MANUAL FOR COMMUNICATION

FOR TRAINING OF TRAINERS

AFRICAN WOMEN'S ORGANIZATION

AFRICAN WOMEN'S ORGANIZATION
against female genital mutilation

Prepared by the African Women's Organization
as the Austrian partner organisation
for the EU-AMIF Project
„LIREA - Life is reborn from the Ash"

AFRICAN WOMEN'S ORGANIZATION

Schwarzspanierstraße 15/1/2
1090 Vienna
Austria
office@help-africanwomen.org
www.help-africanwomen.org

MANUAL FOR COMMUNICATION

FOR TRAINING OF TRAINERS

Professor Günther Klingenbrunner, Communication Trainer and
Amarachi Ugbor, BA, Msc., Vienna 2020

Manual for communication
For training of trainers

Content:

Introduction

Let me start with a quite interesting – maybe unexpected experience. During a conference in West Africa, we watched more than 20 reports followed by 20 power-point presentations.

Not criticizing, simply observing.

Though power-point presentations are a very useful tool, but how to use it and how to prepare it properly could be quite challenging for the audience. No surprise, but most of them felt tired, not to say bored.

I will touch that fact later on.

These days, a lot of books and articles are written and published, a lot of workshops and seminars are held with the topic "communication". There seems to be a great need to improve and to qualify speakers and presenters. But what is communication? What is good communication? We all know Paul Watzlawick's expression "Man kann nicht nicht kommunizieren"; we also know that there is always a message to communicate with people sitting or standing around and in front of you.

There is also a relation/relationship between speaker and listener. There are always emotions involved.

I don't see myself as a scientific expert on the topic of communication; I simply share my personal and practical experiences, advantages and disadvantages, pitfalls, highlights, etc. As a former teacher and teacher-trainer, as a long-time director of preparing development workers before they start their projects in various countries in Africa, Asia or Latin America. Together with a few colleagues, we prepared training material and evaluated success and failure in order to improve their impact in different fields of development cooperation.

Preparation

A good start – which needs to be prepared as well – is more than half the battle.

Speaking and presentations cover a wide range of activities.

- Whether one is given the task to address a large or a rather small crowd, young or adult or mixed audience in a seminar, a workshop or a lecture.
- It is essential that it needs a proper preparation.
- You should know who your audience is, how large the group is, what their background and educational level might be.
- You should become familiar with the location and special circumstances;
- with the expectations of the organizers, with the time frame;
- with the material and media you are going to use – ahead of time – whether they are available and functioning properly.

Needless to say, you should have sufficient knowledge and expertise of the topic you are going to speak about.

- Sometimes you may be demanding and expecting too much, or, may be un-demanding.
- Sometimes, we have too much time left or not enough time – be as flexible as possible.
- Less could be more.
- Be not afraid of shortening your talk, or the opposite – add some material and information. Or repeat and deepen your points.
- Most important: try to be as authentic as possible, do not try to copy other speakers or presenters.

Exaggeration could be useful at times but should be the exception.

If you keep a good eye-contact, you might easily read the mood and the contentment, or the discontentment of your audience.

An interesting an important issue these days is the significance of *body language*. This seems to be necessary for public speakers (especially politicians). Quite a few books are on the market, and quite a few people try to be more and more aware how the stand, where their hands and arms are while they talk, how their eyes, their head, their mouth/lips emphasize and underline their words. "Bad" or in-appropriate "body-language" can destroy and

ruin a well prepared and presented speech.

But again, it is not advisable to copy 1:1 another person's style or behaviour because of the difference personality, character, attitude, background and approach. Much more could be said about that, but I would really refer to good and interesting books on "body-language".

How to Start

Entering a room or a house could be interesting and challenging. Whom will you meet? Friend or foe? When you meet your audience, it might be also challenging.

- Are they well prepared or informed what they will hear or learn?
- Are they informed about you as a speaker?
- Do they have a high esteem towards you or the topic you will talk about?
- Is there a positive contact between sender and receiver?
- As mentioned earlier: use a good eye contact and show your interest in them as well. Try to use a language not too arrogant or hard to follow. Try to speak on eye-level, minimize the feeling to be much wiser or better than they are.
- Use the right speech rhythm.
- Don't talk too slow or too fast, or impersonal; make some breaks – repeat certain phrases or words.

It could be useful to allow questions – not too often or too many which could be disturbing to the flow of your talk. Or allow feedback, whether you are too fast, or your voice being too low, etc. Avoid the mistake or habit that many make/have: do not touch or cover your mouth/lips while you speak!

Opening Statements

They are essential – setting the stage, the time frame, the content, and when necessary, introduce yourself, your background, your experience, why you are invited to talk or teach today. In a small group/audience, you could start with an "introduction-round", getting to know each other. Another means of warming up could be a song, a prayer, a game, a role-play, depending on age, gender, mutual knowledge.

A proper balance of humour and serious professional information is vital and advisable.

This starting point can influence the flow of the session or presentation, the atmosphere, the openness and/or the interest and participation of the listener.

Collecting expectations

Since you might not be the only one to know about the issue or topic, there are most likely several people with proper knowledge, expertise and experience. Input is only one possible source of information.

After the introduction, it might be helpful to collect the participants' expectations, expressing their special needs and interests, their apprehension, their fear, etc.

At the end of the session/presentation, you and the audience shall be able to evaluate the results, the data and findings by comparing them with earlier collected questions.

To use the right method and right material can improve your performance as a public speaker, reduce your anxieties and discover that public presentation can be not only deeply satisfying and rewarding in a long run, but even great fun, no matter how serious the content and issue may be.

The more you get familiar with your style and minimizing fears or discomfort at the beginning, you will enjoy and improve. Again – be authentic and confident with your way of talking. Your audience will respond with interest and positive comments.

Material and media

Using flip charts, posters, pictures, slides or various technical tools are essential to **visualize** and support your presentation. We have various channels to receive a message – ears, eyes and of course the heart. *We think 100% - but we say only 80%, and they hear only 60% and understand 40%.* Listening alone can minimize the ability and possibility to follow and understand. "Cold" and "dry" speeches will make your audience tired, distracted, lose their concentration and interest; some may start to read newspaper, play with their cell phones or chat with their neighbours, or even walk out and leave the auditory.

As I have mentioned earlier, using for instance **power-point presentation** can and will be a useful tool to help following your talk.

But it could also be very distracting if your foils are overloaded, or the text and size of the fonts are not clear or legible, colours being disturbing, and – as done by some speakers – if words, symbols, icons, etc. are "jumping" and "moving" into the screen.

Avoid these gimmicks and gadgets!
The setting and position of the screen is also important (height and distance).
A real no-go are copies from books with long paragraphs.
Use diagrams, pictures, graphs instead and don't simply read from the screen.

An interesting (and disturbing!) factor is the way you point at words, pictures and diagrams: you know where to aim your hand or finger while talking, but the audience cannot follow. Use a laser pointer or a simple wooden stick.

Try to minimize the text to a few points and headlines.
As I have mentioned, less could be more.
Other **media** can be used according to the facility and given circumstances, and of course also according to the size of your audience.

Symbols and colours may have different meanings to different people/cultures. So, choose wisely and carefully.

Not only a trainer/speaker has some wisdom to share; normally there is already a lot of competence in the audience which needs to be utilized – also to show respect for your vis-à-vis.

Think about how to combine your and their knowledge and experience, how to include and incorporate them in order to keep them interested and focused.

A General Framework

The following framework is meant to be a handy instrument for preparing and structuring a speech or even a training session. Five (5) questions determine the choice of methods, material and media in order to fit the target-group and to meet the objectives.

```
  ( WHAT? )                    ( HOW? )
              ( FOR
                WHOM? )
  ( WITH? )                    ( WHY? )
```

These questions are interrelated and connected and determine the training and speech. They can be changed and adjusted for any specific situation.

What? – helps to choose the content, the topic, the issues
How? – helps to choose a proper method
With? – helps to choose the proper media
Why? – defines the objectives and finally the desirable results
For Whom? – according to your audience that you must choose all the above

Training methods

Methodos (Greek) means "the way" – to reach a goal or objective. Methodology is the concept of using certain methods in a training or teaching structure.

There is no single right or wrong method.

Choosing a method depends on various factors and questions:
- Does this method lead us to our goal/objective?
- Does this method fit to our subject/issue?
- Does this method address the target group/audience?
- Are the participants/listeners able to handle the method?
- Is it possible to realise this method under the given circumstances?

Normally one combines and/or varies different methods, especially thinking of the pedagogical paradigm of "breathing-in – breathing-out" which means a change or swap of being active or being passive; leaving time to digest the information given.

Each trainer/speaker will collect and adapt a set of suitable methods for certain teaching/training situation. He or she will find advantages or disadvantages of a method according to the theme, the circumstances, the personal preference and ability.

Mentioning earlier, the proper method needs to be prepared and internalized, possibly practised ahead of time.

We know that a certain creativity and concrete adaptation in concrete situations is more than important.

Other special and important tools are your own voice, your gestures, as already said – your body language, your sense of humour, your authenticity and your professional competence.

Empathy

Empathy towards your audience is a key to successful communication; an important key in building confidence and trust.

Do not hesitate to build that bridge between your audience and you, besides the necessary professional content and approach.

Disturbances and Difficulties

Certain disturbances or difficulties you cannot plan or foresee, also the way of handling them, is not easy to practice ahead of time, but you should be aware of things that can happen without getting "paralysed" or nervous, or even going to lose the thread.

Some situations can be **thought of in advance** (not complete):
- What do you do in case of a black-out?
- How can you encourage or activate "silent" participants, or discouraged "too active participants"?
- How can you handle participants who dislike you or your style, your concept?
- How can you handle "accidents"?
- What do you do if you run out of time?
- What do you do if you run out of information?
- What do you do if the audience gets tired? (lack of interest because, of weather, health, lack of oxygen, etc.?)

According to your experience and your personality, you can deal with the disturbances mentioned above.

Leading Discussions

For a fruitful discussion there are certain points and procedures to be observed:
- Introduction, setting the theme, setting the rules and observe them.
- Setting the time frame, setting the length of contributions.
- Setting the goal, keeping the goal in mind during all contributions.
- Conclusions/part-conclusions after 3 contributions.
- Activate participants (encourage, discourage/mellow down).
- Questions, clarifications, impulse.
- Minimize long side-discussions/dialogues.
- Suitable start, suitable finishing statement.
- Leader of discussion is not active part in the discussion (mediator, moderator) but always actively present, not detached, but not "therapeutic", not judging, not to take sides.
- Permanent eye-contact.
- Co-moderation is helpful to monitor the flow and order of the discussion.

Visual Aids

What is a visual aid?

It is an item of illustrative matter, such as a film, slide or model, designed to supplement written or spoken information so that it can be understood more easily. It is a device used to improve vision.

Why use visual aids?

Visuals aids are worth including in your presentation because they can help you explain information more coherently which makes presenting easier for you and learning easier for the audience. They also help add variety to your presentation thus making it more interesting for the audience. If the audience understand what you are saying and they are more engaged, they are more likely to be persuaded by you.

Different types of visual aids:

- Power Point
- Overhead projector slides/transparencies
- White or black board
- Paper handouts
- Flip chart
- Video (DVD or VHS)
- Posters
- Artefacts or props
- Demonstration

Power Point

Power Point Presentations (PPP) are now the most commonly used form of visual aid. Used well it can really help your presentation.

- Use a big enough font   do not make it so small you cannot read it

- Keep the background simple   do not use a fussy background image

- Use animations when appropriate   do not over-do the animation – it gets distracting

- Make things visual lists   do not use endless slides of bulleted that all look the same

Find out before your presentation if the eqipments for showing the powerpoint (computer, beamer) are available.

Overhead projector slides/transparencies

Overhead projector slides/transparencies are displayed on the overhead projector which projects and enlarges your slides on a screen or wall without requiring the lights to be dimmed.

You can produce your slides in three ways:
- **Preprepared slides:** these can be words or images either handwritten/drawn or produced on a computer.
- **Spontaneously produced slides:** these can be written as you speak to illustrate your points or to record comments from the audience.

- **A mixture of each:** try adding to pre-prepared slides when making your presentation to show movement, highlight change or signal detailed interrelationships.

The text on the slides needs to be large enough to be read from the back of the room. This should also help reduce the information on each slide. Avoid giving too much text or overly complicated diagrams on your slides as this limits the ability to listen.

Find out before your presentation if the equipment (overhead projector) is available.

White or black board

White or black boards are useful to help explain the sequences of ideas or routines, particularly in sciences. You can use them to clarify your title or to record your key points as you introduce your presentation (this gives you a fixed list to help recap as you go along). Write each stage of your experiment or process on the board, including any complex terminology or precise references to help the audience take accurate notes. Check to ensure your audience has taken down a reference before rubbing off.

Find out before your presentation if the equipments (board, chalk) are available.

Paper handouts

Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your findings. Consider the merits of passing round your handouts at the beginning, middle and end of a presentation. Given too early may prove a distraction. Given too late and your audience may have taken too many notes. Given out in the middle and your audience will inevitably read rather than listen. To avoid these pitfalls is to give out incomplete handouts at key stages during your presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.

Flip Chart

A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your presentation – you can even use pre-prepared sheets for key points. Record information as you go along, keeping one main idea to each sheet. Flip back through the pad to help you recap your main points. Use the turning of a page to show progression from point to point. Remember to write clearly and readable and make your diagrams as simple as possible. You can use the flip chart in group work during meetings,

workshops, conferences etc.

Find out before your presentation if the equipments (Flip chart, paper, light pen) are available.

Video (DVD or VHS)

Video gives you a chance to show stimulating visual information. Video brings movement, pictures and sound into your presentation. Always make sure that the clip is directly relevant to your content. Tell your audience what to look for. Avoid showing more film than you need. Inform the audience how long the video will last.

Find out before your presentation if the equipments for showing a video (screen, video/ DVD player, DVD, VHS) are available.

Posters

Poster boards can be created using a variety of visual devices, such as graphics and images. They are generally quite portable and you can make them as elaborate as you want.

However, they can be expensive to produce them if the poster is quite complex.

- One poster per message or theme
- Use colour
- Use block capitals
- Avoid posters when presenting to large audiences as they will not be able to see the content.

Artefacts or props

Sometimes it is useful to use artefacts or props during a presentation. Make sure that the object can be seen and be prepared to pass it around a small group or move to different areas of a large room to help your audience view it in detail. This will take time and when an audience is immersed in looking at an object, they will find it hard to listen to your talk. Conceal large props until you need them; they may distract your audience's attention. Explain why you are using the object.

Demonstration

A demonstration can serve two different purposes in a speech. First, it can be used to "wow" the audience. Showing off the features of your new product, illustrating the catastrophic failure of a poorly tied climbing knot, or launching a cork across the room during a chemistry experiment are all ways of capturing the audience's attention. Demonstration should not be gimmicky, but should add value to your presentation. When done well, it can be the memorable moment from your speech, so make sure it reinforces the central message of your talk.

Demonstration can also be used to show how something is done. People have different learning styles, and a process demonstration can help visual learners better understand the concept being taught. As evidenced by the huge number of online videos illustrating how to do something, there is great value in watching while you learn a new task.

If your presentation includes a process where seeing will improve understanding, consider including a demonstration.

Because you have a limited time to present, make sure your demonstrations are succinct, well rehearsed, and visible to the entire audience. Be prepared for the demonstration to fail and have a back-up plan in place. It is better to move forward with your presentation than to fret with trying to get your demonstration perfect or fixed. However, if you are providing a demonstration of your new product, make sure it is as error free as possible. If you can't be positive the product will perform as expected, it is better to skip the demonstration.

Key points for using visual aids

Try to find out what the presentation room is like beforehand, such as, the layout of the room, the equipment etc., so you can see if your visual aids are appropriate and whether they will work there but always have a contingency plan regardless. Also remember that the audience should be able to understand an image almost immediately.

Preparation

- Think about how can a visual aid can support your message. What do you want the audience to do?
- Ensure that your visual aid follows what you're saying or this will confuse the audience.
- Avoid cluttering the image as it may look messy and unclear.
- Visual aids must be clear, concise and of a high quality.
- Keep the style consistent, such as, the same font, colours, positions etc.
- Use graphs and charts to present data.
- The audience should not be trying to read and listen at the same time - use visual aids to highlight your points.
- One message per visual aid, for example, on a slide there should only be one key point.
- Use visual aids in moderation - they are additions meant to emphasise and support main points.
- Ensure that your presentation still works without your visual aids in case of technical problems.
- Practice using the visual aids in advance and ask friends and colleagues for feedback. Ask them whether they can clearly see the visual aid and how they interpret it.

Practice

Before your presentation, ensure that you practice with your viual aids so you know how to operate the equipment. If something goes wrong you will have a better chance of solving the problem.

During the presentation

- Ensure that the visual aids can be seen by everyone in the audience.
- Face the audience most of the time rather than the image.
- Avoid reading from the visual aid.
- As soon as you show the visual aid the audience's attention will be drawn to it so you must immediately explain it. You will be ignored if you talk about something else.
- Make it clear to the audience why you are using it.
- When you no longer need the visual aid ensure that the audience can't see it.

Taylor the visual aid to your audience

Choose your visual aids tactically so you appeal to your audience. This means finding images your audience can relate to; images they find familiar and images they will like. Also think about what style of visual aid is suitable for the audience: is it quite a serious presentation? Can you be humorous? Is it more formal or informal?

Evaluation, Feedback

After a speech or lecture it is always helpful (for the speaker and participants) to conclude with some sort of evaluation and/or allow questions and the end to clarify certain areas. They should be rather short (not a co-lecture or side-discussion).

Keep a list of questions.

An evaluation is also necessary for your own reflection, planning and adjustment of the next talk; also to pay respect to your audience.

Very often a feedback and the possibility of questions are announced at the beginning and not held at the end, which could lead to anger, distress and frustration.

Conclusion

These pages should bring about some points that you could/should keep in mind in preparing or giving a speech.

These aspects are not necessarily an academic instrument demanding completeness.

Certain points can sometimes be helpful and sometimes not at all applicable, depending on the individual speaker or the respected audience, always easily extended, changed, corrected, added and/or adapted to one's personal needs and demands.

Highly esteemed communication leads to highly esteemed listening and finally to a successful lecture or speech.

Literature

Klingenbrunner, Günter (2005): Methodological and Technical Aspects of Training Sessions, African Women's Organization, Wien

https://www.le.ac.uk/oerresources/ssds/presentationskills/page_57.htm

https://virtualspeech.com/blog/visual-aids-presentation#:~:text=Visual%20aids%20are%20items%20of,Summarise%20information.

https://courses.lumenlearning.com/suny-publicspeakingprinciples/chapter/chapter-13-types-of-visual-aids/