

# Communication & Presentation Skills



Community  
Appraisal &  
Motivation  
Programme



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**Community Appraisal & Motivation Programme (CAMP)**  
**Communication and Presentation Training Manual**

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**Communication and Presentation**

This training manual was developed after a detailed consultative workshop with members of Community Based Organizations from the FATA, in November 2009. The other four thematic areas that were prioritized during the consultation included: Advocacy and Lobbying, Conflict Resolution, Human Rights and Democracy, and Project Planning and Management.

Keeping in mind that emerging grassroots organizations have little or no exposure to training in these areas, this training manual and the workshop that was conducted based on this guide, are a first step towards creating better understanding of communication and presentation skills.

We hope this manual and the others in the same series will be as useful for you and your organization, as they have been for CAMP and its partners.

We regret any errors, and look forward to receiving feedback at:  
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### Training Objectives

1. To develop conceptual clarity of the learners and make them able to communicate effectively with stakeholders.
2. To develop the presentation skills of the learners and make them able to effectively present their thoughts and ideas at all levels.

### Methodology

The Training Workshop will be conducted adopting interactive learning methodologies, focusing upon sharing of experiences and learning through active involvement, role plays, and group work. The skills and understanding of the participants will be enhanced through a learning spiral, consisting of introduction to the subject/steps, reflection on the experiences of the participants and introduction of new techniques/ideas to achieve improved level of understanding.

**Time** 4 Days (09:00 a.m. to 04:00 p.m.)

### Materials

- Flipchart, Flash Cards
- White board
- Markers for each participant
- Blind folds
- Optional: Overhead projector and transparency of Handouts
- Scotch & White Tape

### Handouts

**At the end of the session.**

## Communication and Presentation Skills

### Day 1 – Starts at 9 A.M.

Timing	Topic	Activity
10 minutes	Begin with Recitation	<i>The Trainer should invite a participant to recite verses from Holy Quran.</i>
45 minutes	Ice breaking	<i>The Trainer will ask the participants to introduce themselves by Name, Education, Profession &amp; Professional experience, Organization working for and tell a strength and a weakness about him/her self. Secondly the Trainer will ask the participants to make an image/picture of anything that can communicate one self. Each participant will paste his hand - made picture on the wall and will tell the identical elements from the picture to the audience.</i>
15 minutes	Set Norms for the training workshop	<i>The Trainer will ask the participants to suggest what rules should be followed and write it on the flip chart and get their agreement for a penalty for the norm breaker. Select a norm observer/monitor, who will recover the penalty from the norm breakers.</i>
'30 minutes	Expectations of participants	<i>The trainer will invite the participants to write their expectations on cards. A short discussion can be generated on what workshop will address and what not. All cards will be pasted on the wall. <b><u>Visit them at the end of workshop to know how far they achieved</u></b></i>
30 minutes	Pre-evaluation test	<i>The trainer will distribute the question paper among participants to solve the paper in due time.</i>

### 20 minutes Tea Break

15 minutes	Introduction to the Communication and Presentation Skills Workshop program and objectives	<i>The trainer will quickly explain objectives of the workshop and go through the workshop 4-days program.</i> <b>Aid: Use Training Schedule/program</b>
35 minutes	EFFECTIVE COMMUNICATION 1. Meaning & Importance 2. Role of Communication in Organizations	<i>The trainer will do it mainly by lecturing to the audience while using Power Point Slides for explanation.</i>  <i>The trainer will do it mainly by lecturing to the audience while using Power Point Slides for explanation.</i>

### 40 minutes Lunch Break

80 minutes Elements of the communication  
(Continued)

1. Verbal Communication
2. Non-verbal Communication
3. Listening and Feedback

*For verbal Communication use Annex I – Practice/Game*

*For Non-verbal Communication use Annex II – Practice/Game*

*Explain it through lecture method*

### 20 minutes Tea Break

15 minutes Tell the Storey

*a. Tell the Storey  
Use Annex III – Ask a participant to read the story loudly to all participants and later discuss the loop holes of it.*

20 minutes Group Work

*Use Annex IV*

25 minutes Summarize the day work

*Review and questions of participants will be replied. Home work assigned to the participants (if needed)*

## Effective Communication

### Meaning & Importance

The success of an individual in a team depends greatly on the extent to which he can engage in effective communication. Faulty communication in organizations can lead to lowered efficiency and effectiveness at the organizational as well as individual level.

Communication, derived from the Latin word 'Communicare' which means 'to share'; it is the process of transmitting information and understanding. It is the transference of meaning between individuals and the means of reaching, understanding and influencing others. Skill to communicate depends on the capacity of an individual to convey ideas and feelings to another to evoke a desired response. Good communication is necessary for all organizations as management functions in organizations are carried out through communication. Effective management is a function of effective communication. Interpersonal communication takes place every time we interact with others.

Communication is considered effective when it succeeds in evoking a desired response from the other person. Moreover failures in communication can be very costly for the organization by way of reduced co-operation and subsequent ill feeling between employees. Communication, to be effective, cannot be a haphazard process. It has to be planned and executed so that it evokes the desired response.

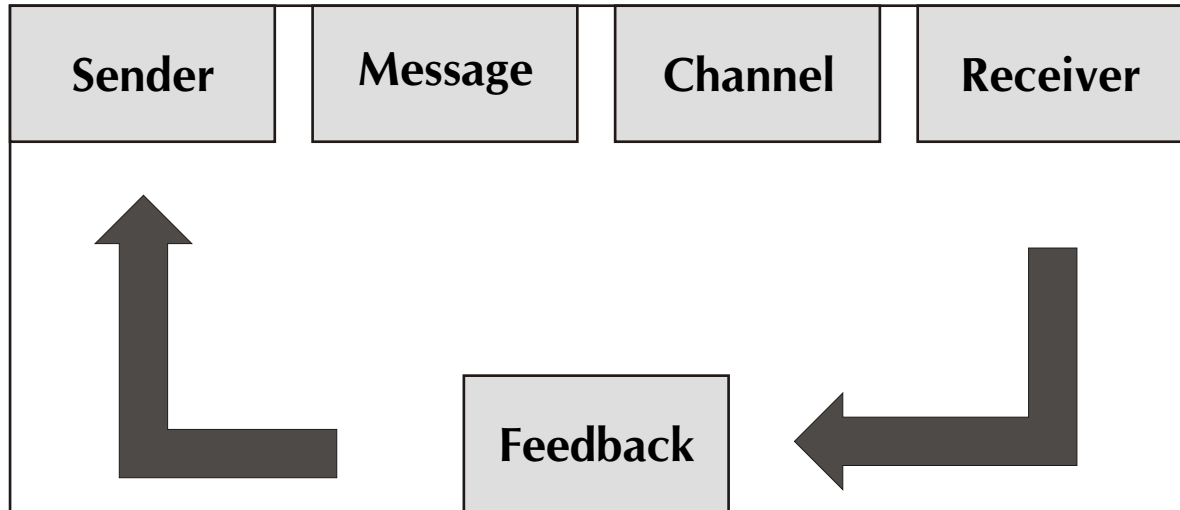
Communication in organizations has the following role

- Helps in fostering motivation
- Aids in the function of control
- Provides information for making decisions
- Gives vent to one's feelings
- Helps in the satisfaction of social needs

## Process of Communication

The process of communication between two individuals can be illustrated below:

*Sender, Message, Receiver, Encoding, Channel, and Feedback.*



Communication is initiated by the sender who conceptualizes the idea that is to be transmitted. This idea is encoded with the help of language, symbols etc. into a message.

The message, which is the product of encoding, is transmitted from the sender to the receiver through a channel. Channel or medium can be physical presence (face to face talk) interactive channels (telephone, electronic media) personal static channel (memos, letters) or impersonal static channels (general reports, circulars etc.). The richness of each channel is determined according to its capability in eliciting feedback. Accordingly, face to face talk is considered richest and impersonal static channel is considered to be the leanest. However for making communication efficient, the sender has to choose the channel depending upon the urgency and complexity of the idea which is communicated. Once the message is transmitted through the channel to the receiver, he decodes it back to the idea and assimilates it. The effectiveness of communication depends upon the extent to which the sender has succeeded in making the receiver understand his idea. This can be evaluated through feedback, where the receiver responds to the sender in the form of clarifications and doubts. Feedback, which makes communication two ways, is important because it helps to evaluate the effectiveness of the communication.

## Elements of Communication

### Verbal communication

Verbal communication (vocal included) contributes to 45% of our communication. It involves the use of language and meaning (either oral or written). Normally the words used in communication are *concrete* or *abstract*. Concrete words represent an object (e.g. Chair) and hence convey ideas easily. Abstract words, on the other hand, have a built-in ambiguity because the ideas conveyed by such words are subjective and so effectiveness of communication is in question (e.g. beauty, intelligence etc.). Thus, while concrete words can be compared to a sharp tool, abstract words are often compared to a blunt instrument.



Role of jargons is also crucial in determining the effectiveness of communication. While jargons help to communicate easily in a homogeneous group, excessive use of these can hinder communication. Use of jargons has to be minimized while communicating to someone who is not familiar with the terms.

Verbal communication becomes effective through the choice of right words & emphasis of the same. There should be an optimum use of pauses, non-words and phrases because excessive use of these leads to distraction of the receiver.

### **Non-verbal Communication**

Non verbal communication is the conscious and unconscious body movements in communication that couple with physical and environmental surroundings. Non verbal communications are those which are not expressed orally or in writing and include elements associated with communication. These form an important and inevitable aspect of the total communication process because it compliments and substitutes verbal communication.

A good communicator should have the right posture, facial expression and body language that are in tune with the words spoken. Lack of co-ordination between verbal and nonverbal contents of communication would only confuse the receiver. So while communicating, care should be taken to ensure a proper blend between words and actions.

### **Listening & Feedback**

Listening which comprises of hearing, attending, understanding and remembering can facilitate the effectiveness of communication. Listening can be pleasurable, discriminative or critical depending on the degree of application of mind. Listener has to employ the appropriate type of listening depending on the situation and nature of the message. Proper listening requires a reasonable background familiarity, right attitudes, interest, objectivity, patience and rapport with the sender. Absence of rapport with the sender often leads to ambush listening where the receiver listens only till he gets a point for argument after which his main intention would be to interrupt the communication.

Lack of interest in the topic spoken by a person with whom we have a rapport would sometimes make us employ pseudo listening. Appropriate listener response serves as a means by which feedback is judged. The feedback should be timely and constructive.

### Day 2 – Starts at 9 A.M.

Recap of the previous day

*The trainer will divide the participants in groups having at least 5 persons in each group and draw a points table on the chart. Each group will be asked five questions (each team will score 5 points for the correct answer). Trainer will ask the questions related to the previous day sessions. Total 5 questions will be asked from each group and if a group can not reply the correct answer then the question will be passed to the next group as bonus points and if the second group can not reply correct answer it will be passed to third group and so on until the correct answer is given. If any group can not reply correct answer, then the question will be answered by you at the end of this activity. At the end of this activity the winner group will be awarded a chocolates for five persons and ask others to clap for the winners.*

- Forms of the communication
- Making Communication Effective
- Use concrete rather than abstract words wherever possible.
- The content has to be made meaningful to the receiver
- The message should be framed according to the capability of the receiver.
- There should be a proper blend of verbal and non-verbal communication
- Eye contact should be maintained
- Speak at a moderate rate
- Create rapport with the receiver
- Select appropriate channel
- Encourage listening & feedback
- Avoid communicating in extreme emotional states
- Make the message Attractive, Brief and Clear

*The trainer will do it mainly by lecturing to the audience while using Power Point Slides for explanation. (Annexes 1, 2, 3, 4) will be used for elaborating the points.*

## Communication and Presentation Skills

20 minutes	Communication through writing	<i>The trainer will ask the participants to write a brief report to the DONOR AGENCY about the start of work on village tube well.</i>
15 minutes	Discussion on Reports	<i>The trainer will discuss the salient features of the good reports written by participants and advise them to avoid errors. Wrap up the session with conclusion remarks and assign home work to read the hand out of the day for recap next day.</i>
<b>20 minutes</b>	<b>Tea Break</b>	
30 minutes	Communication Rights and Responsibilities 1. Rights 2. Responsibility	<i>Trainer will use the Power Point Slides and elaborate it with his own experience.</i>
15 minutes	How Speaking and Writing takes place	<i>The trainer will use <u>Annex V</u> for conducting activity. Elaborate the activity with questions answers session.</i>
75 minutes	Communication Barriers <ul style="list-style-type: none"><li>• <b>Perceptions</b></li><li>• <b>Filtering</b></li><li>• <b>Language</b></li><li>• <b>Information Overload</b></li><li>• <b>Muddled messages</b></li><li>• <b>Stereotyping</b></li><li>• <b>Wrong channel</b></li><li>• <b>Lack of feedback</b></li><li>• <b>Poor listening skills</b></li><li>• <b>Interruptions</b></li><li>• <b>Physical distractions</b></li><li>• <b>And other ideas you may have thought</b></li></ul>	<i>Lecture – Trainer will use Power Point Slides for explanation</i>
10 Minutes	Picture Exercise	<i>The trainer will use <u>Annex VI</u> for conducting activity</i>

**40 minutes Lunch Break**

20 minutes Distortion Exercise

*The trainer will use Annex VII for conducting activity.*

45 minutes Communication Techniques for Problem Solving

*Trainer will use the Power Point Slides and elaborate it with his own experience.*

45 minutes Methods of Communication

- Effective Listening
- Behaviors that hinder effective listening

*Lecture Methods – Trainer will use the Power Point Slides and elaborate it with his own experience.*

**20 minutes Tea Break**

15 minutes Summarize the day work

*Review and questions of participants will be replied. Home work assigned to the participants.*

**Handout for day 2**

**Forms of Communication**

Communication in organizations can be broadly classified into formal and informal communication. Formal communication takes place through the system in organization.

In this, hierarchy has a very important role to play and the parties communicating should adhere to the procedures in the system. In organizations, formal communication is effected in upward (subordinate to superior), downward (superior to subordinate) and horizontal (between same levels) directions.

Informal communication (grapevine) in an organization is very active and powerful.

Nature of communication through this medium is oral and the speed with which the message is spread through this network is tremendous. As a result, distortion at any stage cannot be identified. This is probably the reason why grapevine is said to be the medium for spreading of rumors or false message.

**Making Communication Effective**

- Use concrete rather than abstract words wherever possible.
- The content has to be made meaningful to the receiver
- The message should be framed according to the capability of the receiver.
- There should be a proper blend of verbal and non-verbal communication.
- Eye contact should be maintained.
- Speak at a moderate rate.
- Create rapport with the receiver.
- Select appropriate channel.
- Encourage listening & feedback.
- Avoid communicating in extreme emotional states.
- Make the message.
- Attractive, Brief & Clear.

***Communication involves a number of skills and no one is a complete and effective communicator. Each individual can become a better communicator by sharpening his skills through learning and practice.***

### **Communication Rights and Responsibilities**

#### ***RIGHTS***

1. You have the right to be treated with respect.
2. You have the right to have and express your own opinions.
3. You have the right to ask for what you need and want in order to be effective.
4. You have the right to set reasonable limits.

#### ***RESPONSIBILITIES***

1. You have the responsibility to treat others with respect.
2. You have the responsibility to listen to the opinions of others.
3. You have the responsibility to acknowledge and address the needs of others.
4. You have the responsibility to respect the limits and boundaries of others.

#### ***Communication Barriers***

- Perceptions
  - Selection, organization and interpretation of message
    - Filtering
- Language
  - Jargon
    - Ambiguity
    - Information Overload

#### **Muddled messages**

Effective communication starts with a clear message. Contrast these two messages: "Please be here about 7:00 tomorrow morning." "Please be here at 7:00 tomorrow morning." The one word difference makes the first message muddled and the second message clear.

#### **Stereotyping**

Stereotyping causes us to typify a person, a group, an event or a thing on oversimplified conceptions, beliefs, or opinions. Thus, basketball players can be stereotyped as tall, green equipment as better than red equipment, football linemen as dumb, Ford as better than Chevrolet, Vikings as handsome, and people raised on dairy farms as interested in animals. Stereotyping can substitute for thinking, analysis and open mindedness to a new situation.

#### **Wrong channel**

Variation of channels helps the receiver understand the nature and importance of a message for example "Good morning." An oral channel for this message is highly appropriate. Writing "GOOD MORNING!" on a chalkboard in the machine shed is less effective than a warm oral greeting. On the other hand, a detailed request to a contractor for construction of a farrowing house should be in writing, i.e., non-oral.

### **Lack of feedback**

Feedback is the mirror of communication. Feedback mirrors what the sender has sent. Feedback is the receiver sending back to the sender the message as perceived. Without feedback, communication is one-way.

### **Poor listening skills**

Listening is difficult. A typical speaker says about 125 words per minute. The typical listener can receive 400-600 words per minute. Thus, about 75 percent of listening time is free time. The free time often sidetracks the listener. The solution is to be an active rather than passive listener.

### **Interruptions**

Regardless of the cause, interruptions are a barrier to communication. The interruptions may be due to something more pressing, rudeness, lack of privacy for discussion, a drop-in visitor, an emergency, or even the curiosity of someone else wanting to know what two other people are saying.

### **Physical distractions**

Physical distractions are the physical things that get in the way of communication. Examples of such things include the telephone, a pick-up truck door, a desk, an uncomfortable meeting place, and noise.

And other ideas you may have thought of.

## **Communication Techniques for Problem Solving**

1. To the person involved in the problem:
  - Relate the facts
  - Give your interpretation of them
  - Explain how you feel about it
2. Listen to their response:
  - How does the other person feel, see, and interpret?
3. Questions to ask:
  - Is it possible to change the situation or to compromise?
  - If the situation cannot be changed, can you or the other person accept it?
4. When a solution is agreed upon by both parties, either through a willingness to change on one person's part or through a compromise by both parties, put the agreement in writing so that both are aware of the terms of the agreement.
5. Expect improvements to happen in small increments. During the early stages encourage changes with positive feedback, avoid criticism for falling short.
6. When you know the person is capable of keeping their agreement and they continue to break it, state the consequences and most importantly, follow through!

# Communication and Presentation Skills

Methods of Communication

**80% of the working day involves communication**

Communication	Used	Thought/Addressed
Listening	45%	Least
Speaking	30%	Least
Reading	16%	Most
Writing	9%	Most

Listening

45% of Communication

25% Efficiency

Effective Listening

Behaviors that support effective listening

- Maintaining relaxed body posture
- Leaning slightly forward if sitting
- Facing person squarely at eye level
- Maintaining an open posture
- Maintaining appropriate distance
- Offering simple acknowledgements
- Reflecting meaning (paraphrase)
- Reflecting emotions
- Using eye contact
- Providing non-distracting environment

Behaviors that hinder effective listening

- Acting distracted
- Telling your own story without acknowledging their first
- No response
- Invalidating response, put downs
- Interrupting
- Criticizing
- Judging
- Diagnosing
- Giving advice/solutions
- Changing the subject
- Reassuring with acknowledgement

**Day 3**

20 minutes Recap of the previous day

*The trainer will divide the participants in groups having at least 5 persons in each group and draw a points table on the chart. Each group will be asked five questions (each team will score 5 points for the correct answer). Trainer will ask the questions related to the previous day sessions. Total 5 questions will be asked from each group and if a group can not reply the correct answer then the question will be passed to the next group as bonus points and if the second group can not reply correct answer it will be passed to third group and so on until the correct answer is given. If any group can not reply correct answer, then the question will be answered by you at the end of this activity. At the end of this activity the winner group will be awarded a chocolates for five persons and ask others to clap for the winners.*

40 minutes Effective Listening

*Lecture – Trainer will use Power Point Slides for explanation*

50 minutes Presentation Skills  
- Seven laws of the Presentation

*Lecture – Trainer will use Power Point Slides for explanation*

**20 minutes Tea Break**

80 minutes Presentation Skills (Continued)

*Lecture – Trainer will use Power Point Slides for explanation*

30 minutes Group Work

*The trainer will divide participants in four groups and give them a topic – “Priority Needs of our Village/Community” for a presentation. They will prepare the presentation and one among them will present it to the audience in the hall. At the end participants will ask questions and answers will be given by whole team of presenters.*



### **40 Minutes Lunch Break**

50 minutes Writing a Concept Paper

*Lecture – Trainer will use Power Point Slides for explanation*

### **20 minutes Tea Break**

50 Minutes Writing a Concept Paper (Continued)

*Lecture – Trainer will use Power Point Slides for explanation*

25 minutes Summarize the day work

*Review and questions of participants will be replied. Home work assign to the participants*

### **Handout for day 3**

## **Presentation Skills**

### **Good Presentation Skills**

Many of us are now required to make presentations as a part of our job. Indeed for some people it will limit their career prospects if they are seen to be reluctant to make them. For the lucky few it doesn't seem to be a problem: they seem to have always been able to do it and thrive on it. For the rest of us, however, it is a skill we learn. Given that it can be a daunting and even frightening area of learning for most of us, it would seem sensible to use an approach that seeks to make it easy and enjoyable rather than one that makes it even more difficult.

The difficult path is the one where you learn to get it right first time, to be flawless in your delivery and to make no mistakes. This is "how to" learning. Learning what to do and what not do.

The easier path is the one where you learn how it works and develop a style, which includes your idiosyncrasies and quirks (this way you don't have to learn to behave differently when you present). Let me give you an example of what I mean. Most presenters are concerned about their body language when presenting, and rightly so: what you do matters as much as what you say. So you have a choice. You can learn the rules for what you are not allowed to do and apply them. For instance, you shouldn't cross your arms, put your hands in your pockets, touch your ear or nose (apparently this means you're lying), sway from side to side... The list is a long one and fortunately you don't need it. You can take the easy route.

### Why we do presentation?

Give a presentation that makes sense, is organized and offers an opportunity for participants to become engaged and easily retain information.

## 1 - Purpose

1. Develop a mission for your presentation
2. Define presentation objectives
3. Determine the impact you want to achieve

## 2 - Plan

1. Identify the key elements and main points of your presentation
2. Organize your ideas
3. Profile your audience: Synchronize with every audience adjust to learning styles
4. Prepare a powerful opening
5. Techniques for making your presentation memorable

## 3 - Deliver

1. Use high impact language
2. Manage the entire message: words, tone and vision
3. Make learning interactive and experiential
4. Strategies to increase retention
5. Facilitation techniques

## 4 - Evaluate

1. Did you hit the target?
2. A checklist for evaluating your performance

Laws of the Presentation

*The First Law of Presentation*

### ***Audience sleep!***

While we're on the subject of audiences, there is only one thing you really need to know about audiences, audience interaction, handling questions or anything else involving them. They sleep!

### ***The Second Law of Presentation***

#### ***Repetition is Death***

(The first law will be along later)

When you understand how presenting works you discover that all these things only look wrong if they are repeated. A gesture used over and over again becomes at first irritating and then all consuming; your audience won't be able pay attention to anything else.

### *The Third Law of Presentation*

#### *Feelings are a poor indicator of how you are doing*

An area that seems rarely to be addressed is how we feel about ourselves when we are presenting. This is the area of self-image and confidence. Here, there is also a hard route and an easy one. The hard route is to do everything yourself. To be your own critic and to monitor your own performance. This means that you have to learn to be objective about yourself. For any type of performer this takes years of dedicated work. The problem is that we are always the worst person to give ourselves advice about how we are doing.

For instance, you're standing in front of a group of your peers talking through an idea you've had. You lose your train of thought, somebody interrupts with a question about an aspect you haven't thought through, you struggle to regain your composure, limp through to the end and sit down mortified (worst case scenario here). Now, how do you think you've done? Chances are you will base your assessment on how you feel and the little voices in your head (you know, the ones that tell you how stupid, useless, silly etc. you are).

### *The Fourth Law of Presentation*

#### ***The job is to get them to want more of what you've got***

Presenting works if you impact your audience in some way. They can even be impacted in a way you don't want and didn't choose and the act of presenting is still working. Not as you'd like, but it is still working. The point of presenting is to get the audience to want what you've got.

This is important to grasp. The hard way to present is to gather all the information you have, put it together in a faultless presentation and deliver it impeccably. The mistake here is to think that a presentation is a good medium for delivering information. The easy way to present is to put together the bits that will appeal to the people you are speaking to and to use them to entice your audience into wanting to know more. Once you've got there you can stop. Your job is done. They will get the information for themselves. The difference here is rather like getting someone to read a book. You don't do it by reading the book to them; you do it by reading the dust jacket blurb.

### *The Fifth Law of Presentation*

#### ***When you're on you're in charge***

Now we come to one of my personal favorites. When you are presenting you are in charge. In charge of everything. This is the way that the agreement about presenting works. When people accept the role of audience they effectively say, "Ok, over to you. What have you got?" This means you are put in a very powerful position. It may not feel that way.

### *The Sixth Law of Presentation*

#### ***There is always a message***

I said we'd look at easy ways of approaching presenting, so here's an idea that is quite complex to grasp, but once grasped, frighteningly simple in its effectiveness. Everything we do communicates. The experts who study the way communication works will tell you that in your typical face to face presenting situation, the words you say are actually a very small part of the communication. How you say them will often convey more meaning than the words themselves.

For example, the phrase "It's very quiet today", takes on a different meaning if you say "It's VERY quiet today". It is possible to make the most innocent phrase vicious with hidden meaning by the way you say it. However these same experts will also tell you that it is possible that what you do and how you behave can carry more "message" than the combination of what you say and how you say it.

### *The Seventh Law of Presentation*

#### ***Passion is mandatory***

This is easier than it sounds. If you have to present something you have no real feeling for, then you need to find something you do have some feeling for and relate it to the subject you are presenting. The fit doesn't even have to be a very good one. You can start off by speaking about last night's football game because it excites you, and then make a deliberate segue into talking about widget production. The effect of the excitement in your body lasts for quite a while and will flow over into widget production. If it suits you, you could even make bad puns and poor analogies part of your style.

The reason I say passion is mandatory is simple. You can get everything else perfect, but if it doesn't have a sense of your commitment behind it, it will be dead. If it's dead, I can ignore it.

The final unwritten law of presentation is by now somewhat self-evident. Everything we have been talking about is to do with keeping presentation alive and powerful. Keeping it in the moment so that no one can sleep through it. Keeping it so that no one quite knows what's coming next. Making it something that people can't switch off to. Making it interactive as opposed to a repetition of a rehearsed and fixed programme.

### *So the Unwritten Law of Presentation?*

#### ***It's not Television***

To recap here, we're looking for an understanding of the way presentation works that will make it easier and more enjoyable for us to do. These seven laws should help.

### *The Seven Laws of Presentation*

- Audience sleep!
- Repetition Is death!
- Feelings are a poor indicator of how you are doing!
- The job is to get them to want more of what you've got!
- When you're on, you're in charge!
- There is always a message!
- Passion is mandatory!

### **And remember - It's not Television!**

### Writing a Concept Paper

Many private foundations have always required a concept paper be submitted for review prior to the submission of a full proposal. In recent years federal and state agencies have begun to encourage the use of concept papers as a way for applicants to obtain informal feedback on their ideas and projects prior to preparing a proposal. Some of these agencies now require a concept paper be submitted as part of the formal submission process.

The purpose of a concept paper, from the funding agency's point of view, is to help applicants develop more competitive proposals and to save time by eliminating proposals that are not likely to be funded. The applicant's purpose in developing a concept paper is to capture the interest of the funding agency and demonstrate that the idea they are proposing is worthy of further consideration. Therefore, the first sentences of a concept paper are very important. You want the funding agency representatives or board members to continue reading!

The first section (Introduction) should include some information about the funding agency. You need to demonstrate that you have done your homework and understand the mission of the funding agency and the types of projects that they support. Then you need to identify the agency you represent and how the missions of your agency and the funding agency mesh. Describe any partner agencies that will be involved and their interest in the project.

Next describe the question, problem or need that needs to be addressed (Purpose). Briefly provide supporting documentation for the importance of addressing this question, problem or need. If you have statistical data, use it; numbers are always convincing. In short, indicate why anyone should care! This may sound harsh, but when you are close to a particular issue, it is easy to forget that everyone does not understand the situation as well as you.

Make sure that you cite or refer to what others have accomplished relative to your project or research so that you convince the funding agency that you are an expert on this particular issue *and* more needs to be done. Beware of stating that you are the only person who has ever proposed such a project. Even the most brilliant and innovative concepts are based on the work of others from related fields.

Next describe your project: what your agency plans to do, why this is a unique approach, and who will benefit (Project Description). Briefly describe your basic goal/s and objectives or state your research questions. (A goal is statement describing a broad or abstract intent, state or condition. An objective is a statement of measurable outcomes that relate to the goal. An objective includes “who, what, and when” information. It is not a statement about “how.”)

Give an overview of your methodology—how the project will be carried out—and any innovative approaches, techniques, or processes that will be used. Make sure that the goals, objectives, and methods relate to each other. Include general timelines for what you hope to accomplish.

Describe the anticipated benefits and who will benefit. (If your project is basic research, the impact of the research may not be as easy to describe, however you should be able to describe how your research will add to the body of knowledge of a particular scientific discipline and the numbers of students who will gain scientific knowledge from working on your project or in your lab.)

Try to be brief, concise, and clear. Concept papers should not be longer than five pages. Don't overwhelm the reader with detail, but avoid sounding vague or unsure about what you want to accomplish. Be positive and definite. Instead of saying an objective “may be accomplished,” indicate that the objective “will be accomplished” by a certain time. Avoid requesting money for “planning” unless that is the purpose of the funding program. Most funding agencies want to fund

a project that is beyond the planning stage. Consider your audience. If your concept paper is going to be reviewed by scientists in your field, scientific terms and technical jargon may be acceptable. However, if your proposal is being reviewed by generalists or lay persons, this type of language will not communicate your ideas effectively.

Only include budgetary information if it is specifically requested (Support). If you are asked to provide specific Pak Rupees amounts, make sure that you work with the Office of Sponsored Projects to develop your budget. Otherwise, generally describe the types of support you need, e.g. personnel, travel, equipment, etc. Finally, appearance is important. This concept paper represents you! The type size should be large enough to read easily, and margins should be standard size. Check for spelling errors before submission. Attention to detail is important. Number all pages. Place your name and date in the header. Include your contact information with the concept paper (Contact).

The following is a suggested outline for your concept paper. If the agency provides a different format use it! “He that has the gold makes the rules!”

Suggested Format for a Concept Paper  
(See discussion above.)

1. Introduction
2. Purpose
3. Project Description
4. Goals and Objectives/Research Questions
5. Methodology and Timelines
6. Benefits/Anticipated Outcomes
7. Support Needed & Costs (if requested)
8. Contact Information

### Day 4

20 minutes Recap of the previous day

*The trainer will divide the participants in groups having at least 5 persons in each group and draw a points table on the chart. Each group will be asked five questions (each team will score 5 points for the correct answer). Trainer will ask the questions related to the previous day sessions. Total 5 questions will be asked from each group and if a group can not reply the correct answer then the question will be passed to the next group as bonus points and if the second group can not reply correct answer it will be passed to third group and so on until the correct answer is given. If any group can not reply correct answer, then the question will be answered by you at the end of this activity. At the end of this activity the winner group will be awarded chocolates for five persons and others will be asked to clap for the winners.*

80 minutes Writing a Concept Paper

*The trainer will distribute and introduce the Format for Concept Paper (Annex?) and ask participants to write a concept paper on the topic – “DEVELOPMENT OF PEACE IN FATA”.*

### 20 minutes Tea Break

60 minutes Recap of the workshop training

*Trainer will briefly summarize the workshop contents and will conduct a question answer session*

30 minutes Expectations Revisited

*Trainer will go to the pasted charts (written by participants on day 1 and check one by one with questions).*

40 minutes Post Training Test

*Trainer will distribute the questionnaire among the participants and give them 40 minutes time to fill the questionnaire). There should be no talks among the participants while doing this activity.*

### 40 minutes Lunch Break

15 minutes Evaluation of the Training

*Trainer will ask the participants to fill the check list given at the end of Training Module.*

25 minutes Certification

*Trainer or any body from CAMP can come as Chief Guest on this occasion to distribute the certificates among Trainees.*

10 minutes End of Program

*Last words from Trainer or CAMP representative.*



## Workshop Evaluation Form

### Training on Communication and Presentation Skills

Date.....

For each of the following areas, please indicate your reaction:

<b>Contents</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
Covered Useful subject/Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical to My Needs and Interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well Organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presented at the Right Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful Visual Aids and Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presentation</b>				
Instructor's Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor's Presentation Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor Covered Material Clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor Response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What did you learn?**

**What was not up to your expectations?**

**How could this workshop be improved?**

**Overall, how would you evaluate this workshop training session?**

<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Post Training Test for STRENGTHENING COMMUNICATION AND PRESENTATION SKILLS

Name of the trainee: \_\_\_\_\_

Time: 40 minutes

Total Marks: 50

Tick the correct one

Statement	True	False
1. Communication is the process of transmitting information and understanding.	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication is initiated by the receiver.	<input type="checkbox"/>	<input type="checkbox"/>
3. Verbal communication contributes to 45% of our communication.	<input type="checkbox"/>	<input type="checkbox"/>
4. Non-verbal communication is the conscious and unconscious body movements in communication that couple with physical and environmental surroundings.	<input type="checkbox"/>	<input type="checkbox"/>
5. Listening comprises of hearing, attending, understanding.	<input type="checkbox"/>	<input type="checkbox"/>
6. Formal communication takes place through the system in organization.	<input type="checkbox"/>	<input type="checkbox"/>
7. The use of concrete than abstract words in communication make the it effective.	<input type="checkbox"/>	<input type="checkbox"/>
8. You have no right to be treated with respect.	<input type="checkbox"/>	<input type="checkbox"/>
9. You have right to have and express your own opinions.	<input type="checkbox"/>	<input type="checkbox"/>
10. You have no responsibility to listen to the opinions of others.	<input type="checkbox"/>	<input type="checkbox"/>
11. You have the responsibility to acknowledge and address the needs of others.	<input type="checkbox"/>	<input type="checkbox"/>
12. Effective communication starts with an unclear message.	<input type="checkbox"/>	<input type="checkbox"/>
13. Feedback is the receiver sending back to the sender the message as perceived.	<input type="checkbox"/>	<input type="checkbox"/>
14. A typical speaker says about 125 words per minute.	<input type="checkbox"/>	<input type="checkbox"/>
15. Physical distractions are the physical things that get in the way of communication.	<input type="checkbox"/>	<input type="checkbox"/>
16. 80% of the working day involves communication.	<input type="checkbox"/>	<input type="checkbox"/>
17. Maintaining relaxed body posture does not support effective listening.	<input type="checkbox"/>	<input type="checkbox"/>
18. Leaning slightly forward if sitting support effective listening.	<input type="checkbox"/>	<input type="checkbox"/>
19. Facing person squarely at eye level blocks effective listening.	<input type="checkbox"/>	<input type="checkbox"/>

- |     |  |                          |                          |
|-----|--|--------------------------|--------------------------|
| 20. | Maintaining an open posture support effective listening.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Telling your own storey with acknowledging their first does not hinder effective listening.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Reassuring with acknowledgement <u>hinder</u> effective listening.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | There are nine laws of presentations.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | The purpose of a concept paper is to capture the interest of the funding agency and demonstrate that the idea they are proposing is worthy of further consideration. | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Presentation is a skill to write a detailed report of an ongoing project   | <input type="checkbox"/> | <input type="checkbox"/> |

### Annex I

1. The trainer will ask the participants to sit in a circle
2. Trainer will give a picture to the first man sitting in the row. He will see the picture for three minutes and return it to the trainer.
3. The first man who saw the picture then will communicate the description of the picture to the next one and next one to the next one and it will be going up to the end of the circle.
4. Now Trainer will show the picture to all the participants and ask what information was not true or miss communicated.
5. This practice will bring the gapes in oral communication in a vertical communication system
6. Trainer will tell participants the merits and demerits of the oral communication.

### Annex II

Game for Non-Verbal Communication 20 minutes.

1. Ask for four volunteers from the group.
2. While three of the volunteers step out of the room, ask the rest of the group to sit in a circle.
3. Ask the remaining volunteer to step into the circle and ask her to imitate the action of catching a chicken in a barn.
4. Remember this is a communication game or a training game to understand non-verbal communication.
5. Hence the volunteer has to use only actions to do this and neither she nor the rest of the participants can speak through the training game. They are not to reveal the training game that is going in any way to the volunteers coming into the room.
6. You will also tell them that the volunteers will come into the room and help her in her task of 'catching the chicken'.
7. Now step out of the room and send the other volunteers into the room at intervals of around one minute. When you send them in ask each of them to join their colleague in whatever they find her doing and help her out.
8. You'll see some hilarious scenes in the room.
9. After all three volunteers have come into the room and the training game has continued for another minute or so, have the participants stop this communication game or training game.
10. Beginning with the last volunteer ask her what she thought she was doing. She'll say something like 'cleaning the room', while the second last volunteer will say she was 'looking for a lost object'. The very first volunteer who walked into the room will say something like 'I was swatting a fly I think'.
11. By this time the room is echoing with laughter at the responses.
12. Finally ask the first volunteer what she was doing. When she reveals that she was 'catching the chicken', all the participants are in a split.
13. When they have settled down a little, lead them in a debrief of this training game. In the debrief draw their attention to how it is normal for people to interpret the behavior (non-verbal communication) of a person and respond to it rather than clarifying the communication.
14. Remind them that while the people inside were told not to speak or reveal in any way the training game that was going on, the volunteers outside were not restricted in any way. Yet they chose not to ask anybody about what was going on, rather they jumped in right away and started imitating the leader.
15. This behavior is true especially when the person who is communicating is a leader.

**Annex IV**

Trainer will distribute the following questionnaire among participants and they will assess their communication skills by encircling one option from five. Each participant will calculate the total marks. The trainer will then differentiate them in three groups;

1. Those who secured 50 to 60 are Exceptional
2. Those who secured 40 to 49 tend to be good
3. Those who got below 40 need hard work to improve

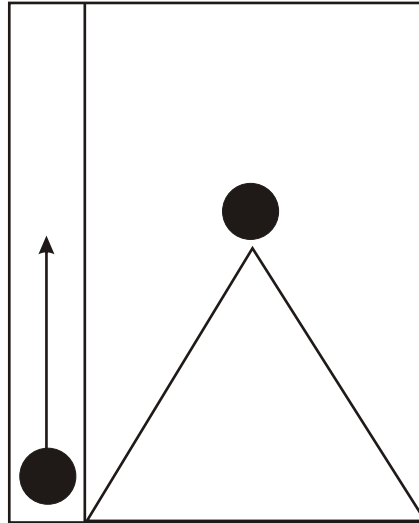
**Test your communication Quotients**

No	Quotient	Alw ays	Oft en	Somet imes	Rarely	Never
1	I give people my full attention while they are talking to me	4	3	2	1	0
2	I encourage other people to talk and I ask appropriate questions	4	3	2	1	0
3	I present my ideas so that others are receptive to my point of view	4	3	2	1	0
4	I treat people fairly, and I let others know how I want to be treated	4	3	2	1	0
5	I value team work and how to build cooperation and commitment	4	3	2	1	0
6	I show respect for people’s ideas and feelings, even when I disagree with them	4	3	2	1	0
7	I accept differences and conflicts as a normal part of any work environment, and I know how to address them constructively	4	3	2	1	0
8	I strive to understand other people and to be emphatic	4	3	2	1	0
9	I am open to negative feedback, and I communicate difficult truth in a respectful way	4	3	2	1	0
10	I am able to easily win people’s trust and respect	4	3	2	1	0
11	I check to make sure I’ve understood what other people are trying to communicate	4	3	2	1	0
12	I am confident and at ease giving a presentation	4	3	2	1	0
13	I avoid making absolute judgments about people (like she’s always that way)	4	3	2	1	0
14	I follow through my commitments	4	3	2	1	0
15	I can work with difficult people without becoming negative myself	4	3	2	1	0

Total Score \_\_\_\_\_

## Annex V

1. Trainer will select two best communicators and send one between them out of the room for few minutes.
2. He then will show following diagram to the second one as well as to the other participants.



3. He (the second person) will be given 10 minutes time to read the diagram.
4. He should be prepared to dictate the diagram to the colleague (went out of the room).
5. Then trainer will ask other participants to misguide the second colleague by noises and suggestion, when he will draw the diagram on the chart.
6. When the stage is set then the trainer will call the outsider in the room and will be asked to draw on the chart what ever is dictated by your colleague.
7. The trainer will tell both the dictator and drawer not to have an eye contact while conducting this activity.
8. At the end the trainer will tell the participants how some times the non-verbal communication fails and can not achieve the desired information.
9. The trainer will highlight the factors that caused hurdles while communication took place.



**(CAMP)** Community Appraisal and Motivation Programme is a national non-profit and non-governmental organisation established and registered in May 2002. We work with some of the most underprivileged communities in the Federally Administered Tribal Areas (FATA) and North West Frontier Province (NWFP) of Pakistan; responding to emergencies, improving access to quality health and education, creating livelihood opportunities and working closely with communities and government departments to promote human rights, peace and security.

## **Communities for Change Project: Laying the Grassroots Foundation for Political Reform in FATA**

Policies for FATA are made at the Federal level, leaving very little opportunity for the people of FATA to voice their needs and demands. And although the Government of Pakistan is taking steps to increase development spending in FATA, there is a need to facilitate and create a sustained and viable grassroots movement, which would assert and protect the social, political and economic rights of the people.

With support from the Embassy of the Federal Republic of Germany, CAMP initiated a 21-month project in May 2009, titled 'Communities for Change'. The objective of this project is to empower the people of FATA to claim and defend their social, political and economic rights, as well as actively develop their resilience to sectarian and inter-tribal conflict and influences.

The project will form and strengthen a sustained network of Community Based Organizations (CBOs) of local leadership in FATA, and build grassroots level capacity to tackle issues that are contributing to poor governance, underdevelopment, radicalization, deteriorating law & order, and violation of human rights, through partnership and networks. The project strategy will be CAMP's underlying strategy in all its work: to encourage active participation from all community members without any discrimination.

By the end of January 2011, the Project aims to:

1. Facilitate and transform a sustained network of Community Based Organisations (CBOs) of local leadership in FATA.
2. Establish local facilities for building grassroots level capacity to tackle issues that are contributing to poor governance, underdevelopment, radicalization, deteriorating law & order, and violation of human rights through partnership and networks.
3. Support and enhance advocacy efforts at the grassroots level for pressing social issues that affect the local communities in FATA.
4. Facilitate conditions for community mobilization, ownership and control of local resources.



## **Community Appraisal & Motivation Programme**

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