

AFSCME Shop Talk Workshop Facilitator's Guide

Workshop Objectives:

After participating in the workshop, participants will:

- Know how outline for a presentation.
- Know how to use visuals, vocals, and verbals effectively.
- Be able to educate and activate co-workers.
- Gain confidence through practice and feedback.

Materials/set-up:

- U shape or rounds, with one facilitator for every 8-10 participants.
- Two flip charts for each small group.
- Stop clock for each facilitator.
- White index cards (5" x 8") and black backings.

Handouts:

- Best and worst practices
- Creating an outline
- Wish list
- Feedback form

Flip charts that can be prepared in advance:

- Visual, vocal, and verbal behavior "Stick Man"
- Effective Behaviors: Visual/Vocal/Verbal
- Ineffective Behaviors: Visual/Vocal/Verbal
- Goals for Practice Speaking
- Speaking Logistics
- Feedback Guidelines

Agenda Overview:

- Introductions (10 minutes)
- Characteristics of Effective Speakers (20 minutes)
- Creating an Outline (15 minutes)
- Practice Speaking (60 minutes)
- Evaluation and Close (15 minutes)

Facilitator Notes:

Part I: Introduction

1. Start the program by doing a quick survey. "How may of you..."
 - get anxious or nervous when you speak
 - sometimes get off track
 - do most of your speaking at local union meetings
 - would like to report back to your local from national conferences
 - mostly speak to small audiences
 - have a hard time organizing your thoughts when you speak

2. Explain that:
 - If this describes you you're in the right place!
 - Every union leader and staff person does lots of public speaking, even if we don't call it that.
 - This workshop is designed to help you plan and give an excellent presentation on the legislative issues that are the focus of this conference to a local union gathering when you return home – it might be the executive board, a local meeting, or a lunchtime briefing – whatever makes sense in your situation.

3. Introduce yourself and review the objectives for the training.

4. Ask participants to stand and introduce themselves – Name, Local, Role in the Union, City and State.

5. Transition to next session on characteristics of an effective speaker. [Example: "Let's start by considering some of the best and worst practices of memorable speakers by reflecting on our experience as listeners."]

Part II: Characteristics of an Effective Speaker

1. Explain that we are going to look at behaviors of presenters by thinking about our experience as **listeners**.
2. Ask participants to think about an effective speaker they have heard – could be someone famous, someone within their union, someone in the community. Someone they have heard speak who moved them to action or inspired them. Then think of a speaker who was ineffective, who did not communicate their message or inspire, or who really turned them off. Pair up and use the handout “Best & Worst Practices” to interview each other and make some notes.
3. Before taking the report outs, explain the difference between visual, vocal and verbal behaviors using a stick figure.
Verbal = WORDS – what you say
Vocal = VOICE – how you say it
Visual = BODY – non-verbal communications, body language
4. Go around the room (or within the individual small group) and ask each person to share one behavior of an effective speaker and one behavior of an ineffective speaker.

Note: You may need to ask follow up questions to get responses that are behaviors. Some suggested questions -

- How did you know they were confident/sincere/etc.?
- What did they do that made you feel inspired/respected/etc.?

5. Chart the effective behaviors on the flip chart divided into 3 columns.

Visual	Vocal	Verbal

6. Chart the ineffective behaviors on a second flip chart. (You do not need to put them in the three categories – just list.) Make sure you hear from each pair once.
7. Ask participants, “Why is it important to pay attention to these different types of behaviors?” Explain that one study found that if our goal is to communicate FEELING,
 - 7% comes from speakers words (verbal)
 - 38% comes from speakers voice (vocal)
 - 55% comes from speakers body (visual)
8. Ask participants if they find this surprising. Note that we tend to spend much more time planning what words to use rather than the use of voice voice or body, and that you want to challenge people to pay attention to all three.
9. Ask participants to look at the “**Wish List**” handout. Ask them to take a moment to jot some notes regarding what they want to work on in this workshop. Explain to participants the Wish List sheet is for their own use and will not be shared.
10. Explain that in a few minutes everyone will have a chance to give a one-minute presentation and identify what is working for them – what assets they have as presenters.

Part III: Creating an Outline for the Presentation

1. Explain that the first step in planning a presentation is to think about the listeners. Who are they? What value will they get from your presentation? Note that it is also important for us as union activists and leaders to identify a clear purpose for speaking and an action we want listeners to take. If we do not include a specific “ask,” we are throwing away an opportunity to move our listeners to action.
2. In a longer public speaking training, we would spend much more time on outlining a presentation, starting with the development of a “theme statement.” For today’s workshop, we’ll focus on the core of that process, which is identifying the interests of your listeners and then creating an outline to make your key points.
3. Review the handout on Creating an Outline. Suggest a topic or ask participants to choose their own.
4. Ask participants to pair up and work together to fill out the worksheet based on their own situation. Give people 5 minutes to do this work.
5. Pull the group back together and explain that we’re now going to take the contents of the worksheet and use it to create an outline. Highlight the value of a key word outline (see page ____):
 - Freedom to be conversational
 - Safety net
 - Memory without script
6. Show the group a sample key word outline – perhaps your own for this training! Note the key elements:
 - Vertical
 - Few words but minimum of two
 - Outline form (just like a contract!)

Part IV: Practice Speaking – Identifying your Strengths

1. Explain the goals for practice speaking (on flip chart):

Goals for Practice Speaking

- to identify your strengths
- to practice using notes
- to learn how much or little can fit in a minute
- to learn how to give and receive feedback

2. Tell the group that they will have one minute to speak, which is much shorter than in real life but enough to do a solid introduction that summarizes your key points. Note also that this is a learning lab and that we know we are giving people too little time to achieve perfection. The purpose of the practice is to find out what your strengths are so you can build on them. Note that anxiety is quite normal, but that we hope to help make this a good experience.
3. Provide each participant with the black backings and blank index cards and explain why they are used.
4. Review the logistics of how the session will work (on flip chart):

Speaking Logistics

- Ten minutes to make notes on the index card.
- Make one-minute presentations, which will be timed.
- Several minutes of feedback for each person.

5. Give participants ten minutes to make notes in key word outline form, reminding participants to include **what they are asking listeners to do**. Stress that they are not expected to write out their speech!

6. After 10 – 15 minutes, bring the group back together and talk about speaking order. Note that there are pros and cons to going last or first. If you go first, you set the standard, get it over with, and you get the attention of the group up front. If you go last, you get to benefit from others feedback and you have the last word. However, you have to stay focused on the speaker and resist working on your own notes!
7. Ask participants to take out the feedback form. Give participants a minute or two to complete the top of the form. Make sure they put their name on top and their wish list wishes. This is helpful for coaching.
8. Collect the feedback forms in the order in which people desire to speak.
9. Ask for a volunteer to be timekeeper. Explain how the timer works. Ask them to set it for one minute for each speaker and three minutes for feedback. You may need to remind them to reset for feedback.
10. Go over the guidelines for giving and receiving feedback (put on flip chart):

Feedback Guidelines

- Speaker stays up front to facilitate own feedback.
- Speaker has first opportunity to say what worked.
- Listeners offer strengths, what worked, and any areas for improvement.
- Facilitator speaks last on what worked and suggestions for improvement.

11. Explain that effective feedback is focused on behaviors. Listeners should void comments such as, "it was great", "I really liked it". Instead, focus on why it was effective, what action or behavior was effective in the presentation. Note that each person will "facilitate their own feedback" after doing their one minute presentation.

12. Ask the first speaker to prepare to enter the space where presentations will be made, and ask the second person to take a minute to relax away from the group but within earshot. Remind the group that the time when you are "on deck" is the time to take some deep breaths and take care of yourself for a minute. (You can refer to page ___in the binder for tips.)
13. After all participants have had a chance to do their presentations, give a round of applause to all for doing such a great job!

Part IV: Evaluation and Closing

Ask each person to give a closing comment about what they gained from the training, and end with your own closing comments. Make sure to recognize everyone for their hard work!

You might also explain that we have a longer public speaking training available through the Education Department, for those who are interested.

BEST AND WORST PRACTICES

With your partner, discuss the following questions.

- Think of when you experienced an amazing presenter – someone who moved you to action. What did they do to achieve that impact? Would you classify the impactful behaviors of that speaker as VERBAL, VOCAL or VISUAL?

- Think of when you experienced an awful presenter who really turned you off. What did they do that was ineffective? Would you classify the impactful behaviors of that speaker as VERBAL, VOCAL or VISUAL?

CREATING AN OUTLINE

Who are your listeners?

What action do you want them to take?

Why should your listeners care about this information? How will your presentation benefit your listeners and/or meet their needs?

List the main points you want to make in your presentation:

1.

2.

3.

What is the overall theme that you want to emphasize in your introduction and conclusion?

Personal Wish List for this Workshop

I would like to work on the following behaviors:

VISUAL

VOCAL

VERBAL

BEST PRACTICES

VISUAL

Context appropriate clothing
Expressive facials
Open & welcoming facials
Supportive gestures
Commanding Posture
Natural movement
Composed stance
Meaningful eye contact

VOCAL

Attractive tone
Vocal variety
Appropriate volume
Varied rate & pace
Dramatic pauses
Vocal emphasis
Resonant tones
Energetic
Passionate

VERBAL

Organized ideas
Relevant examples
Logical reasoning
Flowing
Clear transitions
Listener focused
Attention-getting start
Provocative ending
Creative language

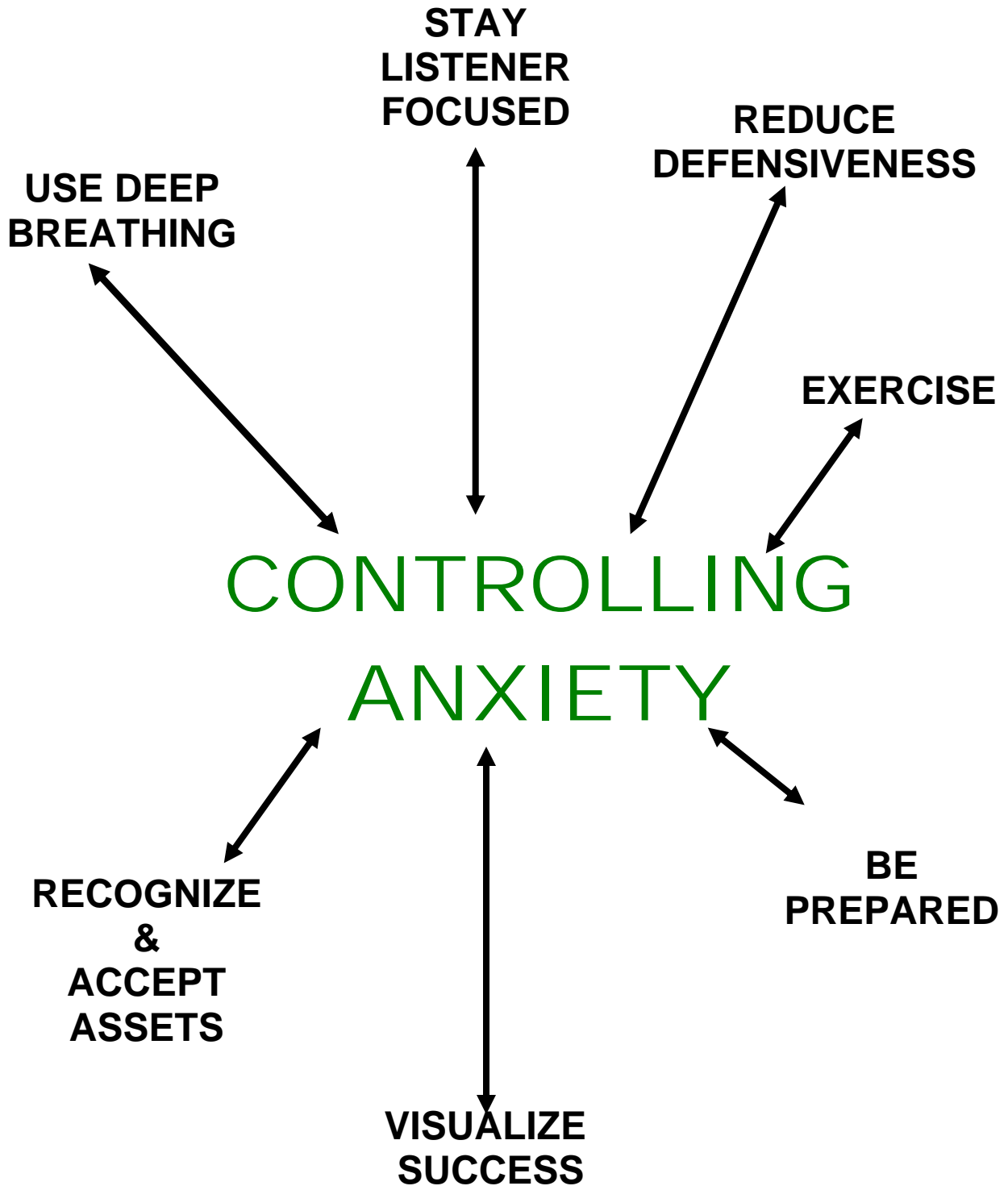
FEEDBACK FORM

Name _____ Date _____

Wish List _____

AREA UNDER CONSIDERATION	EFFECTIVE	NEEDS ATTENTION
VISUAL IMPRESSION appearance body use eye contact facial expression		
VOCAL IMPRESSION tone variety volume rate pause energy emphasis		
VERBAL IMPRESSION ideas/supports visual aids creative language use transitions listener centered introduction conclusion		

Comments:



VALUE OF A KEY WORD OUTLINE

