED BUDGET

See attached Appendix #1

Appendix #1

PROPOSED BUDGET FOR ALBERTA WOMEN'S INSTITUTES
PUBLIC SPEAKING COURSES
LEVEL 1 & 2

TEACHERS:	5 areas 2 teachers per area 40 courses $250.00 per course (each course 10 hours long)	$10,000.00
TRAVEL AND ACCOMMODATION, MEALS	40 courses $250.00 per course	$10,000.00
ADMINISTRATION STAFF:		$ 2,000.00
EVALUATION:	On going evaluations during 2 year project	2,000.00
ELECTRONIC MATERIAL:	Microphone/Stand/Small amplifier	750.00
PRINTED MATERIAL:	classroom material, workbooks, 3 ring binders to hold information.	6,750.00
TYPING:	100 hours @ $15.00 per hour	750.00
MISCELLANEOUS:	space rental for courses phone, postage etc.,.	1,500.00
	TOTAL FUNDING REQUEST:	$33,750.00

THE PROJECT WAS TO BE FUNDED BY HEALTH AND WELFARE CANADA BUT DUE TO A TOTAL CHANGE OF GOVERNMENTAL CRITERIA, IT NO LONGER QUALIFIED.

Appendix #2

ALBERTA WOMEN'S INSTITUTES

2 YEAR WORK PLAN:

PROJECT: COMMUNICATE WITH CONFIDENCE

Phase 1:

Establish a task force to come from the 5 areas targeted with a maximum of 10 women / 2 women per area.
President of Alberta Women's Institutes would chair the task force.
Divide task force into Sub committees.

- Program Committee
- Teacher training committee
- Budget committee
- Material and Equipment committee
- Area Programming committee

Sub Committees:

PROGRAM COMMITTEE: Establish guidelines, length of courses, materials necessary for courses and teachers, number of participants per course.

TEACHER TRAINING COMMITTEE: To select course leaders for Phase 1, to set up a training program for the course leaders, establish fee for the program to be charged to the participants (nominal charge will be established - it is a know fact that to give the courses free, they are not regarded with the respect that they should command.) Once Phase 1 is implemented they will continue to establish phases 2 and 3.

BUDGET COMMITTEE: To establish a budget for all phases of the project. Guidelines for travel allowances, room and board, material costs, printing costs, course room rentals, task force committee administration costs etc.,

MATERIAL & EQUIPMENT COMMITTEE: Map out the materials required for the courses, cost out material and equipment necessary for the project. Produce the necessary material and equipment required.

AREA PROGRAMMING COMMITTEE: Start up the program in first area suggested by the Task Force committee. Set up schedules, arrange for teachers, set up classes as requested by the Alberta Women's Institutes branches or the public at large.

PHASE 1: Once the classes have been started, they will be evaluated by the Task Force Committee on a continuing basis, Any changes or problems will be addressed. Phase 1 will last 6 months. During this 6 months new teachers will be trained in preparation for Phases 2 and 3.

PHASE 2: Two more areas will be added to the program, making three areas of Alberta covered by the program. Evaluations will again be done on an ongoing basis.

PHASE 3: The last two areas will now be added to complete the coverage of Alberta.
Each area will have a contact person who will be one of the Task Force Committee. Any problems or difficulties can be addressed to this contact person at any time during Phase 1, 2, or 3.

Teachers will be solicited from the membership of Alberta Women's Institutes. They will be required to have demonstrated leadership, good public speaking habits, and the ability to motivate and encourage women to build their self confidence. Teachers who were used in the Pilot Project will also be trained to teach Level two.

Program will be designed to be used by the Alberta Women's Institutes local branches or held open to the public.

Goal of the Project is to:

Improve Public Speaking Ability

Develop Leadership Skills

Build Self Confidence

Alberta Women's Institutes
Executive and Council Members.

PRESIDENT;
Elizabeth Rushton — 5017 47 Ave Stony Plain AB T7Z 1L6

PRESIDENT ELECT;
Doris Northey — R.R.1, Red Deer, T4N 5E1

VICE PRESIDENT;
Hazel Swainson — Box 424, Sedgewick T0B 4C0

District 1 Director:
Zella Pimm — Box 314, Grimshaw T0H 1W0

District 2 Director:
Marilee Kosik — Box 150, Wabamun T0E 2K0

District 3 Director:
Grace Grover — Box 365, Blackfalds T0M 0J0

District 4 Director:
Lillian Dangerfield — R.R.1, Coutts T0K 0N0

District 5 Director:
Gerri Shadlock — Box 829, Rosedale T0J 2V0

GRANT APPLICATION CONTACT:
Alberta Women's Institutes Head Office:
6604 82 Avenue
Edmonton. AB. T6B 0E7. Phone / Fax 469 - 1254

Provincial Executive Secretary
Janet Halberg.

ALBERTA WOMEN'S INSTITUTES Appendix #4

ENCLOSURES:

ALBERTA WOMEN'S INSTITUTES REPORT BOOK FINANCIAL STATEMENT PAGE 26	1
ALBERTA WOMEN'S INSTITUTES HANDBOOK WOMEN'S INSTITUTES ACT	2
ALBERTA WOMEN'S INSTITUTES MAGAZINE HOME AND COUNTRY	4
ALBERTA WOMEN'S INSTITUTES BROCHURES	5

Funds we have available for the project

- **Local cash available** **$** 10,000.00
- **Expected money from fundraising (if applicable)** **$** 5,150.00
- **Value of volunteer labour**
  Total volunteer hours: 1300

X **Rate per hour** **$** 12.00 **=** **$** 15,600

- **Value of donated equipment** **$** 1,000.00
- **Value of donated materials** **$** 1,000.00
- **Government grants received:**

from ____________________ **$** ________

____________________ **$** ________

____________________ **$** ________

- **Other grants applied for:**

from Status of Women **$** 1,000.00

____________________ **$** ________

____________________ **$** ________

Total **$** 33,750.00

Your total here must equal the total given in the project cost section.

Project Management (Who is the Owner/Operator)

Alberta Women's Institutes' Council

____

Project Timetable:

Project Start Date: October /95

Project Completion Date: June /97

We may need more information or documentation before we can consider your application.

As a condition of accepting financial assistance from Alberta Lotteries, you must allow Alberta Agriculture, Food and Rural Development to examine all books and records having any connection with this project. We may need to ascertain whether or not these funds were spent for the purpose intended.

Declaration

I declare that the information contained in this application is true and accurate. I am a duly authorized representative according to our bylaws with financial signing authority for this application. I agree to provide a report which outlines how both the grant funds and the matching funds were spent on this project, and which indicates that we complied with all conditions of the grant. I also declare that if a grant is awarded we will use it solely for the purposes outlined in this application.

This must be signed by two officers of your organization.

Elizabeth W. Rushton	ELIZABETH RUSHTON
Signature	**Print Name**
President	
Title	
Janet Halberg	JANET HALBERG
Signature	**Print Name**
Prov. Executive Secretary	AUGUST 4, 1995
Title	**Date**

Submit Your Applications to:
Honourable Walter Paszkowski
Minister of Agriculture, Food and Rural Development
Room 208 Legislature Building
EDMONTON AB T5K 2B6

For More Information, Contact:
Andy McPhee, Head, Community Services Section
Alberta Agriculture, Food and Rural Development
Phone: 427-2171 Fax: 438-3362

APPENDIX "B"

PROJECT FUNDING APPROVAL

ALBERTA
MINISTER OF AGRICULTURE, FOOD AND RURAL DEVELOPMENT

MLA Grande Prairie - Smoky

NOV - 9 1995

Ms. Elizabeth Rushton, President
Alberta Women's Institutes
c/o 6604 - 82 Avenue
EDMONTON AB T6B OE7

Dear Ms. Rushton:

I am pleased to inform you that I have approved funding for the Alberta Women's Institutes, through the Agricultural Initiatives Program of Alberta Agriculture, Food and Rural Development. Enclosed is a cheque in the amount of $17,600 for program initiatives.

The Auditor General requires that the receipt attached to the cheque be signed by a responsible officer of your organization. It should then be returned, within 30 days of receiving the funds, to the address on the bottom of the receipt.

This funding reflects my strong commitment to providing support for local initiatives through the Alberta Lottery Fund. Please convey my compliments to the members of your organization.

I wish you all the best in your future activities.

Sincerely,

Walter Paszkowski

Walter Paszkowski
Minister
Enc. #015556

208 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 Telephone 403/427-2137, Fax 403/422-6035
Northern Alberta Railway Station, Box 329, Sexsmith, Alberta, Canada T0H 3C0 Telephone 403/568-2560, Fax 403/568-3099

APPENDIX "C"

Communicate with Confidence HANDBOOK

ALBERTA WOMEN'S INSTITUTES

PRESENTS

'COMMUNICATE WITH CONFIDENCE'

Communication is the key to success
in business, leadership, personal relationships,
and even world peace

BE PREPARED

CHAPTER 1
BASIC SPEAKING

THE IMPROMPTU SPEECH

PURPOSE: To express an opinion, ask a question, share information, influence a decision and/or communicate an idea.

GENERAL PREPARATION:

Practice being alert and listening.
Learn to organise your ideas
Learn to use microphone
Be aware of etiquette/protocol
Know the structure of a speech
Study & practice speech delivery techniques (see "Communication Power Tools" in this section)
Practice 'reading' an audience (to plan how to approach them)
Keep a file of quips, quotes, etc. to use as 'ad-libs'
Listen to and watch other speakers (T.V, Seminars and meetings) to pick up techniques.
Practice impromptu speaking regularly (at home, in the car, etc.)
Keep informed on many subjects, (in books, papers,conversation, T/V., radio)

IMPROMPTU SPEAKING WILL....

Help you learn to maintain your poise in spur of the moment situations.
Allow you to use/share your storehouse of information and experience
Instil self confidence, control nerves.

REMEMBER... Relax.

a)The audience usually knows less about the subject than you..

b)They will be sympathetic. (After all, it might be one of them who had to get up and speak.)

c) If they hadn't been interested to hear what you are saying, they wouldn't have asked/allowed you to speak.

POISE & CONFIDENCE

When asked the most common fear of speaking, people say "fear of crowds and fear of ridicule". We've all experienced the symptoms..... fast pulse, weak muscles, dry mouth, cold hands, sweaty hands, tight nerves and butterflies in the stomach. The bad news is that even experienced speakers never completely get over them. The good news is that, with practice and the proper 'tools', we can train the butterflies to fly in formation.

Of course, what you say is of utmost importance, but the message can be enhanced (or diminished) by how the audience hears it, what they see, and their perceptions of you. If the words were all that was needed, you could pass it around on paper, or mail it in. The power of the spoken word is the presence of the speaker.

We use our eyes, body, voice, expression, appearance, and humour to make our speech stronger, more interesting and more memorable. These are all skills that can be learned, and improved with practice.

Practice every day using the structure guidelines given in this chapter. If you hear a debate on the radio or TV, mentally plan how you would speak to the topic. Then give the speech, out loud, using the 'Power Tools" section.

Listen to other speakers. Watch how they handle different situations. Copy what works for you.

We feel and look most confident when we are in a comfortable situation. Practice speaking at every chance. Practice using a microphone. With repetition, these things become familiar.

Practice and familiarity breed poise and confidence!

BE FRIENDLY,
BE NATURAL,
BE ENTHUSIASTIC,
and SHARE YOURSELF WITH YOUR AUDIENCE!

STRUCTURE OF AN IMPROMPTU SPEECH

When we think of 'impromptu' we might assume that it is just 'off the top of your head', and therefore there is no structure to it. Although there is minimum preparation time, structure is still important....even if the speech is only three or four sentences.

If we just start rambling, the audience may miss the point and ignore the rest. To avoid this...we must have a strong opening statement. We call this...

"THE HOOK". To capture the attention of the audience immediately, your first words should make them sit up and listen. In an impromptu speech, one line or, maybe two, is sufficient. Here are some suggestions. Be sure they are appropriate to the subject.

...ask for a show of hands
...ask a question
...use an unusual or shocking statistic
...make a strong, startling or controversial statement
.. a relevant quote.
...a visual aid
...use humour...i.e.an ad-lib or one-liner

...make a strong, startling or controversial statement
.. a relevant quote.
...a visual aid
...use humour...i.e.an ad-lib or one-liner

Now that you have their attention, go on with...

"THE BODY". This is the bulk of the speech where you give the information, background, description, facts and figures, etc. Try to keep it precise and in some order. (ie: make points in chronological order or order of importance. In most cases, you make the point, then give the 'proof' (backup, argument, description, etc.) However, if each 'point' has a common proof, give all points then the common denominator. (ie: "Therefore.........").

Now , in one sentence or two, go to....

"THE CONCLUSION". This is your chance to leave a final thought with the audience. It may be an appeal or suggestion; (ie: "With these points I have made, I urge [or encourage] you to ....'), a final statement or argument; (ie: "I believe that I have proven ......"), or an overall conclusion: (ie: "This is the information I was asked to research"). Only when you have the actual speech can you determine the exact conclusion it needs. This sentence is the one that will be most remembered, so be sure it is powerful.

WAKE UP!!!
(Hook)

THIS IS MY STORY (Body)

REMEMBER THIS!
(Conclusion)

A BAKER'S DOZEN OF HINTS

1. ALWAYS STAND UP...Even in a small group or for a short statement. Your voice is stronger and clearer when standing. The audience will pay more attention if they can see you. You can see and 'read' them, [do they understand? do they have questions?, etc.] It shows you have the floor [prevents interruptions]

2. ALWAYS FACE THE AUDIENCE...If you are speaking from the floor, face as much of the audience as possible. It's best to speak from the front of the room.

3. USE MICROPHONE.....If there's a microphone available..use it. We have all heard a speaker who asks (in a loud voice) "Can you hear me?" We agree. Then he proceeds with his speech, slowly losing volume...and his audience. If the audience has to struggle to hear you, they'll probably quit listening.

4. ETIQUETTE....The Chairperson has given you permission to speak, whether verbally or by a nod of the head, so always start by recognising him/her, then turning to the audience and addressing them. NOTE: If someone has introduced you to speak, you start by thanking that person, then addressing the Chair and audience. If there is a head table and/or special guests, use this order...Thank introducer.. Recognise Chair, Head Table Guests, Special Guests, Audience.

5. SPEAK SLOWLY, CLEARLY & CONCISELY ....When we are nervous, we tend to speak quickly. The audience has to have time to assimilate what you are saying. Use short sentences: long wandering sentences often just lose the audience. (They have to remember from the beginning.) Don't wander off subject or get into unnecessary details. The audience has offered you this time and attention to make a point...make it! Use language that everyone will understand.

6. AVOID 'VERBAL' PUNCTUATION...We tend to use 'ahh', 'errr'. 'heh', etc. when we are nervous or thinking of what to say next. Train yourself just to pause. A moment of silence as you frame your thoughts is less irritating to the listener than meaningless sounds.

7. INFLECTION:...Be careful not to make your statements sound like questions. The inflection at the end of a sentence, when it is not really a question, indicates that you are unsure about your facts and about yourself. (You're not asking...you're telling.)

8. VISUAL AIDS...Although it is unusual to use visual aids in an impromptu speech, you may need to illustrate,chart, or make notes on a flip chart or blackboard. OR, you may have a chart, picture, diagram with you that you wish to share with the audience. Have the blackboard or flip chart positioned so that you do not need to turn your back completely to the audience. [If you are right handed, have the board/chart to your left. As you write on it, you can look over your right shoulder to the audience]. Write big, so that all can see. Vary colours to separate points, ideas, sections, etc. When using pictures, etc. be sure they are large enough for all to see. If not, pass them around.

[FOR MORE INFO on all forms of visual aids, see related material in Chapter 2.]

8. DON'T APOLOGISE:...Don't make 'apology' statements; (ie: "I'm not a very good speaker". or "I'm not really prepared"). Simply address the appropriate people...pause...then go directly to the 'hook'.

9. DON'T THANK THE AUDIENCE:...Thank only the introducer or chair at the beginning. Finish with your strong closing statement...pause while making eye contact one more time...then sit down.

10. REPEAT QUESTIONS:...If a question is asked from the floor, repeat it into the mike before answering. If the audience didn't hear the question, the answer will mean nothing to them.

-2-

11. BE HONEST:...If you don't know the answer to a question, admit it. You can (if you wish) offer to find out and get the information back, either to the meeting or to the individual. Remember to follow through on the offer, ASAP.

12. START STRONG:...If you were introduced, that person should have announced your title or topic. If you stand up 'cold' to speak, there is still no need to announce that, "I am going to speak about....". Your first two sentences will make the topic obvious so, as soon as you have addressed the assembly, go directly into your strong opening sentence.

13. DON'T LET THEM SEE YOU SWEAT....Of course you're nervous. Every speaker is. The difference between them and you is they don't let it show. remind yourself, "You are in control...you have the information they need...you are doing them a favour"

THE MICROPHONE

Fear of using a mike is easily overcome by becoming familiar with it. During the Communicate with Confidence Course, or during breaks, we urge you to handle it, test it, adjust it...become comfortable with it. Using a microphone improves your speech, because it allows you to be heard without straining your voice to an unnatural pitch and allows the audience to hear without straining their ears. It also ensures that the audience doesn't miss some key word or statement.

...Try to check the mike before you use it. If this is not feasible, watch the previous speakers and note how close they must hold it. Usually, 10 to 15 inches from your mouth is optimum. Test by asking if you can be heard.

...When testing the mike, don't blow into it, tap on it or whistle. This can damage the equipment. Simply speak a couple of words in your normal tone of voice. (After all, you are testing it to speak into, not blow into)

...Try to keep a constant distance from the mike while speaking. Leaning into or away will cause your volume to waver. Be careful not to move your hand around when using a hand-held mike. Don't leave the mike, or if necessary to do so, don't speak while you're away from it. (It's a good idea to say, "Excuse me for a moment while I.....".)

...If you are using notes, keep the mike slightly below your mouth, as it will pick up better as you look down.

...Be careful what you mutter...'Mike' is a blabber mouth!

...Use a natural tone of voice. However, don't hesitate to raise and lower the pitch of your voice, as you would without a mike. A monotone is boring.

...Don't wear 'noisy' jewellery (Bangle bracelets, for instance) or make irritating noises (rattle paper, tap fingers or pens) near the mike as it will pick these up.

...Feedback is caused by the mike pointing at the speaker. We all fear that high-pitched squeal. It seldom occurs in a stationary mike, but may happen if you are moving around. Simply turn the mike to point in a different direction. Try to locate the speaker and keep away from it. If all else fails, turn off the mike until the problem can be solved.

...Be aware that your voice will sound strange to you. Don't let it bother you. To be comfortable on a mike, try practising on a tape recorder...the recording will sound much like your voice over a microphone. Laughter can sound very strange over a mike so try to control and modulate your laughter.

...Sometimes, particularly in a large hall, you will find 'delay'. You will hear your voice over the speakers a second or two after you have said the word. Don't let this throw you. Try to ignore it and simply continue with the speech at your pace.

...There is a switch on the side of the mike. Be sure it is on when you are speaking, but you may want it off while moving or adjusting the mike stand.

...Mike etiquette suggests that when someone turns a microphone over to you they should adjust it for you before leaving. However, in case this isn't done, be aware of how to raise and lower it. Murphy's Law says that the person who last used it will be much taller or shorter than you.

Audience Involvement

How to get People Involved in your Presentation

handout by...
Alberta Agriculture

Introduction

Involving your audience will make your presentation. Participants may see your presentation as dull if you don't involve them. Your role is to facilitate learning - not to preach, teach or lecture. You can involve people by appealing to their senses, and by using style, content and group interaction. This can grab your audience's attention and get your message across.

Read on to find out what and how to do it.

Why involve an audience?

You can:

* share the success of your presentation with your audience
* grab your audience's attention
* help participants get involved with one another
* make participants feel more committed to learning because they feel included
* help individuals learn more when they're actively involved in their learning
* add variety and liveliness to your presentation
* stimulate personal growth and discovery for participants
* use the wealth of knowledge of the entire group

The presenter's role

the presenter creates a learning environment that encourages and enhances learning. It's up to you to design a presentation that achieves this objective within an atmosphere in which participants feel safe to respond and interact. Once you've set the stage, the audience will respond by becoming involved, even if they are only listening.

How to involve the audience

There are three main ways to involve your audience: through your interaction with them, your presentation style and the content of your message.

Your interaction with them

Be careful to interact with the **group** and not the **subject matter**. Watch that you talk to them and not to your material (notes, overheads and chalkboards). Let your audience know that you are there to lead and guide them and not to play the 'know-it-all'. You are there to plant the seeds of growth which they will experience. Sometimes learning is really relearning.

Get involved with your audience and get them involved with one another by using a variety of learning methods. Your message will be more effective if you use more than one technique.

Here are some techniques with possible applications:

* presentation techniques - short lectures, displays, demonstrations
* audience participation activities - question and answer period, buzz groups, audience role playing, games, case studies, structured experiences
* group discussion activities - case discussions (analysing a given case or situation), group centred discussions where the group is asked to offer examples
* skill-practice activities - an example is; if participants want to become better at communicating, you can involve them in an exercize that has them practising paraphrasing; in groups of two have the other partner paraphrase the situation
* As the saying goes;
  I hear, I forget
  I see, I remember
  I do, I understand

Presentation style

How you come across to the audience will affect group members' involvement. develop an effective presentation style by telling your audience at the beginning of your presentation how you want them to take part. asking for a show of hands to a number of questions gets participants involved too. Effective pauses, silence, body movement, stance, eye contact and visual aids encourage people to get involved.

Presentation content

The content of your speech is another way to involve your audience. Humour draws people to you. listeners open up to speakers who are enthusiastic, cheerful, positive, considerate and interested in their topic. Use a sense of humour to attract the group to what you say. Share personal anecdotes, exaggerate to make a point, say something witty, or poke fun at yourself to put your audience at ease.

Success tips

Keep these in mind:

* involving your audience takes planning time
* get to know the group participants
* learn their names and call them by their names
* arrive at least one half hour before the session and stick around afterwards
* appeal to their visual sense

Conclusion

Use a personal style that forms a closer relationship between you and your group. draw group members closer to you by using a sense of humour. Finally, interact with the group and get participants to work with one another. It's your responsibility to create an atmosphere in which participants feel they can take part. Your presentation will be more exciting the more you involve your audience.

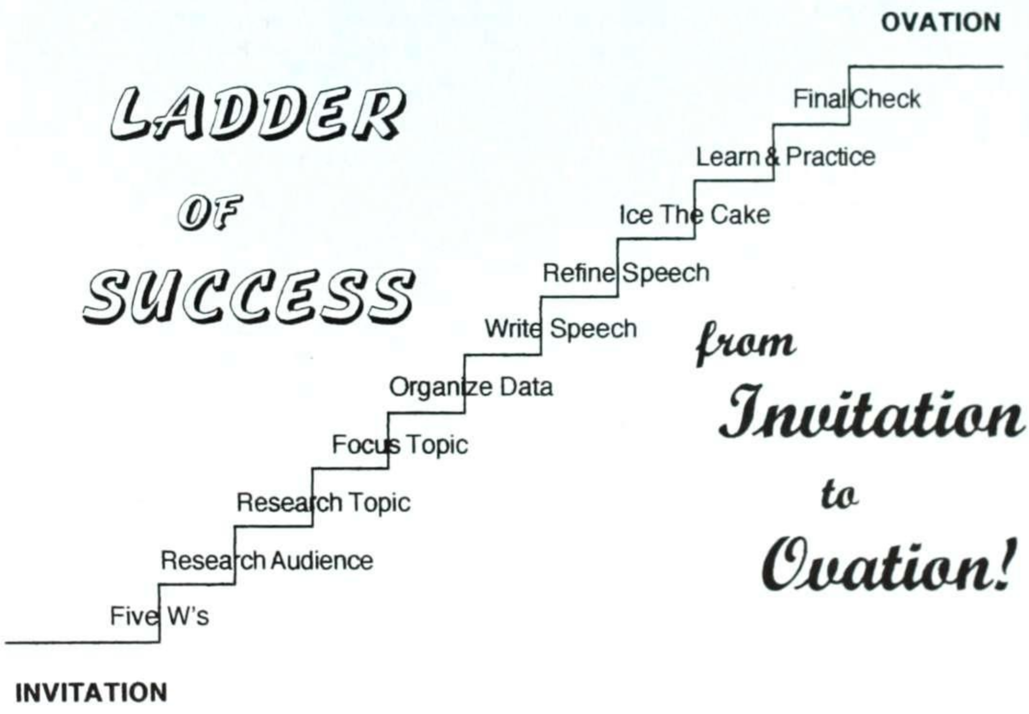
CHAPTER TWO

FROM INVITATION TO OVATION

So you've been asked to make a presentation....now what?

There are steps and time frames that will help you arrive on stage not only with a great speech but, prepared, confident and comfortable, with little chance of 'hidden surprises'.

To guide you on this journey, we have prepared this "Ladder of` Success".



Let's follow the steps.............

THE LADDER OF SUCCESS

Step One: The 5 W's

When you are originally contacted, you should ask the following questions.

- When do they wish you to speak?
- Where?
- To who?
- Why are they asking you?
- What do they want you to speak about?

AND..

- How long do they want you to speak?

The person who originally contacts you is your contact with the group you will be addressing. Be sure to get a name and phone number where he/she can be reached for further questions.

Step Two: Research Audience

To prepare a presentation that will meet the needs of the audience (make you a 'hit') you must first assess just what those needs are. What do they expect or want from your presentation?....Information?.. Entertainment?..Plan of Action? etc

Read **"Discover the Needs of Your Group"**, this chapter.

Why is this 'Needs Assessment' important to you?

- so your speech will be pertinent to the conference theme
- to determine types of humour, graphics, visual aids, handouts and language (technical?) that will be most effective and appropriate when speaking to them

What do you need to know?

- about their club/organization........ common goals, concerns & interests
- Reason for gathering...Social, Business, Convention, Training?
- Conference Theme...and copy of the agenda including who other speakers will be, their topics, and where you fit.
- What part you play..part of panel? dinner ? only speaker?

How do you find out?

- The contact person should be able to answer these questions
- Ask to be sent brochures about the organization and the conference (gathering) and agenda
- Ask them to send you a map (to find the location.)

ALSO, at this time......

Research the Facility.

...is there a mike?
...is there a stage?
...podium?
...equipment for visuals?

NOTE: This is a good time to prepare (if you don't already have it done) your personal information and send it to the contact. The group may need it for advertising, and your introducer will need it in advance of the occasion. [See information on **Preparing a Resume.** this chapter].

Step Three: Research Topic

It is important to start this research as early as possible. Use as many sources as possible; library, personal knowledge, interviews, etc. Be sure all sources are reliable. Be sure facts are TRUE and UP TO DATE. Unreliable facts will lose your credibility.

Do use your own knowledge. We know more than we realize about many things. If the original data is your own, then the speech will more easily evolve in your style. A great method of dredging up personal knowledge is called **'Mind mapping"** [this chapter.]

It is important to collect more than you'll ever need for the speech. The more background you know about this subject, even if not used in the speech, the more comfortable and confident you will be. If you ask for questions in the presentation, all this 'other' information will be valuable.However, do keep subject in mind; don't wander into other topics.

To prove or support your intended points, try to use specific examples, statistics, and actual quotes. Hard facts have more impact than weak insinuations. If you use quotes, give name or originator and quote precisely.

Giving the source of statistics is, usually, more effective.

Now, study all information until you feel knowledgeable about and comfortable with the whole subject.

Step Four: Focus Topic

The subject of a speech can be very general. For instance, if you were asked to speak on "Environment", you would have many topics within that general theme; saving it? using it? enjoying it? studying it? etc.

If you decided on "Saving the Environment", you would then need to decide what part of the environment; Water? Air? Soil? Forests? Wildlife? etc. Refined to "Wildlife" still leaves Animals, Fish, Birds....and then maybe to a specific species.

Even when you determine this specific, for instance "The Bald Eagle", you must still determine the actual focus you wish to address; an awareness speech on the threats to its' existence? a plea to the audience to help? information about individuals and organizations who are involved? (or maybe a combination of these).

Remember....The shorter the speech...the narrower you should refine the focus.

THERE ARE THREE BASIC "TYPES" OF SPEECH:

Informative (or Instructional),
Entertaining
Persuasive.

Now, go through all your research notes and set aside everything that does not bear directly on the focus you have chosen.

The audience research will help you determine the actual focus they want to have addressed. You may also be influenced by what you want to say about the subject...but not at the expense of their wishes.

Step Five: Organize Data

List the points you wish to make. Generally it is best to stick with one main point and up to four related ones. This is the basis to a clear concise statement in your speech. More 'cluttered' may be confusing.

Now, below each point, list all examples, statistics, quotes that will support or explain that point.

Roughly pencil in any visual aids that might help make a point or support your facts. (charts, illustrations, maps, etc,)

Step Six: Write the Speech

First make an outline.

Write down what overall message you want to convey.

Determine in what sequence you wish to place your points. There should be some 'order' in this...chronological, order of importance, etc.

Then decide how many 'supports' (verbal and visual) each will get. There should be a balance here, too...don't overload one and make another seem weak by comparison.

Refine outline.

Make sure that each point and it's supports relate DIRECTLY to the message you wish to leave with the audience.

If points are in order of importance, should they be from least to most important or the reverse of that. Try both to judge effectiveness. Sometimes the best point first grabs the audience, sometimes it is better to increase importance, therefore attention, as you go along. Chronological is usually best in normal sequence, but reverse has been used effectively in some cases.

Now check it one last time...Is this what you want to say? Is it what they want to hear?

Write the speech.

Following the guidelines, under **"Parts of Speech"** [this chapter], write the speech. (Double space to allow changes and refinements.)

Many speakers find it best to write the body first, then write the intro and conclusion to fit.

IDEAS: Decide what 'slant' you want.

Are you 'for' or 'against'. Sometimes you can play 'devil's advocate'...appearing to be 'for', then being strongly opposed in conclusion. In the 'Bald Eagle' speech, it might be effective to speak <u>as</u> the eagle. Think about different techniques....but be careful not to be too 'cute'. For more, see **"Learning Objectives"**, this chapter.

Step Seven: Refine Speech

To refine your speech, you must ask the following questions.

- is it clear?
- is it appropriate (to audience research)
- does the introduction capture interest?
- are the facts and examples varied? current? verified?
- do the facts and examples directly support the points?
- is the speech organized...does it flow in a natural sequence?
- does the conclusion achieve the purpose? (ie: does it indicate the reason for the speech?)

Refer to **"Review you Speech's Content"** this chapter.

Further Refinements:

As you go over this speech (out loud is best) you should be constantly fine tuning it. Ask yourself the following questions:

- are the words and sentences understandable and pronounceable? Don't make pronunciation 'traps' for yourself. To be readily understood, sentences in speeches should be shorter than written compositions. Long, compound sentences can lose the audience. Short, concise statements are more effective and memorable.
- do you believe in what you are saying? Can you be enthusiastic about it? Are you comfortable with your overall knowledge about this subject?
- is the language clear and simple? Will it be readily understood by the audience? If technical terms are used...define them. If abbreviations are used, give full name and indicate that the abbreviation will be used from now on.

Remember that you must <u>speak</u> this. Keep it in a speech manner that suits you. Complete sentences are not, always, necessary. Use slang only sparingly or for special effect.

<u>MOST IMPORTANT</u>...check the time. Don't try to cram more into it than time easily allows...you will have to speak so quickly that the audience will not absorb the message. If it is too long, throw out the least important point, or reduce the number of example/facts in each point, or combine two points.

When considering time, remember:

- the introduction will eat up a few minutes,
- protocol opening will take time
- the visuals you include will take time,
- will there be a question period?
- leave time for pauses (to change subject, to emphasize point....

Step Eight: Ice the Cake

- come up with a 'Hook'...that first line, quote, etc. that makes the audience sit up and 'snap to'. (See **"Hook"** this chapter.)
- prepare all your visual aids and insert them in the speech.See **"Visual Aids"**, and related info, this chapter.
- add touches of humour where [if] appropriate.
- decide on an "Icebreaker" or "Opener". In a short speech, the Hook may be sufficient if you use question, show of hands, etc.

See **"Icebreakers and Openers"** this chapter

- prepare an "Energizer" if presentation is more than an hour.

See **"Energizers"** this chapter.

- pencil in your 'protocol' (see Etiquette, chapter 1)
- prepare handouts. Be sure you make enough for each person!

It is good to have **handouts**, because:

- the audience can pay attention to you rather than write notes
- they have some reminder of your message to take with them.
- decide on a great exit line to leave the audience involved... and thinking.

REMEMBER: Leave them laughing...
Leave them crying...
Leave them shocked...
BUT don't leave them apathetic!!!!!

Step Nine: Learn & Practice

Practice....over and over and over and over! (and over again).

- use mirror, tape recorder, video camera, family, friends

- check for time...stay in limits...refine or shave if necessary. Leave time for questions.

- learn smooth handling of machines, notes, visuals, etc.

- keep refining as you practice. If something doesn't 'flow' or if you stumble ...change it.

- make good notes on cards and practice with them.

Keep reducing notes. When you know your speech sufficiently, you should only require 'key' words on notes.

NOTE: Number your note cards!!! If you drop them (and it happens) they can be quickly regrouped if numbered.

NOTE: If you have allowed time for questions, have a 'filler' bit of information in case no questions are asked. See **"Questions"** this chapter.

NOTE: Keep a short conclusion (including your dynamite closing line) till after the questions. The last thing you do is to give that 'line'...look at the audience...smile...step down. (but stay near podium until you are thanked). If a gift is presented (not cash), say thanks and open it to show audience.

Step Ten: Final Checks

Two or three days before the engagement, if you have not been contacted (to confirm) you should call them.

- confirm time, location, etc.

- confirm that equipment you will need is available (overhead projector, flipchart, slide projector, podium, etc.)

- ask for info on venue... name of person who will introduce you....is there a head table?...names of dignitaries and special guests.

The day before: Pack your briefcase.

- the speech (notes)
- your visuals
- overhead transparency pens (if needed)
- flipchart markers (if needed)
- handouts

Prepare clothing, remembering the guidelines in **"Dress & Appearance"**, chapter 1.

Go early

- Have time to get rid of your coat, freshen up, etc.

- Reconfirm (with 'greeter'), the name of your introducer. Have special guests and dignitaries pointed out and identified to you Pencil names on your notes so you won't forget. Double check pronunciation of all names.

- Case the facilities...where is the podium? how do you get on the stage? Is the equipment there? Is it in convenient positions? If you will need lights turned on and off, ask greeter to arrange this. Watch speaker with the mike...how far from face seems most effective? (all are somewhat different). Is there water? (ask for some to be placed in podium area if you wish it).

- Does the audience look tired, bored? If so it might be an idea to start with a short energizer (ie get up and 'shake out the cobwebs'). NOTE...after 'protocol' but before 'Hook'.

-Sit close to stage to be quickly available when introduced.

You're on!!! using **"Power Tools"** (chapter 1) .....knock their socks off!

PREPARING YOUR RESUME

A speaker is introduced to the audience to promote friendly rapport with the group and explain why the speaker has been asked to speak on this subject (and qualifications) When well done, it really paves the way for the speaker. Audience involvement is a powerful tool and a good introduction does that. If feel they 'know' you they're more receptive to what you will say.

The introducer will need your resume, preferably in advance. [Beware of introducers who are going to 'wing it': it's better if you have control over what they might say.] The organizers of the program may also need your information to use in advertising. Below is an outline of what should appear. (Type it for clarity)

Your Name:
and title... (Doctor, Reverend, Program Director, PTA President........etc,

Occupation:
(volunteer or paid) especially as related to subject of the speech

Related Experience:
volunteer work in that field, extra duties, committee involvement, training, studies, degrees, etc.

Brief Personal Info:
Occupation, if not related to subject
Other volunteer work
Family
Where you live (particularly if you are from out of town)

History
if it might interest this group...
ie: they are all immigrants and so are you;
they have ties to another province..you grew up there;
they are managers of a grocery chain where you used to be a bagboy;
they belong to the Italian Club...your grandmother was Italian;
Lions Club?...your father belonged, or your family was helped by Lions;

(NOTE: If you have this kind of info about the audience, you may include your connection in your resume OR you may choose to use it as 'Audience Involvement' or 'Humour' in your presentation. Don't use it both ways.

Title of Speech
The title is more dynamic than just the subject.

Some speakers keep a full resume (qualifications on all subjects the present). It is still best if you 'tool' your resume to this one particular event/presentation.

The Hook

Capture the attention of your audience immediately. Your first words should make them sit up and take notice. This is called 'The Hook' and is a very effective tool. Be sure, however, that it is appropriate to the subject of the speech. In an impromptu speech, try to think of a 'hook' as the opening line.

Suggestion	Your idea
1. Tell a related anecdote or story	______________________
2. Ask for a show of hands	______________________
3. Ask a question	______________________
4. Use an unusual or shocking statistic	______________________
5. Make a promise	______________________
6. Make a startling or controversial statement	______________________
7. Use a relevant quote	______________________
8. Use a visual aid	______________________
9. A 'mystery' introduction of your topic	______________________
10. Get them laughing...a related joke	______________________
..a planned 'ad lib'	______________________
..visual humour	______________________

Now you have them hooked........

Your speech should reel them in......

AND...your conclusion should land them in your boat!

Review Your Speech's Content

	Question	I did this well	Needs Improvement
1.	The purpose of my speech is clear and appropriate.	______	______
2.	My topic is suitable for the audience and the situation	______	______
3.	My introduction made the audience want to listen	______	______
4.	I used many different and up to date sources (including myself) for my information	______	______
5.	I developed my main points in a logical way so people could understand (and remember).	______	______
6.	My facts are accurate and support my points.	______	______
7.	My material is organized (intro- body - conclusion)	______	______
8.	I have shown the audience how the topic may affect them	______	______
9.	I achieved the specific purpose of my speech (made the point and left a message)	______	______
10.	My humour, visuals, openers all relate well to the topic, are appropriate to the venue, and I can operate them smoothly.	______	______
11.	My vocabulary is understandable to all. (technical terms, slang, abbreviations, etc.)	______	______
12.	I feel (and appear) confident and comfortable with the composition, grammar and overall subject.	______	______
13.	My 'Hook' and concluding statement are dynamic	______	______

Mind mapping

An effective tool, at the very beginning of a speech plan, is called Mind Mapping. Known by many other names, it is simply a way of, 1) dredging up everything you know about a subject (sometimes you sub-consciously know more than you thought you did). ie: observations, facts, questions, thoughts about.... and, 2) helping you to focus on topic, determine what message you want to convey, organize facts, and discover in what area you need more information.

Take a blank sheet of paper....place the name of the subject on it.....now, scribble down every single thing that enters your mind. Don't worry about neatness, penmanship, spelling, sentences, or even if it matters. Just let the subconscious part of your brain take over.

After you have completely run out of things to note, take coloured hi-liters and group related words, thoughts, questions and points. NOTE: You may find that the original 'subject' was too general on which to focus a speech. If so, take one topic word from the most interesting 'group', and mind map it..... as often as needed to develop a focused outline.

Eventually, you will see it taking shape...you will have a topic and related groups of points.

Now you can come up with a speech plan. You know what you want to talk about. You can decide on the points you wish to discuss and you know what further information you need to research.

Parts of a Speech

DO!		REMEMBER!!
	INTRODUCTION:	
Tell them what you're going to say! - what you'll prove/convince them of - general overview - make them want to listen.		Don't introduce any points here. - Just speak to general theme and indicate you will expand on it.
	BODY:	
Say it! - Introduce points in sequence. - Support points.		Body should be 2/3 of the speech. - Offer points & supporting data - Be sure each point relates directly to topic
	CONCLUSION:	
Summarize! - Remind them what you said - Leave your message!		Never introduce new points in conclusion You may repeat points (for effect) if you wish.. Be sure to summarize (wrap it up) Make it clear what your purpose was in presenting the speech. After all, this was the whole reason for all this work, so be sure it is 'heard.' Never thank the audience for listening to you.

Learning Objectives

this handout by...
Alberta Agriculture

What do you want in the end? This is a logical place to start planning a presentation. Writing clear learning objectives which state your intended outcome or results will help you work out where you're going. The more you use learning objectives the easier they are to write and the more you benefit in planning. Objectives become your detailed travel itinerary for programs of any length. Contrary to popular belief, writing learning objectives is a skill anyone can develop. To discover the what, why and how of learning objectives, read on!

What are learning objectives?

* sometimes called educational or instructional objectives
* describes what learners will know, feel or do differently at end of presentation
* action oriented
* lets people know what is to happen
* useful to presenters who care about the learners
* describes observable behaviour where possible

Why should you state them?

* assist you in planning your presentation
* help you decide a logical sequence for your presentation
* give clues to choice of techniques: for example, lecture or demonstration
* indicate the amount of time you'll need
* guide your evaluation of learner progress and instructor effectiveness

How do you state learning objectives?

Start by asking what you want the learners to know, do or feel differently as a result of your presentation. With this fact sheet, for example, we intend to assist people to write objectives. people need the ability to write descriptions of observable behaviour, to identify parts of an objective and to list reasons for writing objectives.

Intended outcome

learning objectives are action oriented. Consider the words you use to describe an action.

action words	non-descriptive words
to name	to be aware of
to write	to understand
to identify	to feel
to compare	to know
to list	to appreciate

Acceptable performance

Once you decide what participants will be able to do, consider how well they should do it. You can define the acceptable level of performance in several ways, for example, percentage of correct answers, frequency of doing something, or number of times learners do it within a set time.

Conditions

Under what conditions do you expect learners to display the intended behaviour? Ask yourself, what aids will you allow learners to use, or not use? Examples include:

Given a list of.....

Given a standard set of tools.....

Without the aid of references....

Putting it together

Once you have all three elements, you've written your learning objective. Two examples are:

* Given a list of bank transactions, participants will identify debits and credits with 80 percent accuracy.

* Using resource materials, participants will write an agenda which contains a minimum of three elements within ten minutes.

A common problem

Broad objectives are often listed as learning objectives, for example, to make people more farm safety conscious or to appreciate the benefits of farm record keeping. As learning objectives, these lack the specifics that make them useful in planning a presentation and measuring results.You can break these down, however to more specific objectives. Ask yourself how people will achieve them.

Example: How will people become farm safety conscious? They'll be able to:
* identify dangerous situations on the farm
* purchase clothing for protection from pesticides
* compare methods of repairing machinery

Summary

Learning objectives become easier to write with practice. Soon you'll find they're your best friend in planning a presentation.

QUESTIONS, PLEASE!

this handout by...
Alberta Agriculture

Introduction

The question period of your presentation is a valuable part of the learning process. You can make it lively and stimulating for the audience and yourself. Schedule it at the start, in the middle, or throughout the presentation. It may be formal or informal. Either you or the participants can ask the questions.

Questions offer a chance to:

* invite participation and two-way communication
* correct misunderstandings or misconceptions
* learn of knowledge gaps that need attention
* learn of possible resistance to learning
* check that your material met objectives
* discuss and apply new learning
* make a summary
* provide opinions

Life's good times usually result from careful planning and effort. So it is with a question and answer period. Many adults have inhibitions about asking or being asked a question. Be aware of these fears in yourself and your participants.

My fear of asking questions:

* I don't ask questions of strangers
* I don't ask questions that challenge an authority
* I don't want to ask a stupid question
* I can't put my questions into words
* I don't want to be embarrassed

My fear of being asked may hide the thoughts:

* I'll sound ignorant if I answer incorrectly
* I may not know the answer
* I can't organize my thoughts quickly enough to answer
* I resent people who waste time by asking questions

Answering questions

* Show people that you want questions by leaving enough time. Better yet, ask for questions throughout your presentation.
* Give participants three by five inch index cards to help them formulate questions. You can collect these for answering.
* Ask small groups to generate questions.
* Listen to the intention and content of the question. What is the subject? With what feelings or emotion is it expressed?
* Worthwhile questions provoke thought; encouraging participants to evaluate, compare and apply your information.
* If you're unsure of the question, clarify without being defensive.
* Probe to encourage the questioner to expand or clarify.
* If it's possible that everyone in the audience did not hear the question, repeat it over the mike before answering. (Also gives you time to think)
* Answer completely, accurately and to the point. Check that the questioner is satisfied by the answer.
* When possible, respond to a questioner by name.
* Positive comments like, "I'm glad you asked that," encourage more questions.
* You don't have to answer every question yourself. You can toss it back to the group.
* Treat irrelevant questions graciously by inviting the questioner to see you at break because everyone might not be interested in that topic.
* If you can't answer a question, admit it. Offer to get the answer later. Don't forget.
* relate a question to your audiences point of reference and background.
* Try to get questions from as many different participants as possible.

Avoid

* being unresponsive even if someone asks too many questions.
* ridiculing a question or the person who asked. (Even if it is a stupid question)
* diverting the question; try to answer now instead of saying, "I'll get to that later". If you must divert, list them on a flipchart so they will be addressed, for sure.
* getting off on a personal tangent
* treating a question as if you'd already answered. If it had been clearly answered, they wouldn't ask.

Asking questions:

* By asking questions, you serve as role model for participants to ask questions in return.
* Plan where in the presentation you will use questions. Plan questions into your speech content.
* Pause after asking to allow participants to think and respond.
* Clarify early as to where in the presentation you will accept questions.
* Keep questions short & clear.
* after answering, ask the group, "Can anyone add to that?"
* Pose a question first to the group, then to an individual. Always ask if he/she would like to respond and be gracious if they decline.

Avoid

* questions that only ask for yes or no answer.
* questions that simply tax their memory banks.
* answering your own question before the audience has a chance.
* asking, 'cross examination' questions.
* interrupting a person in the middle of an answer.
* suggesting the answer is wrong. (A question with a definite right or wrong answer is a poor choice.)

Summary

Your question and answer period gives you an excellent source of information. You can find out what group members think and how well you've met your objectives. Questions get participants actively involved and reinforce learning. A well-handled question and answer period can give variety to your presentation.

Icebreakers And Openers

Introduction

To get and keep an audience's attention, you must give people some active involvement within the first 20 minutes of your program. Icebreakers and openers encourage group involvement. As a presenter, you're responsible for creating a positive atmosphere that encourages people to participate. Icebreakers and openers do this by relaxing the audience and preparing them to participate.

Icebreakers are unrelated to your subject matter. Their purpose is to help people get to know each other. Use them if it is important for participants to get to talk to each other.

Openers are more content oriented. They may act as part of your introduction to the subject matter, and help focus audience attention. They may also help give you a better idea of audience concerns.

Benefits

- set the climate, tone and pace of program
- help put you at ease as you get to know people in the group and as they accept some responsibility for program success
- allow participants to become acquainted, not just to hear each other's names
- involve shy people
- relax the group and make people more spontaneous
- achieve instant involvement
- help build group identity and cohesiveness
- help energize the group
- focus audience attention on the here and now.
- develop your credibility as a learning facilitator, not a lecturer
- help people fulfil social needs of learning

Choosing and using icebreakers and openers

- Choose an activity appropriate to people's knowledge of each other, and their sense of adventure.
- Decide how long to spend, consider your total program length.
- Search your objectives for clues to how much interaction you need for each topic.
- Choose an exercise you can explain quickly and easily. Many adults are nervous about interacting with strangers in an educational setting. Their private thoughts may block learning.
- Give written instructions along with a verbal description, if possible. Consider openers and icebreakers with an element of competition to motivate the group. "First to the coffee" could be the prize.
- Gain group support for an activity by inviting people to participate. Be honest about why you feel the activity is important. Say about an icebreaker, for example, "I'd like to take a little time to get to know you and allow you to get to know each other. "For an opener say something like "This is a big topic and I want to be sure I'm spending my time in your areas of interest.

Use the following chart for evaluating an icebreaker or opener.

Element	Low	Moderate	High
1. time required			
2. threat potential			
3. possible group dissatisfaction			
4. novelty			
5. fun and excitement			
6. creativity			

Forming groups

- People tend not to feel threatened about an activity if they work as part of a group.
- Consider how you'll form groups:
  - You can number people off and ask all the "ones," "twos" and so on to form groups.
  - You can hand people color coded papers or pictures as they come in, then ask them to regroup by color.
  - You can ask people to select their own groups. This method has both pros and cons. It can make adults more comfortable but it usually takes more time.

Examples of Icebreakers

Round table introduction In this popular opener, people introduce themselves by name and offer information such as their occupation, type of farm and family size. This works well with groups of 12 people or fewer. If most of the people are not at ease with public speaking, private thoughts such as "What will I say?" may reduce the icebreaker's effectiveness.

Interview pairs Ask people to form pairs and interview each other for five minutes. Each person then introduces his or her partner to the whole group, if it's a moderate size. In a large group, they can join another pair and make their introductions in quartets.

Puzzles Word and picture puzzles are both excellent for groups.

word puzzle A farmer dies and leaves his three children a herd of 17 cows with instructions that the oldest is to get half, the middle one a third, and the youngest a ninth. The children can't come up with a solution! They ask the help of a wise old woman on a mountain top. She says, "Come back in 17 days and I'll have a solution for you." How does the old woman solve the problem? If after a few minutes no group has a solution offer this hint: "To help solve the problem the old woman lends the children one of her cows."

answer Eighteen cows divide easily to fulfil the father's request. Nine (half) go to the oldest; six (a third) to the middle one; and two (a ninth) to the youngest. Nine and six and two add up to 17, so the children can then return the borrowed cow.

Know your sign Post signs around the room bearing opposite personality traits: adventuresome, cautious, theatrical, practical, industrious, fun-loving. Have participants choose a sign they identify with, then discuss their reasons with others who chose the same sign. **Note:** If some people are alone in choosing a sign, they can elect to join another group with more members.

Scavenger hunt lists Provide each participant with a list of 15 to 20 things or questions. Give them five to 10 minutes to locate people whose experience represents each category. Try scavenger hunt lists based on: popular hobbies (gardening, golfing, gourmet cooking); preferences (city, soup, TV program); travel (I've been to Calgary, Vancouver, England); general information (I have three children, raise chickens, have a birthday in March).

Four facts Put people into groups. Have each person write down four "facts" that are not obvious about himself or herself. Three should be true and one false. Ask each person to guess which statement is untrue of each other group member, and why. Keep the answers secret for now! Then each person in turn reveals the untrue "fact" to his or her group, and why. Participants learn about each other, and also get a subtle lesson about preconceptions.

Preferences

Pass out a worksheet listing categories of preferences: favorite food, color, movie actor, sport or world city (see appendix). After participants write an answer in each blank, ask them to share their preferences with another person or small group. Repeat the sharing process if time permits.

Examples of openers

Goal setting In small groups participants suggest their goals for the session. List these on a flipchart and post them for the total group. Refer to the goals throughout the program.

Goal analysis This offers an alternative to goal setting. Mark each goal as R for realistic or U for unattainable. During the course, provide ideas for followup to achieve unattainable goals. Also, let people know when they've achieved their realistic goals.

Start with a game A topic related game is effective to get the group thinking about concepts. It may start lively discussion, which helps set a group atmosphere. This method also give people a common base of experience.

My personal shield Ask participants to draw a shield divided into six boxes, then answer these questions:

1. the best time I ever had
2. my greatest accomplishment
3. my most prized possession
4. what I would do if I had one year to live
5. the two descriptive words I would most want on my tombstone
6. the two descriptive words I would least want on my tombstone

Participants then stand and form pairs to discuss their shields for about five minutes. Repeat this with new partners if time permits.

Important values To stimulate "instant interaction" give participants a list of 10 values, for example:

- satisfying family life
- job success
- fun, excitement, adventure
- satisfying friendships
- personal growth
- being a good neighbor
- financial achievement
- community contribution
- health
- professional achievement

Give participants five minutes alone to drop three values. Then have them meet in small groups for 10 minutes to agree on the seven most significant values. **Note:** Expect some groups to have difficulty agreeing. The opener's importance is that people get to know each other below the surface.

Discover the Needs of your Group

this handout by...
Alberta Agriculture

Introduction

Every person in an audience is tuned to radio station WII-FM - "What's in it for me?" This means speakers must tune into their audience's needs. Successful presenters always prepare their message with audience needs in mind.

Doing a needs assessment is a continuous process. people have different needs at different times in different situations. How in-depth your presentation is (one hour versus one day) will determine whether you will conduct a simple or thorough needs assessment. You'll also need to consider when to do a needs assessment.

People who ask you to be a guest speaker are often not clear about what they want you to do. This is one reason for doing a needs assessment. It's important to start finding out the needs and interests of your audience as soon as you agree to do a presentation. Find out the group's needs and learning characteristics. It is up to you, the presenter, to take the initiative in doing a needs assessment. The sponsoring agency, however, shares the responsibility for the success of your presentation. This starts the shared process.

If people feel that you're meeting their needs they're usually better motivated to learn. Get started and stop spinning your wheels; learn about your audience's present status so you'll know what you want to achieve. learn to design teaching activities related to their needs. Don't forget that you, as a speaker, have the most to lose by not meeting the needs of your group.

What is a need?

A need is a gap that exists between "what is" and "what ought to be". It's important to look at needs from the audience's perspective - not the presenter's. Where they think they "ought to be" may be different from where you think they "ought to be".

Why a needs assessment?

For the presenter, a needs assessment:

* helps you find the group's level of understanding
* points out what issues are of concern
* helps you to focus on participants' needs
* lets you check out your own views and those of the group
* allows you to use your time more effectively in planning and with the group during your presentation.
* enhances your credibility and that of your department because it demonstrates that you care.
* keeps people coming back
* increases your satisfaction

For the audience, a needs assessment:

* makes the presentation a personal learning experience
* gives shared responsibility for their learning
* encourages them to watch for personal concerns and interests to be discussed
* helps them assess what they have learned
* helps people to be clear on the learning possibilities
* shows the presenter cares about the audience.

What do you need to know?

Consider the following questions when you do a needs assessment. Sometimes you may not know who will attend. A sample of participants likely to attend can answer these questions.

* how large is the group?
* is this group made up of men, women or both?
* what is the age range of the group?
* did the participants come voluntarily or because "they had to"?
* why are the participants interested in attending your presentation?
* what are the participants learning needs and interests?

* what are the attitudes, beliefs, and values of the participants?
* what do the participants expect from the presentation?
* how well do they know each other?
* is there a fee or is it free?

How to do a needs assessment

A needs assessment helps you find out the needs of your group. Collect information about the group before or during your presentation. Conducting a needs assessment beforehand helps you establish your audience's level of understanding. You might want to do a needs assessment during your time together to find out how your presentation is working for the group. A needs assessment after your presentation helps you to see how it went for both you and your group.

Key individuals, community groups, public sources like television, radio and newspaper, and organizational records are good sources of information on your group. You can tap these sources in several ways. The ideal way to find out a group's needs is to talk to each member. This would give you the most accurate information to focus on the needs of each participant. But in most cases this isn't possible. Let's look at some alternate ways to collect information:

Interviewing key individuals
- talking in person or by telephone to some participants, co-ordinators, community leaders, and executives.

Group interview
- talking with a group of three to six participants: may also include conference calls

Questionnaire
- mailing out questions to a sample of the group or to the entire group

Brainstorming
- verbalising as many needs or new program ideas within a given period of time; the group then evaluates the ideas and picks the most important ones

Focus group
- choosing a select group of eight to twelve individuals from different populations, meeting with a moderator to discuss and give feedback on specific subjects.

Observations
- watching what's going on with participants and the community they live in.

Evaluations
- assessing earlier presentations' the success and/or failure of a presentation provides important information.

This information tells you

Analyse the information you've collected to determine the group's needs. You need to review, classify, interpret, and evaluate the information. Look for gaps between "what is", and "what ought to be".The size of the gap will determine the importance of the need. Look for gaps by:
* using scales from one to five, for example, one being poor and five being excellent, that show how participants feel about information in your presentation
* having participants tell you how important a skill. attitude or need is relative to their skills attitudes and needs
* asking the group to reach consensus on an issue, or rank its importance or state group needs.

Once you have done this you can decide what activities will best satisfy the participants' needs.

Common pit falls in deciding participant needs

You can sidestep pitfalls when you conduct a needs assessment.

Avoid:
* hearing only what you want to hear
* using only one information-collecting technique to determine your group's needs; use several methods to get the best representative sample
* identifying and deciding on the presentation's content by yourself; several people [participants, the sponsoring agency, key community members] should have a say in deciding the group's needs and the content of your presentation.
* making hasty decisions on group needs because you're out of time

Summary

Tap several sources for information about the needs of your group. Collect information using different methods. Analyze what information you have come up with. locate the gap.
It's up to you to initiate the needs assessment, but other individuals like specialists, sponsoring agencies and group leaders share the responsibility. Your presentation will be a hit if you care enough to find out your group"s needs.

ENERGIZERS

this handout by...
Alberta Agriculture

Introduction

"I'm thinking so hard my brain hurts!"

Many participants may be thinking this during your presentation. As soon as they have this thought, people often simply stop listening. Outward symptoms of this problem include wiggling in chairs, drooping eyelids, stifled yawns, excessive doodling or outright snoring. The cure is an energizer!

Every group needs energizing. Create energy by changing pace, introducing a novel idea or by providing a controlled break. Energizers provide a change in pace to give our minds a break from absorbing information.

Hints for Use

* Keep a supply of ideas on hand. Energizers should be seven minutes or shorter.
* Choose an activity that seems suitable for the group.
* After the energizer, you'll need to bring the group back on task. This offers you a chance to insert a mid-point summary of the topic. Recap your main points. many people may have missed points just before the energizer; spend a bit more time on these. Your goal, when you return to your content, is to get everyone starting at the same point.
* Practice giving energizer directions to others. They should be short, to the point and easy to follow.

Samples

Fantasy games

Legalized daydreaming is one description of fantasy games. Participants close their eyes and the instructor helps them dream a fantasy : my dream trip, how I'd spend a million dollars, or a walk through the mountains. In a soft voice, encourage people to visualize and experience the sights, sounds, emotions, textures and smells of the fantasy. Fantasy games demand preplanning and willing, adventurous and creative participants.

Isometric exercizes

These exercizes consist of muscle contractions made by exerting steady pressure. They require little space, and people don't sweat while doing isometrics. Background music is a good addition to energizing exercizes. As a leader, you should demonstrate and do exercizes along with the group. Several books are available on isometric exercizes. here are a few samples to get you started. You can do each either standing or sitting, unless otherwise stated.

-mirror circle- Partners exert equal resistance palm against palm; raise hands above head with a circular movement, then out to sides and back to starting position in one smooth continuous movement.

-head clasp-Clasp hands across back of head; press back and press hands forward.

-chair shrug- Sit straight on chair, grip chair seat sides; keep feet flat on floor, knees slightly apart and body straight; take a deep breath and try to shrug shoulders.

-muscle retraction- Standing, exhale fully, draw back abdominal wall, contract buttocks; hold five to six seconds; release, breathe and repeat.

-table press- Place hands on top of table and press down, or place hands under table and press up.

Simon says

This child's game can be fun and an exciting energizer. Most people are familiar with the game so keep explanation short and simple. As an energizer, you're not trying to eliminate people, but to keep everyone involved. Rules...Participants must do only what 'Simon' says.

Choose from two possible formats.

*You're leader. If someone is caught not doing as Simon says or doing an order not proceeded by the words, "Simon says," they move to the back of the room.

*Divide participants into two groups facing each other. Each selects a captain who gives orders for 30 seconds of each round. As a leader, you keep track of the number of people caught, to determine the winning team.

Relaxation exercize

This quiet sitting energizer is useful during an intense presentation. You may also hear it called a stress reduction exercize. It is similar to a fantasy game but less threatening. Participants close eyes and concentrate on tensing and relaxing exercizes. You can verbally lead the exercize or use a pre-taped program. You might say, "Tense your feet by curling your toes (allow people to hold this for a couple seconds). Now relax your feet. tense your leg muscles; relax them...." Go on through stomach, arms, chest, neck, shoulders and face. Allow participants to hold final relaxed position quietly for 30 to 60 seconds. Then instruct them to slowly open their eyes. This exercise is best followed by a coffee break.

Imagination sports

Divide your group into teams and have them play an imaginary game of volleyball, ping pong, golf (or another active sport). Have some laughs with this.

Aerobic exercise

These are good energizers because they get the blood flowing and rejuvenate participants. Use them with care, though. Consider...

* your knowledge of safe fitness procedures
* participants' varying fitness levels
* participants' clothing
* available space
* your ability to lead exercizes.

Cups

Divide participants into groups of at least four. Ask each group to form a circle, standing close to each other and facing inward. Give each group a styrofoam cup with the bottom punched out. Their task is to toss the cup from one person to another without letting it drop to the floor. You can add variety by having people toss the cup counter-clockwise with one hand behind their backs.

Massage

Ask the group to form a circle, standing shoulder to shoulder and facing inward. Have the group turn to the right. Each person puts his or her hands on the shoulders of the person in front and massages the shoulders. They can also massage necks, scratch backs and pat shoulders. have the group turn in the other direction and repeat the procedure. Use this energizer only after the participants have gotten to know each other.

Summary

There is no 'right' place to have an energizer in your presentation or workshop. be aware of your group. Ask people if they need a break, or be sensitive to their energy level. As a presenter or group leader you can control the energizers. A coffee break is an uncontrolled energizer. Make sure you plan a variety of breaks.

Appropriate Use of Humour in a Presentation

this handout by.... Alberta Agriculture

Introduction

"A little levity will save many a speech from sinking", English poet Samuel Butler once said. Humour can make the difference between an average and an outstanding presentation. Laughter is the enthusiasm valve that helps establish and maintain a good relationship between you and your group.

Humour can lighten serious messages, thus making them more effective. People learn better when they relax, and humour relaxes them. Laughter can work for you: getting your audience to laugh benefits both you and them.

What is Humour?

Humour can be funniness in the form of:

* anecdotes from personal experience and others' stories
* poetry
* puns and other word play
* limericks
* funny quotations
* telling striking dramatic statistics
* gestures
* vocal variations
* smiling

Why Use Humour?

Participants come to your presentation to learn. If they enjoy the learning, they will be motivated to learn. It's useful at the beginning of a presentation to break down barriers between you and your audience, making your work easier. But, humour also has several purposes in the body of a presentation to:

* make a point and focus your purpose
* let the group see your human side, making it easier for them to relate to you
* help pace and lighten your presentation
* let you present in a relaxed, natural manner
* increase participant listening and attention span, which in turn increase the participants' comfort level.
* enhances self-confidence of the participants
* build empathy among people
* make it easier to get the group talking

Humour puts people in a good mood, making your presentation go more smoothly. It helps prepare the audience for your message.

Tips for using Humour

Several techniques help to introduce humour more successfully and put your audience at ease:

* set up a display board filled with cartoons, amusing photos, or silly quotations related to the theme of your presentation
* share a personal anecdote or funny example related to the subject of your presentation; for example, if your presentation is intended to improve participant communication, tell a story to illustrate the result of poor communication.
* ask participants to share funny experiences
* use humorous exercises to help participants develop skills or learn new information; for example, if the group wants to focus on setting goals have them write their objectives on toilet paper.
* exaggerate to make a point
* poke fun at yourself or some ridiculous occurrence; laugh with them, not at them
* identify yourself with the audience while introducing your subject; for example if your subject is about dealing with teenagers, tell them about your experiences with your 14-year-old
* Say something witty and appropriate that lets your audience know that you're not a stuffed shirt
* stay 'light' when you mess up

Humour can be tricky, so keep these points in mind:

* use humour as an aid to help build a point
* use humour with good judgment and good taste - don't use humour that might offend your audience; for example, avoid making racist or sexist remarks or using foul language.
* be warm and gentle, always reflecting respect for others

- fit your humour to your audience
- choose material that suits your ability to deliver humour, your style and your personality
- know your joke well: say the punch line clearly and distinctly, and watch your timing - not too fast, not too slow
- remember that people are funny: pick out one or two in your audience and use them if you can (with their permission)

Sources of humour

Examine day-to-day experiences in your life or others' lives for stories to tell. You may also want to read periodicals like Reader's Digest that feature good humour. Books that supply jokes, anecdotes and quotations can also offer fresh ideas.

There are many books in the library to help you get started.

Conclusion

Humour can grab and hold your audience's attention. It can also help you get your message across. By helping your audience realize the benefits of incorporating more humour and laughter into their lives you help extend their learning into their personal lives. Knowing why humour is important, how to introduce it, and when it is more appropriate will improve any presentation. Using humour effectively helps to bridge the gap between you and your audience. Harold Toss, the founder of the New Yorker, once said, "If you can't be funny, be interesting."

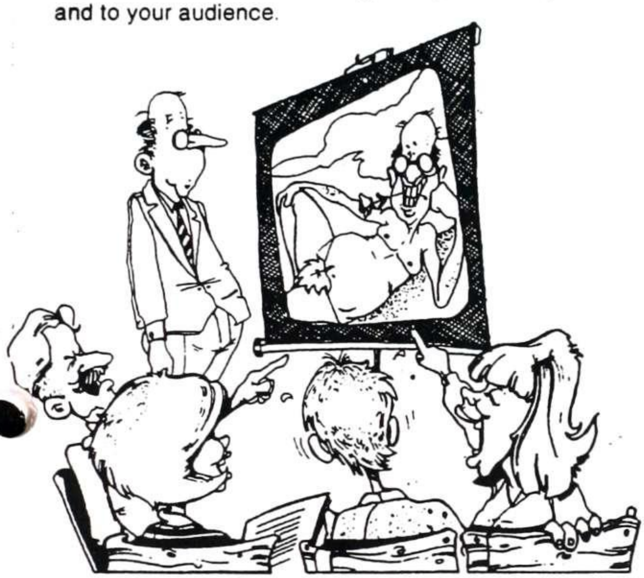
Visual Aids

Introduction

Visual aids help people retain information, research shows. Their effectiveness is related to their quality and suitability to content. Visual aids support oral presentation. They may take the form of overheads, flipcharts, models, films, slides or videotapes. You can often keep direct control of production.

Why bother?

Visual aids offer advantages to you as a speaker and to your audience.



"A Picture Is Worth A Thousand Words"

Advantages to you

- reinforce and help achieve objectives.
- simplify a complicated explanation.
- share the stage, so eyes are not always on you (may reduce nervousness).
- can become a transition from one topic to another.

Advantages to your audience

- offer variety and interest.
- reinforce the message.
- increase retention or learning.

Tips for preparation

Lettering

- use bold letters for better readability.
- allow plenty of space between letters and words.
- use capitals for emphasis only; mixed upper and lower case letters are easier to read than upper case letters alone.
- dark letters on a light background are the most visible; black on yellow makes a good combination; green, red, blue or black on white are also acceptable.
- fill in stencils to avoid fragmented look.
- keep number of letters and words to a minimum.
- S
T
A
C
K
S ARE FOR BALES NOT LETTERS. English is most readable when printed horizontally from left to right.

Pictures and illustrations

- keep them simple and uncluttered
- use humor where appropriate
- may become outdated
- sources include clip art, cartoons, magazines (with permission)
- computer graphics are the newest source of illustrations
- line drawings are quick and easy.

Charts and graphs

- excellent alternative to a table of information
- choose appropriate type of graph to suit material and purpose
- should reveal the relationship at a glance
- only one idea on each chart
- keep lettering and symbols simple
- leave out details (include these in your talk or a handout)
- computer designed charts and graphs provide easy preparation
- round off figures for better comprehension
- if you need a title, keep it short

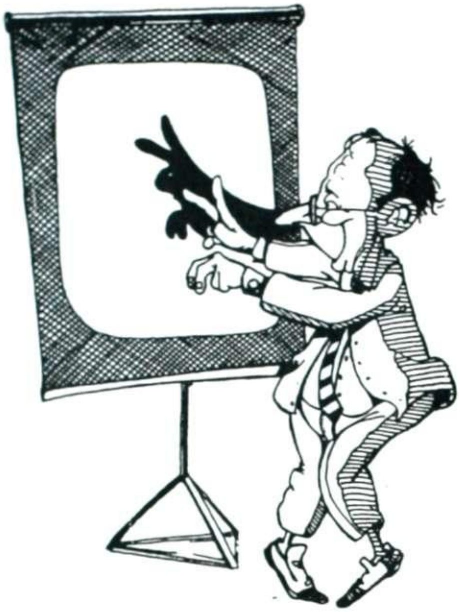
Types of graph

Line graphs show trends. Many people have difficulty understanding line graphs. More than one line can show a comparison, such as the price of grain and price of bread over a 10 year period. More than three lines on one graph confuse audiences.

Bar graphs show quantity comparisons. A horizontal format works best for projection. Place labels on or near the bars. Symbols or pictures, rather than a solid bar, can add interest and offer quick interpretation.

Pie charts show quantities as they relate to a whole. They are easy to understand. Be sure to clearly define each segment with a solid line or color. You needn't always complete 360 degrees of a pie chart. Use only portions suitable to your talk.

Flow charts show procedures and sequencing. Often they make use of symbols and arrows. Organizational flow charts can show the relationship of parts to a whole.



"Use Audio Visuals To Supplement Your Presentation."

Tips for Using Visuals

- Visual aids reinforce your talk. People want to hear you speak, not read along or try to guess the point you're making.
- Keep visuals simple. Your audience should focus on your message, not waste energy figuring out complicated or obscure visuals. A picture is worth a thousand words.
- Visuals must be visible to your whole audience. Choose a medium appropriate to audience size. Set up in advance and check the view from various locations in the room.
- Choose visuals to suit your presentation style. Visuals are only as good as the operator. You need to become "best buddies" with any visual aid and equipment you plan to use. Be prepared with an alternate plan if equipment doesn't work!
- Plan appropriate pacing and sequencing. Be sure to give the audience time to absorb a visual message before you begin speaking. Old visuals don't die, they just kill the show.
- Don't let visual activity take over your show. When you use more than one visual aid, plan logical movement from one to the next.
- Make use of color whenever possible.
- Update your visuals often.

Summary

Visual aids add excitement to your presentations. A little careful thought and planning is all that you need to design effective visual aids. This fact sheet offers general guidelines; for more specific information see sheets on overheads, flipcharts, slides, and films and videos.

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Films And Video Tapes

Introduction

Most of us associate films and video with entertainment. They can be a powerful learning tool, if you use them properly. A film or video seldom stands on its own. It needs an introduction and follow up to be effective. Films and video are best used to stimulate discussion, as an introduction to a topic, or as a summary to a topic or an entire program.

Features

- suitable for large audiences
- bring life and movement to a presentation
- can offer emotional appeal
- add a professional touch if the film is good
- entertaining and familiar to many people
- videotapes allow instant replay

Limitations

- require heavy equipment
- need electricity
- videotape television screen size limits audience size
- calls for darkened room
- people tend to seek entertainment, sometimes miss educational component

"Use Large Screen Video For Big Groups"

Selection

- Always preview a film to be sure it's appropriate to your objective. Don't rely on a film catalogue description alone.
- Use personal discretion in deciding if a film makes the best use of your time. If it introduces a number of sub categories you don't intend to cover, it may confuse your participants.
- Don't use a film that has a poor soundtrack or image projection, no matter how good its message.
- Television only suits small audiences. For large audiences, use a video projector and a large screen, or several television sets.
- Use the operator's manual to become familiar with operation of the machine.
- Have the film or videotape in start position with focus and volume set before your presentation.

Tips on effective use

- Always introduce a film to help participants focus their attention on key points.
- Make the film an active participation medium. Draw the audiences attention to the main points of the film.

Summary

Five ways to use film in your presentation:

- Use them to motivate or introduce a topic. This is particularly useful for a topic such as goal setting. Your film could show a family setting goals; discussion following can focus on this family.
- As a summary, a film can tie together many general ideas about a topic.
- A film can reinforce the major points of your presentation. With this method, it is always best to develop questions to help people understand the main points. Share the questions before the film to get people thinking and involved.
- Many films provide an introduction for discussion groups. Some films are designed to present an issue, then some solutions. In this type of presentation you can stop the film, direct discussion groups, then view the rest of the film for another viewpoint on the issue.
- Some films are designed to give comic relief. They're best used after you've presented the information or when you want to change topics or change pace.

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October, 1986

Flipcharts

Introduction

Flipcharts have been popular for years as an audio visual aid. They can still be effective even in this age of electronic technology. Flipchart stands are now better than ever; look for models with sturdy aluminum fold-up legs. Flipchart backing is now made from magnetic board, blackboard or whiteboard so you can use it more than one way. Double width flip charts hold two pads of paper, offering more versatility.

Features

- inexpensive
- easy to carry
- useful in a variety of locations
- allows audience participation
- reusable material
- can write on during presentation
- good for group reporting

Limitations

- suitable only for small audiences, up to 30 people
- lose eye contact with audience when you write during presentation
- flipcharts don't stand up to numerous uses
- call for legible handwriting
- can have problems flipping the pages

Tips for preparation

- Make your lettering a minimum of 25mm (one inch) to 75mm (three inches) high, depending on distance from the audience.
- Limit yourself to six lines on each page. Remember, the lower you go on the flipchart, the less the back row of the audience will benefit from the visual. Also, paper often curls at the bottom.
- Use a wide point water base felt marker. Water based markers won't bleed through to the next page. Leave a blank sheet between each page to help cover material.
- Use an overhead projector to enlarge and copy drawings to transfer to flipcharts before the presentation.
- Use non copyright cartoon pictures; they may be suitable for more than one presentation.

"Prepare In Advance"

Tips on effective use

- Write lists and points in advance if you're a sloppy writer.
- Use the flipchart to present major topics in order.
- Use words and pictures.
- Lightly pencil lines on the paper to help you print legibly and straight.
- Place the flipchart where you won't trip over it or stand in front of it during your presentation. If you're right handed, place the flipchart off centre to the right of your audience. Then you are in a position to write.
- When you record audience comments, repeat the point to make sure you've heard it; this also reinforces the point for others who may not have heard.
- Use alternate contrasting colors for each point on the flipchart when making flipcharts in advance or when recording points from the audience. It makes the flipchart easier to read and separates one point from another.

Summary

Flipcharts may be old technology, but they're s[till] the most effective audio visual aid for many situat[ions]. Use them!

Slides

Introduction

Slides add realism to your presentation. Production techniques vary, and can make for an interesting visual presentation. Quality slide presentations take planning and preparation. Slide presentations are like other visual aids in sharing the stage with you, the presenter. They don't replace the human element.

Features

- easy to carry and store
- allow you to use color and real life situations
- easy to rearrange for future presentations
- can magnify details
- can synchronize with audio tape for a professional flow, and to free the presenter
- suitable for any size of audience

Limitations

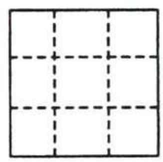
- needs electricity
- normally calls for darkened room
- speaker may block the screen by pointing out details
- lacks flexibility during presentation

"The First Step In Taking Good Pictures Is To Hold Your Camera Firmly"

Producing slides

Hold your camera steady! That's the first step in taking good pictures.

- A good slide is not an accident. Before you snap, know how you'll use a picture and what you want it to communicate.
- Keep the picture simple and get as close as you can to your subject.
- The human eye moves towards a photo's lightest area. Try to keep good lighting on your centre of interest.
- Your centre of interest needn't be in the centre of your picture. Try mentally dividing your camera viewfinder into thirds; compose your picture so the centre of interest falls at the intersection of two lines.



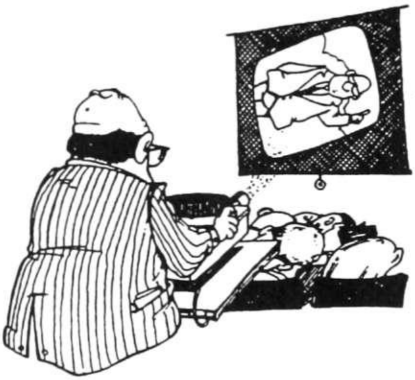
- You can easily make slides from magazine pictures or photographs, with permission.
- If you show text, limit yourself to 25 characters (including spaces) on each line, and six lines on each slide.
- Slides are mounted in frames of several kinds:
  cardboard — inexpensive, easy to mark with felt pen, easy to bend, film may buckle if you project a slide for too many minutes.
  plastic — rigid, don't bend, easy to mount, more difficult to mark, film may shift in frame.
  glass — maximum protection, heavy, expensive, may break if dropped, may not fit some slide trays, prevents buckling and loss of focus.

Selecting slides

- Choose only the best slide available. If the picture isn't clear or doesn't help you tell your story, don't use it.
- Take full advantage of color and contrast. For example, try a simple graph superimposed on a natural background.
- Sources of slides include: personal collections, film libraries, department collections of stock slides, commercial graphics producers.
- Decide on your format: horizontal, vertical or a mixture. It will affect screen size and projected image size. Use horizontal format normally; people are used to viewing information horizontally, and are less likely

to miss part of an image.

- Be sure a slide doesn't contain too much visual information. The audience may miss the message.
- Make sure slides are clean.
- Three criteria can help you judge a slide:
  good separation of adjacent tones lets you distinguish greys, whites and blacks; otherwise faces may look washed out.
  sharp focus gives the clearest image.
  accurate color for the subject or a wide range of greys in black and white



"Preview Slides Before Using"

Tips for effective use

- Preview slides to be sure you have the right sequence. Project all slides and make sure people will be able to see them from the back row.
- While previewing, check for upside down or backwards images. Remove slides that drop poorly because of crimped corners, and remount. Once you work out all the kinks, replace the lock or seal ring on the tray.
- Your first and last slides should be "black slides" so you don't subject your audience to the blinding glare of a blank screen.
- Place your projector at a distance so the image is as large as possible.
- Place the projector at about the same height as the screen to prevent distortion. For best viewing, project onto the top of the screen.
- Be sure your entire audience can see the screen.
- Focus your first slide before your presentation. If you need to move equipment, mark the floor with a piece of tape.
- Use a remote control to change slides if possible. Otherwise, use pre-arranged signals to the projector operator. Avoid repeating, "Next slide, next slide."
- If slides make up most of your presentation, start and end with lights on so your audience can identify with you.
- Use a dimly lit room if possible, not a completely dark room. Always check the room lighting system's capabilities first.
- Don't feel frequent slide changes are necessary, but don't leave people sitting in the dark with the same old picture. Your pace will depend on a picture or graph's complexity, slide interest and your narration. As a general rule allow a minimum of four seconds and a maximum of 10 seconds for each slide.
- Use an outline with key points in logical order rather than a prepared script. It allows you to sound more natural.
- If you feel better with a script, practise being natural. To avoid monotony, highlight key words for emphasis. Practise sounding enthusiastic. Avoid talking down at the script.
- You rarely need phrases like "This is a view of . . . "It suggests that you're supporting slides with idle talk when they could easily stand on their own. Let slides illustrate your talk with comments like "Irrigation of hay fields increases returns by 75 per cent," when your image is a split screen projection of irrigated and unirrigated hay fields.
- Stand in front of the group and to the left side of the screen. Talk to the audience, not to the screen.
- A novel way to use a slide presentation is as an introduction, motivator or summary of a section of your presentation. Prepare a synchronized slide presentation with music to appeal to more senses.

Summary

The effective slide presentation is a talk illustrated by slides, not slides supported by a talk. Select slides with quality and content in mind. To get stock slides or help in preparing slides from photographs, call the audio-visual technician at Alberta Agriculture in Edmonton.

Alberta
AGRICULTURE
October, 1986

Overheads

Introduction

Overhead transparencies are versatile, accessible to most people and easy to produce. They project a large, brilliant picture. Transparencies can visually present concepts, processes, facts, outlines and summaries to an audience of any size. Like any other instructional medium, they call for systematic planning and preparation.

Features

- speaker maintains eye contact with audience
- suitable for use in a lighted room
- good for any size of audience
- many ways to use them
- allow for color
- allow for flexibility during the presentation (you can can omit part at any time)

Limitations

- setting screen properly takes time
- projector fan may be noisy for people sitting near
- needs electricity

Production materials

Many new transparency materials are now on the market to let you create exciting and effective overheads. New "write on" transparencies allow you to use brilliant color. Other new products are opaque except when you use a special marker; this eliminates the screen glare you get with clear transparencies.

Transparencies

1. Plain paper copier

   There are many types of transparency film that will produce transparencies by using your office paper copier. Check with your 3M distributor or the Alberta Government Office Supply catalogue.

2. Thermo fax or infra red copiers

   There are several transparency films available that produce a variety of transparencies. They include:

   ° Black image on clear background
   — order 3M type 574

   ° Black image on light blue background
   — order 3M type 134

   ° Black image on a clear or color background
   — order 3M type 174

   ° Color image on clear background
   —order 3M type 888

   ° Yellow on blue, green, purple, or red
   — order 3M type 210

   ° Clear image on black, red, or blue background
   — order 3M type 520 reverse image film

   ° Retrophane -opaque film that gives clear on black image
   — see below for supplier

   ° Write on film

   — 3M write-on film — use a special yellow pen that comes with the film which gives you a bright yellow image on a blue background

   — retrophane — a film which is opaque. Use special brilliant color markers to make colorful write-on transparencies.

   — creativcolor — blue transparency you can write on using a variety of creativcolor markers.

   Retrophane and Creativcolor material available from:

   Resources for Organization Ltd.
   6440 Flying Cloud Drive, Suite 120
   Eden Prairie, MN 55344
   U.S.A.
   (612) 829-1954

Markers and Lettering

grease pencils: projects black, easy to use, doesn't make a fine line, may smear; erase with a dry cloth.

markers: may be permanent or non-permanent, quick and easy, can produce thin to bold lines, variety of colors available, may dry out from heat of projector during presentation.

dry transfer letters: available in a variety of sizes and type styles, time consuming; remove mistakes with masking tape.

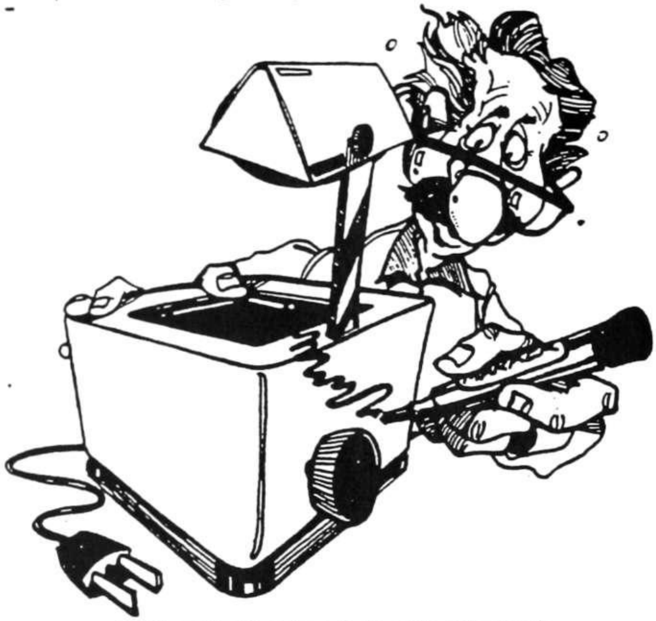
lettering templates: uniform lettering size, variety of template sizes, time consuming.

lettering machines: Kroy, 3M and Gestetner all make lettering machines capable of producing letters of various sizes and type styles. Words are spelled out on clear adhesive tape, then placed on plain paper and run through a copier; cost $800.00 to $1000.00.

color adhesive tape: translucent adhesive celluloid in several colors; place on clear transparency and cut to size and shape with exacto knife; good for adding color to charts and graphs; variety of colors, widths and patterns; pressure-sensitive.

Frames

Frame overhead transparencies to prevent the bright projection light from shining on the screen at the perimeter. **Cardboard** frames are popular. Tape the transparency to the underside of the frame. On **flip** frames, your transparency fits into a clear plastic envelope. An **opaque plastic** frame folds inward; they're also punched for easy storage in three ring binders.



"Writing On Overheads Can Be Effective"

Preparation

- "Hand-made" transparencies are inexpensive and you can make them at the last minute. Use any of the above markers on a clear or colored acetate suitable for direct transfer. Place graph paper under acetate for neat freehand lettering.
- Avoid putting material closer than one cm from the frame. A rectangle with a height-to-width ratio of 4 to 5 is best.
- Limit each transparency to one topic or concept.
- Keep visuals as simple as possible. Elaborate diagrams compete with your message. Use a maximum of six lines of text on each transparency, with six words to the line.
- Always test marker and transparency combinations for maximum projection quality.
- Letters should be a minimum of six mm (¼ inch) in height. Typewritten copy is usually too small and too crowded for your audience to see.
- Use a combination of upper and lower case letters.
- Position material in the upper portion of the transparency. Use a horizontal format for maximum visibility.
- Make use of color by using colored adhesive, rainbow colors, colored markers or color on clear transparencies.
- Leave space to add things during presentation. Use a non-permanent marker so you can re-use transparency, or use tape on clear transparency.
- Mount transparencies in cardboard frames for easy handling and less risk of damage.

Tips on effective use

- Place the screen in the corner of the room. If you're right-handed, use the corner to your right as you face the audience. This way you'll block fewer people's vision.
- Place the projector on a low table and project upward at an angle onto the screen.
- Keystoning is a common problem. It occurs when any part of the screen is farther away from the projector than any other part. Prevent horizontal keystoning by squaring the projector with the screen or lining the screen and the projector up in parallel positions. Vertical keystoning is best eliminated by using a screen with a built-in "keystone eliminator." This device allows you to tip the top of the screen forward. If your screen doesn't have this feature, put blocks under the front of the projector.
- Try to get someone to help you find your best standing position in relation to the screen and projector. If you see heads bobbing in the audience, you're probably blocking the screen.
- Avoid using the projector as a podium or leaning post. Keep your hands off the projector stage.
- Resist the temptation to read from the screen. This defeats the major advantage of an overhead, eye contact. Check the alignment occasionally, but not on every visual.
- Use a pointer or pencil on the projector stage to highlight. Don't point to the screen.
- On or off? When and how often to turn the overhead projector off as you change transparencies is hotly debated. Consider these to decide what works best for your presentation style:
  - with no visual in place, the bright light of the projector can be blinding.
  - if your breaks between transparencies are short, cover the stage with a piece of paper.
  - when you use a sequence of transparencies, place the next acetate on top of the one you've just used and quickly remove the old acetate from the bottom; this prevents light glare, and switching the machine on and off; it takes practice to look professional.
- Overlay transparencies to visually tell a story; gradually add to the message with three or four separate transparency films. This is good for explaining complicated but logical sequences. To design, make a sketch of your total content. Decide which elements

should form the base (projected first), then which elements will form each overlay. Make separate masters for each of these. Mount the base transparency to the underside of the cardboard frame and mount the overlays to its face. Limit overlays to three or four to prevent loss of base image.

- Place a piece of paper between the stage and the transparency to gradually expose a message. A variation is to lift cardboard segments which you've secured to the frame like pieces of a jigsaw puzzle.
- You can place three-dimensional objects on the stage of the projector. If the object is opaque it will appear in silhouette. If the object is of transparent colored plastic it will appear in color.

Summary

The overhead projector is a versatile visual aid. Use your imagination to create visual variety. Be adventurous! Combine color and techniques for a memorable visual supplement to your first class presentation.

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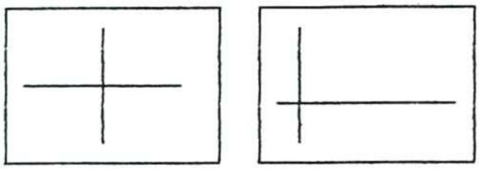
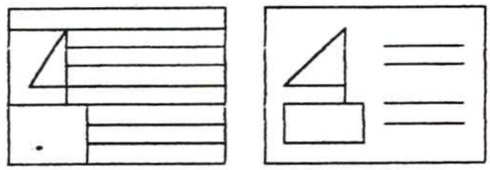
October, 1986

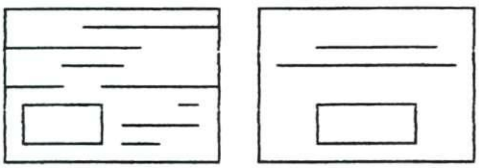
OVERHEAD SLIDES



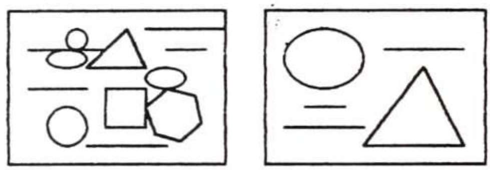
Divide space in an interesting way



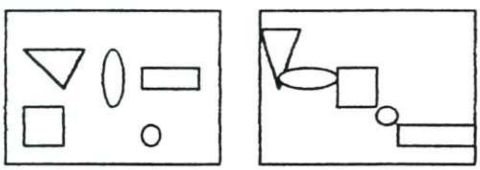
Leave lots of white space



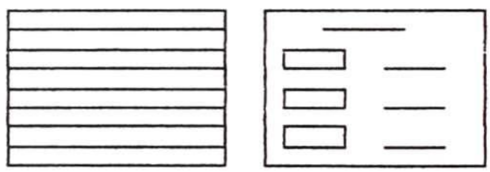
Keep it organized



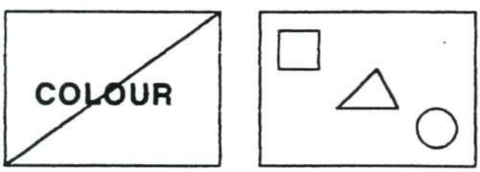
Keep it simple



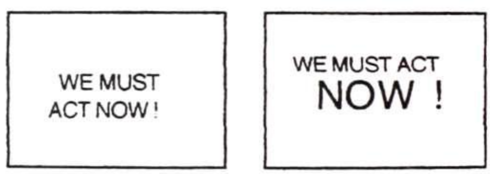
Create a path for the eye



Don't write a complete text



Create interest with colour



Make something dominant

CHAPTER THREE

'BEHIND THE SCENES HOST'

Planning a conference, forum or training seminar.

Planning a large meeting of people depends, somewhat, on what function it will be.

A convention or conference is made up of a group of delegates gathered to discuss business and hold elections. It may (but not necessarily) include speakers and workshops. Entertainment is usual, but optional.

A forum or symposium may be any group of people, associates or 'strangers', who have gathered because of interest in the theme offered. The focus of the speakers may be information, awareness and/or persuasion. The speakers will address a specific theme, and no business will be conducted. It is optional as to whether you provide entertainment.

A training seminar can be organized by a club or business for their own members, or it could be open to the public. Again, it will be on a theme or topic, and the focus of speakers will be on information, education and training. Entertainment is not usual.

Whatever the function, however, there is a sequence of tasks involved.

Setting a date

This may sound simple, but there are considerations. The date must be the most convenient to those you hope will attend.

Check for conflicting events, in the community and in your target audience. This might include such things as 'harvest' (if a rural target), other conferences, festivals and events, interference with holidays or other commitments. Sometimes it is advantageous, however, to hold it right after or before a similarly themed event, to benefit from publicity, enthusiasm and the fact that many interested people will already be coming to the area. If there is a declared 'week of...' or 'month of....' (your theme) you would want to look at the free publicity that date would offer.

You might want to take advantage of 'off season' rates to reduce facility and travel costs.

Consider probable weather if guests must travel.

Custom may dictate a specific date (annual convention?), but is that tradition really the best or would a change be considered?

Deciding length and times of the event

Usually, in any organization, club or business situation, the length is dictated by the board or council: it is seldom the decision of the program director.

In some cases, such as a public seminar or forum, you may have to make this call. Your decision should be based on the following:

* costs. ie: extra nights, extra meals etc.
* information or business that you wish to present
* distance audience will come (if they have to fly in, they may wish a few days length).
* initial costs (set up, advertising, displays, etc.) It would not be a wise use of money to spend enormous amounts on these things, then have only a one day seminar.

To determine times of starting and ending , the following may be considered:

* First day.. if many are coming by bus or plane, when will they arrive? Maybe an evening opening to meet and greet, then the actual start in the morning.
* Last day...when do flights leave? Do some have a long drive? An early closing is often best. 'Consider such things as women wanting to be home to meet the school bus.
* If a one-day event, you will have to open relatively early and close in late afternoon in order to get all the information or business done.
* In a longer event, if participants are staying close to the meeting facility, you can run longer and even have evening sessions if required.
* Don't forget some 'free' time for participants to network. In a longer event, if most are from put of town, some time to explore the area is appreciated.

Finding and booking a facility

In some organizations this is dictated by custom... ie: branch groups take turns hosting the annual convention. In this case, the host would be responsible to find and book an affordable facility.

If you are responsible for booking the facility, you should first determine just what you will need;

* Will you need overnight accommodations for the group?
* What are your requirements for meals? (catered? everyone on their own? combination of both??)
* How will people arrive?
  Will you need a lot of parking spaces?
  Shuttle (free?) to airport?
  Proximity to bus station?
  Convenient (easy access for out of town drivers?)

* How many people will attend? (If this will not be known early, you will need a facility that can readily adapt.)
* Do you need just one meeting room, or will you need some 'break off' rooms?
* If you plan some 'free' time, you may want to look at attractions close by.

Most hotels and convention centres will be glad to send quite detailed information packages, so start by phoning as many as possible that fit into your chosen locale.
NOTE: Get a name of someone for future contact and questions.

From this information, using the criteria above and your budget, short list the possibilities. Now go out and look. Check out the meeting rooms. Look at the overnight accommodations. Eat in the restaurant. Talk to the facility manager about:

accessibility for handicapped
catered meals/banquet facilities
restaurant hours
coffee break arrangements
hospitality room (if needed)
registration location
meeting room(s) equipment (mike, screen, overhead projector, podium, video monitors,
how meeting room(s) can be set up (seating, stage, head table)
room costs (single or double)

NOTE: If the hotel has a toll free number, delegates can book their own room, making less book work for you.

Draft agenda

Choose a theme. This will be dictated by a particular event (a centennial, the international year of__), the profession of the delegates (nurses, accountants, etc.), or the common interest you plan to address (conservation, justice, women's rights, etc.)

Research speakers. This will be dictated mainly by the budget you have to work with.

Particularly in rural areas, you may find speakers who will offer their services free, or for a small honorarium. Look within your own organization for speakers. Government departments usually have speakers available (Dept. of Agriculture, Health & Welfare, etc.). Check with speakers' bureaus for professional speakers on your topic. Ask for input from people who have heard speakers at other events. If there is another event with similar theme in the area, check out their speakers. From the day you know about this event, you should be collecting information on possible speakers. Keep a file.

Block out your time frame. Start. Coffee breaks. Meals. Closing. Business (if applicable) Free time. Closing. Now you can see what time slots are open for speakers.

Contact speakers. First contact can be by phone.
* Ask if they are available.
* All costs...their fee, and other requirements such as travel, accommodations, rental car, etc.
* Discuss the theme you want them to speak on. (also the approach you'd like them to take, ie: information, training, persuasion).
* What equipment or arrangements they will need.
* <u>Ask them to send their resume, ASAP.</u>

They will have questions, too:
* Where?
* When?
* Who to?
* Other speakers?
* The nature of the event.

This phone call should be followed up by mail. Send them as much information as possible about the event
* a draft agenda (or better) of speakers and their topics)
* info about the likely audience (age, profession, gender, common interests, etc.) Send an information package on the club or organization, if applicable.
* confirmation on time, date and location.
* confirmation on fee and other requirements.
* other needs (equipment?)

In most cases, it is best to get a signed contract regarding time, date, fees and other requirements.

NOTES: Sometimes local airlines will donate airfare in return for suitable acknowledgement on the program.

Registration Fee

This is basic math. Take all your costs and divide by the number of participants. If this is an event for profit, add a reasonable percentage.

When adding up your costs, remember these:
* speakers' costs (fee, travel, accommodations, meals, hospitality, extras they may require.
* facility costs (all meeting rooms, banquet room registration and hospitality room , if needed)
* meals (if included)
* accommodations (if included)
* entertainment
* tours
* hospitality: wine & cheese, host drinks, snacks, coffee breaks,
* shuttles to bus, airport and/or shopping
* rentals (of any equipment not provided by facility)
* advertising & publicity...include costs of producing and printing, postage, media advertising, etc.
* registration costs; name tags, printing of programs, convention package (folders, paper, pencils, maps, agendas, ...)
* 'free' delegates. Some special guests will have registration, meals, accommodation, travel, or all of these given free. be sure to count this as an expense.

* incidentals, your travel, phone calls, postage, photo copying, decorations, GST, gratuities.........
* gifts, presentations and door prizes

When adding up costs, consider the following suggestions for reducing them.

As mentioned, airlines will often offer deals or free flights for speakers in return for advertising on your conference literature. Other businesses or organizations will often assist for the same consideration. For instance; canvass local stores for gifts and door prizes at reduced rates, or often free. A large company, particularly one who might wish to have their name associated with your event, might give cash to sponsor a coffee break. The local Chamber of commerce or Businessman's association may be able to help with shopping trips, local transportation or tours. Ask everyone who might help.

When putting together your convention package, many businesses and organizations will be glad to offer 'freebies' of some sort to put in them.

Spend a little money and a lot of time to contact a large number of 'possibles'.

Prepare program

From your draft agenda, prepare a complete program. This will include:

* starting and closing times (each day)
* welcome address
* closing address
* keynote or theme speaker
* meal times and format (catered or?)
* speakers' times (with short blurb on their presentation)
* banquet time and format (if planned)
* banquet speaker
* other events, such as;
  - coffee breaks
  - entertainment
  - tours
  - free time
  - hospitality
  - business
* concurrent workshops ...
  - format
  - times
  - how they will be accessed by participants
* registration times and procedure

Suggestions on program planning

Welcome address...this can be someone from your organization, to welcome the participants on behalf of the organization; and/or a local politician, to welcome them to the town, city or province.

Closing address... This can be anyone from yourself to a dignitary...just a wrap-up and farewell.

Keynote or theme speaker...to speak to the general theme of the event.

Banquet speaker...Should be entertaining, upbeat and interesting.

Banquet...You may want a head table for this, Discuss menu, format (sit-down, buffet) and seating format with the facility manager.

Concurrent workshops. Many conventions have two or more workshops going on at one time.

These are repeated, so participants can attend more than one. Since the speakers or facilitators are usually set up in a room to present their workshop, move the participants.Therefore, arrange that they will all end at the same time and decide on a suitable break to allow the participants to move. (10 - 15 minutes is standard). You should decide on how many can attend per session and how this will be determined (preregistration? sign-up? first come?). Also, plan a 'route' to move people as conveniently and quickly as possible.

Free time, tours, etc. A tourist attraction in the area, a theatre performance, or even an afternoon of shopping might be appreciated by the delegates, particularly if they are from out of town. Cost of transportation and entrance can be included in registration or by individual choice. (To get group rates on entrance fees and arrange transportation, you need to know, in advance, how many are interested) Free time...just be sure you have some suggestions, maps, etc. to offer. You may want to appoint someone to look after this part of the program.

Time allotments will depend on the length and size of your event.

Committees

For bigger or longer events, you may want to delegate some of the tasks. Be sure that the committees work closely with you so that plans will come together for the event.

Registration... appoint a committee.

They should determine how registration will be handled. Design a registration form that answers the questions you need to know....(will they need shuttle, accommodations, any special requirements, etc.) Advertise fee and how to preregister. The committee should also look after name tags (good to have them pre-printed if registration is in advance), convention packages, money & receipts. Decide on how they will manage 'door' registration.

NOTES: Have sufficient people on registration desk to avoid long line-ups. Have a special line for preregistered people to pick up their convention packs and name tags (and room keys if applicable).

Have the area & procedure well marked by signs.

Have it in a free flow area to avoid bottlenecks.

Convention packs should include agenda, map of premises, info on other aspects of the event, how to recognize and contact a host in case of need, freebies and info, pencil & paper, an evaluation form and a welcome.

Hosts or Hostesses...appoint a committee.

How many will be needed depends on the size and format of the event. At least, there should always be someone at the door to meet, greet and direct guests. Other duties include (if applicable)

* in airports & bus stations to greet guests and direct them to transportation. If transportation is not provided, the committee could look into hiring cars or buses.

* in parking lot to carry bags and/or direct them to registration.

* at registration to direct them to conference hall, bathrooms, rooms, restaurant, etc.

* at strategic places in building throughout the conference to direct to workshop locations, and other facilities in the building.

* in the conference and workshop rooms to act as 'gophers'. (seat guests, run messages, answer questions, and to get maintenance persons if needed, get water for speakers, and other duties the Chairman or MC may ask). In business forums they may help by counting 'show of hand' votes.

* at a large conference or convention, a hospitality room might be set up. The hosts will determine the hours it will be open and the hospitality it will offer (drinks? snacks? information?). Hosts will arrange shifts to manage it.

* hosts should be given easily-seen identification (shoulder ribbons, jackets, etc.) and should make themselves very familiar with the facility, the surrounding town (business, entertainment & transportation), the program and the theme.

Entertainment...appoint a committee.

It is usual to have some entertainment after the banquet. Particularly if the audience is from out of town or province, a good idea is local or ethnic talent. For instance, if out-of-province guests, an "Alberta Beef" banquet could be followed by some form of western or Native- Canadian entertainment.

Be sure to check these points when choosing entertainment:

* appropriate to the audience (seniors might enjoy something different from businessmen.)
Dance, only if it is a 'couples' event.)

* appropriate to the event (the entertainment should not give a different 'message'.

* appropriate to the facility...can everyone see? hear?..is there room?

* have a definite time frame. Do people still have to travel or or they staying?

Inexpensive talent can often be found in local schools, amateur theatre groups, dance classes, etc. Ask around...maybe someone has a good idea.

'Other' entertainment:

If there is a 'first evening' get together you might plan some quiet music or a mixer type game or quiz. (Not necessary but might fit).

Advertising & Publicity...appoint a committee

The cost and extent of advertising and publicity will relate to the type and size of your event. A 'for profit' event would, of course, warrant a large advertising campaign. Even a smaller event, or a business or organization seminar, would still require some publicity.

Think of on-site publicity such as displays, convention buttons, handouts and freebies.
Suggestion....use the 'pull' of the scheduled speakers, especially if one or some are well-known. Include their names, some bio, and a bit about their topic to create interest of potential participants.

Appointments

Chairperson... For a one day conference, the convener or President may do this. For longer events, it may be delegated out (often in pairs). Be sure the chairperson has adequate notice. Give him/her a copy of the agenda and include him in all plans such as workshops, displays, tours, entertainment, hosts, etc.

Recording Secretary...an annual convention, when business will be discussed, needs to be recorded. Appoint a recording secretary.

Introducers and thankers... as early as possible, appoint someone to introduce and another to thank EACH speaker. The introducers should get a copy of the speaker's resume ASAP.

Other details & hints

* Plan some energizers during the event. A long afternoon of speakers should be broken up with something that gets the audience up and stretching for a few minutes. You can incorporate this into coffee breaks, stretches, a simple mixer. (check 'Energizers' in chapter 2)
It is a good rule of thumb to have some break every hour.

* Mixers get the group cohesive. One idea is to have a quiz, quasi scavenger hunt or some type of 'mixer' exercise included in the conference package. Anything that will get strangers meeting.

* Space door prizes throughout the event.How will winners be chosen? (Make it quick and easy))

* It is a good idea to award prepaid registration with a small cut in the rate. This encourages people to confirm, and makes your job of planning seating, meals, accommodations, conference packages, transportation, tours, etc. much easier. The speakers will appreciate knowing numbers, too, as they will likely bring handouts.

* Displays in the convention centre, if there is room, can be interesting to the delegates. They can be set up by delegates, other organizations or businesses or your own group. If your group has one, suggest a host to man it during

times people are around. You may have time (during registration, for instance) to have some 'hands-on' display such as crafts. Be sure there will be time for the group to look these over.

* A way to defer expenses is to have a sales table with souvenirs of the event. Appoint some people to look after this.

* Make sure the people appointed to thank the speakers have either a cheque or a gift to present them. A cheque should be in an envelope and the amount is not mentioned. A gift may be wrapped or not.

* Make sure the registration desk and the sales table have a cash float for change.

* If a tour is on a 'sign up' basis appoint someone to set up a table near registration (well marked by signs). Have times they are available on the sign. They, too, may need a cash float.

* If workshops are 'sign-up' have a well marked table for this, too, with times of operation.

* Make sure a representative of the facility (who can find, repair and move things) will be available throughout the event. Know where he can be found. Give this info to the hosts.

* Discuss room(s) set-up with facility manager. Most people (especially if they are taking notes) prefer a classroom setting with tables. The workshop rooms may be OK with just chairs. Banquet seating should be fairly roomy. (They may offer choices of format and colour of tablecloths.) Head table guests will appreciate a front skirt on the table. Water should be near the podium at all times. Be sure it is easy to get in and out (long lines of seats are inconvenient).

Be sure they can offer the equipment you will need, such as mike, podium, overhead, etc. in all the rooms. Ask about lighting; (your hosts need to know where the switches are, to dim for slides). Discuss registration area, hospitality rooms, etc. Go over your program with him to be sure your times and his agree (coffee breaks, meals, registration, etc.)

Note: if business is to be discussed, such as nominations and motions, ask for a microphone to be placed in a convenient spot on the floor. Speakers from the audience will not have to make their way up to the stage.

Checklist

Within the last few days, you should:

* Meet with all your appointees and committee leaders. Go over the plans for the entire event looking for anything that might have been overlooked. This is best in a group, as they can all cross-check as to who is doing what, when and where.

* Have committees confirm all their arrangements;
ie: transportation, entertainment tours,

* Confirm all your speakers (by phone.)

* Confirm facilities. Give up-dated attendance numbers.

* Collect all the things you need to take to the event and be sure the committees and appointees have theirs.

Suggestions...cheques and gifts for the speakers, door prizes, presentation articles such as certificates, literature, name tags & receipt books, convention packages, giveaways, signs, posters, displays, host identification ribbons (or whatever has been chosen), minute book, any report you may have to make, detailed copy of the program, your speech, and assorted miscellaneous such as pens, paper, tape, tacks, marking pens, paper clips and stapler

The night before (or that morning):

* Check the facilities for seating, equipment, coffee, etc.
* Check the equipment.

During the event:

* Be available. let your committees, appointees and the facility manager know where you can be found at all times.

* Have the chairperson make announcements, at appropriate times to remind the audience of sign up tables, workshops, tours, displays, hospitality, etc.

* Be sure to ask (more than once) that everyone fill in and return their evaluation slips.

After the event:

* Be sure everything (poster, signs, papers) are removed from the facility.
* Be sure all committees, appointees and anyone else who helped are adequately thanked.
* Pay the bills.
* Make up a financial statement.
* Read all the evaluations summarize them.
* Make up a report.

In conclusion

The planning described is generic. You should adapt to the specific event you are planning. Many of the suggestions may be too elaborate for a small conference, but they have been included for those who may be planning something longer or bigger.

If you know someone who has planned a similar event, ask them for suggestions. If they can give you a suggestion on something that really worked well (or didn't), it is valuable advice.

HERE'S TO A SUCCESSFUL EVENT!

ABC CLUB OF ALBERTA

presents

'A FAMILY FORUM'

Family values in the 90's

June 7-10, 1997............Edmonton Convention Centre

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REGISTRATION FORM

Please detach and return to : Joseph P. Smith
10000-100 St.. Anytown,
Alta. TOT 101

Before: (deadline).. May 10, 1997

NAME:____
ADDRESS:_______________________________________
____________________PHONE:__________________

TIME & DATE OF ARRIVAL:__________Bus?___Plane?___Car?____

DO YOU REQUIRE: Shuttle from Airport?___ Shuttle from bus?____
Ground floor room?____ Non-Smoking?______
Single Room?_________ Other?____________

COST: Conference only......... $280.00 Per Person
With Accomodations...$370.00 Per Person (sharing room)

If you wish to share with a specific person, please give their name & hometown________________________of____________________

TOTAL ENCLOSED: $_________

Note: If money not received by deadline,
a $20.00 surcharge will be added at the door.

CHAPTER FOUR

'REVITALIZE'

To attract membership and encourage leadership within your organization

When we look at these two issues, one wonders which comes first. Of course, we need new members with new ideas from which to elect our leaders but we also need a strong, well run organization to attract members.

So let's start, then with leadership. Many of the strategies in attracting members or leaders are similar, in any case.

LEADERSHIP..

First, let's define leadership......

Leaders are proactive, cause things to happen, have a vision and stick to it, know the difference between what the organization is and what it does.

Leadership is about accomplishing tasks and reaching goals through the efforts and co-operation of others.

Effective leaders make things happen! They know what ought to happen (have a vision)...they plan a way to make it happen, then they take the necessary steps to make it happen. Vision...Plan...Action!

Why do we need them?

...to keep the organization running
...to keep it active and visionary
...because their energy and enthusiasm makes our organization valued both in the community and within our own membership.
...they share their knowledge of the organization and encourage members to learn.
...they have skills to offer the organization that will benefit it.
...because the organization has a job to do and needs a way to accomplish it. Leaders define the job, plan the method and 'lead' the way.
...they represent the club, and by their guidance, energy, knowledge and enthusiasm they make it an organization people want to join.

Identifying potential leaders

Are some people just 'born' leaders or is leadership a learnable skill? Actually, it is probably a bit of both.

We have met the 'born' leader, we recognize them even if they are not in a leadership position. But we have also seen many who slowly advance into leadership roles ...learning and developing the necessary skills as they move up the ladder.

Think of leaders you know. What are the qualities skills and talents you see? For instance; a role model, risk taker, listener, interested, involved, ambitious, competent, intelligent, caring, resourceful, energetic, co-operative, intuitive, loyal, enthusiastic. These are the people you need to identify in your group.

Look around. A parent is certainly a role model, listener, caring and energetic . A farmer or small business owner ...ambitious, competent and a risk taker. Managed a home budget?...add intelligent and resourceful. Simply being married means co-operative, intuitive and loyal.

Companies look for employees who show these characteristics. If an employee does their assigned tasks with competence, enthusiasm and intelligence; is resourceful and shows initiative and loyalty to the company ...he will likely be promoted. When he learns that job and continues to exhibit those same qualities, he will likely be promoted again.

In your organization, look for an involved member who finishes tasks, makes intelligent suggestions, is knowledgeable about the club, displays enthusiasm and loyalty to it and seems genuinely interested in it's success and in his/her fellow members.

This is a potential leader. Don't immediately elect her president! To push someone into a job they are not ready for is to 'plan' failure.

Encourage her to take on increasingly important duties and roles. Let her 'climb the ladder,' learning and developing the necessary skills along the way. As she becomes comfortable, competent and successful in one level, encourage her to step up. Remember that success is built on many small successes.

If you are a leader..

What is your most important responsibility? It is THE SURVIVALOFTHEORGANIZATION!

As a leader you take 'ownership', and it is your duty to see that the torch is passed on to capable, trained people, thereby insuring that the organization continues.

From your first day in office, you should be actively pursuing this goal. Don't leave it until the day of the elections and expect some hero to appear out of the woodwork.

Start looking for potential leaders immediately. Work with them, teach them, encourage them...help them gain the skills and knowledge they will need to take your place...

How to do this? Three words...

RECRUITING... MENTORING...NETWORKING

Recruiting

Look for the kind of person you want to follow you. They are there among you. Learn to spot them. They leave clues...

They are creative, energetic and often passionate about what they do, (both in and out of the organization).

They are team players. They share tasks and the rewards.

They are not afraid to make mistakes, accept the responsibility and try to learn from them.

They challenge and question authority (even yours). They ask why things have always been done 'that way'. They are never divisive or negative in criticizing, but bring forth viable, positive ideas.

They have a commitment to the organization and often remind others of it.

They are impatient with non-productive and time-wasting activities and won't work just to maintain the 'status quo'.

They want the organization to grow and reach its' full potential.

They are willing to take calculated risks. They enjoy a challenge and probably display impatience with those who will not consider change.

Whether you are a leader or a member who is concerned with the future of the organization, you should be watching for these people.

Mentoring

Mentoring is a form of apprenticeship. It is teaching, guiding and acting as a role model. As a leader, you should be 'apprenticing' your potential replacement.

Explain the responsibilities and duties of the office. Tell them exactly what is involved. Be honest. Don't say , "It's nothing".

Encourage risk-taking and help them redefine 'failure'. When we learn from our mistakes, they are no longer failures.

Challenge them with new thoughts and perspectives. Encourage them to question, debate and analyse decisions..even yours.

Share your visions and plans with them, and heed theirs. Let them into the 'inner circle' so they can see what is involved in your job.

Listen to them...not just hear, but listen! Help them resolve their concerns and hesitations about taking a leadership role. Do this by helpful input, not by ignoring them or putting them off.

If they take on a leadership role....

Give them honest feedback. Talk about the standards of the organization. If you feel they are making a mistake, talk to them privately. BUT be very careful not to impose your will (control)...after all, it's their call now!

Avoid them becoming too dependent on you, and watch for signs of co-dependence on your part.

Encourage the membership to turn their loyalty to the 'new' guy.

Encourage them to develop their own visions and plans. and methods. Trust them and let them go.

Networking

Whether you are in a leadership role, contemplating a leadership role or 'grooming' a future leader you should be networking...team building and team playing.

A leader needs a strong personal **support group** to be successful. This group of spouse (partner), family, friends and co-workers must understand and support the commitment the leader must make to the organization. They help a leader find the time, the mental strength and even information he needs to fill the role.

Discuss this with a potential leader. Offer to discuss it with members of his support group if they want some information or reassurance. No matter how well suited a person may be for the job, they can't do it without this support.

If you are a leader, be sure to maintain this support group by being honest about the commitment, by sharing your goals, and by balancing your time between personal and club.

Familiarize the potential leader with people in the organization. Introduce him to past and present leaders for knowledge about the position and to gain enthusiasm for it. Involve him in a higher level of the organization by inviting him along on conferences and workshops. This allows him to get his feet wet and shows him that leaders are just people, not some alien species.

As a potential leader you should be networking within your club. Discuss with the members your vision for the future of the group to see who shares your ideas. These will become your **'club' support group**. To accomplish great things, you need people who share your ideas and willingly work with you to accomplish them. Cultivate this support and be sure to recognize it and thank them for it.

As a potential leader you should **focus on learning**. Ask questions. Find out what you need to know. Start now to acquire the skills and gain the knowledge you will need to fill the role.

There are three critical areas of learning that take place as a person develops into a leader.

First, you should know yourself. What are your strengths and weaknesses? This shows you what you have and what you need. Concentrate on strengthening your weaker points.

Leaders learn by doing: Take on a minor leadership role and master it (meanwhile watching those in positions - above you}. The skills and knowledge you have gained in accomplishing this role, prepare you for the next rung on the ladder. The next step up will be no more difficult to master than this one was.

Leaders learn from people: If you don't have one, find a mentor. Question and practice on your peers. See if an idea will 'fly' with your inner support group. Ask for and utilize their input before taking it on. Watch others in leadership roles.

Leaders learn from education: Formal education such as training workshops and informal, such as books and club literature are avenues you should follow.

Training in such fields as Public Speaking, Document Writing/ Record Keeping, Parliamentary Procedure, Fund Raising/Grants, Deportment and etc. are all beneficial to potential leaders. These courses are offered in community based seminars and workshops (such as this one you are attending)

If you are mentoring a future leader, encourage him to look at all these areas of learning. If you are a leader, you should continue learning and strengthening your weaknesses

The self confidence we need to take on a leadership role comes from knowledge...of ourselves...of the job...of the required skills. As our confidence increases (by mastering a lesser role) so does our ability, which further increases our confidence...(etc.etc)

When we ask a person to take on a leadership role with more work, more responsibility and no pay, we must answer their unspoken question..."**What's in it for me?**" Although individuals may look for varied benefits, below are a list we have gleaned from leaders we know.

...You gain self confidence.

...You have the opportunity to use (and display) your skills, and to increase those skills.

...It's rewarding. You give and get recognition for significant and useful work.

.. You have a chance to inspire others to join you in taking the organization in the direction you believe it should go.

...It's an opportunity to continue learning. It teaches good use of time and increased productivity.

...It gives you an opportunity to give back some of what your organization has given you, and offer the same opportunities to others.

...It is fulfilling. Every little success along the way is like a pat on the back...and we all need those.

...It tests and challenges you. You gain a sense of self-worth and pride as you prove to yourself that you can meet the challenges.

...It's exciting to be in a position to make a difference; to be a decision maker.

...It's a chance to reach your full potential; be all you can be....AND.... it looks good on a resume!

Excuses, reasons and hesitations

Lets look at some of the **obstacles**, real and imagined, that potential leaders will bring forward. Most of these can be resolved by planning. Here are some we have all heard (or used).

a) "I don't have the time"..."I'm too busy." In many cases this can be overcome by delegating some time-consuming jobs to others. If you don't have time to do all the phoning to arrange speakers at a function....delegate it.

b) "I don't drive." Others do, and it's a great way to start mentoring your successor. The very successful past president of Women's Institutes doesn't drive, and never missed a function anywhere in the province.

c) "I'm afraid." Of what? fear is usually of the unknown. Have you never done something 'for the first time'? Everything we have ever done has been somewhat frightening at first...but we did OK, didn't we? Are you afraid you might fail? Redefine 'failure' to ' learning experience' . True failure is when we don't even try. Try breaking your fear down into specific things you are afraid of and deal with them individually. Don't forget that the average organization has enough knowledgeable people and enough built in restraints that it is impossible to do anything spectacularly destructive.

d)" I don't know how to do it." None of us did until we tried. Specific skills and knowledge necessary to the role can be obtained from others within the organization, written material and workshops and seminars. Remember that you wouldn't have been asked if we didn't think you could do it.

e) "It's too big a job." Be sure your goals and time frames are realistic. The mentor should make an exact agenda of the duties (job description). In fact, make it more than that...itemize every single thing that the job entails with a notation of the time necessary to do it. That way the potential leader can plan his club vs personal time.

f) "Others can do it better." Maybe so, but please put your name (and ideas) on the ballot so we, the members can make a choice of who we think can do it better.

g) "I'm too old." Unless your brain has arthritis, age is no barrier. There are any number of people who have accomplished great things in later life. Anyway...Will you be any younger if you don't do it?

Don't invalidate their concerns by brushing them off. Encourage them to share them with you and give you a chance to find solutions.

and so...

We have discussed why we need leaders. We have identified what one looks like and where to look for them.

We have examined required skills and how to get them. We have looked at ways to encourage, teach and prepare leaders to replace ourselves. We have discussed what's in it for the potential leader. We have looked at some of the obstacles (excuses) and discussed possible solutions. So what else should we be doing?

If you are a leader, or have been, examine your feelings about it.

Why did you take the job? Because some leader encouraged you and helped you gain the knowledge and confidence you needed? Don't forget your duty as a mentor.

What helped you succeed? Was it the help and support of the past officer and the loyalty of the membership? Pass this assistance on to your replacement and lobby for him with the members.

Was the job as difficult as you thought it would be? Explain to your apprentice that the experience of lesser jobs leading up the ladder adequately prepared you for this one.

Did you get the benefits that we have mentioned? Convince him.

Are you glad you did it? Pass this enthusiasm on.

Don't be dishonest about the work involved, but don't indicate it was a horrible experience. Be positive, be up beat and enthusiastic. If you act like it is no fun, all work and no benefits, why in heaven's name would anyone else want it?

MEMBERSHIP

Retaining and increasing membership is the primary challenge of most organizations today.

We may blame it on today's life style, changing thoughts on philanthropy, economic downswing or middle-class complacency, but it isn't really a new problem. Check back in old club records and you will likely find that fifty years ago they were voicing concerns about decreasing membership.

Knowing that, however, does not mean that we should just relax and assume that it will take care of itself. Without new members, new ideas and new workers our organizations will not survive. Once you overload the faithful, burnout becomes a reality.

When we are looking for new members, what are we actually doing? We are 'selling' our organization.

Marketing plan

If you planned to start a business in your community you would first do a

Market survey.

What do people want? What common interests do they have? What is their social/economic situation? What time availability do they have. What is the competition?

You can do this survey with a meeting of your members, after asking them to speak to a certain number of their neighbours...asking such questions as:

***What would you wish to find in an organization you join? (entertainment, social gathering, discussion, working towards charitable causes, improving the community, learning, a specific cause such as environment, etc.)

***What special cause or interest would you be interested in studying or working towards?

***To what organization(s) do you now belong. Why do you belong to it?

***When, for you, would be a convenient time for a meeting.

***Are you aware of (your organization ie: 'LIONS')? What is your idea/opinion of it?

In some communities it is a good idea to send these questionnaires, with a self-addressed and stamped envelope, to a large number of people from as wide a cross section as you can manage. (In a small town, survey everyone).

However you do the survey...use the information. Compile all the data and you have a clear picture of what 'product' will sell.

NOTE: This 'marketing' method can also be used to form a club or branch in a new area.

So we must now examine and if necessary improve

The product

Look at the activities and format of your organization. Are there ways it can be more closely tailored to meet the criteria that has been compiled from the survey. Of course you cannot change the basic aims and objectives of the club, but maybe some focus can be shifted or highlighted.

If you are a service organization you cannot become a social club and still fulfil your mission. But, do you not have some social aspects, too? Could they be increased or emphasized more? If the market seems to favour an educational program, could you not devote a portion of your time, even studying the causes you serve and their locales? Really study this information and make every possible adjustment. You may find that in some cases you already do meet some of the needs, but it has never been a strong or publicized point.

From the question on what they have already chosen to support, be ready to show the positive differences you offer. If they already belong to a social club, your service organization may be of interest to them.

A pet cause or interest might well fit into your mission statement but has never been addressed because your present membership chose to focus on others.

If it seems obvious that your present meeting time is inconvenient to the majority on the survey, consider changing it.

Check the last answer carefully. Often the public is either completely uninformed about your organization, or worse, misinformed.

Don't be stubborn about change. Just because it has always been done that way (or 'it' has never been done before) is no reason it would not be successful. Sometimes tradition becomes an anchor, especially if it no longer fits. Ask yourself...Why do we meet Wednesday night at seven?

Now sit down and

Package your product

... in a way that is attractive to the majority of your market.

Put more importance on things they want. Emphasize the positive. Make changes and refinements to offer more.

Be sure to differentiate between 'tradition' and 'doctrine'.

Make a 'blueprint' of your organization with all the additions and changes pencilled in.

You now have the package.

Now,

Advertise the product.

If lack of information (or misinformation) seems to be a problem...correct it! Print up some pamphlets and get them out to the community, (in stores, offices, Information stand, etc.)

Appoint a person to be in charge of publicity. Every time your organization does something newsworthy...get it in the paper. In fact, think of newsworthy things to do, particularly relative to interests discovered through the survey. In order to be noticed, sometimes you have to blow your horn!

There is some good information on preparing a press release available. If you are going to send a story to the paper, it must be 'news' and written in a headline format. (With proper wording and from the proper perspective, you would be amazed at what can constitute a news story.) Be sure your PR person is knowledgeable about such things...if he isn't, get him some training.

When a business plans a sale they usually

Send out flyers...

which are really invitations to the recipients to come out and take a look (and hopefully buy) what you have to offer. Then they prepare a big "sellebration". You can do this.

Prepare a description of the product (your organization). Make it up-beat, interesting and positive. Emphasize the availability of any items the survey indicated were wanted (where possible).

Plan a

"Sellabration".

Have a special "get to know us' gathering. Offer entertainment and 'freebies", just like the big guys do. And, like any good sales room, you will have ' information' and the actual product available. Really put some thought into this. Plan some entertainment that is 'fresh', interesting to the majority and will allow a time for socializing (particularly 'you' with 'them', as this is when the actual sales will be made). Make sure the entertainment is a real attraction...even if it costs you money. You can't fish without good bait.

Pick a time that your members can attend in force...and make it plain to them that it is important that they do. Check for conflicting happenings in the community. (You don't want to be up against a Rock Concert or the Thursday night Bingo.)

Now the 'flyers'. Mail out an invitation to everyone that was contacted in your survey (and more if possible). Advertise the event in other ways, too. Posters, advertisements in the paper and, most definitely, "'word of mouth'. On the invitations, suggest they bring a friend. This invitation should include a 'blurb' on your organization, taken from your refined blueprint.

The

Sale..

should be carefully planned to a) attract customers, b) showcase the product, c) allow the salesmen to meet the customers and, d) create possibilities for future contact.

We have discussed and planned the attraction (entertainment).

Showcasing the product can be done in various ways. A good speaker who can present the positive aspects of the organization (highlighting all the ways you have looked at to satisfy the most people on the survey), can be part of the program. Be sure he is knowledgeable, interesting and, most important, entertaining. A video, slides or even a 'play' about the organization is also a thought. Just be sure it is entertaining.

After the entertainment and the product showcase, have a social, ie: wine & cheese, free bar or lunch. All the salesmen should spread out and act as host to a customer. Be sure he has a drink, finds the bathroom, etc. And keep talking up the product. Ask him what he thinks of it. Ask him if he's interested (in joining). Don't use pressure tactics; be friendly, enthusiastic and encourage him to consider your invitation to join.

Of course, the members should be trading names & phone numbers with the customers for follow-up on their sale's pitch. But here's an idea...have a freebie! Have a nice, substantial door prize. As each visitor arrives, ask him to enter his name (and phone number) for the draw. Save those entries!!!! In a few days have a member call and ask them if they enjoyed the evening, express pleasure in meeting them, and ask if they would like to attend (no strings attached) a meeting with you, just to see what we're all about. If he agrees, pick him up and bring him. Don't ever expect someone to come if they have to walk in 'cold'. A note to the management....make sure that meeting is powerful and progressive. This is no time to get bogged down in a long debate about whether or not you'll buy a new briefcase for the secretary!

Remember that

Every member is a salesman!

Make sure that every member knows the organization, it's mission and it's activities.
(If there is any doubt, have a 'training session' on the product before the sale]. A good way to check whether your members are really knowledgeable is to ask, "What is (ie: Lions)?" They should be able to give a prompt, correct, concise description of the organization right off the top of their head.

And what's the best sales tool?....your own knowledge and enthusiasm! If you aren't enthusiastic, involved and dedicated, why would I want to join?

Of course, what I have just described is a 'membership blitz'. It is a big project, takes a lot of work and involvement from the members and may cost a considerable amount. If the membership questions the work and money involved, you may bring up these arguments.

First, the work....If we get more members from this, it will lessen the burden on all of us in future club projects.

Second, the money.....If we don't keep up membership , eventually the club will fold and what will the money be good for then. AND new members mean more dues.

Business knows that you have to spend money to make money. Decide what your club is worth to you, and vote accordingly. I highly recommend a 'blitz'. It attracts members and gets a lot of publicity for your organization.

Publicity is a key to attracting potential members, even without a blitz.

If you wear a club pin that is recognized, you have an opening to ask them to join. If you mention your club in conversation and the other person says, "Oh yes, I know about them."...you have an opening. If we refer back to the analogy of a 'business', it is much easier to sell a recognizable product backed by an established company...that's why they spend the bucks on advertising.

Make your meeting interesting. This is important. Of course, business does have to be discussed, and sometimes it isn't a lot of laughs. But, a good, well-organized executive can keep it orderly and productive. In chapter 6 of this handbook there are some good pointers on executive duties and responsibilities. I suggest you read it. Suffice to mention a couple points here.

Have a **prepared agenda** and stick to it. If an issue comes up that needs further clarification or information, immediately appoint someone to get this information and report back to the next meeting. Don't waste time discussing something if you don't have enough info to make a decision. People, today, are busy. Don't waste their time.

Keep **control of the meeting.** Side conversations, off the topic discussion and/or arguing are all disruptive, boring, non-productive and time wasting. When a motion is made, each person should be allowed to speak on it only ONCE, and with very few exceptions, may not speak on it again.

Organize your meeting time. If you have a program, and business, and a social time...divide it equally. If business threatens to go overtime, pick out only the absolute necessary items and table the rest. Make sure that the speaker or program director has the time they were promised. If a member or potential member has come to hear that speaker or get that message, they will be rightfully angry if they are short-changed. And, particularly if you have new or potential members, leave time for the social cup of coffee. This is when your established members can network with the new, introduce them around, explain things that have come up, inform them about the club...generally make them feel welcome to the meeting and a part of the action.

This **'mentoring' of new and potential members** is VERY IMPORTANT. Be sure your members know and appreciate this. A new member should be actively mentored for at least a year.... pick them up, sit with them, ask and answer questions...be sure they don't feel lost or forgotten. Introduce them around, explain club policies and activities, encourage them to contribute to discussions. (NOTE: Listen to their ideas and involve them in projects and decision making. Don't be an 'old boys' club that shuts out new ideas.

An organized, productive meeting is your greatest selling point...ie:" This is the kind of club I want to join." Conversely, if I come away with the impression of a bunch of haggling old hens, I will not likely be back.

And...if meetings are unorganized, boring and unproductive, an even worse membership crisis might arise. **Established members** may lose interest and quit.

This is a membership issue many of us forget. We must keep those we have! If someone starts missing meetings, delegate someone to find out why... and fix the problem. If someone quits...ditto.

In fact, even if there is no apparent problem, it is a good idea to hold a 'tune-up' meeting occasionally. Encourage your members to suggest ways to improve the club...new projects, new directions, new ideas; and ways to improve the meetings. Really listen and carefully consider ways that their suggestions can be implemented. If they feel a part of the planning team, they will feel more loyalty to the club. And.. only by finding out what is wrong with the product can we improve it.

Membership=Leadership=Membership

So back to what comes first...the chicken or the egg? Recruiting members or recruiting leaders....which should be your priority?

Well, put simplistically, you don't need leaders if there is no membership. As we have noted, though, poor leadership is certainly detrimental to acquiring new members or keeping the ones you have. If you are very short of members or in a critical stage of leadership, then I guess the priority is already evident. They are so co-dependent that one can not really be discussed separately from the other.

Members are attracted to a viable, visionary organization. This is leadership's responsibility. Good leaders are visionaries. You have a dream, an idea, a vision of what direction you want the club to go, what goals you want to achieve and what image you want the organization to portray. This is yours: you don't arrive at it by vote or consensus. It is your dream. Leadership is simply 'selling that dream'. If the members 'buy' your dream, believe in your vision... they will follow you. (If you build it, they will come.)

How do you sell your dream? Well, first you must share it. You must have the courage of your belief to 'lay it on the line.' Think of some great leaders, many who risked much more than embarrassment in sharing their dream. A most famous 'dreamer', Martin Luther King Jr., shared his dream with millions. It wasn't a popular dream, it wasn't even a very safe dream to voice.....but he believed in it and was willing to take the chance. And because of his conviction, millions followed him, and together changed the world. If he had chosen, because of fear of rejection, failure or ridicule, to keep that dream to himself no one would have known, no one would have followed, and nothing would have been done. The ability to dream and the courage to share it is the defining indicator of a leader. (Don't our fears that 'someone might laugh' pale in comparison with this example?)

Once you have shared the dream and inspired the members, you must offer a viable plan. This can be done in consultation. In fact, if the members have input into the planning, they often begin to feel the dream is theirs. But remember the original dream and keep the plan 'on target'.

With a dream (target, goal) and a well planned route to that goal, the members will willingly work towards achieving it.

There's a saying that, "It's easy to be a leader...simply get everyone going in the same direction, then get in front."

In order to renew leadership and infuse new dreams and ideas into the organization, you require new members. Without those new ideas, the club will become stale; in a rut. That can be fatal.
(A rut is like a grave...only longer.)

So it's really a closed circle, isn't it. Membership depends on leadership and leadership depends on membership. Try to keep both healthy.

Conclusion

Whether it be leaders or followers...be sure to show your appreciation.

The organization can show their appreciation to the leaders by their loyalty, their thanks and by making sure that they get recognition for their role, both within the organization and in public. Leaders should keep the members informed and involved and be sure to give thanks and recognition where it is deserved. (After all, it may have been your dream, but you sure didn't do all the work yourself.) Accept and seriously consider input from the members, and thank them for their contribution...even if it wasn't used. Nothing turns off members faster that being ignored.

Remember that every member is a representative, a salesman.

As a leader, be sure they are knowledgeable and prepared to 'sell'. As a member, wear your pin or badge proudly, gain the knowledge, carry literature and, most important, be aware that your attitude is the key factor in recruiting others. If you have complaints or concerns about the club or the way it is being run...take it to the club and work to have it improved. Don't air your dirty linen in public.

As leaders, find and mentor potential new leaders. As members, find and mentor new members. The success of an organization is the responsibility of everyone: not just the executive, the membership coordinator or the publicity chairman.

BE HONEST

BE ENTHUSIASTIC

BE INVOLVED!

CHAPTER FIVE

'SPIT & POLISH'

Etiquette, Protocol and Requisite Speeches

Protocol is merely formal courtesy

Head table seating protocol can be anything from rigid to very informal. There are only three that are more or less set in stone.

In a set-up where the MC is seated centre (centre mike) the Guest of Honour ALWAYS sits to his right. The guest of honour is the person (or the representative of a group) who is being honoured at this event.

In a set-up where the MC is seated to the side (Podium to the side), the guest(s) of honour are seated in the centre of the table. This is generally used at wedding receptions.

The MC (or whoever is acting as the MC) is always seated a near as possible to the podium.

Generally, the seating is diminishing rank 'out' from the guest of honour.

If possible, the seating is alternate female - male, and the end seats are filled by men.

NOTE: In a case where the guests are all seated on a stage, rather than at a head 'table' ...you still consider that seating to be the head table.

Introduction protocol is usually in order of increasing rank or importance...leading the applause up to a crescendo for the most important...the guest of honour or the most important person in the group you are introducing.

When introducing a group of individuals who have equal importance (ie: a graduating class) it is easiest to go alphabetically, with a sentence or two before and after the individual intros indicating that you will now (or have just) introduce(d) 'The Graduating Class' (or what ever group).

Rank or importance of individuals in a club or business is determined by their seniority and position in the organization. (Head office representatives would be higher ranked than local. If more than one, they, too, would be 'ranked' in introductions.)

Military rank decrees that the Navy is the senior service, followed by Army, then Air force. Individuals within these groups would be introduced according to their rank in their service.

Police are ranked by their jurisdiction (local, Provincial, Federal) and within their jurisdiction by rank.

Political rank is dependent on their level of government (local to federal) and by the positions they hold within that jurisdiction.

NOTE: Elected officials are senior in rank to appointed.

Church protocol is similar to all the above.

NOTE: The military and government have protocol officers who you can contact if you need clarification about rank. or protocol. In fact, if you are hosting a VIP, the protocol officer will come and 'teach' you how you must do it. Church and police will also have someone you can contact.

Etiquette is basically simple politeness. Some things you might want to note.

Be sure that those who are expected to sit at head table are greeted when they arrive, are made aware of the seating arrangements, are advised if there is to be an 'entrance' and, if so, advised when and where to line up. (Place cards are a very good idea, too.)

All participants in the program should have an agenda to follow.

Always rise and be seated from the left of your chair. (At a cramped head table, this avoids collisions and confusion).

If you are at the podium (as an MC, introducer or speaker) always remain there until the next person has time to take their place at it.

If a speaker is over their time limit, it is perfectly polite for the MC or Chairperson to stop them. Stand up: smile: move towards the speaker: wait for him/her to pause: say (into the mike) that her remarks are very important, but due to time restraints, could she use the next (one) minute to sum up?

If you are a speaker, keep to the time constraints. You will be respected and appreciated if you do. If you have not been given a time allotment, ask for one. If you get no clear answer, watch the audience and chairman....body language will likely make it obvious when you should sum up and sit down.

Formulae for Requisite Speeches

There are many 'form' speeches that we all find ourselves being asked to make. They are relatively simple, when you know the formula.

It is the responsibility of the Chairman, MC or Program director to appoint a person to make these speeches WELL IN ADVANCE to allow preparation time.

Introducing a speaker

An introducer has a few more responsibilities than just the 'speech', and is also a very important part of a program, so we will start with it.

Other than the actual introduction, these duties include...

...to meet and greet the speaker and make her/him comfortable and welcome. (take coat, offer bathroom, answer last minute questions, find him/her a seat, sit with him until you go forward to introduce.

...check the facts that you will use in your introduction with the speaker.

...after you introduce him/her, stay at podium long enough to adjust the mike, if necessary, and provide water. Lead the applause.

...stay within sight of the speaker in case she needs assistance.

...if she has handouts...hand them out

...if she needs lights dimmed..do it

...equipment set up or moved?...assist.

You can compare it to having a visitor in your home. As the introducer....you are the speaker's host. You meet, greet, make comfortable, offer them a seat, provide them with things they need, then introduce them to your friends.

NOTE: The introducer and thanker should decide, beforehand, who will escort the speaker from the room after her speech. (Get her coat, be sure she has her papers, etc.)

As we discuss Introduction Speeches, let's look at why they are even necessary. After all, why couldn't she/he just get up and speak? Some reasons for introduction...

a) It is polite...introduces the speaker to the audience.(Just as you would introduce a stranger in your home to your friends.)

b) The audience learns her name, a bit about her and about her qualifications to speak on this subject. This makes them more receptive to what she will say.

c) It focuses the audience's attention on the speaker and his/her message.

d) It acts as a transition between one event or speaker to the next.

DELIVERY TIPS:

a) Repeat speaker's name at least three times so the audience is sure to 'get' it.

b) Be SURE of pronunciation (name, town, topic, etc.)

c) Be short and concise (30 seconds for speech up to 15 minutes....2 minutes for any speech longer than 15 minutes.)

d) In last sentence...state full name and title of speaker ...(Facing the audience, NOT the speaker) ...THEN turn to speaker and welcome her as she comes to the podium.

e) Mike etiquette:...lead applause as she comes up, stay till she gets there, adjust mike,provide water,be available to assist.

SOME THINGS TO AVOID:

Don't...

a) summarize her speech...just introduce it by title or topic (speaker will tell you how she wants it done.)

b) upstage speaker or steal her jokes.

c) put undue pressure on the speaker by making comments on her speaking ability. (may be hard to live up to)

d) use cliches, if avoidable

ie: "A speaker who needs no introduction..." (if only one person in the audience does not know her intimately, she needs an introduction)

Better to say, " Who is known by many of us here.....or, "It's my pleasure to introduce....." (actually, it's your duty, but don't say that, either)

Better to say, "I was asked to introduce......." .

or you may say "It was an honour (pleasure, etc) to be **asked** to introduce...."

or, "Good morning, Ladies and Gentlemen" In any 'form' speech (one you have been appointed to do) you address ONLY the chair.

PLANNING TIPS

a) get a resume from the speaker WELL IN ADVANCE

b) include relevant human interest and personal information. (What the audience is likely interested in knowing about him/her)

c) include relevant facts on education and experience. (Those needed to establish qualifications of speaker to speak on this topic)

d) use only information that is unique to this individual and significant to the audience and/or the topic.

e) jot this down in point form to keep in sequence and not miss points.

f) check all facts with speaker to avoid errors...incorrect info will jeopardize his speech and his credibility.

g) be sure of title or topic...be sure to give it.

NOTE: Some speakers will give you a resume tailored to this specific speech...all the facts can probably be used. Others will provide a 'generic' resume with all the facts and data relating to all the speeches she may have in her repertoire...you will have to pick out the relevant ones.

Thanking a speaker

Learn as much as possible about the speaker and the topic as you can.

Get the name and title correct...also PRONUNCIATION.

Listen closely to the speech.

Remember...you are thanking the speaker on behalf of the audience. Your personal reaction is not called for. It is good to refer to a point or two from the speech, indicating the audience's appreciation, or the value to the audience...but not your personal reaction.

Thank the speaker for...

-Entertainment (if humour in speech)

-Useful information

-Personal sacrifice in coming (ie time)

-Care & time in preparing speech

-Reference to special interest of audience

Start "On behalf of....."

Finish "Ask you all to show your appreciation of ___(name)". Look at speaker and lead the applause.

Speech of Welcome

Preparation...study group to be welcomed and know who is welcoming them (you personally or on behalf of...)

Refer to characteristics of group to be welcomed..ie size of group, places they came from, character of their work, purposes and accomplishments of their organization.

State the appropriateness of place for meeting.

Mention significance of the occasion.

repeat formal 'welcome to....' and express your hope that the meeting/event will be successful

Propose a toast

a) Stand. You may recognize the chair (only)Refer to the occasion.

b) Refer to your personal connection (family, friend, co-worker, etc.)

c) Recount some background, some amusing experiences, etc. about the person you are about to toast. Or...some laudable achievements in more formal toast.

d) Bring in the reason for the toast.

e) Ask the audience to rise. Pause until they are all standing. Say, "And join me in a toast", (raise your glass), "to...."

f) Sit down.

NOTES: If this is a toast to an organization or person who is present, the toasted person(s) remain seated and glasses may be 'clinked'.

If the person(s) are not present, glasses are not clinked.

A **toast to the Queen** is merely, "Will you please rise (pause) and join me in a toast (raise glass) to the Queen." Audience usually repeats, "To the Queen".

Glasses are not 'clinked' (unless she is present).

No one should smoke until after the toast to the Queen, so have it early in the program.

The toast to the Queen should be WATER. (this is her decree, "so that all my subjects may drink the toast".)

Replying to toast

All that is required is say 'thanks', then turn spotlight back to audience. That is, in some way give them credit for making your achievements possible.

Paying tribute to someone

a) Do not have them stand at the front as you speak.

b) Express your personal satisfaction in being called upon (by whom...organization? business? individual?) to pay this tribute.

c) Discuss the outstanding achievements of the honoured person, to show what he/she has accomplished and the difficulties he/she has overcome.

d) Congratulate the person being honoured and express hope for continuance of good health and success.

e) Maintain dignity, but use humour if appropriate, as it helps relieve embarrassment of the honoured person

f) If appropriate, in the body of your tribute, talk about the character of the person.

g) Identify the person...at the beginning, if you wish...at the end, for sure...with full name and title.

h) At this point...ask him/her to stand and come forward

i) Lead applause.

j) Shake hands. Pose a moment for pictures.

k) Wait in the wings for him/her to make their response, again lead applause and accompany him/her from stage.

Responding to Tribute

Accept compliment with dignity and pleasure. Do not try to deny it nor elaborate on it.

If this is not a complete surprise, prepare a few remarks ahead of time.

Don't let your speech be a collection of stories. Make it tie in with what has been said.

Avoid old jokes. Keep humour a small part.

Say your thanks. Be brief and sincere.

NOTE: The recipient of a toast may also respond in this format, especially if the toast was long and descriptive.

Presenting a gift

This is basically the same procedure as paying a tribute, and is often combined

a) Explain who the givers are.

b)Tell something about the gift, what it is for, anything special about it, the occasion, (if not to be opened, explain why and describe what it is.

c) Say that this gift is but an expression of love, gratitude, respect (whatever), for what he/she has done.

d) Describe length of service (if relevant)

e) At this point, call her forward.

f) Express hope that the gift will bring pleasant memories.

g) Present gift, shake hands, lead applause.

h) Pose for pictures.

i) Remain in wings during response...escort from stage.

Accepting a gift

a) Open the gift unless you have been asked not to (and show it to the audience)

b)Remarks made in presentation should be picked up and used.

c) Formally accept, stating surprise (if so) at receiving gift.

d) State your pleasure in the gift (no matter what it is)

e) Refer to gift and mention how you might use it.

f) Thank the givers again in simple but sincere language, stating that it will always be a reminder of past associations.

NOTE: A good idea for the planning committee is to wrap the gift with one side covered only in cellophane. Then the recipient does not have to waste time opening it..can just hold it up to show the audience.

Speech on retirement

a) Express appreciation for the support you have received.
b) Give brief resume of the work and accomplishments during your term
c) Assure successor of your support and ask audience to give theirs.
d) If you are retiring from the organization, too, express your good wishes for it's continued success.

Nominating a Candidate for office

a) Name candidate
b)Outline duties of office to be filled.
c) Show qualifications of your candidate to meet these requirements.

NOTE: After nomination has been made, seconded and accepted, a longer speech may be made.

Installation speech

a) Express your appreciation for the honour
b)Recognize preceding holder of office.
c) Optional....you may refer briefly to your proposed policy or plans while in office.

Accepting an office (after election)

a) Express thanks for honour. Do <u>not</u> say you are not qualified.
b) State realization of responsibility
c) Refer to retiring official's reason for retirement (unless he has been fired)
d) Refer to retiring official's outstanding contributions.
e) State confidence in loyalty of members. Ask for their cooperation. Don't promise more than you can deliver.

NOTE: Always say OUR organization.

f) Don't use such trite expressions as "I will follow in his footsteps", or "I will try to be as good as___".
g) Any reference to a previous official should be complimentary
h) A speech of acceptance can be most important because it can demonstrate the wisdom of choice of the members and can win the elected official goodwill for future efforts.

Addressing the Chair, et al

Whenever you are to speak, you must ALWAYS address the chair. This is the minimum.

If you have been formally introduced you should first thank the introducer...then address the chair.

NOTE: You MAY thank the introducer even if it is less formal.

If you are making a 'form speech' such as these we discussed in this chapter, you do not address anyone except the chair.

If you are 'the speaker", your address should include all (or at least those present} of the persons listed below....in this order.

Thank introducer. Address the chair

Address the head table (either as a whole or individually in diminishing importance (don't address the recording secretary at a business seminar)

Address any special guests...individually or as a whole

Address the audience

Greet the audience.

Therefore, at a gathering, with all the people mentioned, your address could be as follows.

<u>"Thank you ________</u>(introducer)
<u>Mister Chairman</u>
<u>Madame President</u> (or President_______)
<u>Vice President ___________</u>
(or President & Vice [and other executive in attendance] can be jointly addressed as "Members of the Executive"}
<u>Fellow speakers</u> (or participants)
<u>Special Guest ___________</u>
<u>Special Guest ___________</u>
(Or both special guests can be addressed, jointly) as "Special Guests")
<u>Guest of Honour (________</u>name if you wish)
<u>Ladies and gentlemen</u>
<u>Good Afternoon</u>

NOTE: Chairperson might also be the President. In any case where a person would appear twice on this list..address him/her in the highest position he/she holds

It is seldom that there will be this many people to address, but the sequence remains the same.

Now, pause and smile ...<u>then</u> go directly to your speech.

One more place where you might need advice about etiquette is if you are **speaking from the floor.**

<u>First....you must be recognized by the chair before you can speak.</u> You may stand until he/she notices you and 'gives you the floor', or you could hold up your hand. Or the chairman might call on you to say something.

The chair might recognize you by name..."Yes, Mr. Smith" or simply by a nod.

<u>Even from the floor, you must address the chair.</u> In this case it is acceptable to say" Thank you Mr.......(chair)"

In conclusion

As you study these, remember that they are guidelines. Not everyone will say and do the exact same thing. The object of this chapter is to give some insight into what is expected of you if you are asked to speak, make you aware of what you should and should not say in 'form' speeches. This knowledge will help you feel comfortable in the role.

CHAPTER SIX

'YOU'RE ELECTED...NOW WHAT?'

Duties and Responsibilities of Elected and Appointed Positions

The number of elected officers, and their terms, of a club or organization should be set in the by-laws. Generally, job descriptions will be in the operation/ procedure manual. If your club does not have these, or you are just starting, the following guidelines will benefit.

President

* ensures that all by-laws, aims and objectives, procedures, and protocol of the organization are observed.
* promotes the mission of the organization, and presents a positive attitude at all times...to members & the public.
* presides at all general, council and executive meetings...and is an ex officio member of all committees.
* arranges, in consultation with others if appropriate, the agenda for meetings.
* checks with the secretary ahead of time about any correspondence or other items needing attention at the meeting; condenses items where appropriate and checks background information if necessary. Checks the minutes for tabled business (to be placed on the agenda).
* arrives in good time for meetings and endeavours to start on time, keeps to the agenda and controls the meeting (and time) while making sure that everyone who wishes has their say.
* has a good knowledge of the organization.
* appoints committees, chairmen and task forces from the membership.
* is usually one of the persons with signing authority for banking.
* has a good knowledge of parliamentary procedure and how to deal with motions, amendments, tabling a motion, nominations, elections and voting, etc.
* calls the next meeting. (regular, special, etc.)

Vice president

* acts in absence of president and fulfils the duties as given above.
* promotes the aims and objectives of the organization and presents a positive attitude to members and the public at all times.
* learns the duties of the office of president, as listed above, in preparation to take on the role.

Secretary

* is caretaker of all records, paraphernalia (flags, etc.) of the organization. Keeps 'full' minute books as history of club.
* keeps record of all club members; phone number, address and standing in the club. (attendance, dues, office, etc.)
* helps president prepare agenda in advance of the meeting, and makes copies for all.
* keeps track of all correspondence received, opens and reads, advises president before the meeting and condenses or highlights it as directed.
* takes care of all correspondence from the organization, promptly.. (save copy)
* takes minutes at meetings and records them in book as soon as possible after meeting.
  ... makes sure that names (first and surname) of movers and seconders of a motion, the exact wording of the motion, and the result are recorded.
  ....full names of elected officers, appointees or those agreeing to take on specific tasks.
  ....keeps record of treasurers report, committee reports and all activities of club.
* presents previous minutes at meeting for approval. (makes changes if directed).
* assures that the president and secretary sign the minutes after they are approved.
* sends meeting reports in (to higher level) on time, as specified by the organization.

Treasurer

* takes over account books from predecessor, has signing authority changed on bank account, or opens a new account.
* keeps the books up to date and balances them promptly on receipt of monthly bank statement.
* collects and records club dues and reports members' standing to secretary.
* writes cheques for bills as instructed at meetings, and records amount & reason. (Money should not be spent unless pre-authorized by vote at a meeting.)
* promptly deposits all money received for dues, fees, donations, committees, etc. and issues receipts.
* is authorized to issue receipts for tax purposes, and to use the 'charitable organization' seal or stamp.
* prepares an up to date report for every meeting.
* makes arrangements to have books checked or audited (as directed by club by-laws) in time to prepare a financial statement for the annual meeting.
* provides floats for club events, as required, and deposits money from these events. Keeps detailed record of money received and expenses, so profit/loss of this event can be clearly determined.

Directors

Some groups are governed completely by the executive (President, Vice president, Secretary and Treasurer). Many, however, elect Directors to serve on the board. Their mandate is to 'run' the organization between meetings. In large groups, where general membership meetings are only held annually, directors are a must. Even with small groups, meeting monthly, it is good to have directors to deal with any immediate business that may come up between meetings. The number of directors can be whatever the organization chooses. Generally there is an uneven number to avoid tie votes.

Since directors are involved in the day to day running of the organization, the new executive is often elected from their ranks.

General comments on the board

All officers should be looking for potential replacements for themselves and mentoring (training) them to take over.

Some organizations have more than one vice president, possibly a line of succession to president, and often representing specific numbers, location or interests of the membership.

There may also be a position of president-elect. This person is automatically declared president at the end of the current term. Vice presidents may move up to president, but it is by election.

The secretary must keep all important information in the minutes, as this is the official log of the organization. Use full names. Record all motions and elections in detail. Record the monthly financial statement. Keep record of members and their standing. Keep records of on-going and completed projects.

Keep in mind that business cannot be conducted without a quorum present. The number of members considered a quorum is usually dictated in the by-laws.

To change by-laws, the motion must be presented to a general meeting (all members) of the organization. The advance notice of motion, method of calling the meeting (if not scheduled) and the majority necessary to pass the motion is determined by the by-laws.

Motions and elections.

Roberts Rules of order is an excellent resource, but, in brief;

Motions:

* a motion has to moved and seconded before there can be any discussion.
* after it has been seconded, the mover and seconder may speak to it first, and may speak last.
* other than the mover and seconder, no one may speak to the motion twice (except if asked for clarification).
* an amendment also has to be moved and seconded before discussion and is voted on before the motion.
* if the amendment is passed, the main motion is voted on 'as amended'.
* if the amendment is defeated, the main motion is voted on as originally presented.
* an amendment to an amendment is moved and seconded, debated and voted on. The amendment is then voted on 'as amended', or as originally moved.
* a motion to table a motion must be moved and seconded, is not debatable and must be voted on immediately.
* a motion or amendment may be withdrawn by the mover before being seconded, or by agreement of the mover and seconder.
* a motion or amendment is read clearly before discussion and, again, before the vote is called.
* call for votes both for and against, and 'abstain'. Announce the result.
* a tie vote is considered defeated.
* a motion (and amendments) must be voted on, tabled or withdrawn before another motion can come to the floor
* the chair does not have a vote except to break a tie.

Notes:

There may be more than one amendment, and they are voted on in order. However, if a motion needs more than one amendment, it may be that you need a whole new motion.

Reasons for tabling a motion might be lack of sufficient information to make an informed decision, or someone may feel that there are too few members in attendance and they want a more 'general' decision.

If a motion is submitted in writing, it helps the secretary, but is not necessary.

To control length of debate, the chair may limit time to speak; ask that speakers alternate 'for' and 'against' until there is no alternate; or in a small group, ask each person to speak once (for or against).

Announce how vote will be taken (usually by show of hands or delegate cards.)

Elections:

It is advisable to have a nominating committee in place well before elections. They can approach potential nominees and give them a chance to consider it. They should also have someone ready to second the nomination.

Each office that must be filled is taken singly, generally in descending order of importance.

Unless determined by by-laws, the chair should announce how the voting will be done (show of hands, show of voting cards or by ballot).

* The chair announces that "nominations for the position of_______ are now open".
* The nominating committee chairperson may nominate a candidate and have it seconded from the floor, or nominations may be made and seconded from the floor.
* The nominee must accept or decline the nomination.
* The chair calls for nominations to this position three times, then accepts a motion from the floor that nominations cease.

* If there is only one nomination, the election is declared by acclamation; more than one, the chair calls a vote.
*Before vote, each nominator may speak for their candidate (usually as an introduction)
*The candidate may make an 'election speech'.
*Vote is called. Chair repeats the office that is being filled, and lists the candidates by name (alphabetically is the least biased)
*Winner is announced. Chair asks for motion that ballots be destroyed.
*Winner is given time to make a short speech of thanks.

Notes: In elections and motions, the by-laws of the organization will determine who has the right to vote. If every person in attendance does not, then voting cards should be issued to those who are eligible.

Committees

The president, or board, may appoint special committees to run, organize, research or oversee special events, projects etc. Or, they may appoint a committee chairperson and that person may form his own committee.
*committees are formed for a specific purpose, and may only deal with that.
*minutes of meetings should be kept.
*generally, a budget is allotted to a committee. Detailed records must be kept on receipts and expenditures. If further money is required, it must be approved by the board.
*committee head or chairperson must report to the board (or general meeting) as ordered.
*after the event, the committee head must close. Pay all bills.Collect all moneys. Compile a written, detailed report and financial statement and submit it to the board.
*committee chair may appoint ancillary committees, who report to the original committee The interim and final reports and financial statement of the whole project, to the board, is the responsibility of the original appointee.

In some organizations that have on-going projects or programs, the directors may be appointed to head committees for the length of their term. (Standing committees)

Interim committees may be formed for such things as:
* a nominating committee.
* a fund raising, publicity or social event
* a short-term project

Full term (standing) committees may be formed for such on-going things as
* membership
* grants and fund raising
* social - entertainment
* publicity
* historian

A task force is similar to a committee, but it is seldom a very long term, and might be only one person. Generally, a task force is appointed to research a specific subject for a specific purpose. For instance, to garner information necessary for a vote.

Other appointments by the president (or chair) might include

*a recording secretary for a conference or special meeting.
*to chair a conference or special meeting.
*to check the year-end books.
*to represent the organization at a conference, forum training course, presentation, etc. and report back

NOTE: if a representative of the club will be given voting privileges at the forum they will attend, they should be elected, rather than appointed. An elected **delegate** should make themselves aware how their club wishes them to vote. Report should be in writing.

The president may appoint a chairperson to run a specific part of a meeting where the president may wish to enter discussion, have a vote, or to remove himself from the meeting room (maybe due to conflict of interest).

The chair

whether it be the president or appointed chair,

*does not make a motion or take part in the discussion other than to condense what has been said and to keep control of the meeting.
*makes sure that the program / speaker is under control either by checking personally with the speaker, or with the person responsible for that evening's program.
*keeps each part of the meeting on time
*If business is going over time, suggest some business be tabled, or that another, special meeting be called to deal with it.
*may limit speakers' time (in advance). If speaker does not quit, you should rise, go to the podium and, when the speaker pauses, interrupt to say that "although his/her information is great, time is limited. Would he/she please take the next minute to summarize?"(ONE minute!!)
*when minutes have been read and corrected, if necessary, a motion to accept them can be moved and seconded OR the chair may declare them adopted as read or corrected.
*when the business is completed, the chair may call for a motion to adjourn (a seconder is not needed) OR the chair may declare the meeting adjourned.
*committee reports are accepted as above.

Planning Agenda

This is the responsibility of the president and secretary. It should be planned in advance of the meeting, and copies provided for all.

Some organizations have a standard 'order of business".

If you are in doubt, a generic example is illustrated below.

AGENDA

Name of Organization____
Date,Time & Location of meeting_____
Type of meeting__________
(executive, committee, general, special)

1. Opening ceremonies
(Anthem, creed, prayer, etc.... or President may just declare it open)
2. Approval of agenda_____
3. Minutes (read & adopt)___
4. Correspondence ________
(organized and condensed)
5. Treasurer's report (read and accept)_______
6. Committee reports
6-1. Standing Committees
6-1a. Fund raising Committee
6-1b. Social committee
6-2. Special Committees
6-2a Hall renovation
7. Roll Call
8. Old Business
8-1. Arising from minutes
8-1a_________
8-1b____________
8- 2. from reports

9. New business
9-1. arising from correspondence
9-1a__[item]_______
9-1b__[item]_______
9-1c__[item]_______
9-2. from reports
9-3 Other
9-3a Plans for annual meeting
9-3b Open board positions
9-4 Emergent Business
9-4a.__(added from floor)____
9-4b__(added from floor)____

10.Closing ceremony______________
(if applicable, or president declares adjourned)

11.Particulars of next meeting______________

NOTE: By numbering and lettering all agenda entries, it makes it much easier for the recording secretary.

 # 2..at this time, additions to the agenda **may** be made by members on the floor <u>if the membership agrees,</u> and if there is time. After approval,the agenda cannot be added to or changed.

 # 6...6-1.Standing committees should report at every meeting (even if their report is 'nothing to report".

6-2. Special Committees report when asked (in advance) by the executive (or they ask to be on the agenda.)

 # 7...Roll call can be earlier in the agenda, if you prefer. Be sure that roll is called <u>before</u> any business requiring motions, to ensure there is a quorum.

NOTE:Secretary should record those present. On some boards, the names of those members present appear on the minutes. In other organizations, it just appears as a number.

#8-1 & #9-1... Secretary & President should have perused the minutes and correspondence to find items of business arising from them.

#8-2 & 9-2... This cannot be planned in advance, but will come from reports made at meeting.

#9-3... Executive and/or members may place business in this, prior to meeting.

#9-4 Emergent business is very important and arises at the last minute (not in time to be put on agenda).Membership must agree to put it on agenda. If it is not truly of an emergency nature, it should be tabled.

NOTE:If you find that you cannot deal with a certain matter (due to lack of info or time), ask for a motion to table it (target dated) and it will appear on the agenda, at that time, under #8-1.

NOTE: Suggest to secretary that she keep a list of all tabled business, and the date it is to be brought back to the floor. This assure that it is not forgotten .

Since many items on the agenda are automatically entered, the secretary can make up some forms with the regular items already entered, then just enter the others during discussion with the president. That seems to ensure that some things don't get overlooked.

<u>Quorum</u>...a predetermined percentage of voting members who must be present in order to conduct business; usually determined in by-laws of group)

In conclusion

Although the duties and responsibilities may seem intimidating, it is hoped that it will not deter you from taking an office.

The past officers will be there to assist and guide, when needed, and the membership will support you.

If you are already in a position, or plan to be, there are many good resource materials available. As mentioned, Roberts Rules of Order is considered the 'bible' of conduct. Look in your library for other titles dealing with specific areas or circumstance.

Smaller meetings can be much less formal, but be sure that motions, elections and finances (and dues) are properly handled and recorded.

Even if you run a relatively informal meeting, if a particularly delicate or explosive subject is on the agenda, it is suggested that you dust off the "Roberts". Handling such matters according to the rules (fairly), leaves less chance of hurt feelings or bitterness, uncontrollable confrontation and/or division within the organization .

CHAPTER SEVEN

THE 'SMOOTH' M.C.

Webster's Dictionary defines **Master of Ceremonies** as: a) "a person in charge of a social or other occasion, who introduces the events or performers; b) one who organizes and looks after details at a dance or other formal occasion".

Some occasions that require an M.C. are; a wedding reception (and dance), a graduation exercise, a dinner meeting with some business and a speaker, a social to honour someone, an awards ceremony, a presentation ceremony, a company dinner and dance, a Christmas (or other holiday) party, an evening of entertainment (from children's music recital or concert to adult little theatre). There is no size requirement. Any event that will function more smoothly with someone 'guiding' it with an eye to variety, smooth progression of the program, introduction of the events/persons and the other eye on the clock will benefit from the services of an M.C.

In the beginning...

When you are first approached, you should get some basic information...time, date, location and type of event. You should also, at this time, make an appointment to meet the program organizer, as soon as possible, to discuss the agenda. (In the case of a wedding, the bride and groom may be the organizers: a business event may be organized by the company president.)

At this meeting you need to know the exact nature of the event and determine what, exactly, the program director perceives your role to be. You should have a notebook and a list of questions to discuss.

It is best to get a COMPLETE agenda of everything that will be happening. Many things are not your responsibility, but as MC, you may need to announce, guide, introduce, etc. You may also be asked questions by guests, so it is best to be in on the overall picture.

You can also make suggestions. For instance, has anyone made arrangements to meet and greet guests or speakers? Is someone in charge of seating guests? These aren't your duties, but the organizer may appreciate the input.

ORIGINAL INFORMATION

DATE:________________
TIME:________________(from_ to__)
LOCATION:________________________
EVENT:___________________________
PROGRAM DIRECTOR_______________________
PHONE NUMBER___________________________

EVENTS/ITEMS (not necessarily in order)
Event 1________________________________
where it will occur (main hall? head table? etc.)
____
my duties______________________________
info I will need (ie: names of people involved, what their part is in the program.)
____
____
____

Event 2________________________________
[same as above for ALL items in program)

As you go through this agenda, some questions you should ask are:

What are the bar hours? Will it close during supper? Is it cash bar or free? (You need to know in order to announce the rules.) If an entertainer needs a piano, is one available and who will assure it will be in place? Where will supper be served? (If in another room, you will need to know where to send the guests.) Will there be a head table? Will grace be said? By who? Are there any special guests that need to be recognized? Are there any special cultural or club customs or ceremonies of which you should be aware? Will there be reserved seating? If presentations are to be made; by whom? Where will the gifts/certificates, etc. be located? Will you need to plan the dance agenda, or will the DJ act as MC for the dance? Will you need to announce (during the dance) such things as lunch, bouquet throwing, bar closing, and/or closing of hall?

You will find that many of these questions don't yet have answers, but the program director is now aware that they exist, and should fill in the answers for you as soon as possible. You will work closely throughout the planning stage.

Further meetings

Stay in close contact with the program director. Any questions that you think of should be passed on to him as they come up and he should keep you up to date on all refinements and changes in the program.

There are other people you should contact, in person or phone.

First...every person on the program. (You should have their names and phone number from the program director.)

When you meet/talk with them, the following is a good guideline of information you need.

PERSONAL PROFILE

(Make a page for each)

NAME: (and title or rank)____________________
PHONE:______________________________
(if difficult to pronounce...print it phonetically underneath)
FROM WHERE?__________________________
PART IN PROGRAM:____________________
(ie: guest speaker, introducer of speaker, toast to bride, presenter of award, entertainment? etc)
WHY/WHO?____________________________
(relationship to bride? position in company? title? etc)
TIME NEEDED________________________
(you should know exactly how long to allot each speaker.. if necessary, give them a specific time limit)
DO THEY NEED ANY SPECIAL EQUIPMENT?
____
Mike, overheads, podium, electrical plug ins, etc.
OTHER PERSONAL OR PROFESSIONAL INFO:
____
____
When planning what personal info to use, use hi-liter.
NOTE: Each participant should have an agenda, so as to know where their contribution fits in. Either you or the program director should provide this.

When getting phonetic pronunciation...don't forget names of hometowns.

A couple more questions that may arise from these interviews that should be discussed with the program director........
Will the participant attend the whole function or just come in for their part? Will they eat? May they bring an escort? If arriving from out of town, who will meet them at the airport or hotel? Will someone assure they get to the event? Again, these aren't your responsibilities but, it needs to be done by someone and it is good to know the plan.

Second...others involved. You should at least, talk to and preferably meet with everyone who will play a part. These include:

Facility manager...Ask to meet him at the place where the event will be held. Where will the head table be set up? Where are mike, podium, visual equipment, power sources, etc.? Where will meal be served? Where are bathrooms? Coat closets? What time do they want the event over? Who will be in attendance during event as troubleshooter (and where will they be if you need something?) Are there any special rules, requirements, restrictions that you need to know. Draw a sketch for future planning, with key elements marked.

Caterers...is there anything special you need to know about how they plan to 'do' the meal? Who are they? (Are they a service group, professionals or family/company members?) What menu do they plan? Will they serve wine, or is that someone else' s duty? (Whose?) How long will it take to clear the tables?

Media and/or Photographers...where will they set up? (You and they should decide on a plan that suits their needs and does not interfere with your duties, the program or with the enjoyment/view of the guests.) When will they be in attendance? Do they wish to interview or photograph anyone specifically? (You and they may need to approach the management of the facility to arrange a location (a backdrop or small separate room).

Dance band...When do they start? Finish? Breaks? How long will it take to set up? Will they MC the dance or will you? (or will it be shared?) Do they have an agenda of dances/special dances?breaks/ announcements, etc?

Entertainers.....What do they do? Where do they fit in program? What equipment do they need? Where will they perform? Do they need set-up time? How long will they entertain? (Set a definite limit) Are they professionals, friends or members? Some info about them.

As you can see, these meetings may raise more questions or issues you need to discuss with the program director. As you and he exchange information and ideas, the plan will come together. The idea is to try to foresee anything that might come up and to make sure someone is responsible to handle it. A successful event is one where there are no last minute surprises for anyone. Planning and consultation. can avert such surprises.

Since you are the person in the limelight, the competence and performance of everyone will reflect favourably on you.

Head table

With the program director, make a chart of head table (and auxiliary tables if pertinent). The format and who will be at head table is up to the program director but discuss your preferences and suggestions. Generally, there are two forms of head table seating...Wedding and Other. There are only a couple hard and fast rules, (as noted below the diagrams.)

WEDDING HEAD TABLE(S)

Podium

X ______ Bride & Groom ______

Aux Table Aux table Aux Table

(as many as needed)

NOTE: The Bride and Groom **always** sit in the middle of the head table.

They are **always** flanked by their attendants and, **usually** the parents, the clergyman and the MC.

The seating is alternate male - female, (if possible) and the end seats are occupied by men except if the MC is female.

If the MC is at the head table, he should sit closest to the podium.

Space permitting, the spouse of the MC and of the clergy also sits at head table.

Husband and wife (except the bride & groom) **never** sit side by side.

The MC and clergy (and spouses) **may** be seated at a reserved, auxiliary table. (The ushers, bridal book attendants, or others with a part in the proceedings may be seated at this table, too, to fill the available seats). The MC is **always** seated as close as possible to the podium.

If it is a very large group, parents **may** be seated at reserved, auxiliary tables. If there are divided families, it may be best to assign a table to father of the groom & mother of the bride and spouses/escorts and another table to father of the bride and mother of the groom and escorts/spouses. This avoids the necessity of seating estranged parents together.

Other very special guests (grandparents, children of bride or groom, spouses of the attendants, person who will toast the bride, etc....and their spouses/escorts) **should be** assigned reserved tables.

The head table **should have** place cards. The auxiliary table can be just "reserved" and the people who are to sit there should be quietly informed/directed by the program director.

"OTHER" HEAD TABLE

GUEST - M.C.

X

(podium)

NOTES: The M.C. **always** sits in the centre with the Guest of Honour **always** on his right. [NOTE: The guest of honour may be the guest speaker, but not always...it is the guest of honour who has this place at the table.]

The spouse of the guest of Honour **always** sits at the head table and **usually** the spouse of the MC..

Other than MC & Guest, seating is alternate male - female, and spouses **never** sit together.

Other persons at the head table will be determined by the program director, usually by diminishing rank/importance away from the centre. (Spouse of guest is next highest importance to guest. If MC & Guest's spouse are alternate sex, the spouse should sit to the MC's left. Others at head table could include executive of the organization, political dignitaries, etc.

If the speaker(s) are not at the head table, they should be given reserved seating near the head table.

NOTE: Some functions will not have a head 'table'...the participants may just sit on stage. This line-up of people is still considered the 'head table' in planning and recognizing them.

As time passes, the program director should be filling in any information and names you have requested. Keep asking if necessary.

NOTE: Names of special guests that need to be introduced or recognized may not be complete until the last minute. (ie: until invitation is RSVP'd). Leave yourself a bit of time for last minute write-ins.

NOTE: Get some info on special guests. Even if you are just acknowledging the presence of "Uncle Sid", it makes it nicer to be able to add that "Uncle Sid just returned from a ten year stay in Bora Bora especially for the wedding."

NOTE: If anything is going to be presented during the program, that article(s) should be close at hand and accounted for before the program. (It is embarrassing to have the 25 yr. employee and the president of the company (who is to present him a gold watch) standing at the podium while someone rushes around frantically looking for the gold watch.) In the case of numerous presentations (certificates or diplomas) a separate table near the podium should be available with the presentations arranged (and marked) in order that they will be handed out. Sometimes for the sake of time, it is advisable to have a 'gopher' to bring the presentations from the table to the presenter at the podium. If many presentations are to be made, it will save time to call all recipients on stage, then they are close by as their name is called.

Checklist #1

Up to this point, have you....

...established some regular contact with the organizers or program director?

...made an agenda of the COMPLETE event?

...compiled a list of ALL participants in the event? (and phone numbers)

...talked to these participants?

...discussed their role AND time allotments?

...been given a list of special guests and established what part they play (simple recognition or speaking)

...checked pronunciation of all names, towns involved?
...compiled a profile on each of the persons who will be introduced to speak...made contact with the facility manager?
...toured the facility?
...checked for any cultural, religious, social, company or club ceremonies and customs (and no no's)?
...discussed special equipment needs of the participants?
...considered the placement of all equipment? (Don't overload a circuit!)
...thought about how, when & where for photographers and/or media?
...arranged orderly availability of presentations, diplomas, etc?
...written down all the info, ideas, arrangements as you have gone along?

Organize Agenda

With all this information you have gathered, you can now start planning your program. You already have the basic agenda of the whole event, so work from there. Start simple and proceed to a very detailed plan for yourself. A couple of examples of this planning are given here, but you realize that each function will be different.

Even at this point, questions will come up that need discussion with the program director.

GRAD PROGRAM Organized agenda

Guests arrive	6:30 - 7 pm
Enter to stage	7 pm
Program	7 - 9 pm
	...Welcome
	...Intro dignitaries on stage & grads in front rows of auditorium
	...Intro speakers (2)
	...Intro presenter of awards
	...Intro recipients
	...key note speaker
	...congrats & wind up of program
Wine & Cheese	9 - 10:30
Farewell	10:30 pm

AWARDS PROGRAM Organized agenda

Business	5:30 - 6 pm	(run by pres)
Cocktails	6 - 7	
Dinner	7 - 8 p.m.	bar closes
Program	8 - 9:15	see program notes
Break	9:15 - 9:30	bar opens
Entertainment	9:30 - 11 pm	introduce
Socializing	11 - 12	
Farewell	12	bar closes

WEDDING - Organized Agenda

Wedding Ceremony	2 - 4 pm	
Pictures (at studio)	4 - 5 pm	
Reception starts	5:30 pm	bar opens
Receiving Line	5:30 - 6	bar closes
March in	6:30 pm	

Welcome by MC, on behalf of____?____
Announcements by MC...make notes
Grace/Invocation by ___?___

Dinner	6:45 - 7:30	what order to buffet?
Break	7:30 - 7:45	bar opens
Program	7:45 - 8:45	on next plan
Cake cut	8:45	announce
Dance	9 pm	announce first set
Bouquet toss	10 pm	announce
Lunch	11:30	announce
Bar closes	1 am	announce
End	1:30 am	farewell

Now you can refine this agenda into a program

REFINED PROGRAM (Wedding)

4 pm.. arrive & meet with facility manager
check equipment, tables, etc.
5:30 announce bar open
announce reception line
check that speakers are present
try to meet special guests and determine where they will be seated (make notes)
6:15 get guests seated
announce entrance will be at 6:30
announce bar will close at 6:30
6:30 announce entrance of Bridal Party
(stand & lead applause)
Welcome guests an behalf of Mr & Mrs Smith
Announcements
...instead of tapping glasses, couple will only kiss for a poem
...bar will reopen at 7:30
...other announcements as directed
____
____

6:40 Intro Rev. J. Brown to say Grace
Announce dinner will be served to head table other tables will go to buffet as table numbers are called (draw from hat)
7:30 (or as soon as most on dessert)
...recognize caterers (Ladies Aid Society)
...announce bar open
...announce break & program start at 7:45

7:45 Welcome back & opening........................2 min
Intro head table & aux. tables ....5 min
Intro Mary Jones for toast to bride............1 min
Toast to bride....................................... 5 min
Intro groom to reply............................. 1 min
Reply...2 min
Intro special guests.(list attached).............5 min
Intro best man for toast to ladies................1 min
Toast to ladies ....2 min
Intro matron of honour for toast to men.......1 min
Toast to men...2 min
Telegrams (fun)......................................3 min
" (real) ....3 min
Intro father of bride................................1 min
Father of Bride......................................2 min
Intro father of groom.............................1 min
Father of groom....................................2 min
Intro bride & groom...............................2 min
Bride & groom.......................................4 min
Final words by MC................................2 min
8:45 Announce cake cutting (at table to side)
that B&G will pose for pics
that dance will start at 9 pm
Organize/direct cake cutting and pics
9:00 Intro band
Direct first dance (long, special song)
for B&G only
then ask attendants to join in
then ask parents to join in
then ask all to join
Intro Band Leader & Turn MC duties to him
10 pm Announce Bouquet toss
(set up and announce like 'horse race')
Same for garter toss
Announce B& G are leaving
11:30 Announce lunch at back of room
12:45 Announce bar closes at 1 am
1:30 Farewell & announcements
...Don't drink & drive
...we must vacate premises by 2 pm.
...gift opening (here) tomorrow at 1 pm

The other occasions (Presentation, Award, etc.) would be refined in a similar manner. Be sure to fill in time allotment...then if someone goes over (or under) you can compensate in your speaking times.

NOTE: It is quite proper to 'stop' a long winded speaker, BUT be very polite about it. (They did agree to a limit)
Attached to this program you should have a 'profile' on **each person** you will introduce. Have them in order of appearance.

It is a good idea to chart the head table for introductions. Here are two examples

WEDDING HEAD TABLE

Minister
3rd groomsman
2nd bridesmaid
Best man
Matron of Honour
Groom
Bride
1st groomsman
1st bridesmaid
2nd groomsman
3rd bridesmaid
MC

- Start closest (with self) and introduce up to (not including) the bride. Then start at other end and introduce up to (and including) the bride...or the bride & groom as a unit.
- After applause dies...then introduce the auxiliary tables in this order.:
- Parents of the bride (or mother & escort, then father & escort)
- Groom's parents (or mother & escort, then father & escort)
- Grandparents, children of previous marriages
- Other wedding attendants ....ushers, flower girl, ringbearer, soloist, wedding book attendants, ...
- Spouses of MC, Minister, attendants.
- Then intro (now or later) special guests
  A person does not get introduced twice (ie: as daughter AND as flowergirl). Introduce them in the first position they would appear, and mention their dual role.

B&G will decide who gets introduced, but do it in this order.

BUSINESS FUNCTION HEAD TABLE

(one example)

Foreman
Wife of Manager
Pres. of Company
Wife of Guest of Honour
MC
(microphone)
Guest of honour
Wife of Pres.
Wife of Foreman
Dept. Manager

Intro self first. Then start on your left and intro up to yourself. Then go to far right and introduce up to (and including) the Guest of Honour. After applause, intro other special guests.

NOTE: In this case it was necessary to seat two females together in order to have men on the outside ends (protocol to do so). However, the Guest of Honour, MC, president, Manager and Foreman (or some of them) may be women, so their spouses would be men. Or there may be only women or only men present. The only hard and fast rule is that the MC sits in the middle and the Guest of Honour to the MC's right.

Protocol, or 'rank'

We have said that introductions and seating are determined by 'importance'. How do we determine that rank?

First, the program director will determine the rank within the business, organization or university, etc.

Guests, however are usually just listed as 'guests'. Rule of thumb in this case is....
Elected officials are senior to appointed
They are ranked by the level of government they represent
Navy is senior to army which is senior to air force.
Military personnel are graded by their rank
If protocol is really important to the occasion, government and military have protocol officers you can consult.

Checklist #2...

have you...

- checked your program with the director to see that the sequence is agreeable to them and nothing has been left out. - gone over your program, checking time of each segment and overall time.
- highlighted areas of importance.
- prepared notes on all participants, arranged them in sequence and attached to the program agenda so you can make relevant, interesting comments as you move from item to item.
- considered your proposed comments with a view to timing, taste and tact.
- looked over the program for any religious, social, cultural or political considerations.
- planned introductions (and seating) with a view to proper protocol.
- planned a little fill-in that you can use if needed.
- made all your notes in large print on numbered cards or pages...and made copies.

Introductions & Acknowledgements

Always introduce head table or dignitaries or special guests in order of importance. You should start with lesser importance and lead up to the 'star'. This way the applause reaches the highest level at the 'star's' intro.

For instance, the Bride & Groom at a wedding, the Guest of Honour at a dinner, the person who is to be awarded, the grads at a convocation are the 'stars' so should be last.

It seldom works to ask the audience to hold their applause till all are introduced, so allow an extra minute and encourage them to clap.

When introducing a list of people, ask them to stand when named, and remain standing till all are introduced.

If you are introducing someone who will later speak, keep the intro as simple as the others, but say that this person will be more fully introduced later.

Introductions can be quite simple "Sitting at the far end of the table, the groomsman (and brother of the bride), Joe White", or more involved (tell a short anecdote about Joe White) ...BUT, you should always indicate where he is sitting, his title (or part in the event) and his name.

Don't try to be the star. Your duty is to have the audience focus on the people you are introducing.

Introducing and thanking speakers

When you introduce a speaker (see Chapter 5), the audience wants to know a little more about this person, so give some background.

Wait till this person gets to the podium, then step away. (You may shake hands in some situations). You are 'turning the mike over' to this person....don't leave before he gets there.

Always thank (or in some way recognize) the speaker when he is done. (ie: Thank you, Mary, for that toast. Now I would like to introduce Mr. Jim Smith, company president, to reply.)

A speaker may be introduced by the MC or another person may be appointed. (In which case, the MC would do a simple introduction of the introducer).

A special or guest speaker should be formally thanked, and this may be done by the MC or by a person appointed to do so (who could be introduced by the MC)

During an introduction, it is sometimes smart to give a future speaker some warning. This can be done tactfully.."Thank you Mrs. Smith for that interesting speech. Now, before we start the presentations, I would like to introduce Mr. Jim Brown who will call the roll..........................". You thanked Mrs Smith, introduced Mr Brown and alerted the presenter that his act was coming up...so he can get all his papers together.

Humour

The perception of an MC is often more like that of a stand up comedian. Of course you should do your job in an entertaining way, but your basic duty is to arrange, conduct and guide, the program and presenters in an organized and informed manner, within the time limitations.

Use of humour (kind and amount) is dependent on the nature of the event.

Humour can be actual jokes, anecdotes, true stories, or even 'telling tales' on the participants.

BUT...Keep it APPROPRIATE for the occasion and the audience....Be TACTFUL and TASTEFUL

Although you may decide to use a short anecdote to introduce a speaker, don't be constantly 'telling jokes'. And never try to top a speaker's joke. In most cases it is best to use some actual jokes in your opening (and closing) speech and stay fairly low-key during the proceedings.

This all, of course, depends on the proceedings, what the program director expects of you and how well you know the participants and the audience.

Be at the event early.

Check with facility personnel that all the preparations (equipment location, table settings, room for media, etc.) are in place. Meet and get the name of who will be there during the event, and where they can be found. (If equipment quits, be sure you can find them quickly). Tell that person that any messages that come to the facility should be delivered to you ASAP and you will get them to appropriate people.

Check with caterer that your time for the meal coincides with theirs. Tell them how much time they have to clear tables.

Check with bar personnel to reconfirm times. Also remind them when toasts will start so they will be sure to have wine on tables.

Check with program director for any late changes or names.

Try to meet any guests you may have to introduce. It's good to know a) that they are there, b) what they look like c) where they will sit.

Check that all your speakers or entertainers have arrived. If possible reconfirm their time and time allotment. If you have never met a speaker, be introduced to him. Check his opinion of your planned introduction of him. Confirm where he will sit, that equipment he needs is there, etc.

Ask the program director to sit near the podium to act as 'gopher'. Any little thing that you need done...find the facility personnel, get a presentation item, meet a late speaker, check some facts, etc. You cannot leave the stage so you must have someone who can look after these things. (The program director may delegate this but be sure you meet the person)

Put your notes on (or under) the podium so they will be there when you need them. (Have a second copy in your coat or briefcase.)

Go to the bathroom a few minutes before you're on.

Final Checklist

Have you.....

- made sure you have your notes with you (and a copy for insurance)
- arrived early
- walked around to familiarize yourself with the venue, equipment, etc AND to see that the room, tables etc. are properly set up.
- met the facility personnel in case you need them.
- spoken to caterer; reconfirmed times.
- spoken to bar; reconfirmed times and duties.

- spoken to program organizer for last minute instructions.
- mingled with the guests. Checked that speakers had arrived, introduced yourself to any special guests or speakers you had not met.
- kept aware of the time
- a list of all participants and phone numbers with you (in case they need be contacted)
- arranged for a 'gopher'
- a pen and paper for notes.
- some spare change for phone calls or parking meters (if a speaker is late, for instance)
- checked the mike
- kept aware that something unexpected may happen and made some contingency plans.

Now you're on. Stress and fear are evident in your voice and manner. If you want the guests to relax and enjoy themselves, you must also appear relaxed. Note that it says APPEAR relaxed. Every speaker is nervous and, in order to stay in control of the agenda, you can never really relax. But, if you are very familiar with your program, have met the participants, and can remember to use a friendly smile, you will appear relaxed.

Remember that your duty is to ensure a smooth transition from one item on the program to the next. Think of and practice some 'transitional comments'. For instance you might go from a musical interlude back to more serious items with a comment such as, ""That lovely music has nourished our spirits. Now as food for our minds we will proceed with_____"

Don't Panic

Murphy's Law says that if anything can go wrong it will. When you consider how many people, how many details, how many participants are involved...you know it's a minor miracle if nothing untoward happens. If you get a 'nasty' surprise, there are basically two things that can be done...fix it or work around it.

Let's look at a couple of scenarios and some suggested solutions.

a) An important speaker has not arrived by the time the program should start.

Start on time regardless. Have your 'gopher' try phoning to check on his whereabouts. Leave his chair empty, and don't mention him in the intros. Go on with the program. If it is his turn to speak and he is still not present, put other speakers before him, if possible. If he does not show up, you can either take his place, if you can, or simply announce, with regrets, that Mr.____will not speak. If he shows up late, the host should bring him quietly to his seat.

You will then introduce him to speak, at the proper time or when ever you have rescheduled him on your agenda. Don't mention he was late. He may explain or apologize during his speech. If he does, you can acknowledge his excuse or apology, in a gracious manner, in your thank-you speech.

b) You are ready to start and the mike doesn't work.

Send the gopher to find the facility person. While waiting, (if you must have the mike) check the switch, check the cord all the way back to where it plugs in the wall, and check any extension cords. Most times, you have it fixed before help arrives BUT send for help immediately. During a longer wait, a sing-song might be appropriate, or suggest the audience just relax, or have another drink...whatever may work in that group.

c) Dinner is not ready on time.

Try to bring something forward from your after-dinner program (because if dinner is late starting, it will be late ending..therefore program will be late starting). If you will be running late, explain to the diners that the program will start before dinner is completely finished and either speak to the caterers yourself or have your gopher speak to them. Tell them that you will start the program at____ o'clock and ask them to be very quick and very quiet clearing tables so as to disturb the program as little as possible. (It is their fault, after all.)

d) The guest(s) of honour are late. (the Bride & Groom or the person who is being awarded)

You can't start without them. Announce to the audience what has happened and that the program will be late starting. Keep them posted if you (your gopher) have any up-dates on what has happened, where they are, etc. Some quiet piano music might be in order or, if you can, this is the time for some jokes.

e) If the guest(s) of honour cannot appear. (For instance a car accident on the way)

Once it is confirmed that they will not be coming...announce it. Talk to the program director (or the parents) as to how much should be said about the reason. With the program director's (or parents') agreement, you can, in their name, invite the guests to stay, eat, drink or visit, whatever fits the occasion. The program director, parents or hosts may wish to extend this invitation themselves...if so, just introduce them. "Mr. Joe Smith, president of the company would like to address you"

In some case there might be some part of the program that can still be presented.

Remember, you can never be prepared for everything. Just do your best and, as someone once said, never let them see you sweat!

Overall hints

Be aware of everything that is happening, even if it is not part of your duty.

Carry a 'parachute'. Some jokes, an appropriate poem or writing can fill in some dead time , for instance, if a speaker is late.

Time! Plan it: watch it: control it: use it wisely.

Always start on time, whether everyone is there or not. The ONLY exception to this is the absence of the guest(s) of honour.Plan it well and practice it well. This is how you will appear confident and poised.

Spotlight the stars. Always plan around the basic premise that the guest(s) of honour are the whole reason for this event...be sure to focus on them.

Read books (in library) about your duties, the protocol and suggested agendas of various events and speaking tips.

Read other chapters in this handbook for hints and rules of basic public speaking and 'protocol' speeches.

Back to Webster's Dictionary.

The definition of 'success' is...

"The achievement of something aimed at"

So aim high!

CHAPTER EIGHT

'BLOW YOUR HORN'

Promoting your Organization's Activities.

Publicity is much more than simply advertising an event, or getting your name in the paper. It encompasses everything that makes your organization recognizable in your community or even farther afield. We should look at all aspects: Advertising, Awareness and Public Relations.

Why do we need it?

If you are planning an event, you want both to advertise and publicize it. In order to attract an audience, they must be told that it is happening, and how wonderful it will be. You also want to make the community aware that your club is presenting it.

To attract membership you must, first, make people aware that you exist and what you do. Recruiting is salesmanship, and customers 'buy' from a known and trusted company.

Fund raising and publicity go hand in hand. The community must know who and what you are. They must know the work you do and have done in the community. And, they must know that you are canvassing for funds.

Community involvement is necessary to a club's existence. Although we try to serve the needs of the community, we must often ask for assistance among business, local government and individual citizens. Awareness is, again, needed...and a public thank-you is appreciated.

A strong, progressive club requires two-sided publicity. The public awareness we have mentioned, instils pride in our members and encourages them to serve a club that is so well thought of by others. Inter- member publicity (perhaps a newsletter) promotes a cohesive organization, with everyone on the same path.

Who does it?

Whether you have a public relations officer or a committee, the job includes:

1. To serve as a link with the members and others involved in your organization's activities by informing them of upcoming events.
2. To serve as a communication link with the general public. Explain the objectives of your group and place your successful projects before the public to foster understanding and goodwill.
3. To cultivate contacts with media, investigate other advertising and publicity avenues, and keep good, up-dated records. (note: deadlines)
4. To plan and execute advertising and publicity for specific events or activities.
5. Research. What works? What might work? Who can help? What will it cost? Is it worth it? Where are the most effective places to advertise certain events? Read books, ask others, etc.
6. Be knowledgeable:

   ..about your club and its' activities. Get copies of minutes. Work closely with the executive. Study their plans to decide how publicity should be used. Advise on publicity matters.

   ..about what else is happening in the area, other organizations' events, etc. This may help avoid conflicts in dates, formats, etc. or can sometimes be used to mutual advantage by 'piggyback' publicity.
7. To keep files:

   mailing lists, newspaper clippings, photos, advertisements, brochures, information packages, copies of all agendas and minutes, budgets, bills, receipts,background material and correspondence and evaluations of events (club & public).

   a list of all your media contacts and deadlines, etc. Keep it up to date.

   lists of all businesses, individuals, companies that help in any way. Contact them on a regular basis, even if you don't want anything right now.

   a list of all 'free' advertising you discover.

   a journal of everything you do in publicity & advertising. What worked; what didn't.
8. Plan newsworthy events. Sponsor events that interest or benefit the community. Present academic or sports awards. Raise money for a cause (preferably in an unusual way). Human interest, spectacle, money, unusual...that's news!
9. Plan and prepare brochures, handouts, posters, signs, banners, information packages, etc. Be sure all literature, advertising and releases that go out are professional looking.
10. Thank <u>everyone who helps</u>. You thank as you go along, of course, but it is a good idea to write notes, send small

tokens or take them out for dinner. It is important to recognize the efforts of all...your members and your contacts.

Methods of publicity

Word of Mouth is one of the strongest promotional tools. Be sure each member is knowledgeable about the group's membership, objectives and accomplishments. Keep them up to date on what is happening at all times. Be sure no member has a problem with the club and is 'washing' it in public. A very small amount of negative publicity can wipe out years of positive.

Posters and Event Boards to advertise local events or publicize a project you are working on. You've seen signs on construction sites, "Future home of... , built by...." . If a company spends money on these, you can believe they are effective , so copy what works.

Posters should be eye-catching: A bright neon colour? a different shape? (cut it or add something which extends over the rectangular border) Make it stand out from all the others on the bulletin board. A good poster has all the info necessary (What, when, where, who is doing it, cost and contact person). But, keep it as simple as possible so it can be read quickly. Computer or stencil - lettering is easier to read than hand-lettering. If the event was successful, put up new posters for a week thanking those who attended, supported, etc.

Event boards can be very effective. Put them in a highly travelled area. It is worth your time to make a neat, noticeable board, with your club name and logo...then NEATLY print the upcoming event. When the board is not actually advertising, why not have a thank you notice on it? (" A.B.C. Club thanks the the community for their support (either in a specific way or on-going)" keeps your name in the 'news'.

NOTE: Always remember to take down posters and erase event boards IMMEDIATELY after the event. If people get used to seeing an out-dated advertisement, they will not even notice when you put up a new one.

Literature If you don't have a club pamphlet...design and print one. In fact, some clubs have more than one. ...an information pamphlet, with your logo, name, mission statement and general awareness of what you do. ...a recruiting brochure with information on why a person should join, and how to get more information about joining (a contact person? a mail-in reply card?) These can be combined or separate.

...a pamphlet or brochure about a special project or program (such as the "Communicate with Confidence" from Alberta Womens' Institutes).

These can be left in waiting rooms and local businesses, should be enclosed in all correspondence and every member should carry a few. If someone has access to a computer and photocopier, very effective pamphlets can be made inexpensively.

A complete information package, in a folder with your name on it....for prospective members, prospective donors and prospective speakers. This should include the information pamphlet, recruiting brochure and all or some of the following:

...history and information about the projects and programs of the whole organization (international, etc.)

....history of the local club; completed and on-going projects and programs

.....interesting facts; ie: , noteworthy people who are, or have been, associated with or involved in any aspect of the organization, local or international; and noteworthy activities.

...a copy of a picture or article from a newspaper or magazine that highlights or praises your club.

....a copy of a recent club and/or international newsletter or publication.

Always use letterhead. And, get some 'club' notepaper for thank-you cards and invitations. Everything that is seen by non-members should have your name, logo and, if appropriate a short 'blurb' on what you do.

Business cards. Design and print a generic card with club logo and name on front (with space for member to put his name) On back have a short 'advertisement'. Every member should carry them, and hand them out. Again, these can be designed on a computer and printed quite inexpensively.

Flyers...one page of information on an upcoming event, or project.

NOTE: **Free** advertising. Local utility companies might put a small flyer in their mailouts. Make it about 3 X 8 inches, to fit their envelope. Many towns have a community newsletter...use it. Other organizations may give you space in their newsletter for similar consideration. MacDonalds have a 'Community Calendar' on their placemats. Some companies (Fas Gas, for one) will post a community event on their big signboards. Many stores will stuff a flyer in customer's bags.

'Permanent' posters. These are worth spending a bit of money, as you only need one copy, and they are used for a long time. Suggested...a picture of some completed project (or working on it), local or international; a poster about the club with logo and mission statement; or a 'theme' poster (ie: "Lions, Working for sight") These should be posted around the meeting room anytime you have guests, in a booth at local events, on bulletin boards and around projects that are open to the public. These posters could (should?) be a larger format. In some cases, a box of "Take me" pamphlets could be attached

NOTE: If you leave one on a bulletin board, check it often that it has not become shabby...a bad image for your club. Check that the supply of pamphlets is adequate.

Banners and signs. A permanent banner for parades, over booths and at project sites is effective. In some situations, signs may be more appropriate. Anytime your organization is doing something in public, serving coffee, running a bingo or hosting an event, a sign or banner should declare "The ABC Club is Doing This!"

The permanent banner or sign might just have the club name and logo. You can make up auxiliary banners and signs, "Hosted by", " A project of" or "Welcome to", etc., to be attached.

Handouts..for visitors, helpers, participants and patrons. Many clubs can get pens, hats, key chains, T-shirts, bookmarks, etc., from head office. Local clubs can have these made up in bulk with name and logo. These are a great idea for handouts. If you give a person something to take home and use, it keeps your name in their minds. Special handouts related to a specific project or event should note that project or event. For instance; If you are handing them out at a 'walkathon' have the event and date. If it is at a 'business' run by your club, such as a bowling alley, (on-going, so no date) maybe have a picture of the building, or have the key chain cut in the shape of a bowling pin.

Audio and Video presentations can be used. A recruiting video is a great tool. Take it to the prospective member's home, or invite a group in to view it some evening at a meeting. Some footage of projects, testimonials by a few members, an intro by a noted or famous person, maybe a couple of minutes of socializing ...point up all the positive things a person will get by joining. Videos are also great at a trade show booth.

Audio tapes (short) can be used in a similar manner, and may be inexpensive enough to include in your information package when used for recruiting.

Someone good with a video camera, combined with a good script writer, may be able to do a video quite inexpensively.

Club Identification is important. Members should have and wear club pins and badges. Club jackets, hats, ties, etc. should be encouraged.

NOTE: Promote items (ties, lapel pins, jackets, etc.) that the members will wear in public, not just to meetings).

At special events, members should wear obvious identification. For instance: aprons & chef's hats (with club name) at pancake breakfasts or barbecues; club jackets in booths and parades; hats on work parties; club ties at social functions.

Media advertising can be expensive. Before going to this you must determine:

* do you need to reach that broad a range of people? A local event might be just as effectively advertised with posters and 'stuffers'

* is the cost worth the return?

NOTE: Sometimes you can 'team up' advertising. If you are planning a local project or event that ties in with a much larger scale happening, you can often piggy back your advertising. For instance, if it is "World Food Day", the media may address that as 'news' and short blurbs on what local organizations are doing to celebrate it might be included for little or no cost. If your 'parent' organization is advertising a large scale event, they may, for a small fee, include local events on the same theme. Two or three clubs can share costs of an advertisement if they are holding events on the same theme.

Media reporting. Reporters from the media will cover an event that is considered newsworthy TO THEIR CUSTOMERS. Don't expect a national paper to be interested in a strictly local event. If you are planning an event that you feel is newsworthy, contact appropriate media and ask if they will send a reporter. Be specific with time and place. Be sure the reporter has a 'host' when he/she arrives. They may want to speak to some people there..have suggestions. It is a good idea to have given him/her your complete information package, in advance, for background information on the club. Be sure you have lots of signage in the area. If pictures are taken, they are effective in front of your sign, or under your banner. Reporters are busy. Be prepared: don't waste their time.

When you contact the media, if they cannot send a reporter, ask if they would accept a written news release instead.

Press releases

Although a news release cannot be advertising, it is publicity for your club, your objectives and the event.

A news release, must be NEWS. Many clubs claim that local papers will not print their club news. If you send them 'minutes' you will probably be disappointed. There is a very definite form to be followed.

Media contact person: It is advisable to have one person in your organization that the media management 'knows' rather than a different person each time. He/she should:

-Identify and list all the media in your area:
  newspapers, T.V. radio,

-Call or visit each media office. Make an appointment with a person who handles news of local interest.

- Get the following information:
  name, title, phone number and address of a contact person in their office.
  the type of information their outlet uses.
    Newspapers often run feature stories, organization news, letters to the editor and community calendars. Magazines print event calendars and feature stories. Radio stations air interviews announcements and discussion programs. TV stations program public announcements, interview shows and local news.

who is their audience?

the policies for submitting information: how often they will use your material,

what the deadlines are, whether information should be phoned in or be in writing and what are the chances of a media contact (reporter) coming out to do an occasional feature story.

-Give the following information:

your name, phone, address

organization name

information package (outline of objectives, projects, etc.)

NOTE: This background information lets them know what your organization is all about. If a news story breaks that relates to or affects your objectives , they may contact you for an interview.

Announcements of upcoming events are usually published without charge in the coming events section of the newspaper, or as a public service announcement on radio & TV. The announcement should be kept short (40 to 50 words), be typewritten and double spaced. The name of your organization and the contact person (you), name, phone number & address, should be in the top left corner. (Don't use letterhead.) All material should be dated, and sent in advance of deadline.

News release: If you have an upcoming event that you feel is newsworthy enough to warrant more extensive coverage (ie; involves a large number of the community and/or has a lot of community interest,) then you need a press release.

When planning, ask yourself. "Will anyone care about this information?" If the answer is negative, you don't have a news story. If it is newsworthy, then ask yourself, "What does the public want or need to know about this? Then answer the 5 W's (Who, What, Where, When, Why, and sometimes How?)

Use standard, 81/2 X 11 inch **white** bond paper. Leave wide (1") margins; sides, top and bottom.

HEADING:

- your organization name and contact name & number
-release time, ie: FOR IMMEDIATE RELEASE or, if an awards ceremony is set for 8 pm, "FOR RELEASE AT 8 P.M. MST. MONDAY, DEC. 13".
- transmittal date: (When it was delivered to their office).
-if a picture is enclosed, write "WITH ART"
-leave a two inch space under the heading.

NEWS:

The release should be kept to one page of double spaced typing, but if you need more (briefness is a virtue), number the pages and staple together.

Never carry a paragraph over to the next page.

At the end of a page, write "MORE" (if there is another page).

At the end of the news, write -30-. This is a recognized symbol indicating that anything above it is for publication.

'Rules' on writing a release

-Double space typing.
-Try not to hyphenate words at end of lines.
-Use short sentences.
-Indent paragraphs 10 spaces rather than five.
-Avoid flowery adjectives, in fact keep all adjectives to a minimum.
-Use plain, familiar words ie;
'begin' rather than 'inaugurate'...
'meet' rather than "forgather'
Call it a 'spade', not a 'manual earth-moving device'!
-Avoid abbreviations, slang and acronyms.
-If you must use technical terms or titles, explain them.

To answer the 5 W's, ask yourself such questions as, What is happening? Who says?, or Who is involved? When and where will it happen? How or why is it happening?

Releases should be brief, with the important information at the beginning and the least important at the end, but don't try to answer all 5 of the W's in one sentence!

How much detail? Consider the importance of it. (ie: If it is a special anniversary, you need the age, but you don't need a list of everyone who attended).

Give the source of your news. Use direct quotes. If the news is about your club, have a quote from someone in authority (ie; the president) and be sure to give his name and title. A community event story might benefit from a quote from 'a citizen' who attended. (Evaluations of event are a good source.)

Use headlines if you wish. Put headline in bold face. Some editors want to use their own, ask what they prefer. Remember that a headline should indicate content in a short, attention-grabbing way. (present tense)

Pictures? They will be used if space permits, and if they are good quality & content. They should be new, and in some way unusual or relate to the news topic. Avoid group pictures of the membership. A good news photo is a tight closeup of the subject. The photo must have sharp, sparkling quality, and most media prefer 8 X 10 inch prints. Black & white is usually preferred by newspapers. Ask their preference.

What makes a happy editor?

Does it look like news? The bulk of the material the editor receives looks the same. This is not the time to be different. Anything that is sloppy, handwritten or printed on gaudy paper will stand out, and most likely be thrown out...unread.

If it passes the first stage, they will read the first paragraph. Many are eliminated at this point. The media person doesn't consider it a newsworthy event, or there is no room in the paper, or the story has already been covered.

Now they are read more carefully. If they are written in the wrong format, more are discarded.

Editors will edit, and possibly even rewrite...but only if the story warrants their time and work. So give your story its' best chance by following the 'rules'.

Brevity: always TRY to keep your release to one page. You can attach a 'background' page with further information on the event, people and places. Head this page BACKGROUND ONLY. This pleases the editor; a well written release (he doesn't have to rewrite) AND background information to help him edit without having to chase someone down by phone for clarification. The easier you make his job, the happier he is...and happy editors print your story.

Keep in contact. Be sure your information about them is current, and that they have the latest on you. Know and appreciate their deadlines..

Send only 'professional', newsworthy releases. If you build a good reputation with them, they will be more receptive to future submissions.

Be sure the editor can easily contact you after receiving the release. He may have questions, and won't have a lot of time to get the answers. Have a second contact in your club, if necessary.

As mentioned, if a story is being covered that might involve your organization, or that it might have some input or information, the media may contact you for comment. Never brush them off. If you don't know, put them in touch with someone who can speak to the question or offer to find the information for them. This is great publicity when you are interviewed.

Don't invite media to social events...they don't have time. Invite them to the 'news' event. Explain exactly what will be happening (and when) so they can judge its' importance and plan their time frame. Don't waste their time.

NOTE: It is appropriate to invite them to a social 'thank you', but explain that it is not a news event...just appreciation. 'Thanks' is appreciated.

Read the papers: watch and listen to TV & radio. What do they publish? What does a news release that 'makes it' sound/look like? Look at the format and composition of a good story...how was it presented to sound so interesting?

YOUR ORGANIZATION

name &address

clear identification if not 'famous' name

CONTACT:
Full name, title & affiliation
(if diff. from above)
Phone & Fax.

CONTACT:
same info for second
contact person if you
have one.

RELEASE DATE **TRANSMITTAL DATE** **WITH ART?**
(number pics)

HEADLINE

(short, in present tense)

Your news story starts here with important facts. Make it attention-getting. Local angle?

Don't forget double space. Ten space indent on paragraphs. Wide margins.

Remember news style...tight, clear writing; good quotes high in the story; clear identification of sources; simple language; short sentences; the 5 W's (and How?).

Don't give your personal opinions.

-30-

After **-30-** you should give **'BACKGROUND'** (best on next page).
More info on event and on people you have mentioned or quoted.
Provide contact info for all sources.

If news goes to second page, print **-MORE-** at bottom of first.
Staple all pages.

Bibliography

Information in this booklet has been amassed from many and various workshops, training seminars, public speaking events and literature.

Specifically;
Alberta Agriculture information sheets
"Take That Seat", presentation by DHE, Nova Scotia
"Notes on Effective Speaking," Canada Jaycees
"Getting Your Point Across", Communication Training in 4-H
"The Wedding M.C.", by Brian C. Lee
"How To Be A Great M.C.", by Alex Mair
"Working Wonders With Words," by Wilfred Womersley

The program has been designed and written
by members of the
Communicate with Confidence Committee,
Marilee Kosik, Elizabeth Rushton & Sylvia McKinlay
1996

APPENDIX "D"

LOCATION OF COURSES

Date and Location of Courses

Date	Location
January 24/25, 1997	Pine Lake
February 28, March 1, 1997	Busby
March 8/9, 1997	Smokey Lake
March 14/15, 1997	Jasper
March 21/26, 1997	Rimbey
April 11/12, 1997	Falher
April 11/12, 1997	Beiseker
April 18/19, 1997	Spruce Grove
April 18/19, 1997	Castor
April 18/19, 1997	Caroline
May 5/6/7, 1997	Consort
May 13/27, 1997	Cottonwood Hall
July 30/31, 1997	Donnelly
October 24/25, 1997	Whitecourt
November 5, 1997	Edmonton
November 7/8, 1997	Mirror
February 6/7, 1998	Cottonwood Hall
March 2, 1998	Cessford
April 16, 1998	Vermilion

APPENDIX "E"

FACILITATORS REPORT FORM

FACILITATORS' REPORT

FACILITATOR #1...Name: ________ Phone. ________
Mailing Address: ________ ________

REIMBURSEMENT REQUESTED:

Honorarium..	$125.00
Room & Meals........................(provided)...........	$ ______
Mileage [illegible]	$ [illegible]
Other (must explain)..	$______
TOTAL=	$ [illegible]

FACILITATOR #2...Name________________________Phone____________
Mailing Address____

REIMBURSEMENT REQUESTED:

Honorarium..	$125.00
Room & Meals..	$ 60.00
Other (must explain)..	$______
TOTAL=	$000000

REPORT:
Course held at: [illegible]
Date(s): [illegible] **Chapters Covered:** ________
Number of Participants 8 **(attach sign-up slip to report)**

Host Organisation: [illegible]
Spokesperson (contact person) [illegible]
Address: ______

Facilitators' Comments: The second facilitator on this course was Elizabeth Rushton. She is turning in her own expense sheet.

This course had 10 people booked, but at the last minute it was reduced to 8. The committee decided to carry on with it, but have revised our policy as follows.... In future, we will agree to facilitating a course with less than the minimum ten participants, but we will require a minimum, guaranteed payment of $100.00.

Signatures:
Facilitator #1____________________ **Facilitator #2**________________

Please return , along with evaluations , in envelope supplied... ASAP

APPENDIX "F"

EVALUATION FORM

COMMUNICATE WITH CONFIDENCE

Workshop Evaluation

Please help us to continue improving our workshop. Every comment is considered as we up date the program.

* Give your overall impression of the workshop:

*Was it what you had expected?
*Did you gain the knowledge you wanted?
*Were the time elements adequate and agreeable?
*Was the format to your liking?
* What do you think about the handbook?
*Give your overall impression of the way it was presented:

*Did you feel welcome and involved?
*Did you feel this was a good way to present the information?

*Please comment on each of the chapters you took:

✓ #1 Basic

#2 Introduction to Ovation

#3 Behind the Scenes Host

#4 Revitalize

✓ #5 Spit & polish

#6 You're Elected..Now What?

#7 The Smooth MC

✓ #8 Blow Your Horn

* If you have any suggestions on how we can improve this workshop, the information or presentation, please write them on the back. Are there other chapters you can suggest? Your time is greatly appreciated. Thank you.

Sincerely

Alberta Women's Institutes

APPENDIX "G"

CERTIFICATE OF COMPLETION

COMMUNICATE WITH CONFIDENCE

November 1997

____

**CONGRATULATIONS ON YOUR
COMPLETION OF THE TEN HOUR
PUBLIC SPEAKING WORKSHOP
"COMMUNICATE WITH CONFIDENCE "
PRESENTED BY
ALBERTA WOMEN'S INSTITUTES**

____

INSTRUCTOR

____

INSTRUCTOR