

P.N. ACP-473

114497



# **UPLIFTING ADOLESCENTS PROJECT**

**WORKSHOP REPORT**

## **“EFFECTIVE COMMUNICATION FOR DEVELOPMENT”**

**FOR  
NON-GOVERNMENT  
ORGANIZATIONS (NGOs)**

*Presented by*  
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*Medallion Hall Hotel, Kingston 10*

*July 13-14, 1999*

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The UAP is managed by Development Associates, Inc.  
in collaboration with Hope for Children Development Company, Ltd.  
under Contract No. 532-C-00-96-00234-00  
on behalf of USAID/Jamaica  
and the Youth Division of the Ministry of Local Government, Youth and Community Development,

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## Preface

The Uplifting Adolescents Project (UAP) implemented a Workshop on *Effective Communication for Development* at the Medallion Hall Hotel, Kingston, July 13-14, 1999, for senior staff of non-government organisations (NGOs) involved in the Project.

The workshop was attended by 31 representatives of 16 NGOs and also, on the first day, by the Social Policy Analyst assigned to the Youth Unit, Ministry of Local Government, Youth & Community Development. (See *Appendix I: List of Participants*, pgs. 35-36).

Communication & Public Relations Consultant, Ms. Marguerite Newland, was the Main Presenter/Facilitator of the Workshop. Other specialists comprising her team of presenters were Mrs. Janneth Mornan Green (Writing/Public Relations), Mr. Anthony Miller (Public Speaking) and Mrs. Stephanie Belcher (Human Resource Development).

The Agenda (See *Appendix II*, pg. 37) was designed to achieve specific training objectives, which were defined as follows:

At the end of the Workshop, participants should be able to:

- identify common communication issues/problems being experienced;
- design strategies to address those issues;
- demonstrate competence in handling selected inter-personal relations situations;
- state the role of public relations as a management/communication tool;
- demonstrate active listening techniques;
- deliver an effective oral presentation;
- prepare a communication programme outline for their respective organisations.

This Summary Report has been prepared as a permanent record of the Workshop Proceedings, and the Head of each of the participating organisations will receive a copy.

As has always been the case with similar Workshop Reports, the expectation is that all NGO staff members and volunteers involved with UAP project activity will use the report as a continuous source of reference on the principles and practice of "Effective Communication for Development". As a start in that direction, **recipients of the report should ensure that it is circulated promptly for review by those persons who attended the Workshop and by all others involved with the UAP who were unable to attend.** NGOs may also wish to use the report as a manual for internal training of other staff, volunteers and Board members.

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# Workshop Proceedings

|              |
|--------------|
| <b>DAY 1</b> |
|--------------|

## Welcome & Introductions

Following registration, participants were welcomed by Mr. Frank Valva, UAP Chief of Party. He thanked them for coming and expressed his appreciation of the effort they had made to be on time. He also introduced Ms. Marguerite Newland, Main Workshop Presenter; Mrs. Seneca Lewis Garraway, the Social Policy Analyst at the Youth Unit, Ministry of Local Government, Youth & Community Development; and Mrs. Sandra Cooper, the new UAP Training Co-ordinator.

Mr. Valva then made the following announcements:

1. A book donation campaign had been launched for NGO sub-grantees, and each person present would be asked to indicate on a form, which was to be distributed, how many and which type of books/book titles their students needed.
2. It had been agreed that the UAP sub-grant programme would be extended for a 3rd year. That meant, however, that if each participating NGO was to receive funding for another full year, budgets would have to be reduced to re-align them with the available funds. The necessary documentation would be distributed during that day.

Next, Mrs. Cooper gave a more detailed introduction of Ms. Newland, citing many of her qualifications and achievements and noting that she was somebody who would keep participants interested for the entire day.

## What Do You Expect?

*Miss M. Newland*

At the start of the first session, each participant was given a sheet of paper, headed with the word "Expectations".

## ACTIVITY

1. Without looking on the other side of the sheet of paper , each person was asked to list his/her expectations of the Workshop.
2. After listing their expectations and having been instructed to turn over the sheet, each participant found that an alias (e.g., Bread) had been assigned to him/her. Each person was asked to find the partner with the matching alias (e.g., Bread → Butter); introduce himself/herself using his/her real name; then get together with the partner to discuss similarities and/or differences in their expectations.
3. After the 5-minute discussion period, each person reported to the full assembly.

In summary, participants revealed that their expectations were as follows:

- To learn new communications techniques
- To improve personal communication skills
- To learn, share, meet objectives
- To get to know about the people of other organisations/ To meet interesting people working with children and young people
- To interact with others in exchanging innovative approaches to dealing with challenges in the field
- To obtain a Certificate of Participation
- To get early retirement with financial capacity to live
- To improve ability to communicate and plan Education Campaigns
- To use state-of-the art technology in communication
- To refresh my existing communication skills/To update my communication skills acquired over the past 30 years
- To be inspired to refresh and improve my approach to my work
- To help with public speaking
- To develop communication programmes for groups and public
- To be able to communicate effectively with my co-workers/ Board members/public
- To be a confident speaker
- To be a better listener
- To learn at least one new approach to garner support and increase resources
- To develop better understanding of public relations/communication
- To develop strategies for potential public relations activities
- To obtain greater understanding of problems facing my organisation. Not only do I hope to be able to identify these issues, but also find out methods for effectively solving these problems

- To be able to gain knowledge that will help me in the future and in turn I may be able to help someone else in their development or their organisation's development in the future.
- To make effective presentations — written and oral
- To learn from others' mistakes and to grasp new ideas and suggestions
- To be able to communicate clear instructions
- To develop a high level of competence in handling interpersonal relations.

Ms. Newland said that as designed, the Workshop programme would not be able to accommodate the expectation for hands-on training in the use of information technology, but she hoped that all other expectations would be met. She also said that she would bring that training need to the attention of the UAP Office. Nevertheless, she urged participants to take advantage of other available training in that area.

She stressed the importance of

- a) networking to benefit from each other's skills and knowledge;
- b) showing respect by listening attentively while other people were speaking ("Nuff respect due to everyone every time!");
- c) demonstrating civility during all social contact (e.g., telephone conversations, casual face-to-face encounters), to avoid hostile reception or a credibility gap when an important message was communicated in the future;
- d) using cultural references appropriately during communication to grab and hold attention.

She also pointed out that every time people spoke about their organisations, they were also communicating something about who and what they were. Research had shown that people with excellent communication skills were sought after, irrespective of how old they might be. It was in each person's self-interest, therefore, to hone their communication skills.

Continuing, she said communication was sharing; knowledge was better than riches; and there was **effective communication when the intended meaning of the message sent was the same as the meaning understood by the receiver**. To be effective communicators, it was important to:

- **be good listeners**
  - pay attention, understand, respond to what is said
- **be good speakers/writers**
  - organise the sequence of what was going to be said
  - choose the right words
  - use the KISS principle — **Keep It Short and Simple**
  - pay attention to how the message is delivered
  - check for understanding of the message sent (get feedback).

Ms Newland noted that all those guidelines were well-known, but not consistently practised. Communication breakdown was the frequent consequence, leading to inter-personal conflict and failure to achieve developmental goals. **Knowledge of what ought to be done was not the answer by itself; behavioural change was necessary for learning to be complete and correct actions to result.** Behaviour had to be modelled before it became instinctive. Her expectation, therefore, was that each participant was willing and ready to change even one aspect of his/her present communication style. If not, she would be unsuccessful and they would have wasted their time in attending the Workshop.

## ACTIVITY

The next exercise was one in which participants were asked to stand and carry out a number of different actions described (e.g., "Pat your back"). This went very well for a few minutes, while Miss Newland modelled the actions she was describing. However, when she rubbed her knee while saying "Rub your tummy", most people imitated her action rather than doing what she said.

Miss Newland used the experience to underscore the fact that, in face-to-face communication, over 80% of what was received was what was seen. It was important, therefore, that one's behaviour sent the same cues as what one said.

She also taught participants to clap in the (West) African way. To praise someone, the usual form of clapping was punctuated periodically by extending the arms and turning the palms of the hands with a pushing motion towards the person being applauded. For self-congratulation, the palms of the hands were turned towards one's self. The 'African clap' was then used during the rest of the Workshop to express audience approval.

## Barriers & Bridges

*Ms. M. Newland*

Participants were arranged into 6 groups and given the following instructions:

- Appoint a Group Leader and a Recorder/Reporter
- Discuss barriers within group members' organisations that impede internal and external communication, and brainstorm possible "bridges" for facilitating better communication
- Reconvene after 13 minutes for a plenary session in which each group's report would be presented
- When making his/her presentation, each reporter should remember to use the words: "My team..." or "we...", rather than "I".

The following persons presented reports on behalf of the groups:

**GROUP 1**

Ms. Erika Walker, *FAMPLAN*

**GROUP 2**

Ms. Vandrea Thompson, *Children First*

**GROUP 3**

Ms. Stephanie Sterling, *YWCA National Council*

**GROUP 4**

Mrs. Roxilyn Morrison Spence, *St. Patrick's Foundation*

**GROUP 5**

Mr. Osbourne Pinnock, *Sam Sharpe Teachers' College*

**GROUP 6**

Ms. Patricia Clarke, *KRC*

Their reports have been combined and summarised below:

**COMMUNICATION BARRIERS**

- Assumptions/Preconceptions
- Attitudes — mistrust, disrespect, community norms, judgmental/authoritarian behaviour
- Body Language (hostile or otherwise incompatible with message content)
- Failure to pass on information or information not circulated in a timely manner
- Hunger
- Lack of expertise
- Lack of resources
- Language — choice of words, pronunciation, writing skills  
— Standard vs. Creole English (patois); jargon
- Literacy level
- Noise
- 'Open Door' policy not adhered to in practice
- Unclear lines of communication
- Unstructured visits
- Variances between beneficiaries' expectations/needs and organisation's goals/programme

**COMMUNICATION BRIDGES**

- Appropriate skills
- Asking relevant questions
- Attention-grabbing techniques

- Creativity, Dynamism
- Culturally appropriate language
- Empathy
- Good leaders
- Good listeners
- Knowledge of audience
- Patience
- Regular meetings
- Staff participation in decision-making
- Technology
- Visuals
- Willingness to change and be supportive.

Ms. Newland offered the following prescription:

### **Breakdown Communication Barriers**

- Encourage upward communication
- Have an open-door policy
- Use face-to-face communication when possible
- Avoid credibility gaps
- Write for understanding
- Watch your timing
- Be sensitive to needs and feelings of others
- Identify and manage conflict.

Mrs. Mornan Green and Mr. Anthony Miller arrived during this time and were welcomed.

## **The Written Word**

*Mrs. Janneth Mornan Green*

Following the coffee break and a formal introduction by Ms. Newland, Mrs. Mornan Green led the session on "The Written Word". She said the primary aim of her presentation was:

**To create awareness of the importance of choosing the right word to do the job.**

She began by reading a few verses from *The Bible*:

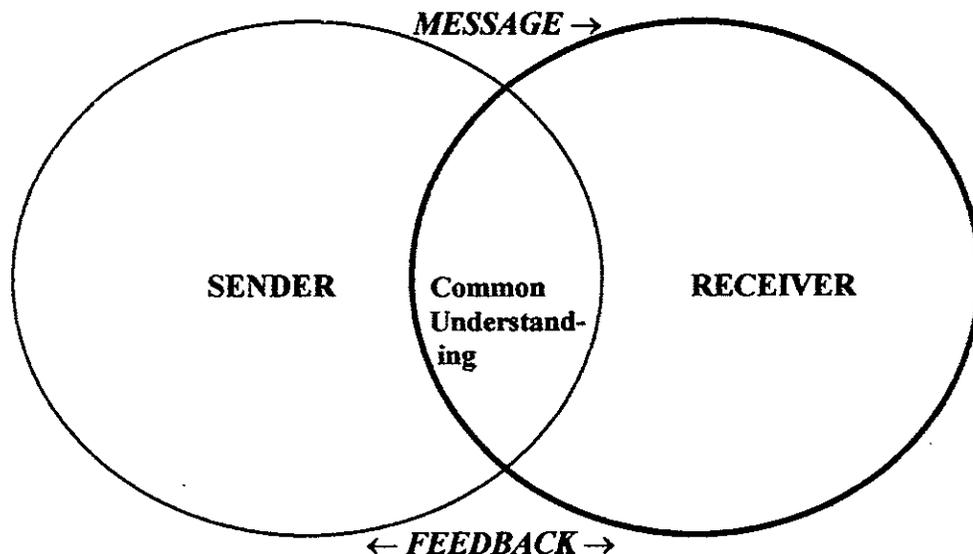
**In the beginning was the Word**, and the Word was with God, and the Word was God. (St. John 1: 1)

In the beginning God created the heaven and the earth.  
And **the earth was without form and void**; and the darkness was upon the face of the deep. And the spirit of God moved upon the face of the waters.  
**And God said**, Let there be light: and there was light. (Genesis 1: 1-3)

to illustrate the primary importance and power of “the Word”.

Before continuing with her theme, she asked for a volunteer but gave no explanation of what this person would be required to do. Participants seemed reluctant to comply, but eventually one person volunteered. Without being asked to do anything, the volunteer was given a present — much to her surprise and that of everyone else. The presenter pointed out that it was sometimes worthwhile in life to take a chance, even when one did not know what the outcome would be!

She continued by saying that words were colourful, powerful and critically important in conveying meaning. One of the prerequisites, for ensuring that a message communicated was clearly understood by the receiver, was choosing the right words to say what was to be said. The following diagram was drawn to illustrate an effective communication process, wherein ‘the receiver’ becomes in turn ‘the sender’ by giving feedback. It might also be necessary to continue the communication cycle, if the sender of the original message has to clarify or otherwise respond to the feedback given.



Mrs. Mornan Green asked participants to also bear in mind:

- **Context**
- **Convention**
- **Custom (common usage/interpretation)**
- **Meaning**

when deciding which word would best elicit understanding: The word “big” was used to illustrate that, depending on the context and the nuance of meaning to be conveyed, there was often a wide choice of words available for transmitting a particular idea:

### **BIG**

|          |              |
|----------|--------------|
| ample    | broad        |
| bulky    | considerable |
| enormous | extensive    |
| gigantic | great        |
| huge     | humongous    |
| immense  | large        |
| massive  | monstrous    |
| roomy    | sizeable     |
| spacious | tremendous   |
| vast     | whopping     |

To write well, a writer also needed to:

- **Get the facts** through research, interviewing, reading. Reading widely was critical to broadening one’s horizon, getting new ideas, extending vocabulary and becoming conscious of appropriate/novel/interesting ways to use words, e.g., using the same word in different contexts to convey different meanings.
- **speak aloud and listen to the words** written to ensure they had the impact, resonance and meaning desired. (Sentences, adjectives, adverbs that slowed down the pace should be avoided.
- **Avoid ‘padding’**. Each word in a paragraph should be doing something useful — if not, delete.
- **Use words differently for a fresh approach**. While the fundamentals of a subject rarely change, words can be used in a different way to excite and hold interest.
- **Be aware that short sentences could convey powerful feelings, images and meaning**, e.g., “To be or not to be?”, “The king is dead. Long live the king.” “Jesus wept.”

Several transparencies relating to *General Principles of Writing* were shown and discussed:

#### **1. Why Do People Write?**

- To keep in touch
- To inform
- To entertain

- To persuade, cajole, etc. (N.B. though similar in meaning, there are different nuances in meaning between *persuade* and *cajole*)
- To motivate
- To promote change of opinion, behaviour, etc.

## 2. **Writing Begins With An Idea!**

Ideas must

- Relate to the reader
- Engage the reader's attention
- Concern the reader
- Be in the reader's self-interest.

## 3. **How Important is Writing to Public Relations?**

- Clear, concise writing is one of the Public Relations practitioner's important tools.

## 4. **How Useful is the Draft?**

- It focuses the idea
- It helps the writer to organise those ideas
- It helps the writer to make necessary changes
- It helps the writer to achieve clarity.

Three fundamentals of good writing were said to be **aim, simplicity and clarity**. Guidelines given for incorporating these attributes were:

### **AIM**

- Why is the piece being written?
- Who is the piece aimed at? Identify public(s)/audience characteristics and tailor writing to suit
- Use the active voice. Avoid the passive.
- Aim for freshness. Avoid clichés.

### **SIMPLICITY**

- Apply the KISS principle — **Keep It Short and Simple**

### **CLARITY**

- To achieve clarity, 'tightness' is essential. Eliminate fluff, cut vagueness and redundancy.
- Use jargon only if the audience will understand it.
- Give explanation for any 'big' words used.

In her concluding remarks, Mrs. Mornan Green encouraged participants to enjoy words:

- 'taste' them — roll them around on the tongue like fine wine
- 'see' them

- sound them out loud — let them loiter in the inner ear.

She advised frequent use of a good dictionary, a thesaurus, and books on the art of writing to improve vocabulary and writing style. She also read a short passage on the “streets of sand” in Timbuktu (from the book, *On Writing Well*<sup>1</sup>) to illustrate how words could be used to evoke a vivid picture in the mind’s eye.

Ms. Newland thanked Mrs. Mornan Green for her valuable training input, and used the opportunity to point out how important it was to select the right person when excellence was the goal.

## **The Spoken Word**

*Mr. Anthony Miller*

After being introduced by Ms. Newland, Mr. Miller said the theme of his presentation was:

**How to deliver the spoken word with conviction, impact and expressiveness to impress and influence one’s audience.**

He defined Public Speaking as the communication of ideas with the intention of evoking a desired response from the listeners. Effective Public Speaking involved, therefore, the demonstration of feelings, attitude, intention and points of view in a manner that would leave listeners no choice but to respond in the way that the speaker wanted. The speaker’s choice of words, grammar, and solid, well-constructed content were important, but **delivery was twice as important.**

When one was selling something, it was not the product or the idea that sold itself, but the manner in which the information was put across. Consequently, the judicious use of the voice (pitch, tone, rate, volume) gestures, facial expressions, eye contact, and so on were key factors in the communication process.

### **Use of the Voice**

Mr. Miller said the speaker’s voice must captivate the audience. The speaker had a vocal obligation to the listener, and should gain and sustain the listener’s attention and interest by:

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<sup>1</sup> William K. Zinsser. *On Writing Well* (5th edition). NY: Harper Collins, 1994.  
[US\$ credit cardholders can purchase this book via the Internet (amazon.com).]

- a) sounding confident and speaking so as to be heard and understood;
- b) avoiding vocal monotony by varying pitch (high/low), tone (quality of voice – harsh/pleasant), rate (slow/fast), volume, and expressiveness relative to the nature and character of the content.

**Elements of Vocal Variety & Expressiveness:**

|                                 |   |   |
|---------------------------------|---|---|
| <b>Emphasis</b>                 | – | stress operative words that need special treatment.   |
| <b>Intonation</b>               | – | match emotion/conviction with the rise and fall in pitch of the voice in speech.  |
| <b>Non-Verbal Communication</b> | – | convey emotional meaning by gestures, facial expression, stance or body movement  |
| <b>Pause</b>                    | – | provide opportunities for assimilation and digestion of information already given, or to give effect to what will be said next.                             |
| <b>Voice Projection</b>         |   | allowing the voice to project the necessary degree of power. People’s minds tend to wander and it was necessary to bring back their attention periodically. |

Mr. Miller advised using a tape recorder to practise (e.g., by reading poetry aloud) use of the voice in various ways. A tape recorder could also be used to rehearse a speech/presentation before delivery. If not satisfied after playback and listening to what others would hear, one could then do something about it.

***Breathing & Breath Control***

Participants were told that the air breathed in was the ‘fuel’ used to operate the voice. Therefore, the voice could be given propulsive power by regulating the inflow/outflow of air to and from the lungs. This involved controlling the movement of the diaphragm. After demonstrating how to contract/release the diaphragm, Mr. Miller organised the activity described below.

**ACTIVITY**

- i) Place a finger about 2” above the centre of the navel to locate the diaphragm.

- ii) Pretend a straw is being held between the lips.
- iii) Suck in air through the straw.
- iv) Pretend to use that air to blow out a candle.
- v) Keeping finger in place, repeat Steps i) - iii)
- vi) Try to say: 1 by 1, by 2 by 2, by 3 by 3, by 4 by 4, by 5 by 5, by 6 by 6, by 7 by 7, by 8 by 8, by 9 by 9, by 10 by 10 at a fast rate, keeping voice tone 'alive', well-supported and steady **without stopping to take a breath**.
- vii) Repeat Step vi) at a slow rate.

After participants had carried out this activity, they agreed with Mr. Miller that good breath control was necessary to manage voice strength, pace and tone. He urged them to continue using the exercise after the Workshop to make their voices stronger and stronger.

### ***Pronunciation***

The presenter pointed out that mispronunciation of words could be a strong communication barrier or distortion. There were two principles involved in pronunciation:

1. Placement of stress on the correct syllable in a word, (a dictionary was a useful source of guidance, e.g., **courtesy** \kɔrt-ə-sē).
2. Correct pronunciation of vowel and consonant sounds.

Giving the correct or alternate pronunciations, he read a list of words that were often mispronounced (e.g., courtesy, bowl, pamphlet, pronunciation, photographer, character, film, foyer, theatre, modelling, Westmoreland, Hanover, Clarendon) or which had more than one acceptable pronunciation (e.g., advertisement, controversy).

### **ACTIVITY**

Next, selected participants were asked to choose one of the following sentences:

1. This is just what I expected.
2. So this is what you meant.
3. Don't do this again.

and to read their choice in such a way that anger, delight, disappointment or fear would be conveyed to the listeners. They were given 5 seconds to prepare their delivery.

After each person spoke, the audience was asked to guess the emotion being conveyed; then Mr. Miller demonstrated and/or offered advice on how the performance could be improved.

By the end of this activity, it was clear that, depending on how they were delivered, the same words could be infused with different meanings.

Following lunch, Ms. Newland gave a brief summary of the main points of the morning presentations and re-emphasised that the broad framework for **effective speaking** was:

**ORGANISE THE MESSAGE**

**DELIVER IT** (*KISS* principle)

**CHECK FOR UNDERSTANDING**

She also suggested that the use of attractive visual aids, such as the posters which she had displayed, should not be overlooked in any effort to get a message across.

**Effective listening** was said to be as important as effective speaking, and the following Listening guidelines were given:

### **Listening Skills**

#### **DO...**

- Show interest
- Express empathy
- Be silent when silence is needed
- Eliminate distractions by holding telephone calls and choosing a quiet place to talk
- Allow adequate time for discussion
- Take note of non-verbal cues
- When you are unsure of what was said, re-state what you think you heard in the form of a question
- When you think that something is missing, ask simple, direct questions to get the necessary information.

## Listening Skills

### DON'T...

- Argue
- Interrupt
- Engage in other activities
- Pass judgement too quickly
- Jump to conclusions
- Let the other person's emotions act too directly on your own.

Ms. Newland then led participants in an energising, affirmative sing-along exercise:

### ACTIVITY

Participants were told to stand, join hands to form a circle, and sing the following words enthusiastically:

I'm alive, awake, alert and animated  
I'm alive, awake, alert and animated  
I'm alive, awake, alert  
I'm alert, awake, alive  
I'm alive, awake, alert and animated.

## Individual Presentations

The "Spoken Word" session resumed thereafter, with Mr. Miller informing the group about the individual presentations they would be called upon to make. He advised that they try to put life into the words, and said each person's delivery would be evaluated by the audience and himself in terms of :

- Vocal Delivery (20 points)
- Physical Delivery (10 points)
- Eye Contact (10 points)
- Facial Expression (10 points)

Additional preparation and performance tips given were:

- determine own feelings about the ideas to be expressed;
- underline the words which need emphasis;
- decide what gestures, tones, etc. would have to be used at various stages to convey/emphasise.

Listeners were instructed to base their performance assessments on whether they could hear easily, follow the trend of the argument, and were persuaded to believe in what was said.

Each person was advised to use the feedback given to make adjustments to his/her personal presentation style so that, when called upon to speak in the future to individuals or groups, there could be improved interaction with what they were saying and with the audience.

## ACTIVITY

The passage assigned for reading by each presenter was:

The things that will destroy us are politics without principle, pleasure without conscience, wealth without work, knowledge without character, business without morality, Science without humanity, and worship without sacrifice.

Following the scoring of each performance by the audience, Mr. Miller gave his own comments and constructive advice. His overall observation was that most individuals had difficulty in using elements (e.g., gestures; varying pitch, tone, rate) that would infuse appropriate feeling into the words they spoke. This weakness needed work on their own, and he urged them to practise seriously to achieve improvement in that regard.

Other practical exercises related to

1. making individual sales-pitches (selected persons) to sell certain products (a saucer, a box) and an idea (Jamaica as a tourist destination) to the audience, and assessment of their performance on the basis of how convincing they were;
2. preparation and delivery of a 3-minute presentation to a group of potential donors.

For the second of those two activities participants prepared their presentations either as a group with others from the same NGO, or individually if they were the only representative of their organisation. Mr. Miller gave the following reminders and guidelines:

- Speakers should strive to **ADDRESS, IMPRESS, INFLUENCE:**

- The way a speech is delivered will influence the way listeners respond to the message — deliver the speech with conviction and expression for greatest impact.
  - Pay attention to the manner of delivery — this provided important information about feelings and conviction
  - If the speaker wishes the listener to experience a certain emotion, that emotion should be demonstrated.
  - Speech content should be structured for greatest impact — don't spend so much time on giving background information that the main point of the presentation receives inadequate treatment;
2. Listeners should assess performance on how well each speaker presented his/her case, i.e., whether they as potential donors were influenced to make a Yes or No decision?

The more successful presentations displayed desirable elements, such as a brief story of a child rehabilitated through the UAP; sustained eye contact; wide range of body language and vocal expression, including appropriate pauses. Some of the advice given to weaker performers were:

- improve vocal energy and expressiveness;
- practise voice projection so that, if necessary, the spoken words could be heard in the far corners of a large room;
- prepare well and rehearse beforehand to avoid reading a speech — if using notes to jog memory, keep papers tidy...don't staple
- remember that a speaker starts communicating before opening his/her mouth — for instance, how he/she walks to the podium, posture, etc., create significant first impressions which affect how the message will be received;
- keep the aim of the presentation in mind when determining/structuring content and get to the point quickly;
- ensure audience's natural question: What's in it for me? is answered within content
- study the body language of, for example, a lawyer addressing the jury in a courtroom to persuade them to agree with his/her point of view.

In closing, Mr. Miller said he knew that, for many people, it was not easy to stand confidently before an audience and speak with passion. However, confidence and expressiveness could be acquired through practice.

Ms. Newland expressed thanks to Mr. Miller and pointed out to participants that, if they were to become excellent communicators, they would have to truly care about people.

She drew attention to the fact that the first session on the next day's agenda began at 8.00 a.m., so as to enable those living outside Kingston to leave for home early without missing any part of the programme. An arrival time of no later than 7.45 a.m. on that day was negotiated to facilitate a prompt start at 8.00 a.m. In reaching a consensus, Ms. Newland offered to have coffee, tea and newspapers available for the 'early birds'.

She used that interaction to illustrate how to negotiate effectively. She also distributed a handout, "Negotiation", (See *Appendix III*, pg. 38) that outlined the need for empathy, tact, forethought, preparation and compromise during that process.

After that, the Workshop adjourned until the next day.

## DAY 2

### Review

At 8.05 a.m. Ms. Newland welcomed those present and thanked them for their co-operation in arriving on time. She then reminded participants that:

- a) the course had been designed for NGO administrators to increase their organisational and project management effectiveness through better internal and external communication; and
- b) commitment to full participation during the allotted 12 contact hours was a prerequisite for achieving lasting benefit from the training being provided.

Her own satisfaction would come from evidence of transfer of knowledge, and changed communication practices as participants went on to deal with their staff, volunteers, beneficiaries and donors.

In reviewing the previous day's proceedings, Ms. Newland remarked that some interesting things had come out of the small group activities. For example, there were indications that 2-way communication within some organisations needed improvement. If the communication process was to be effective, there had to be upward as well as downward communication. It had also become apparent that there was need for a follow-up writing workshop. If that proved possible, the number of registrations would have to be restricted so that the trainers and participants could have sufficient time for individual coaching and practice in designing and writing newsletters, news releases and other communication material. Ideally such a course should be residential.

She cautioned that "beg water cyan boil cow 'kin". She knew NGOs had big plans and important things to achieve as 'change agents', and a lot of effort and sacrifice would be needed to accomplish those goals. She advised that they could not depend on others to always provide things for them and suggested that they might need to pool resources from time to time to do some of the things they wished to have done. For example, they could collaborate in publishing a newsletter to publicise their projects.

Additional advice included the following:

- Use cultural references and repetition to aid understanding.
- If there was an 'Open Door' policy, STICK TO IT!
- Communicate with others within the organisation as one wished them to communicate with one's self.
- Carefully choose time and place to give reprimands.

- Learn how to identify and manage destructive conflict/communication breakdown — don't ignore it until it becomes a major problem.
- Share knowledge gained with others in the NGO.

## ACTIVITY

The following instructions were given:

1. Stand at arm's length from each other.
2. Pass the ball from one person to the next while the leader (Ms. Newland) sings:

*Pass the ball and the ball go round,  
Nanny never tell me that the ball gone round.*

3. When the leader says "Stop", the person holding the ball at that time must say which aspect of the training received so far made the greatest impression on him/her or the most important thing learned.

The activity continued until all participants, including latecomers, had been called upon. Their responses<sup>2</sup> were:

- Assessing myself and accepting that I was not as good [a communicator] as I thought I was
- It is important to continuously reinforce previous learning
- The structured role play/speaking to group of 'donors'
- Importance of delivery — voice control/content structuring
- Maintaining eye contact is important in communication
- Learning to listen
- Purpose of words and how to use them
- The power of 'the Word'
- How communication can aid one's organisation
- Remain alert...one can be called on at any time
- Be prepared at all times to speak well about my project
- Be prepared to speak about your subject passionately
- Organising the message
- "Get to the point"
- "Barriers and Bridges"
- Identifying the organisational issues
- Both upward and downward communication are necessary...everyone needs this training.

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<sup>2</sup> Some aspects were mentioned by more than one person.

Ms. Newland added that it was also important to consider beneficiaries' needs and to be flexible about one's agenda. For that reason, she had decided that the Coffee Break was needed at that time. She asked that the break be only a brief one, since Mrs. Mornan Green was already present for the next session on Public Relations.

## **Public Relations and its Relationship to Management**

*Mrs. J. Mornan Green*

This session began with an introductory activity that demonstrated the importance of paying respect to others by listening quietly while they were speaking.

### **ACTIVITY**

The following instructions were given:

1. Work in pairs. Turn to your partner and, speaking simultaneously, tell each other what you did last night after you left the Workshop.
2. Speaking one at a time, repeat what you had told your partner before.

One pair was selected to compare what had been experienced after each Step. Each person reported that she had not really heard what her partner said during Step 1, but heard easily during Step 2. This activity demonstrated the importance of listening while someone else was speaking.

Mrs. Mornan Green then recounted the parable of the sower (St. Matthew 13: 3-9). She highlighted the connection between sowing seeds — that is, scattering them widely (broadcasting them) and disseminating information. The sower did not ensure that all his seeds fell into good ground. Much of his effort was wasted, therefore, and his harvest was not as good as it might otherwise have been. In the same way, messages distributed at random would not bring as good results as those directed where they would make the best impact. If a particular response was wanted, an appropriate message must be sent to the right place.

### ***What is Public Relations?***

Participants were asked to re-arrange themselves into the same 6 groups to which they had been assigned on the previous day, and were given 5 minutes to work together to complete the following task:

## ACTIVITY

1. Define "Public Relations".
2. Write a sentence connecting Public Relations to Management.
3. Choose a group member to report to the plenary session on behalf of the group.

The resulting group submissions are set out below:

- Group 1:** Public Relations is the ability to establish and maintain an effective communication flow with the wider community.  
Public Relations is the technique Management uses to inform its various publics.
- Group 2:** Public Relations is the strategy of creating a positive and dynamic image for an organisation.  
Public Relations is the heartbeat of good management which attracts the best human, financial and physical resources.
- Group 3:** Public Relations is how an organisation interacts with its internal and external publics in creating the desired perception of itself.  
Public Relations is an important management tool for achieving specific organisational goals.
- Group 4:** Public Relations involves strategies to project a positive image of an organisation or product to the public.  
It is management's responsibility to ensure that the quality and content of its Public Relations programme reflect the vision and goals of the organisation.
- Group 5:** Public Relations involves various communication processes and different levels and groups in the society.  
Good management is directly related to good public relations.
- Group 6:** Public Relations is linking and interacting with the public in order to create awareness about the organisation.  
Good public relations makes the work of management easier.

Mrs. Mornan Green commended all groups for their good efforts. She noted that there were many common threads running through all the submissions (e.g., references to image, goals, quality, links), but the differences supported the fact that Public Relations was an evolving process without any one absolute definition. She offered her own definition:

**PUBLIC RELATIONS is the Management function that establishes and maintains mutually beneficial relations between an organisation and the publics on whom its success or failure depends.**

and displayed a book<sup>3</sup> which offered several other definitions.

Asked to clarify what was meant by “publics”, she said it was the various internal and external groups with which an organisation had to deal. She pointed out that not everybody in a target audience or special interest group would react in the same way to the same stimulus or message since:

We hear what we want to hear  
We see what we want to see!

People picked out from a message what appealed to them. She gave examples of this phenomenon: people listening to the same newscast and recalling different things; people walking through a mall, past the tantalising smells of a display of freshly baked goods, with only some persons stopping to look or buy.

Next, the difference between Public Relations and propaganda was highlighted. Organisations needed to engage in effective public relations programmes as their continued existence depended on public goodwill. Public Relations was based on 2-way communication (give-and-take to achieve mutual goals).

**PROPAGANDA is an organised programme of publicity in which selected information is spread deliberately to further a cause, or instil a doctrine or practice.**

Propaganda was based on 1-way communication (top → down) and usually used for gaining and holding despotic control. This sinister purpose distinguished it from Public Relations.

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<sup>3</sup> S.M. Cutlip, A.H. Geniter, G. Broom. *Effective Public Relations*. NJ: Prentice-Hall, 1994, which was highly recommended for further reading on the subject.

## ***Internal Public Relations***

Turning to the linkage between internal public relations and the role of the manager, Mrs. Mornan Green shared the following interrelated definitions of Management and Managers:

**MANAGEMENT is the art of getting things done through people.**

**MANAGEMENT is the process of planning, organising, leading and controlling the work of organisation members and of using all available organisational resources to reach stated organisational goals.**

**MANAGERS: The persons responsible for directing the efforts aimed at helping organisations achieve their goals.**

Effective communication helped to create a working environment in which staff, volunteers, and beneficiaries were likely to feel motivated to do their best for the organisation. For the manager, this entailed, among other things:

- not making assumptions about who people are, the help they can give, and what they need — talk with them to find out!
- expressing appreciation and giving special recognition for work well done;
- listening empathetically (hearing the feeling behind the words), counselling and encouraging;

After the coffee break, attention focused on the communications component of certain management functions:

**PLANNING:** The process of establishing goals and a suitable course of action for achieving those goals.

**ORGANISING:** The process of engaging two or more people in working together in a structured way to achieve a specific goal or set of goals.

|                     |  |
|---------------------|--|
| <b>LEADING:</b>     | The process of directing and influencing the task-related activities of group members or an entire organisation.   |
| <b>CONTROLLING:</b> | The process of ensuring that actual activities conform to planned activities.  |
| <b>LIAISON:</b>     | The process of establishing and maintaining communication and contact with individuals and groups.   |
| <b>MONITORING:</b>  | The process of keeping track of influential environmental factors, internal operations, etc., for early detection of warning signs and timely/appropriate corrective action. |
| <b>NEGOTIATING:</b> | The process of arriving at the settlement of some matter through discussion and compromise.  |

Having talked about Management and its various elements, the presenter moved to the management-related functions of the Public Relations practitioner. She pointed out that Public Relations was multi-faceted and it entailed:

- diagnostic work — looking at the organisation, evaluating its 'health' and communication practices/needs;
- teaching
- training
- research
- planning/organising/arranging special events
- continuous media liaison
- working with persons providing related services (e.g., graphic artists, photographers, journalists)
- writing speeches, news releases, feature stories, position papers, articles, etc.
- designing and preparing publications, videos, exhibitions.

Through an effective public relations programme, an organisation can help its internal and external publics better understand its work and the mutual benefits to be gained. Some practitioners specialised in particular aspects of the profession, while others were generalists. If hiring the services of an external practitioner, attention should be paid to proven experience, qualifications, professional affiliations and compatibility.

Special reference was made to another aspect of public relations — **crisis management**. It was explained that there were different types of crises, each requiring a different type of response:

- sudden crisis — damage control; analysis, evaluation and steps to prevent similar recurrence;
- emerging crisis — managing issues likely to cause potential problems, in order to avert or minimise adverse consequences;
- sustained crisis — identifying and implementing appropriate coping mechanisms for organisational survival.

Taking appropriate action, including maintenance of a good communication flow with the interest groups involved, was vital for effective crisis management. Saying/doing nothing was not a useful response.

It was emphasised that, while it was a beneficial management tool, a Public Relations Programme was not a 'cure all' for all management problems. **Some management problems were not communication problems.**

### ***Developing the Public Relations Programme***

An organisation's public relations programme should be planned and implemented on the basis of analysis of its internal and external environment and identification of its communication needs. It required setting clear objectives (desired outcomes) and deciding on appropriate strategies for achieving those outcomes. Thus, several inter-connected components must be taken into account when developing a **Plan of Action**:

#### ***1. Situation Analysis***

This should provide answers to questions such as:

- What is the problem? Is it internal or external?
- Who is most affected?
- Who is to be influenced?/Who will be most affected by any action taken?
- Which internal or external environmental factors affect the situation?

#### ***2. Goals***

What is to be achieved overall by the P.R. programme?

#### ***3. Publics***

Which group(s) of persons are to be influenced? What are the characteristics of the group(s)?

#### ***4. Objectives***

Breakdown the overall goal(s) into the specific outcomes (mini-goals) to be achieved. Each outcome should be measurable, achievable, and time-based. Responsibility for implementation, progress reports and achievement of each mini-goal should also be specifically assigned.



**N.B.** Publicity may be generated for free through getting news media attention (e.g., radio/TV interviews, news releases, reporter coverage of newsworthy events); at moderate cost through flyers, brochures, posters, public address system announcements, etc., or through paid advertising.

**PUBLIC EDUCATION** — process by which the public-at-large is educated about a desired change in their awareness and/or behaviour (e.g., HIV/AIDS, conversion to metric, environmental protection).

In thanking the presenter for the information and insights provided, Ms. Newland said she hoped that, like herself, participants had been influenced to think, reassess, and work out some new approaches. In particular, the Programme Development format was useful for designing any type of programme. She presented a gift of a Red Cross pen to Mrs. Mornan Green, who expressed her gratitude and pleasure in being at the Workshop.

## ACTIVITY

### THE NUMBER GAME

1. Ms. Newland distributed a sheet of paper (*See Appendix IV*, pg. 39) which she said was to be kept face down until each person had received a copy. When the signal was given to turn over the page, participants would see that the numbers 1 to 60 were written randomly on the page. They were then to use their pens or pencils, as quickly as possible, to draw a continuous line joining all the numbers in numeric sequence. She checked to ensure that the instructions were understood, before giving the signal to turn over the page and begin the task.

At the end of 3 minutes they were told to stop work. Questioning revealed that no one had been able to join all 60 numbers, and that the highest number reached was 11.

2. A copy of the same sheet of paper was distributed and participants were told to fold it vertically in half. They were asked to open the sheet out and say what they observed. Many observed correctly that all the odd numbers were on the left side of the page, with the even numbers on the right side.

Armed with that knowledge, they made a second attempt to quickly join the numbers in numeric order. At the end of 3 minutes, most people had achieved better results than on their first attempt.

The lessons learned from the two phases of the activity were discussed and the consensus was that:

- individuals could successfully solve the same problem by using different techniques;
- the same explanation given to more than one person could elicit different individual responses;
- the second effort was more successful in most cases, because more information had been provided in advance;
- when staff, volunteers or students were being assigned tasks, they should be given as much information as was needed to complete the task successfully.

**N.B.** Steps should be taken to ensure that instructions/assignments were understood. (e.g., not "Do you understand what you are supposed to do?" but "Please tell me what you are being asked to do.").

- If people do not have the ability or resources to do certain tasks, they will feel frustrated if asked to do them.
- Give encouragement when necessary, and praise effort/achievement.

Participants' attention was drawn to two useful books on display<sup>4</sup> and they were invited to examine the books when it became convenient to do so. In addition, another handout, "The Four Cs of Written Communication" (*Appendix V*, pg. 40) was distributed for future use as a checklist when preparing written material.

## **Communicating for Staff & Volunteer Development**

*Mrs. Stephanie Belcher*

After being introduced by Ms. Newland, Mrs. Belcher posed the question: "**How do we encourage heightened productivity of individual team members?**" and said it was basically through communication that people gained a clear understanding of the organisation's role, their own roles, and how their good performance contributed to achievement of organisational goals. She considered, therefore, that a formal or informal orientation programme was vital to any organisation.

Next, she identified and discussed key aspects of the manager's/administrator's role in communicating for staff and volunteer development:

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<sup>4</sup> Terrie Williams (with Joe Cooney). *The Personal Touch*. USA: Warner Books, 1996. (Foreword by Bill Cosby)

Louis E. Boone & David L. Katz. *Contemporary Business Communication*. USA: Prentice-Hall, 1994.

|          |  |
|----------|--|
| <b>C</b> | <p><b>Caring</b> about staff/volunteers and their development.</p> <p><b>Consciousness</b> of the organisation's mission and goals, as well as the environmental situation.</p> <p><b>Communicating</b> clear, concise, up-to-date information to the team.</p> <p><b>Coaching</b> (training, encouraging, motivating through participation with team in meeting objectives... but maintaining the distinct status of leader.)</p> <p><b>Counselling</b><sup>5</sup></p> |
| <b>O</b> | <p><b>Organising</b> (Thorough preparation was critical, because it made a real difference between achieving a satisfactory or unsatisfactory outcome.)</p> <p><b>Optimism</b> — focusing on the solution rather than the problem!</p>   |
| <b>M</b> | <p><b>Motivating</b> — not overlooking self-motivation even though a leader should foster an internal environment in which others were likely to feel motivated. Networking with one's peer group could help to re-energise.</p>   |
| <b>M</b> | <p><b>Methodical</b> — exercising good time management: apportioning time for identifying and handling various priorities, while keeping staff up-to-date on matters affecting them.</p>   |
| <b>U</b> | <p><b>Understanding</b> — This included maintaining open lines of communication, sensitivity to the surrounding atmosphere and being helpful in resolving conflict.</p>  |
| <b>N</b> | <p><b>Neutrality/Naturalness</b> — While it was important to be approachable, it was also necessary to distance one's self a little from situations in order to assess and deal with them objectively.</p>   |
| <b>I</b> | <p><b>Informative/Interested</b> — "Are there frequent staff meetings?"</p> <p><b>Introspective</b> — Personal and organisational strengths/weakness should be regularly assessed.</p>   |
| <b>C</b> | <p><b>Courteous, Careful</b> (about what was communicated)</p>   |
| <b>A</b> | <p><b>Attentive</b> to undercurrents and non-verbal signals.</p>   |
| <b>T</b> | <p><b>Trustworthy/Truthful</b></p>   |
| <b>O</b> | <p><b>Observant, Open</b></p>  |
| <b>R</b> | <p><b>Respectful/Rewarding</b></p> <p><i>"Respect a man and he will do more."</i> (Dale Carnegie)</p>  |

Other handouts distributed and discussed during this period were related to conducting effective performance appraisals:

<sup>5</sup> The presenter distributed a quiz, "How good are you at counselling your Staff?" (See *Appendix VI*, pg. 41) for completion. Each quiz statement was discussed thereafter, in terms of whether it was true or false.

|   |                                  |
|---|----------------------------------|
| “Realizing the Value (The 2 primary goals of performance appraisal; the 6 primary payoffs)” | ( <i>Appendix VII</i> , pg. 42)  |
| “Questions to Ask When Preparing for a Performance Appraisal”                               | ( <i>Appendix VIII</i> , pg. 43) |
| “How <u>Not</u> to Appraise” (cartoon)  | ( <i>Appendix IX</i> , pg. 44)   |
| Effective Performance Appraisal”  | ( <i>Appendix X</i> , pg. 45)    |
| “Putting the Employee at Ease”  | ( <i>Appendix XI</i> , pg. 46)   |
| “Suggested Ways to Communicate Appreciation”  | ( <i>Appendix XII</i> , page 47) |

and “Chairing Meetings Successfully” (*Appendix XIII*, pg. 48). Participants were encouraged to retain this reference material for guidance in handling such on-the-job situations.

Before ending her presentation, Mrs. Belcher summarised the main points she had made.

During her Vote of Thanks and presentation of a pen to Mrs Belcher, Ms. Yvonne Clarke (Jamaica Red Cross), said the speaker had held up a mirror for participants to look at themselves and they would use the information received to guide and remind them of what they must do as supervisors.

## **Where Do We Go From Here?**

*Ms. M. Newland*

When the Workshop resumed after lunch, Ms. Newland reviewed some of the expectations which participants had listed at the outset and connected them to information they had received. She distributed a handout, “Communication and the Change Agent” (*Appendix XIV*, pg. 49), which consisted of notes and a flow chart relating to 4 essential communication elements — *source, message, channel and receiver*. She reminded her audience that the needs of the receiver were paramount and also pointed out that, although “feedback” was not named in the chart which formed part of the handout, it did show that the receiver eventually became the source. That implied feedback.

Each participant received an information package<sup>6</sup> (*Appendix XV*, pgs. 51 - 60). Attention was drawn to:

- the content, which summarised the spectrum of NGO activities and characteristics of good - genuine NGOs; provided Operation, Reporting, Institutional Framework, External Regulation and Levels of Accountability Checklists; defined accountability and the guiding motto; and offered recommendations to improve partnership relationships

<sup>6</sup> Taken from *NGOs: Guidelines for Good Policy and Practice* prepared by the Commonwealth Foundation by Colin Ball and Leith Dunn.

- the effective page layouts — use of appropriate graphics, generous use of ‘white space’, and concise text lines had added interest and made the material easy to read..

Other important points mentioned were:

- The source of information quoted or copied must always be acknowledged;
- A communicator’s late arrival at a meeting predisposed the planned communication to breakdown and loss of credibility;
- “What you think is what you become”.

### ACTIVITY — “The Way Forward”

Participants were asked to:

- a) get into the sub-groups to which they had been assigned previously;
- b) choose a recorder/reporter;
- c) develop and write down for presentation “10 Commandments for Effective Communication” to translate vision into reality;
- d) relate to situations in group members’ organisations, and bear in mind the guidelines given earlier for developing a Plan of Action for a Public Relations Programme.

After a 15-minutes preparation period, each group’s representative was allotted 3 minutes to make his/her presentation. Presentation content was as follows:

- GROUP 1**
1. Conduct Needs Analysis Survey.
  2. Maintain effective internal & external communication with staff, donors and public.
  3. Develop and publicise a clear and concise Mission Statement.
  4. Motivate staff, clients and donors
  5. Share information about the programme.
  6. Organise and conduct training workshops to develop team.
  7. Make presentations to donors about the organisation’s achievements (e.g., reports, client seminars)
  8. Solicit and be open to feedback from the organisation’s different publics.
  9. Plan fund-raising events and package and sell our programme.
  10. Ensure, through careful monitoring of expenditure, that strict financial accountability will be maintained.

- GROUP 2**
1. Thou shalt maintain face-to-face dialogue through frequent meetings.
  2. Thou shalt compliment and acknowledge good individual effort.
  3. Thou shalt develop and maintain mutually beneficial relationships through public relation devices, e.g., press releases.
  4. Thou shalt ensure that all communication be done in a clear and concise manner, so as to ensure a common understanding.
  5. Thou shalt develop and maintain a positive public image through constant assessment and evaluation of programmes.
- GROUP 3**
1. Do situational analysis — e.g., use a simple questionnaire to investigate an existing problem or find out how staff, volunteers and/or beneficiaries feel about the organisation. (Internal problem: low staff morale)
  2. Set clear objectives, plan and organise to improve achievement of existing goal (“To maintain a healthy organisational climate”).
  3. Understand ‘audience’: Meet with each individual to get their perspective and negotiate improvement in the situation.
  4. Send clear, consistent messages: Ensure each person has an updated job description within 3 months that sets out mutually agreed performance standards.
  5. Use appropriate language and keep it simple to take into account different levels of understanding.
  6. Motivate, encourage and empower staff — counsel those who make mistakes, praise/reward good performers.
  7. Evaluate organisation climate periodically and modify strategies if necessary.
- GROUP 4**
1. Keep abreast of global changes in the economy that will impact on funding — e.g., through inter-agency publications.
  2. Merge similar functions/services for better use of resources, — e.g., training, accounting, technology, personnel.
  3. Set up skills banks between NGOs to pool resources.
  4. Establish a Data Bank to either strengthen STATIN or exclusively for NGOs’ use.
  5. Establish an NGO Resource Centre and a Register of NGOs.
  6. All managers should be effective communicators and have received training in Communication.
  7. Managers should encourage staff development and high morale through training, appraisals, and recognition of good performance.

- GROUP 5**
1. Thou shalt ensure that the organisation's Mission Statement is clear and understood.
  2. Thou shalt be caring, providing counselling when necessary, and network with other agencies.
  3. Thou shalt be mutually understanding and attentive.
  4. Thou shalt ensure that a proper accounting system is maintained at all times.
  5. Thou shalt ensure that continuous communication is maintained by using all available media.
  6. Thou shalt be slow to anger, plenteous in mercy and willing to forgive.
  7. Thou shalt maintain a good public relations programme, which will establish mutually beneficial relations between your organisation and its publics through effective internal and external communication (e.g., brochures, newsletters, magazines, electronic media).
  8. Thou shalt be skilled and artistic in directing efforts aimed at helping the organisation achieve realistic and measurable objectives, e.g., sharing relevant information and delegating appropriate personnel to various tasks.
  9. Thou shalt be truthful and trustworthy in all undertakings; e.g., keeping confidential information private unless permitted by the person(s) concerned to do otherwise.
  10. Thou shalt at all times show appreciation for work well done, e.g., through a congratulatory memo, Employee of the Month Award, etc.
- GROUP 6**
1. Modify job descriptions where necessary to ensure that roles and responsibilities are clearly defined.
  2. Acknowledge the source of shared information.
  3. Promote the Mission Statement of the organisation to all levels of staff.
  4. Establish systems that will promote collaborative work between NGOs.
  5. Distribute publications regarding the work of the agency.
  6. Adopt policies that will enhance the image of the organisation.
  7. Be sympathetic to other NGOs' misfortunes, willing and eager to assist.

Ms. Newland praised the groups for the number of communication principles they had obviously kept in mind.

## The Last Word

The final handout listed 20 tips for enhancing communication with "The Personal Touch" (*Appendix XVI*, pg. 61). In reviewing the list with participants, Ms. Newland emphasised items 3, 4, 5 and 19: "Return all phone calls", "Treat everyone with respect and courtesy", "Be visible (in the community)", "Selectively donate your services". **She also urged them to take the initiative in seeking ways to continue their professional development.**

After presenting each person with a Red Cross pen, Mrs. Sandra Cooper (UAP Training Co-ordinator) thanked Ms. Newland and everyone else for their outstanding contributions to what was evidently a successful Workshop. She asked that each participant complete and hand in the evaluation form (*Appendix XVII*, pgs. 62-63) included in the Workshop kits, and wished everyone a safe journey home.

## Workshop Evaluation

Completed evaluation forms were submitted by 28 (90.3%) of the 31 NGO participants who attended the Workshop on the second day. Analysis of their ratings and comments indicated a high level of satisfaction. In response to the statement, "My overall evaluation of the workshop is positive", 64.3% strongly agreed and 35.7% agreed. Some of the descriptive adjectives used in the Any Other Comments section to describe the training experience were "worthwhile", "wonderful", "outstanding", "stimulating", "informative", "relevant" and "needed".

The overall rating of the Workshop Content was 4.54 out of a maximum 5 points. Significant positive features reported most frequently were the teaching methodologies used; the presenters' expertise and pleasing personalities; and the communication improvement techniques which had been imparted. As usual, several also welcomed the opportunity for networking with their peers from other UAP sub-grantee organisations.

There is evidently a great thirst for more learning and practice in the area of organisational communication. Several persons suggested more workshops on particular aspects of Communication; e.g., job descriptions, performance appraisal, designing strategies to address specific issues/a communication programme for their own organisations.

A small minority expressed the view that the 2-day Workshop had been too short. These persons said that, if it had lasted for a longer time, there could have been more opportunities for hands-on work, small group activity and in-depth exploration of some elements. On the other hand, two persons thought the timing was difficult for those NGOs who were running summer programmes.

A detailed evaluation report is attached as *Appendix XVIII* (pgs. 64 - 69).

**UAP "EFFECTIVE COMMUNICATION FOR DEVELOPMENT" WORKSHOP**

July 13-14, 1999

***LIST OF PARTICIPANTS***

| NGO  | PARTICIPANTS                  | ADDRESS  | PHONE/FAX                        | ATTENDANCE |         |
|--|-------------------------------|--|----------------------------------|------------|---------|
|  |                               |  |                                  | 13/7/99    | 14/7/99 |
| Ashé   | 1. Ms. Michelle Salmon        | 143 Mountain View Ave.<br>Kingaton 13                        | Phone: 928-4064                  | ✓          | ✓       |
| Children First   | 2. Ms. Gerlin Bean            | Spanish Town   | Phone: 999-2476<br>Fax: 984-0367 | ✓          | ✓       |
|  | 3. Ms. Valrie Hamilton        |  |                                  | ✓          | ✓       |
|  | 4. Ms. Vandrea Thompson       |  |                                  | ✓          | ✓       |
| FAMPLAN  | 5. Mrs. Peggy Scott           | 14 King Street<br>St. Ann's Bay P.O.                         | Phone: 972-0260<br>Fax:          | ✓          | ✓       |
|  | 6. Ms. Erika Walker           |  |                                  | ✓          | ✓       |
| Hope for Children Development Co.                        | 7. Ms. Venesse Morrison       | 74 Spanish Town Road<br>Kingston 13                          | Phone: 923-3594                  | ✓          | ✓       |
| Jamaica Association for the Deaf                         | 8. Mrs. Adrine Lewis Hyatt    | 9 Marescaux Road<br>Kingston 5                               | Phone: 926-7001<br>Fax:          | ✓          | ✓       |
| Jamaica Red Cross  | 9. Ms. Yvonne Clarke          | Central Village<br>Spanish Town                              | Phone: 984-7860<br>Fax:          | ✓          | ✓       |
|  | 10. Mr. Venton Brown          |  |                                  | ✓          | ✓       |
| Kingston Restoration Company                             | 11. Ms. Patricia Clarke       | 3 Duke Street<br>Kingston                                    | Phone: 922-3126<br>Fax:          | ✓          | ✓       |
|  | 12. Ms. Daceita Ellis         |  |                                  | ✓          | ✓       |
| Kingston YMCA  | 13. Mrs. Sarah Newland Martin | 21 Hope Road<br>Kingston 10                                  | Phone: 926-8081<br>Fax: 929-9387 | ✓          | ✓       |
|  | 14. Ms. Sandra Hamilton       |  |                                  | ✓          | -       |
| Mel Nathan Institute for Social Research                 | 15. Mrs. Jane Dodman          | 31 Mannings Hill Road<br>Kingston 8                          | Phone: 931-4989<br>Fax: 931-5004 | ✓          | ✓       |
|  | 16. Ms. Michelle Bennett      |  |                                  | ✓          | ✓       |
| Rural Family Support Organisation                        | 17. Mrs. Clarissa Witter      | 5 Main Street<br>May Pen P.O.                                | Phone: 986-4242<br>Fax: "        | ✓          | ✓       |
|  | 18. Mrs. Utealia Burrell      |  |                                  | ✓          | ✓       |
|  | 19. Mrs. Yvonne Osbourne      |  |                                  | ✓          | ✓       |
| St. Patrick's Foundation                                 | 20. Mrs. R. Morrison Spence   | 193 Bay Farm Road<br>Kingston 11                             | Phone: 757-2210                  | ✓          | ✓       |
|  | 21. Mr. Junior Rowe           |  |                                  | ✓          | ✓       |
| Sam Sharpe Child & Adolescent Development Project (SCAD) | 22. Mrs. Christine Dexter     | Sam Sharpe Teachers'<br>College<br>Granville P.O., St. James | Phone: 952-4000                  | ✓          | ✓       |
|  | 23. Mr. Osbourne Pinnock      |  |                                  | ✓          | ✓       |
|  | 24. Mr. McShane Francis       |  |                                  | ✓          | ✓       |

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APPENDIX I

| NGO  | PARTICIPANTS | ADDRESS                    | PHONE/FAX  | ATTENDANCE   |         |        |
|--|--------------|----------------------------|--|--|---------|--------|
|  |              |                            |  | 13/7/99  | 14/7/99 |        |
| Western Society for the Upliftment of Children                             | 25.          | Mrs. Glenda Drummond       | 26 Marion Way<br>Montego Bay P.O.  | Phone: 771-7404  | ✓       | ✓      |
|  | 26.          | Mr. O'Brian Scott          |  |  | ✓       | ✓      |
| Women's Centre of Jamaica Foundation                                       | 27.          | Miss Sheryl Morris         | 42 Trafalgar Rd<br>Kingston 10   | Phone: 929-7608<br>Fax: 926-5768                           | -       | ✓      |
|  | 28.          | Mrs. Beryl Weir            |  |  | ✓       | ✓      |
|  | 29.          | Mrs. Diane Shaw            |  |  | ✓       | ✓      |
| Youth Opportunities Unlimited  | 30.          | Ms. Sheila Nicholson       | 2b Camp Road<br>Kingston 5   | Phone: 968-0979<br>Fax: "                                  | ✓       | ✓      |
|  | 31.          | Ms. Sandy McIntosh         |  |  | ✓       | ✓      |
| YWCA National  | 32.          | Ms. Stephanie Sterling     | 2h Camp Road<br>Kingston 5   | Phone: 928-3023  | ✓       | ✓      |
| Youth Unit, Ministry of Local Government,<br>Youth & Community Development | 33.          | Mrs. Seneca Lewis Garraway | 85 Hagley Park Road<br>Kingston 5  | Phone: 968-0979  | ✓       | -      |
| CONSULTANT/FACILITATOR<br>OTHER PRESENTERS                                 | 34.          | Ms. Marguerite Newland     | P.O. Box 687 (6)<br><br>c/o PBS Training Institute<br>2a Derrymore Road (10) | Phone: 702-0334<br>Phone: 969-6915<br>968-2997<br>702-0333 | ✓       | ✓      |
|  | 35.          | Mrs. Janneth Mornan Green  |  |  | *       | *      |
|  | 36.          | Mr. Anthony Miller         |  |  | *       | -      |
|  | 37.          | Mrs. Stephanie Belcher     |  |  | -       | *      |
| UAP STAFF:   | 38.          | Mr. Francis Valva          | 1 Holborn Road<br>Kingston 10  | Phone: 929-4779<br>Fax: 926-1813                           | (a.m.)  | -      |
|  | 39.          | Mr. Sam Dowding            |  |  | (p.m.)  | (p.m.) |
|  | 40.          | Mrs. Sandra Cooper         |  |  | ✓       | ✓      |
|  | 41.          | Ms. Marsha Young           |  |  | ✓       | ✓      |
| RAPPORTEUR   | 42.          | Mrs. B.P. Butler           |  | Phone: 944-2057  | ✓       | ✓      |

\* Present for assigned sessions.

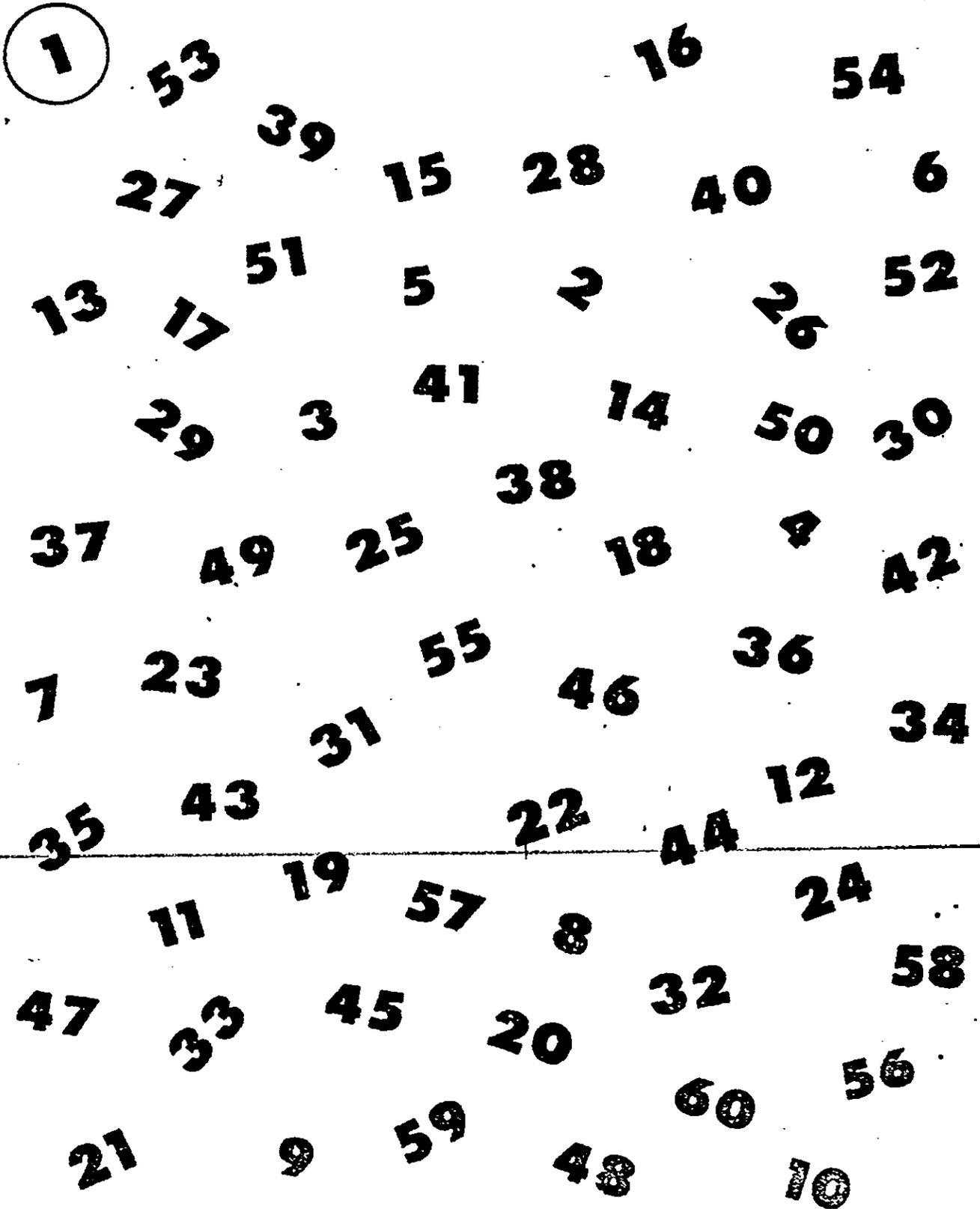
**UAP WORKSHOP, July 13 - 14, 1998**  
**Effective Communication for Development**

**AGENDA**

| TUESDAY, 13/7/99 |  | WEDNESDAY, 14/7/99 |   |
|------------------|--|--------------------|---|
| 8.30 -<br>9.00   | <b>REGISTRATION</b><br>Mrs. Sandra Cooper<br><i>Training Co-ordinator, UAP</i>   | 8.00 -<br>8.15     | <b>REVIEW</b><br>Ms. M. Newland   |
| 9.00 -<br>9.15   | <b>Welcome &amp; Introductions</b><br>Mr. Francis Valva<br><i>Chief of Party, UAP</i>  | 8.15 -<br>10.00    | <b>"Public Relations as a Management Tool"</b><br>Mrs. J. Mornan Green          |
| 9.15 -<br>9.30   | <b>Activity: "What Do You Expect?"</b><br>Ms. M. Newland<br><i>Workshop Consultant/Facilitator</i>   | 10.00 -<br>10.15   | <b>BREAK</b>  |
| 9.30 -<br>10.30  | <b>"Bridges &amp; Barriers"</b><br>Ms. M. Newland <ul style="list-style-type: none"> <li>• Establishment of Working Groups/ Small Group Discussion</li> <li>• Plenary Session</li> </ul> | 10.15 -<br>11.00   | <b>"Benefits of Public Relations"</b><br>Mrs. J. Mornan Green                   |
| 10.30 -<br>11.00 | <b>BREAK</b>   |                    |   |
| 11.00 -<br>12.00 | <b>"The Written Word"</b><br>Mrs. J. Mornan Green  | 11.00 -<br>1.00    | <b>"Communicating for Staff &amp; Volunteer Development"</b><br>Mrs. S. Belcher |
| 12.00 -<br>1.00  | <b>"The Spoken Word"</b><br>Mr. A. Miller  |                    |   |
| 1.00 -<br>2.00   |  | <b>LUNCH</b>       |   |
| 2.00 -<br>3.00   | <b>"Presentation Skills"</b><br>Mr. A. Miller  | 2.00 -<br>3.00     | <b>"Where Do We Go From Here?"</b><br>Ms. M. Newland                            |
| 3.00 -<br>3.15   | <b>BREAK</b>   | 3.00               | <b>"The Last Word"</b><br>Ms. M. Newland  |
| 3.15 -<br>4.15   | <b>Individual Presentations</b>  |                    | <b>Evaluation</b>   |
| 4.15 -<br>4.30   | <b>Summary</b><br>Miss M. Newland  | 3.30               | <b>END OF WORKSHOP</b>  |



THE NUMBER GAME



# The Four C's of Written Communication

|                                |   |
|--------------------------------|---|
| <p>◆ <b>Complete</b></p>       | <p><input checked="" type="checkbox"/> Have you provided all the necessary facts?</p> <p><input checked="" type="checkbox"/> Have you answered all the receiver's questions?</p>  |
| <p>◆ <b>Concise</b></p>        | <p><input checked="" type="checkbox"/> Have you avoided unnecessarily long and complicated words?</p> <p><input checked="" type="checkbox"/> Have you kept it short and simple?</p> <p><input checked="" type="checkbox"/> Are your paragraphs short and easy to read?</p> <p><input checked="" type="checkbox"/> Have you avoided hiding important information, such as where, when, and at what time a meeting will be held?</p>  |
| <p>◆ <b>Correct</b></p>        | <p><input checked="" type="checkbox"/> Have you checked your correspondence for accuracy?</p> <p><input checked="" type="checkbox"/> Are your commitments in agreement with the organisation's policy?</p> <p><input checked="" type="checkbox"/> Have you checked your grammar, spelling and punctuation?</p>  |
| <p>◆ <b>Conversational</b></p> | <p><input checked="" type="checkbox"/> Have you written in a friendly, receptive manner?</p> <p><input checked="" type="checkbox"/> Will your writing style evoke the response you want?</p> <p><input checked="" type="checkbox"/> Have you avoided excessively complicated and flowery phrases?</p> <p><input checked="" type="checkbox"/> Have you avoided words and expressions that are likely to antagonise your reader(s)?</p> <p><input checked="" type="checkbox"/> Have you put life into your writing through the use of active verbs?</p> |



# REALIZING THE VALUE

APPENDIX VII

## THE TWO PRIMARY GOALS OF PERFORMANCE APPRAISALS

1. Provide accurate feedback on past performance
2. Offer specific recommendations on how to improve

## THE SIX PRIMARY PAYOFFS

1. Brings out the best in your people
2. Identifies under-/overperformers
3. Protects your organization legally
4. Sets direction for next review period
5. Signals "you care"
6. Develops you as a leader

## **Questions to Ask When Preparing for a Performance Appraisal**

1. What results do I want?
2. What contribution is my employee making?
3. What contribution should my employee be making?
4. Is my employee working near his/her potential?
5. Does my employee know clearly what is expected?
6. What training, if any, does he/she need?
7. What are my employee's strengths?
8. How has my performance helped or hindered him/her?

# MISS PEACH

by  
MELL LAZARUS

IRA YOU'VE  
RUINED  
EVERYTHING...

I  
(GULP!)  
KNOW.

YOU MADE A  
COMPLETE  
DISASTER  
OUT OF  
THINGS...

YES  
YES

YOU SURE DID  
A DUMB, DUMB  
THING  
YESTERDAY...

I  
REALIZE,  
THAT.

YOU MISHANDLED  
THE SITUATION  
FROM THE  
WORD "GO."

YOU STARTED  
IT WRONG  
AND YOU  
FINISHED  
IT WRONG...

AND YOU DID  
EVERYTHING  
WRONG  
IN BETWEEN.

YOUR POINT-OF-VIEW  
IS STUPID AND YOUR  
ATTITUDES ARE ALL  
CONFUSED...

AND THIS IS  
REFLECTED IN  
THE WAY YOU  
HANDLED THE  
MATTER.

(SIGH)  
LOOK IT'S DONE,  
AND WHAT'S  
DONE IS DONE.  
IT'S DONE AND  
IT'S TOO LATE FOR  
YOU TO CRITICISE

SEE? THAT'S WHAT  
I MEAN - YOU HAVE  
ALL THE WRONG  
ATTITUDES...

IRA, IT'S NEVER  
TOO LATE TO  
CRITICIZE...

**EFFECTIVE**  
**PERFORMANCE**  
**APPRAISALS**

- ❖ Encourage daily communication
- ❖ Ensure clear understanding of the job
- ❖ Evaluate yourself first
- ❖ Prepare and plan for the interview
- ❖ Put the employee at ease
- ❖ Be candid and specific
- ❖ Set GOALS & OBJECTIVES
- ❖ Put mutually decided objectives in writing
- ❖ Use the human touch - Sincerely care about your employee.

\*\*\*\*\*

# **Putting the Employee at Ease**

- 1. Inform the employees ahead of time when the interview will be held and how long it will take.**
- 2. Allow time for a warm-up period at the beginning of your interview.**
- 3. Discuss the importance of the performance appraisal with the employee.**
- 4. Let the employee talk.**
- 5. Listen.**

There are many ways to communicate appreciation.

Can you think of 1001? Here are a few suggestions.

“The leader needs to be in touch with the employees and to communicate with them on a daily basis.”

—DONALD PETERSEN,  
President and CEO,  
Ford Motor Company

• Plan to meet for informal chats with each of your employees at least once a week, finding out what aspects of their jobs they are focused on and how you can better assist them, and generally answering whatever questions they have about the department or company.

• When you hear a positive remark about an individual, repeat it to that person as soon as possible. Seek the person out if necessary. If you can't meet, leave an electronic mail or voice mail message.

### SAY IT IN WRITING

• Write a “letter of praise” to employees to recognize their specific contributions and accomplishments; send a copy to your boss or higher managers and to the personnel department.

• Ask your boss to send a letter of acknowledgment or thanks to individuals or groups who make significant contributions. Have the CEO or a very senior manager write a letter of thanks.

• Send birthday cards to your employees' homes. Have the cards signed by the CEO.

• Write a congratulatory letter for special achievement that goes into the employee's file.

“Continuous, supportive communication from managers, supervisors and associates is too often underemphasized. It is a major, major motivator.”

—JIM MOULTRUP,  
Consultant,  
Management Perspectives  
Group

• When paychecks go out, write a note on the envelope recognizing an employee's accomplishment.

• Ask five people in your department or company to go up to the person sometime during the day and say, “[Your name] asked me to thank you for [the task or achievement]. Good job!”

• Write five or more Post-it notes thanking the person for a job well done and hide them among the work on his or her desk.

## CHAIRING MEETINGS SUCCESSFULLY

- **PREPARATION**
  - AGENDA
  - TIME & PLACE
  - RELEVANT PAPERS
  - INVITE ONLY RELEVANT PERSONS
  
- **INTRODUCTION**
  - POSITIVE TONE
  - PURPOSE OF MEETING AND EXPECTED RESULTS
  - TIME FRAME
  - GROUND RULES
  
- **FOCUS ON THE AGENDA**
  - DIRECTING
  - GATE -KEEPING
  - TIME-KEEPING
  
- **ENCOURAGE PARTICIPATION**
  - INVITING COMMENTS & REACTIONS
  - GATE-KEEPING
  
- **CLOSURE**
  - SUMMARIZE
  - DIRECT THE WAY FORWARD  
(ACTION TO BE TAKEN, BY WHOM, WHEN).

\*\*\*\*\*

# Communication and the Change Agent

Any act of communication, be it speech at a public meeting, a written report, a radio broadcast or a question from a community member, includes four important elements:

- The *Source*, or where the information or idea comes from;
- The *Message*, which is the information or idea that is communicated;
- The *Channel*, which is the way the message is transmitted;
- The *Receiver*, who is the person for whom the message is intended.

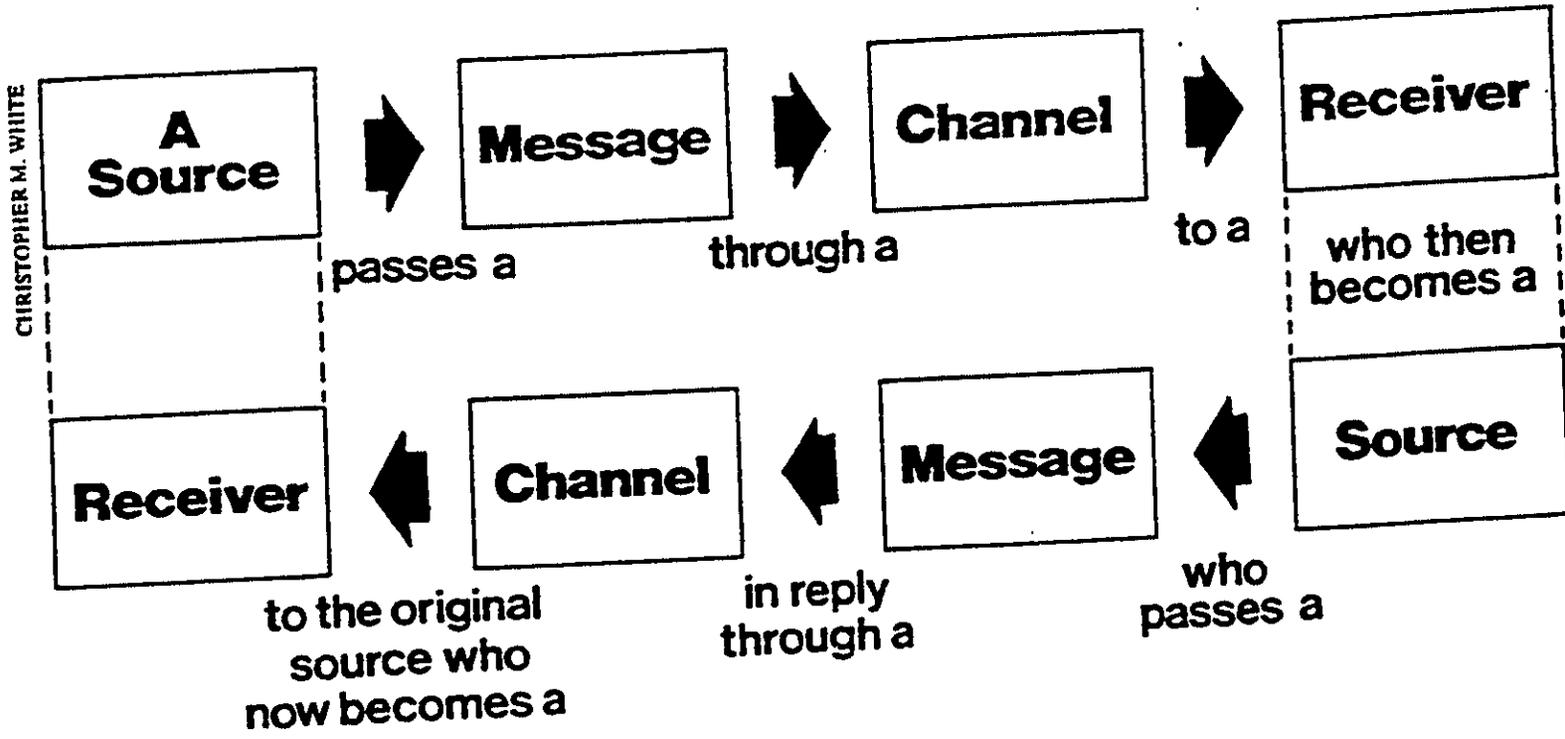
Any communicator must consider all four elements carefully, as they all contribute to effectiveness. In considering each of these elements, the questions that follow provide a useful check-list.

## RECEIVER

- What information does the receiver want or need?
- What information can he make use of?
- How much does the receiver already know about the particular topic?
- What attitudes does the receiver hold concerning the topic?
- Should these attitudes be reinforced, or should an attempt be made to change them?

## CHANNEL

- What will be the most effective way of sharing the information?  
*(This will depend upon the considerations outlined below)*
- What are the characteristics of the message?  
Does it need a visual presentation?  
Is it necessary to show movement or detailed actions? (e.g. film, video or a demonstration) If a permanent, accurate record of detailed information is required, the information should be in written or printed form.
- What channels are available to the receivers?  
Do they see newspapers?  
Can they read?  
Do many of them have radios?
- What are the receiver's expectations?  
*(A senior government official, for example, is more likely to take notice of a written submission followed by a personal visit)*



*The four elements of communication*

# The spectrum of NGO activities

## CARE AND WELFARE...

service delivery

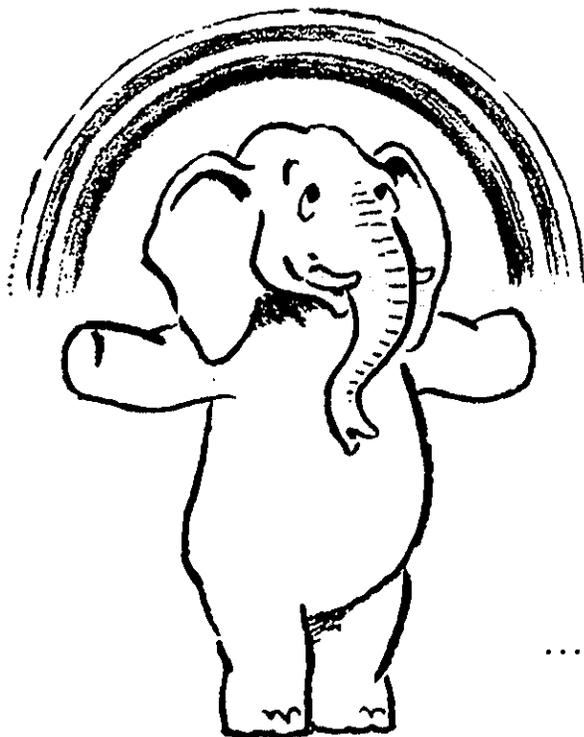
mobilising resources

research and new innovative methods

human resource development

public information, education and advocacy

## ...CHANGE AND DEVELOPMENT



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Guidelines for Good Policy and Practice  
Prepared for the Commonwealth  
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# Characteristics of good - genuine NGOs

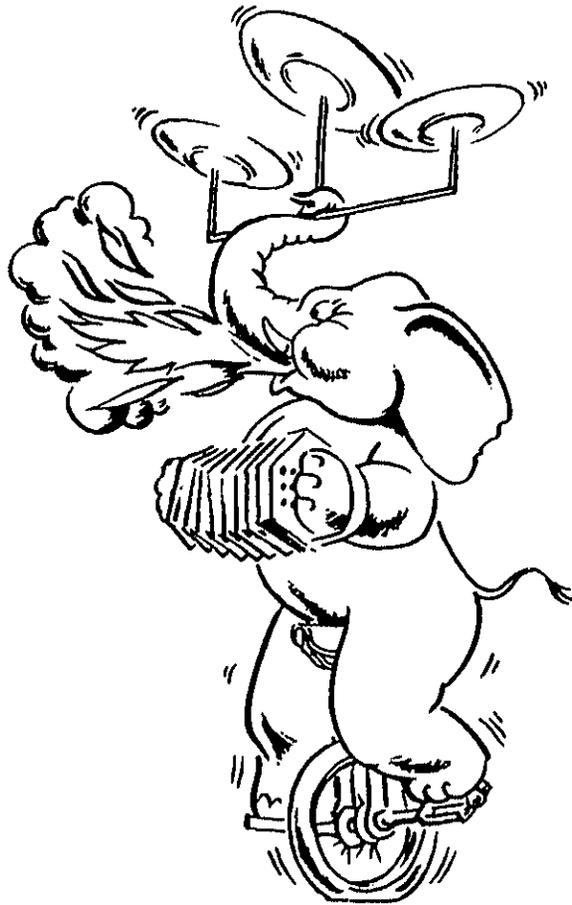


1. **Voluntary** - in their formation and participation.
2. **Independent** - operate legally and are controlled by their own governing body.
3. **Not for personal profit** - but staff are paid and board members of governing bodies are reimbursed for related expenses. All fundraising activities and profits from investments support the work.
4. **Not self-serving** - but improve the situation of disadvantaged persons, and promote the well-being of society as a whole.

Taken from NGOs:  
Guidelines for Good Policy and Practice  
Prepared for the Commonwealth  
Foundation by Colin Ball and Leith Dunn

# Operation checklist

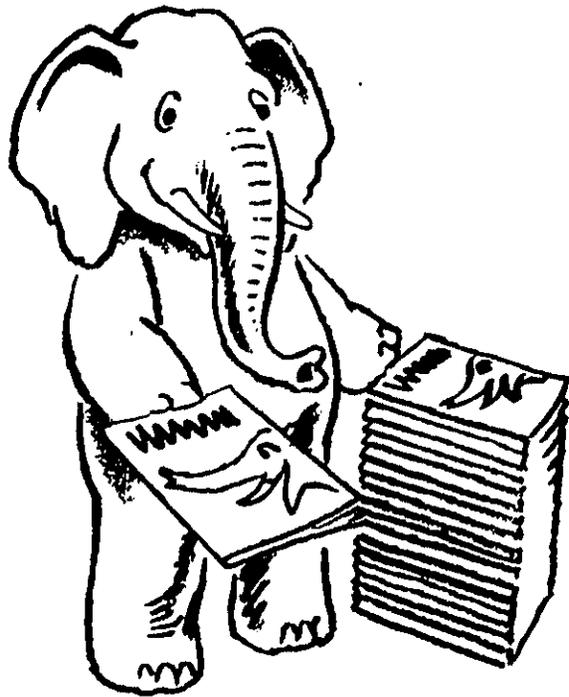
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Taken from NGOs:  
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Prepared for the Commonwealth  
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- Staff and beneficiaries, including women, participate in decision-making.
- Human and financial resources available for the activities agreed.
- Financial management, accounting and budgeting systems established and functioning.
- Human resource development and training at all levels (Board members, managers, volunteers, beneficiaries, programme staff, members).
- Communication system and decision-making structures established for internal use and understood (problem solving, conflict resolution, gender equity, management/staff relations).
- Communication system established for external use (media liaison, public education).
- Monitoring and evaluation systems established for programmes, projects and services of the organisation.

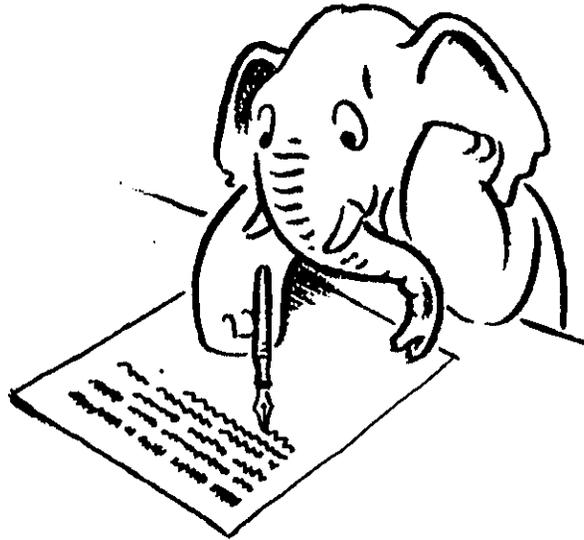
# Reporting checklist



- Annual narrative reports prepared and circulated within three months.
- Annual financial reports prepared and circulated within six months.
- Evaluation reports prepared at agreed intervals to review mission & programme.
- Regular correspondence with funders.
- Field visits arranged at agreed intervals.
- Regular meetings held with community and beneficiary groups.
- Meetings held with government personnel periodically to share information.
- Newsletters and magazines produced to share information on the programme.
- Audio-visual materials (photos, videos, audio-cassettes, drama) produced.
- Salary payments made to staff punctually.
- Statutory payments made to the government regularly.
- Networking links with other NGOs and related groups maintained strategically.
- Administrative and filing systems effective.

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# Self-regulation checklist for NGOs

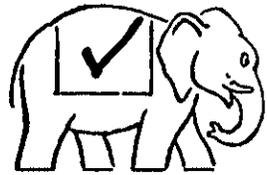
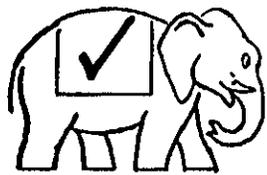
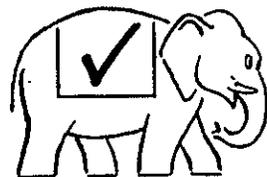
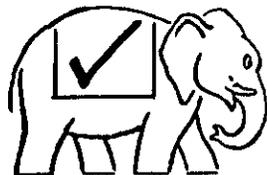
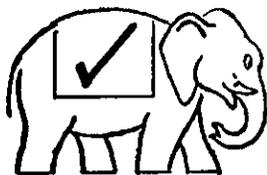


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- Mission statements.
- Policy statements.
- Gender policy statements.
- Equal opportunities policies.
- Annual general meetings.
- Staff meetings.
- Performance review meetings.
- Planning and evaluation meetings.
- General meetings of NGO networks.
- Staff and board retreats.
- Annual narrative and financial reports.
- Staff manuals.
- Codes of ethics or codes of conduct.
- Internal evaluation exercises.

# Institutional framework checklist

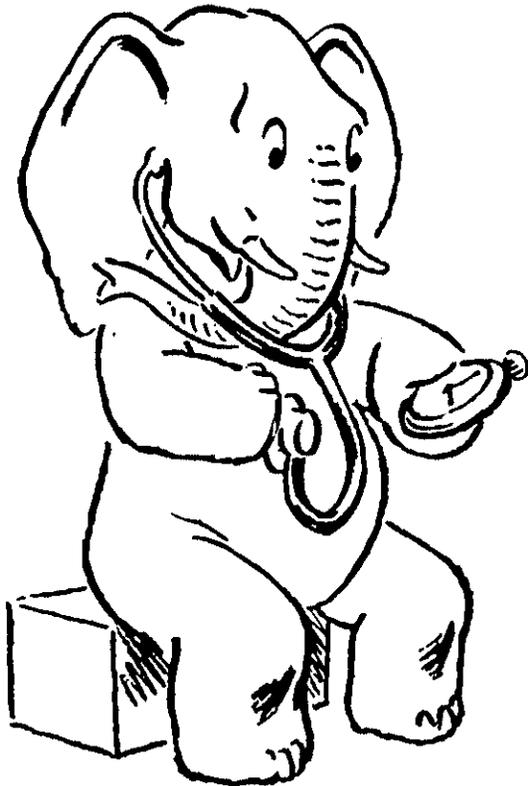


- Mission Statement which defines the purpose of the organisation.
- Constitution which sets out the organisation's goals, governance, structure and activities.
- Programme objectives and strategies established and clear.
- Organisation legally registered.
- Board appointed with a balance of skills and a clear mandate.

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# External regulation checklist for NGOs

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- Legal registration.
- Reports to government and funders.
- External evaluations.
- Financial audits.
- Field visits of funders.
- Reviews by regulatory bodies.
- Review meetings with project beneficiaries.

Taken from NGOs:  
Guidelines for Good Policy and Practice  
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# Definition of accountability and guiding motto



**The Concise Oxford English Dictionary defines accountable as:**

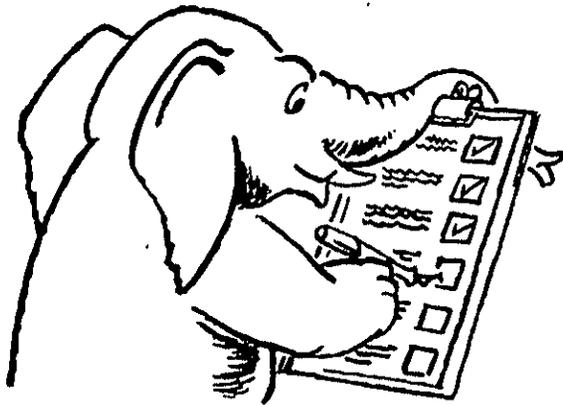
- having to account for
- providing an explanation or reason for
- having responsibility where one is required to account for one's conduct
- being accountable for one's actions

**Guiding motto: Privileges bring responsibilities**

Taken from NGOs:  
Guidelines for Good Policy and Practice  
Prepared for the Commonwealth  
Foundation by Colin Ball and Leith Dunn

# Levels of accountability checklist

- Government - within framework of registration and any legislative provisions.
- Beneficiaries - as the rationale for activities and fundraising.
- Funders - as custodians of public money.
- Public - contribute cash/kind & give trust.
- NGO board - responsible for mission, policy and monitoring.
- NGO staff - responsible for programme implementation.
- NGO networks to whom they are affiliated.
- Individuals - volunteers and others who offer personal commitment.



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Taken from NGOs:  
Guidelines for Good Policy and Practice  
Prepared for the Commonwealth  
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# Recommendations to improve partnership relationships

1. Dialogue with donors
2. Information, education, communication
3. Funders to include NGOs as partners in policy and programme decision-making
4. Establishment of a Code of Conduct for donor NGO collaboration based on the *NGO Guidelines*
5. Promotion of financial independence among NGOs



Taken from NGOs:  
Guidelines for Good Policy and Practice  
Prepared for the Commonwealth  
Foundation by Colin Ball and Leith Dunn

## *The Personal Touch*

1. Know that your reputation is valuable.
2. Do what you say you're going to do.
3. Return all phone calls.
4. Treat everyone with respect and courtesy.
5. Be visible.
6. When you meet people, be mindful.
7. Try to develop a knack for remembering names.
8. Be an active listener.
9. Create a "small talk" notebook.
10. Be sensitive to the body language.
11. Send a follow-up note.
12. Get to know the support staff.
13. Know your profession.
14. Pass articles along with a note.
15. Keep a supply of greeting cards for all occasions.
16. Write.....write.....write.
17. Go through your Rolodex periodically.
18. Let people know that you are available to speak.
19. Selectively donate your services.
20. Remember what Mom used to tell you – say "thank you".

Taken from "The Personal Touch" (20 Ways to Promote Yourself in Business) by Terrie Williams

**UPLIFTING ADOLESCENTS PROJECT  
WORKSHOP ON  
"EFFECTIVE COMMUNICATION FOR DEVELOPMENT"**

July 13 - 14, 1999  
Medallion Hall Hotel, Kingston 10

**PARTICIPANTS' EVALUATION**

---

The workshop's primary objectives were:

- i. *To identify common communication issues being experienced;*
- ii. *To design strategies to address these issues;*
- iii. *To demonstrate competence in handling selected interpersonal relations situations*
- iv. *To state the role of public relations as a management/communication tool;*
- v. *To demonstrate active listening techniques;*
- vi. *To deliver an effective oral presentation;*
- vii. *To prepare a communication program outline for respective organizations;*

**A. Workshop Content**

Please review the statements given below and give your opinion on each by ticking the box which represents your views most closely. The following key should be used for the boxes:

- a. **Strongly Agree**
- b. **Agree**
- c. **No Opinion**
- d. **Dis-agree**
- e. **Strongly Dis-agree**

1. The objectives of the workshop were met.  
a.       b.       c.       d.       e.
  
2. Workshop materials distributed were relevant to the program.  
a.       b.       c.       d.       e.
  
3. The teaching methodologies used in this workshop were effective.  
a.       b.       c.       d.       e.
  
4. The workshop's content is relevant to my work with youth through the NGO.  
a.       b.       c.       d.       e.

5. I feel that I am now in a better position to communicate more effectively within the organization.  
a.  b.  c.  d.  e.
6. I feel that I can now more effectively undertake communication activities with external agencies on behalf of my NGO.  
a.  b.  c.  d.  e.
7. My overall evaluation of the workshop is positive.  
a.  b.  c.  d.  e.
- 

**B. Participant's Comments**

Please take a few moments to provide below some written comments on the workshop.

1. What two positive features or aspects of the training received at this workshop stand out in your mind most?

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2. Was there anything negative, in your opinion, about the workshop?

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3. What kind of follow-up activity would you like to see in this area?

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4. Any other overall comments:

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*UPLIFTING ADOLESCENTS PROJECT*

**EFFECTIVE COMMUNICATION FOR DEVELOPMENT WORKSHOP**

July 13-14, 1999

**PARTICIPANTS' COURSE EVALUATION**

**Evaluation Completion Rate**

Completed course evaluation forms were handed in by 28 of the 31 NGO representatives registered for the final day of the Workshop, resulting in a completion rate of 90.3%.

**General Evaluation Results**

Analysis of the evaluation results revealed a high level of satisfaction, as all respondents strongly agreed or agreed with the statement "My overall evaluation of the workshop is positive". A high overall rating was given to the Workshop's content and teaching methodologies — 4.54 out of a maximum 5 points. In fact, additional comments from a majority of the respondents ranged from "outstanding", "enriching", "stimulating" to "relevant and needed".

Participants were asked to list the two (2) positive features or aspects of the training that stood out in their minds most. The positive features/aspects most often mentioned were the effectiveness of the presentation styles used by the trainers, knowledge gained from the oral and written communication techniques taught, and the opportunities provided for small group activities and role play.

Most persons (18 or 64.3%) did not identify any negative features. Of the negative minority opinions recorded, seven (7) related to "timing":

- the Workshop should have lasted for at least one additional day— sometimes things had to be rushed/more practice time would have been beneficial (4);
- some sessions on the first day were too long and could have been broken up with more activities (1);
- time-keeping by some participants (1);
- the timing of the workshop was inconvenient as "the summer is already clotted with activity" (1). This last opinion was echoed by another participant under the "Other Comments" section.

The other negative comments related to meal service delays (1); the 'freezing' temperature in the meeting room (1); and the potentially damaging effect of openly discussing personal on-the-job problems at a workshop (1).

The importance of personal effort to improve communication skills (through sustained practice to reinforce techniques taught; further reading; collaborative work; and other available training opportunities) was mentioned more than once during the Workshop. Most suggestions for Follow-Up Activity revealed a desire for additional *Effective Communication* training that would have a significant hands-on component. It was not always clear from the suggestions made, who would organise or initiate the recommended follow-up activities — the participant, the NGO(s) or the UAP Office. If UAP sub-grantees should now be focusing on greater self-reliance, perhaps this section of future evaluation forms could usefully be divided into 2 parts: “Follow-up Activity that you or your NGO Could Undertake “ and “Suggestions for UAP Office Follow-Up Activity”.

### **Evaluation Details**

Participants’ evaluations have been tabulated in the 2 Tally Sheets forming part of this Report, but some of the details will be highlighted below.

#### ***Section A: Workshop Content***

Examination of the relevant Table (pg. 67 of the Workshop Report) will reveal that the teaching methodologies used in the workshop received the highest average score (4.68), followed by the overall positive evaluation of the workshop. (4.64). Although 2 persons had “No Opinion” about the relevance of the content to their youth work., 92.8% were able to appreciate that there was a connection.

While 67.9% of the respondents agreed that they could now more effectively communicate with external agencies, only 32.1% strongly agreed. This was the factor largely responsible for lowering the overall content rating to 4.56 out of a maximum of 5. Since the workshop participants were managers or administrators of their NGOs, it would appear important that the skills, performance and self-confidence of the management group be further strengthened, in this area, through additional training and practice.

#### ***Section B: Participants Comments***

A summary list of participants’ comments is attached (pgs. 68-69 of the Workshop Report). All participants listed at least one positive feature and most listed two. Eighteen respondents did not identify any negative features.

Of the negative comments, two aspects received multiple mention but, in both cases the percentage was insignificant relative to the total number of respondents. Four persons thought the Workshop period could have been lengthened to avoid rushing some individual and small group activities, and to enable inclusion of more practice sessions . Another person said it had been difficult to make time to attend in view of crowded summer schedules. The same opinion was also expressed by another participant under the “Other

Comments” section. How much more difficult attendance would have been if the course had been scheduled for 3 or more days!

Suggested Follow-Up Activities reveal a great thirst for more training in *Effective Communication*, particularly with regard to preparing publicity material, developing communication/ public relations strategies and programmes, and public speaking.

The suggestions for performance appraisal and reinforcement workshops, meetings once per month, and more practice in making oral presentations could be arranged by the NGOs themselves as a collaborative undertaking. Review of the wealth of pertinent reference material distributed at this Workshop (and much of that distributed at the earlier Fund-Raising Workshop) could form the basis of such an effort.

In addition to strong expressions of approval (e.g., the Workshop was excellent”; “the presenters were refreshing and energising”) and some observations about timing, other noteworthy comments were:

“More bosses and Government officials should be exposed to workshops such as these.”

“As usual, Dev. Assocs. is tops in giving necessary training.”

“Next meeting/Workshop should be in Montego Bay.”



*B.P. Butler*

21-Jul-99

**UPLIFTING ADOLESCENT PROJECT**

**WORKSHOP EVALUATION**

**SUBJECT: EFFECTIVE COMMUNICATION FOR DEVELOPMENT**

**DATE: July 13-14, 1999**

**PARTICIPANTS EVALUATION TALLY SHEET**

**SECTION A: Views on Workshop Content**

| Evaluation Factors<br>& Weights  | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree | AVERAGE SCORES | TOTAL SCORE |
|--|----------------|-------|------------|----------|-------------------|----------------|-------------|
|  | 5              | 4     | 3          | 2        | 1                 |                |             |
| 1. The objectives of the workshop were met.  | 14             | 14    |            |          |                   | 4.50           | 126         |
| 2. Workshop materials distributed were relevant to the programme.  | 16             | 12    |            |          |                   | 4.57           | 128         |
| 3. The teaching methodologies used in this workshop were effective.  | 19             | 9     |            |          |                   | 4.68           | 131         |
| 4. The workshop's content is relevant to my work with youth through the NGO.   | 16             | 10    | 2          |          |                   | 4.50           | 126         |
| 5. I feel that I am now in a better position to communicate more effectively within my organisation.                     | 16             | 12    |            |          |                   | 4.57           | 128         |
| 6. I feel that I can now more effectively undertake communication activities with external agencies on behalf of my NGO. | 9              | 19    |            |          |                   | 4.32           | 121         |
| 7. My overall evaluation of the workshop is positive.  | 18             | 10    |            |          |                   | 4.64           | 130         |
| <b>Overall Rating on Workshop Content:</b>   |                |       |            |          |                   | <b>4.54</b>    |             |

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APPENDIX XVIII

## SECTION B: Participants' Comments

|  | No. of Responses |
|--|------------------|
| <b>1. Most Positive Features/Aspects of the Training Received</b>  |                  |
| • How the content was presented/Effective presentations/Presenters very pleasant/good interaction between participants and presenters                | 13               |
| • The Spoken Word session/chance to learn how to effectively give a speech/public speaking training  | 11               |
| • The Written Word session/the importance and power of words   | 6                |
| • The small group activities/involvement of the participants/ Role play to make presentations to donors  | 7                |
| • Communication Techniques taught (speak in simple terms, be a good listener; be caring and observant; maintain eye contact; appropriate gestures)   | 5                |
| • Session re Communication/Public Relations as a Management tool   | 4                |
| • Break down communication barriers and build new, strong bridges  | 2                |
| • Relevant content/level of information delivered  | 2                |
| • Good time management of the Agenda   | 2                |
| • Public Relations methodology   | 2                |
| • "I should be ready at all times to sell my organisation and project"   | 1                |
| • The strategy of focusing on communicating with the total being   | 1                |
| • Communicating effectively with staff   | 1                |
| • Venue - good   | 1                |
| <b>2. Negative Features</b>  |                  |
| • NONE LISTED  | 18               |
| • Time constraints/some things had to be rushed/should have been longer/ Should have been 3 days instead of 2 to allow for more practical activities | 4                |
| • Timing - summer time is already clotted with activities  | 1                |
| • Some Wednesday sessions too long, could have been broken up more frequently with activities  | 1                |
| • Timekeeping by the participants  | 1                |
| • "I do not think people should openly discuss personal problems which can be damaging and judgemental"  | 1                |
| • The usual freezing temperature at seminars at this hotel, which is never addressed   | 1                |
| • Hotel service - "the timeliness of refreshments was wanting"   | 1                |

|   | No. of Responses |
|---|------------------|
| <b>3. Suggested Follow-Up Activity</b>  |                  |
| <ul style="list-style-type: none"> <li>• More workshops for hands-on use of materials and information technology in writing press releases, reports, developing communication strategies, preparing a communication programme outline, etc..</li> </ul> | 11               |
| <ul style="list-style-type: none"> <li>• More on public speaking/More practice in making oral presentations/ marketing one's organisation/how to carry out performance appraisals</li> </ul>  | 5                |
| <ul style="list-style-type: none"> <li>• A reinforcement workshop</li> </ul>  | 1                |
| <ul style="list-style-type: none"> <li>• Meeting once per month</li> </ul>  | 1                |
| <ul style="list-style-type: none"> <li>• Invite participants to a forum focussed on common/frequent donors/sponsors, as they dialogue about their encounters/problems with beneficiaries [?]</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• [Prepare] Report Checklist to ensure dissemination of information</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• Each organisation developing a manual highlighting its role and function, its target group, etc.</li> </ul>  | 1                |
| <ul style="list-style-type: none"> <li>• In-depth workshop on Public Relations</li> </ul>   | 2                |
| <b>4. Other Comments</b>  |                  |
| <i>(multiple responses from some participants)</i>  |                  |
| <ul style="list-style-type: none"> <li>• The Workshop was worthwhile/very good/excellent/wonderful/ outstanding/enriching/stmulating/great/very relevant and needed/ thoroughly enjoyable</li> </ul>  | 14               |
| <ul style="list-style-type: none"> <li>• Well-organised ; the presenters were down-to-earth/efficient/fun/exciting, informativne and precise/refreshing and energising</li> </ul>   | 8                |
| <ul style="list-style-type: none"> <li>• The sharing among NGOs/networking was good</li> </ul>  | 2                |
| <ul style="list-style-type: none"> <li>• Handouts are useful</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• I love the "African clap".</li> </ul>  | 1                |
| <ul style="list-style-type: none"> <li>• If we all work together on skills to enhance development, Jamaica can only get better</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• I learnt a lot to share with my NGO</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• Talents that were hidden came out; confidence gained and maintained</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• Venue conducive for this workshop</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• Excellent workshop but timing was extremely difficult for those running summer programmes</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• Workshop should have been executed over a longer period so as to go further into the topics.</li> </ul>  | 1                |
| <ul style="list-style-type: none"> <li>• As usual, Dev. Assocs. is tops in giving necessary training</li> </ul>   | 1                |
| <ul style="list-style-type: none"> <li>• More bosses and Government officials should be exposed to workshops such as these.</li> </ul>  | 1                |
| <ul style="list-style-type: none"> <li>• Next meeting/Workshop should be in Montego Bay</li> </ul>  | 1                |