



Leading to Choices

Communicating For Change

Communicating For Change

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WOMEN'S
LEARNING
PARTNERSHIP

for Rights,
Development,
and Peace

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Introduction

In 2001, the Women's Learning Partnership for Rights, Development, and Peace (WLP) and its partners—the Association Démocratique des Femmes du Maroc in Morocco, BAOBAB for Women's Human Rights in Nigeria, and Women's Affairs Technical Committee in Palestine—published *Leading to Choices: A Leadership Training Handbook for Women*.¹ The handbook promotes progressive and principled leadership skills for women and men, and explores the theoretical framework of participatory leadership in promoting democratic and egalitarian societies.

During the testing and evaluation process for *A Leadership Training Handbook for Women* WLP and its partners discovered the need for additional training materials in three areas: facilitation, communication, and advocacy. Even experienced facilitators and trainers felt they would benefit from more skill-building exercises that apply the theoretical framework of participatory leadership to the strengthening of facilitation, communication, and advocacy skills.

In response, WLP produced a series of three *Leading to Choices* guides and videos: *Learning to Facilitate Interactively*, *Communicating for Change*, and *Developing Effective Advocacy Campaigns*.

- *Learning to Facilitate Interactively* helps train facilitators to conduct effective workshops using inclusive and participatory strategies. Facilitators gain the skills to promote participative listening, share responsibility for leading activities, stimulate discussion, encourage enthusiasm for divergent opinions, and work cooperatively.
- *Communicating for Change* provides material to help improve personal and organizational communication skills. The guide contains skill-building activities on how to create concise, compelling messages that resonate with specific audiences, how to create strategic communications plans to disseminate messages through locally appropriate communication channels, and how to convey messages through interviews with the media.
- *Developing Effective Advocacy Campaigns* builds on the exercises on principled leadership and participatory communication found in the *Learning to Facilitate Interactively* guide² and the *Communicating for Change* guide³ respectively. Successful advocacy campaigns enable disempowered and disenfranchised citizens to become effective change agents for influencing policy that impacts their lives. The guide contains skill-building activities on ways to define advocacy, analyze the components of an advocacy plan, and implement a successful advocacy campaign.

1. *Leading to Choices: A Leadership Training Handbook for Women*. 2001. Bethesda, Maryland: Women's Learning Partnership.

2. Specifically the exercises on "Power and Leadership" (*Learning to Facilitate Interactively*, pages 9 - 16).

3. Specifically the first three exercises on "Communication Skills" (*Communicating for Change*, pages 11 - 19).

The three guides and videos can each be used alone, together, or in conjunction with *A Leadership Training Handbook for Women*, either in an independent leadership training program or as components of other human rights, gender training, and skill-building projects. The exercises in these guides are presented as learning models intended to be revised and customized for the specific needs of various training groups.

Using this Guide and Video

This guide begins with a brief summary of the conceptual basis for communicating in ways that inspire, inform, persuade, include, and engage. Whether one is leading an advocacy campaign or talking to a friend, effective communication skills are essential.

The first section in this guide—"How Do We Communicate Effectively?"—focuses on developing persuasive personal and organizational communication skills, creating compelling messages, and devising strategic communications plans to convey messages tailored to specific audiences. The learning exercises for this section enable participants to analyze and explore ways to enhance interaction with others.

The next section—"How Do We Get Our Message Across?"—focuses on the benefits of using diverse media such as print, radio, television, and the Internet to convey messages to the intended audience. Learning exercises present opportunities to practice developing and delivering an effective media statement.

The guide concludes with an evaluation exercise to help participants assess what they have learned and to critique the learning process.

We recommend the following learning process:

- Before meeting with other participants, read through the guide, watch the *Communicating for Change* video, and begin thinking about new approaches to communicating effectively.
- Participate in the exercises provided in this guide.

- Watch the video again in conjunction with the third exercise—"Compelling Messages"—on page 15.
- After completing the final exercise—"Effective Media Messages"—participate with your group in the evaluation.

The basic principle in this guide is that inclusive, horizontal, and participatory communication fosters democratic and egalitarian learning societies. This approach can be productive for all of us, from teachers and administrators, to activists, civil servants and political leaders. As with most skills, communicating effectively for change takes commitment and practice.

Communicating in Learning Societies: Conceptual Summary ⁴

How one listens and communicates directly influences one's leadership style. In a hierarchical relationship, organization, or society, the communication system is principally vertical, with "subordinates" often following the instructions of a "superior."

By contrast, in a learning society founded on mutual respect effective communication is based on a horizontal framework. Its ideal form is dialogue among peers. Everyone participates and everyone learns. Leaders converse with colleagues as equals and work in partnership to achieve a common goal.

There is an important relationship between effective communication and effective leadership in learning societies:

- **Effective leaders are skilled listeners.** They are sensitive to the needs of others. They listen as much as they speak so that they not only communicate their own message but also hear the messages of others and learn from what they hear. Skilled listening requires suspending preconceptions, entering into the speaker's frame of reference, and most importantly, having genuine respect for the opinions of others.
- **Effective leaders are skilled communicators.** They are able to discern what type of communication is needed in a particular situation and adapt their message to suit

4. This section is a summary of the ideas presented by Mahnaz Afkhami in "The Building Blocks of Leadership: Leadership as Communicative Learning," in *Leading to Choices: A Leadership Training Handbook for Women*.

the intended purpose. A statement intended to motivate, for instance, is expressed differently from one intended to educate or raise awareness.

- **Effective leaders lead by example.** They model and embody the message they seek to communicate. Nothing is more persuasive than the communicative power of example.

Part I

How Do We Communicate Effectively?

As individuals, we communicate with those around us from the moment we awake to the moment we sleep. Developing effective communication skills is important for enhancing the way we interact with family, friends, colleagues, and the world around us. Improving our communication skills also empowers us to be more effective in leadership roles.

As members of a community or organization, devising a communications plan is important to help raise awareness, mobilize the community, and build the coalitions necessary to create change. A communications plan helps clarify goals, identify strategies for meeting those goals, and develop tactics for engaging diverse groups to achieve a shared vision.

For both individuals and organizations, effective communication begins with an **analysis of the situation** and a clear **identification of the problem**. Every day we see or experience injustice and inequity that affect us. The first step towards making positive change is to identify the specific problem that you wish to change.

When you or your organization has identified a problem, the next step is to agree on your **goals**: what you hope to achieve, the solution to the existing problem. You may identify a single goal or multiple goals that encompass simple changes or complex nationwide plans.

Identify the audience, the person, group, or government body that you wish to reach with your message. Generally it is useful to communicate with several different groups or segments of society who can be crucial to achieving your goal. The “general public” or the “media” however is not an audience.

Once you establish your goals and identify your audience, you are ready to develop your message. An effective message **defines** the specific problem that you wish to address and describes the solution you wish to see implemented. A strong message states specifically who you are, what your group’s vision is, what you hope to achieve, and how you plan to achieve it. An effective message must be **persuasive and differentiating**—it must appeal to your audience’s passion and illustrate the importance of the action needed.

When you have developed your message, create a communications plan. First devise a **strategy**, the approach you will take to achieve your goal. An individual or organizational strategy should reflect the group’s experience, expertise, strengths, and weaknesses. Plan your **tactics**, the specific activities that you will engage in to support your strategy. Tactics should reflect the amount of time, funds, and effort you are able and willing to invest in order to achieve your goals. The communications plan should also include specific times and methods to **measure your success** and the effectiveness of your efforts. Methods of measurement could include, for example, your success in forming coalitions with other organizations, how often your campaign is mentioned in the media, or increased funding. To obtain subjective measures, poll your constituency or opinion leaders at different stages of your campaign.

Exercises on Communication Skills

EXERCISE 1: Effective Communication

Objectives:

- To analyze the characteristics of an effective communicator
- To identify examples of effective communication

Time: 30 minutes

Materials: Large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion. The facilitator is responsible for assisting the group to follow the exercise instructions, keeping time, and calling on participants who wish to speak. A second volunteer records participants’ findings on a large piece of paper or chalkboard that is visible to all.

1. A volunteer writes the words **EFFECTIVE COMMUNICATORS** and **EFFECTIVE COMMUNICATION** on a piece of paper or chalkboard, creating two columns.

**EFFECTIVE
COMMUNICATORS**

**EFFECTIVE
COMMUNICATION**

2. Taking turns, participants name some individuals or organizations that are **EFFECTIVE COMMUNICATORS**. Participants then identify words, phrases, or concepts they associate with **EFFECTIVE COMMUNICATION** while the volunteer records them.

3. When the group has generated a substantial list, participants consider some or all of the following questions:
- *What makes the individuals or organizations identified more effective communicators than others?*
 - *Do you consider them effective because they are*
 - *skilled listeners? Why or why not?*
 - *skilled orators? Why or why not?*
 - *Do you consider them effective because they*
 - *have a persuasive and compelling message? Why or why not?*
 - *include and engage their audience in dialogue? Why or why not?*
 - *convey genuine respect for others’ opinions? Why or why not?*
 - *exemplify the message they convey? Why or why not?*
 - *What are the similarities among the identified examples of effective communication?*
 - *What are the differences among the identified examples of effective communication?*
 - *Is an individual who is an effective communicator a more effective leader? Why or why not?*

EXERCISE 2: Persuasive Communicators

Objective:

- To discuss the skills of a persuasive communicator

Time: 30 minutes

Materials: Large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion. The facilitator is responsible for assisting the group to follow the exercise instructions, keeping time, and calling on participants who wish to speak. A second volunteer records participants’ findings on a large piece of paper or chalkboard that is visible to all.

1. A volunteer writes PERSUASIVE and NOT PERSUASIVE on a piece of paper or chalkboard, creating two columns.
- | PERSUASIVE | NOT PERSUASIVE |
|------------|----------------|
| | |
2. Participants take a few minutes to reflect on techniques they use when communicating with family members, friends, or colleagues. They also reflect on techniques their community or organization uses to communicate with their constituency, opinion makers, or the media.
3. The group then brainstorms the following questions:
- *What communication skills make a person or organization persuasive? A volunteer records the responses under the heading PERSUASIVE.*
 - *What communication skills make a person or organization not persuasive? A volunteer records responses under the heading NOT PERSUASIVE.*

4. Participants discuss and analyze the persuasive communication skills they have identified and explore how an individual or organization might further enhance their own communication skills. Questions for discussion might include:

- *Do individuals and organizations communicate differently? Explain.*
- *Are certain types of communication skills more persuasive than others? If so, what are they?*
- *Do women and men employ different communication skills to persuade? If so, what are they?*
- *Are certain types of communication skills more helpful to men than women? If so, which ones?*
- *Are certain types of communication skills more helpful to women? If so, which ones?*
- *What persuasive communication skills do you possess?*
- *How can you or your organization communicate more persuasively?*

EXERCISE 3: Compelling Messages

Objectives:

- To identify components of a compelling message
- To formulate a persuasive message

Time: 120 minutes

Materials: *Communicating for Change* video, video player, television, large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion for both parts of this exercise. The facilitator is responsible for assisting the group to follow the exercise instructions, keeping time, and calling on participants who wish to speak. A second volunteer records participants' findings on a large piece of paper or chalkboard that is visible to all.

Part One

1. Taking turns, participants identify a phrase, slogan, campaign, advertisement, or speech that they find powerful and inspiring. A volunteer records this information on paper or chalkboard.
2. When the group has generated a substantial list, participants consider some or all of the following questions:
 - *What made the phrase, slogan, campaign, advertisement, or speech memorable?*
 - *What made the message compelling or motivational?*
 - *Does the message appeal to you at an emotional level?*
 - *Does the message speak to your values or core concerns?*
 - *Does the message urge you to take immediate action?*

- *Is there factual information in the message that makes it credible and persuasive?*
- *Did it persuade you to buy, do, or think in a new way?*

3. Keeping this discussion in mind, participants view the *Communicating for Change* video, which illustrates basic concepts of effective communication and provides suggestions for creating compelling messages. Focusing on communicating messages through television media, the video explores ways in which individuals and organizations can strategically disseminate their message.
4. After viewing the video, a volunteer from the group reads aloud the following description of the components of a compelling message suggested in the video:

A Compelling Message Is...

Concise. Your message must be conveyed in a sentence or two, and in clear, memorable language. Limit your message to a few main points. Including too many points can be confusing.

Simple. Use active verbs. Avoid jargon, technical language, and acronyms (and explain any of these you do use).

Appealing. Your message should resonate with the audiences' values and emotions, and engage their passions. It should remind them of what they already know and what is important to them. It should convey a sense of immediacy to motivate passive supporters into taking action.

Concrete and action-oriented. Specify what people can do to change the situation.

Tailored. Modify your message to respond to each audience, while keeping the meaning constant.

Adaptable. Ensure that your message can be communicated effectively in all media forms—written materials, websites, speeches, and media interviews.

Supportive of main goals. Create a message that helps you achieve your goals.

From *Leading to Choices: Communicating for Change* video. 2003. Bethesda, Maryland: Women's Learning Partnership.

5. The group discusses some or all of the following questions:
 - *Why is it important to state your message in active verbs? (For example, "People are hungry" not "There are hungry people.")*
 - *What are some ways to make messages concrete and action-oriented?*
 - *In what ways can a concise message be made more powerful and memorable?*
 - *Are there other components that make a message compelling? If so, what are they?*
 - *Can skilled communicators help enhance the effectiveness of a message through their presentation? Why or why not?*
 - *Do all effective leaders have powerful and compelling messages? Does a leader need to have a powerful and compelling message in order to be an effective leader?*

Part Two

1. Working in teams of two or three, participants develop a message that can be formulated as a speech, song, slogan, advertisement, organizational mission statement, or other form of communication. The messages might illustrate different objectives such as motivation, education, or negotiation.
2. Each group considers the following questions while drafting their message:
 - What is the specific problem you wish to solve?
 - What is the solution you want to see implemented?
 - What are 3-5 objectives that you want to meet?
 - How do you plan to achieve your goals?
 - Who are the individuals or organizations you need to reach in order to achieve your goals and create the needed change? Which are most important? Which are less important?
 - How can you convey the problem or issue in a way that involves the audience?
 - What immediate action can the audience take to support your goal?
 - How can you motivate your audience to act in the ways you suggest to address the problem or issue?
 - Is your message stated in concise and simple language?
 - Does the message support your main goal?
 - How can you ensure that your message is identified with your organization? Does your message state who you are, your organization's vision, what you hope to achieve, and how you plan to achieve it?
3. Each small team develops a brief presentation that utilizes one of the persuasive communication skills or tactics (discussed in Exercise 2 "Persuasive Communicators") to convey their message to the rest of the group.
4. Participants analyze and critique the effectiveness of each message and presentation. Among the questions the group discusses are:
 - What was the goal of the presentation?
For instance, was it to motivate, educate, raise awareness, or seek consensus?
 - What methods of persuasion were employed?
 - Did the presentation persuade you?
Why or why not?
 - Did the message persuade you? *Why or why not?*
 - How would you have presented the message?

In the next exercise, each small team will customize their message for a specific audience.

EXERCISE 4: The Right Message for the Right Audience

Objective:

- To practice adapting a message to various audiences

Time: 45 minutes

Materials: Large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion. The facilitator is responsible for assisting the group to follow the exercise instructions, keeping time, and calling on participants who wish to speak. A second volunteer records participants' findings on a large piece of paper or chalkboard that is visible to all.

1. A volunteer reads aloud the messages each small team created in Part Two of the previous exercise.
2. The group collectively brainstorms a list of potential audiences who would be important in helping achieve their goal. A second volunteer records the responses on paper or chalkboard.
3. Working in the same small teams as in Part Two of the previous exercise, each team selects one audience from this list. Within their teams, participants discuss how that audience is useful for achieving their goal, and then customizes their message for that audience. When modifying their message, each team considers the following questions:
 - *How can you find out about your specific audience's attitudes and positions on your issue?*
 - *What does this audience believe about your issue that supports your goals?*
 - *How can you establish common ground with your audience?*

- *What does your audience believe about your issue that presents obstacles to achieving your goals? How can you overcome those obstacles?*
- *What stereotypes may the audience have about you and your organization?*

4. Each team presents their modified message to the group and identifies the audience they are attempting to reach. The whole group evaluates each message and discusses ways to communicate the ideas more effectively. Among the questions the group considers are the following:

- *Does each message resonate with their intended audience? Why or why not?*
- *What kind of spokesperson for each message will be most credible to these audiences?*
- *What kind of spokesperson for each message will be most persuasive to these audiences?*
- *What is the most effective strategy for communicating with these audiences?*

In the next exercise, each small team will devise a communications plan for conveying their customized message to the intended audience.

EXERCISE 5: Communications Plan

Objective:

- To develop a communications plan for conveying a message to the intended audience

Time: 45 minutes

Materials: Large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion. The facilitator is responsible for assisting the group to follow the exercise instructions, keeping time, and calling on participants who wish to speak.

1. Working in teams of two or three, participants devise a communications action plan to convey their message to the specific audience identified in Exercise 4, "The Right Message for the Right Audience."
2. Each team revisits the message including the problem they seek to address, the solution they hope to implement, and the objectives they plan to meet.
3. Consider the following questions as you develop a strategic communications plan of action:
 - What are the human resources available to you? Who will be involved in disseminating the message? What are their experiences, expertise, strengths, and weaknesses?
 - What are the material, financial, and other resources available to you? How much time and funds can you invest?
 - What is the scope of your communications plan? Do you plan to disseminate your message locally, nationally, regionally, or internationally?
4. Based on their communications plan of action, participants will create a brief statement for the media in Exercise 7 on "Effective Media Messages."
 - What are some ways of pre-testing your tailored message to determine whether or not it appeals to your intended audience?
 - What are some ways of getting preliminary feedback from them?
 - What activities will you engage in to disseminate your tailored message to the specific group?
 - Who are some individuals or organizations with whom you can form coalitions to disseminate your message?
 - Which media—print, radio, television, and/or Internet—are appropriate for communicating with your audience? Which media does your audience use to obtain information? In what ways can you use these media to disseminate your message?
 - How will you measure your success? What indicators will you use to determine the outcome of your efforts or know if you have succeeded?

Part II

How Do We Get Our Message Across?

An effective communicator conveys the right message to the right audience using strategies customized to appeal to that particular audience. For example, you may communicate your message through community meetings or conversations with opinion leaders such as journalists, scholars, educators, legislators, or policy-makers who can help you to achieve your goal. Or you may reach your audience through the media using locally appropriate information and communication technologies such as newspapers and magazines, radio programs, television, email listservs, or websites. These media are a powerful way to get your message across—to deliver your message in your voice and in your own way.

One of the most important ways of conveying your message via any media is through interviews. **The better you prepare for an interview, the more effective it will be.** Before giving an interview—be it to print media, radio, television, or Internet media—it is important to know why you are being interviewed, who is the interviewer, who else is being interviewed, and what are their views on the issue. Identify the typical audience for the interview and determine whether they are strategic to your communications plan. Tailor your message for the audience you will address. During the interview, take control. Do not rely on the interviewer to get your message across. Make sure that all the information presented is accurate and will help achieve your goal. Rehearsing for the interview and getting feedback from different

people will ensure that you are more effective during an interview.

The more effective your message, the better your success. An effective message must be simple, conveying ideas in a sentence or two in straightforward but memorable language that is free of jargon, technical language, or acronyms. The message should be limited to a few main goals that you want to achieve and should provide suggestions for how people can help reach those goals. Reinforce your message with statistics, slogans, symbols, concrete examples, and anecdotes. Repeating your message frequently and in a short period of time, through a variety of media, will ensure greater success.

Exercises on Media Communications

EXERCISE 6: Communicating With the Media

Objectives:

- To consider the uses of a variety of media
- To identify ways of effectively getting a message across through different media

Time: 90 minutes

Materials: *Communicating for Change* video, video player, television, large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion. The facilitator is responsible for assisting the group to follow exercise instructions, keeping time, and calling on participants who wish to speak.

1. The group brainstorms a list of familiar media campaigns. The volunteer records this information on the paper or chalkboard.
2. When the group has generated a substantial list, participants consider some or all of the following questions:
 - What media did the campaigns use: print, radio, television, and/or the Internet?
 - Were the campaigns effective? Why or why not?
 - What are some of the advantages and disadvantages (or problems) of communicating your message through
 - print?
 - radio?
 - television?
 - the Internet?

- What are some ways you have used the media in the past to get your message across to a wider audience?
- Have you given an interview to the press, including print or Internet-based newspapers? Have you given interviews on radio? On television?
- Were your efforts to use the media successful? Why or why not?
- Are there specific communication skills that are useful to employ when engaged in media communications? If so, what are they?

3. Keeping this discussion in mind, the group can choose to again view the *Communicating for Change* video and then explore how to better communicate their message through interviews with the media.
4. The group discusses some or all of the following questions:

Customizing your message: In the video, Zainah Anwar, a Malaysian human rights activist, says: "It is very important when you want to push for change that you do have to customize your message for different audiences."

- What are the advantages of customizing your message for different audiences?
- What are some obstacles to customizing your message for different audiences? How can you overcome them?

Getting your message across your way:

Communications expert Dana Vickers Shelley comments in the video that “the importance of talking to the media is that you want to get...your messages out in your own voice.”

- *What are some ways you can tell your story in your way?*
- *What are the problems you may encounter? How can you overcome them?*

Preparing for an interview: Shelley remarks in the video, “You don’t have to do every interview you are asked to do. Ask yourself a couple of questions: Is this interview going to reach your audience? Is this a media outlet that your audience pays attention to? If you are trying to reach elected officials, is it a major radio station or is it a major media outlet, or is it a more local community-based outlet that elected officials are not really going to pay any attention to?”

- *What are some questions you can ask yourself before giving an interview?*
- *What are the different ways you can prepare for the various interview formats—print versus radio or television, for instance? What about live versus pre-recorded interviews?*

Dress code and posture: In television media, simplicity in appearance is important so that you draw the audience’s attention not to yourself but to your message. In the video, Shelley recommends wearing neutral, solid colors such as royal blue or navy but not white, sitting up straight to project confidence, and making minimum hand gestures.

- *What are other ways to simplify one’s presentation to draw the audience’s attention to the message?*
- *What are some ways you can simplify your presentation?*

During the interview: In the video, Shelley recommends: “Messages are reinforced through soundbites, statistics, phrases, and anecdotes. It is very helpful the more facts and figures you can use. It adds credibility to your messages and also gives people a different way of understanding your message.... I can’t stress enough how important it is to give your audience some meat to what you are saying—not just that yours is a great program, but why it is great.”

- *What kinds of factual information can help give more credibility to your message?*
- *How can repeating your message frequently and in a short period of time, through a variety of media, help to reinforce your message?*

Taking control: Feeling self-possessed before beginning an interview helps you convey your message effectively. Shelley advises that “You always take control [in an interview] because once the camera starts rolling it is too late to take control.”

- *What are some ways to take control before an interview to ensure that you remain calm and self-possessed throughout the interview?*
- *What are some ways to take control during an interview? What difficulties might you encounter? How can you overcome them?*

Negative questions: In the video, participants recommend different ways of dealing with criticism and negative questions that you might face during an interview. For example, Amina Lemrini, an educator and activist from Morocco, comments that being diplomatic is an effective way to respond to criticism. Instead of saying “No, that’s not right” or “No, that’s wrong,” you can be diplomatic and say instead, “Well, we believe that...” or “What I am here to talk about is ...”

- *What are some constructive ways you can respond to negative questions?*
- *In what ways can you use confrontational questions or criticism as an opportunity to reinforce your message?*

Honing your interview skills: According to Shelley, “The challenge in doing media is working against what you naturally do. There is probably a list of things that we all do when we are having a conversation with a family member or at our job or wherever. But when it is being recorded... you have to work against all of the things you have learned and the way that you normally operate.”

- *What are some behaviors and communication styles that you need to change when giving an interview?*
- *What are some ways of getting feedback on your interview skills?*

Your role in getting the message across: Finding your own way of getting the message across effectively is an important component of effective leadership. According to Shelley, “Everyone is not designed to be a media spokesperson and through trial and error you may learn that you may not be that person. You may be the person who is developing the messages and doing the coaching and providing the feedback. But there may be someone else who wants to stand in front of the camera and give the remarks. That is why it is good to work in partnerships.”

- *What role do you play in getting messages across?*
- *What role would you like to play in getting messages across to the intended audience?*
In what ways can you improve on the skills needed to play this role?

5. Evaluate the *Communicating for Change* video as a group. Among the questions participants consider are:

- *Did the video help you get a better understanding of how to create a compelling message?*
- *Did the video help you get a better understanding of ways to communicate effectively through the media?*
- *What is the most valuable section of the video? What is the least valuable section of the video?*
- *What additional visual materials would be useful to you?*

EXERCISE 7: Effective Media Messages

Objective:

- To formulate and deliver an effective media message

Time: 60 minutes

Materials: Video camera, television, video player, large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion. The facilitator is responsible for assisting the group to follow exercise instructions, keeping time, and calling on participants who wish to speak.

1. Working in teams of two or three, participants create a brief media statement based on the plan of action developed in Exercise 5, "Communications Plan." This statement reflects the common vision already established by the group, and includes the following elements:
 - Define the problem or issue.
 - State the goals of the individual or organization.
 - Recommend ways the goals can be achieved.
 - Provide convincing evidence, facts, and/or moving anecdotes.
 - Appeal to your audiences' values or core concerns, and tailor your message for them.
 - Suggest how the intended audience can get involved and what actions they can take to address the problem.
 - Be sure your name, the name of your organization, and the names of your important programs are made clear.
2. Select a spokesperson from your team who will present your message in a mock television interview to the whole group. A volunteer from another team acts as the interviewer.
3. Before the mock interview, the spokesperson briefs the interviewer about the team's issue. The interviewer develops two questions to ask during the interview.
4. Taking turns, each team's spokesperson presents their statement in three minutes. (If possible, videotape the interviews. Play back the interview on a television so that the entire group can provide feedback on how to better present the message. See the *Communicating for Change* video for an example of a mock television interview.)
5. The group collectively analyzes and critiques the effectiveness of each presentation. Among the questions the group considers are the following:
 - Did the media statement provide all the information needed to persuade you?
 - What additional information would be helpful?
 - Was there any information that was unnecessary for this message?
 - What communication skills did the team spokesperson use to get the message across?
 - Was the presentation persuasive? Why or why not?
 - Was the presentation effective? Why or why not?
 - Are there ways to enhance the presentation? If so, what are they?

Evaluating this Guide and Video

Evaluation is a critical part of every learning experience during which participants have the opportunity to reflect on what they have learned and the effectiveness of the learning process itself. Moreover, facilitators can use the information provided in evaluations to revise and enhance future sessions.

EXERCISE 8: Evaluation

Objectives:

- To evaluate what participants have learned from using this guide and video
- To evaluate the learning processes used in this guide and video

Time: 30 minutes

Materials: Large piece of paper or chalkboard, markers or chalk

A volunteer facilitator from the group leads the group discussion. The facilitator is responsible for assisting the group to follow exercise instructions, keeping time, and calling on participants who wish to speak. A second volunteer records participants' findings on a large piece of paper or chalkboard that is visible to all.

1. Going around the whole group, participants identify which aspects of the *Communicating for Change* guide and video they liked most, and explain why. A volunteer records participants' comments on paper or chalkboard.
2. Using the same process, participants identify which aspects of this guide and video they liked least, and explain why. A volunteer also records these comments.
3. Next, participants consider the following questions:
 - *Did this workshop and the lessons presented in the Communicating for Change guide and video meet your expectations?*
 - *Are there aspects of effective communication that you feel you need more information about? If so, what are they?*
 - *How do you anticipate that you will be able to use your new communication skills in daily life?*

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