# Campaign Skills
# Trainer's Guide

# Module 7
# Becoming a Powerful Communicator
## *Techniques and Tips for Effective Interviews and Speeches*

المدارس الإقليمية لتنظيم الحملات

**CAMPAIGN SCHOOLS**

NATIONAL DEMOCRATIC INSTITUTE

# CAMPAIGN SKILLS TRAINER'S GUIDE

## MODULE 7: BECOMING A POVERFUL COMMUNICATOR
### *Techniques and Tips for Effective Interviews and Speeches*

**SESSION OVERVIEW:**
Your audience learns more about you from how you communicate than from the words you say.  In this module, participants will learn and practice effective public speaking and interview skills.  This module features extensive practice sessions with feedback from peers and trainers.

**SECTIONS:**
1.  Non-Verbal Communication
    a.  Voice
    b.  Image and Presentation
    c.  Body Language
2.  The Stump Speech

**LEARNING OBJECTIVES:**
-  Understand and practice skills for effective communication
-  Learn the basic structure for an effective stump speech

**TIME:** 135 minutes

**MATERIALS:**
-  Flipchart and paper, markers and tape
-  Training agenda (optional – can be written on the flipchart)
-  Small folded papers, one per participant, with an adjective written on each for exercise in section one
-  Paper and pens for participants
-  Each participant will need enough paper to write stump speech notes for every participant
-  So, if there are 10 participants, each participant will need at least 10 sheets of paper plus enough pages for their notes for other aspects of the training

**HANDOUTS:**
-  None

**PREPARATION:**
Write on the flipchart in advance:

1.  Agenda (optional – if it is not copied)

2.  Learning Objectives

3.  Aspects of Non-Verbal Communication
    -  Voice
    -  Image and Presentation
    -  Body Language

4. Image and Presentation
    - Image creates an opportunity to communicate a message and no opportunity to communicate a message should be ignored in politics.
    - What you wear and how you present yourself should be appropriate for your audience and for the occasion.
    - Younger people and women are subject to higher levels of scrutiny about their appearance.
    - Envision the image you want to project, and then put together the tools you need to make that vision a reality.

5. Examples of Body Language
    - Standing with your hands on your hips
    - Standing with your hands on your hips
    - Pinching the bridge of your nose with eyes closed
    - Standing or walking erect
    - Arms crossed at chest
    - Displaying open palms
    - Failing to make eye contact/looking away
    - Smiling, relaxed face
    - Slightly tilted head
    - Snapping your fingers

6. Stump Speech Structure
    - Opening
    - Connection
    - Problem
    - Solution
    - Vision
    - Call to Action
    - Closing

7. Rules for Giving Feedback
    - Constructive and helpful
    - Focus on the positive aspects and strengths, as well as areas to be improved
    - Address the skill or technique; it is not about the person
    - Build up, don't tear down

KEY FOR THE TYPES OF ACTIVITIES INCLUDED IN THIS WORKSHOP:

TP – Trainer's Presentation

PEE – Participants' Experiences or Exercises

DBR – Facilitated Discussions, Brainstorming and Reflection

CLL – Conclusions and Lessons Learned

ANK – Application of New Knowledge

# TRAINING ACTIVITIES

## SECTION 1 – Non-Verbal Communication – 55'

| Steps | Description | Type | Min | Note to the Trainer |
|-------|-------------|------|-----|---------------------|
| 1 | Welcome the participants and tell them that the name of the session you are about to start is "Becoming a Powerful Communicator."<br><br>Ask participants to write down three things about themselves – something interesting that other participants probably do not know about them. Two out of three things have to be truthful and one thing should be something they wish was truth. Give 2 minutes for writing.<br><br>Invite one participant to read three things about him or her, and then ask the rest of the group to say which one was a wish. When people start guessing ask them to explain how they know or why they would pick that one. Elicit how they read body language and get information from a person's voice. | PEE + TP | 8 | This session starts with an activity and a discussion.  The simple exercise, "Three Things About Me," will help illustrate that communication is more than words.<br><br>Be ready with examples of what types of things people might write to help participants think through the exercise. Encourage participants to think of their own sporting skills, singing ability, artistic talent, academic achievements, aspects of their children or families of which they are particularly proud, travel or adventure, favorite sports teams, or dreams and aspirations.  Alternatively, you can offer your own set of three things as a starting point. |
| 2 | Introduce the session:<br><br>*Becoming a powerful communicator is about more than writing a great speech or having a strong message; it's also about how you use your image, voice and body language to connect with your audience. Studies have shown that an audience connects more easily with a speaker based on his or her tone of voice and physical gestures, rather than on the words the speaker says.* | TP | 2 | |

# Non-Verbal Communication: Voice – 55'

| Steps | Description | Type | Min | Note to the Trainer |
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| 1 | Explain that there are 3 core aspects of non-verbal communication:<br><br>• Voice<br>• Image and Presentation<br>• Body Language<br><br>Explain that this workshop will define and explore each of these, starting with voice.<br><br>Move into the discussion on: voice:<br><br>*Your voice is a tool that adds music to the words that you are communicating. Music conveys mood and affects how we feel and how we respond to a message. Think about how you respond to the sound of a fast beat, a loud drum, a soft violin, a mournful cello, a strong singer, a dance rhythm. We not only hear music, we feel it.*<br><br>*The same is true for your voice. It can say a lot about who you are and what you are trying to communicate. Are you confident, authoritative or in command? Are you friendly, approachable or trustworthy? Does the tone of your voice give the impression that you have something interesting to say?* | TP + PEE + DBR | 20 | Consider writing each term on the flipchart paper as you name it:<br><br>• Voice<br>• Image and Presentation<br>• Body Language<br><br>To help participants understand the potential impact of voice as a communication tool, name two well-known musicians or bands: one with a traditional style and one with a modern or popular style. Note and discuss the distinct reactions from among different participants as you ask them how each makes them feel. |
| 2 | To illustrate this point about the power of the voice, pass out folded papers to 5 or 6 participants. Each paper should have a different adjective or mood written on it. Ask participants to open their paper and keep its content secret. Clarify that all participants understand the term written on their paper.<br><br>Then, ask each participant with a folded paper to say the phrase, "Turn out the light" (one at time) in the style written on their paper. You can offer an example and help set participants at ease by saying the phrase in an excited manner. | | | In advance of the workshop, prepare 5 or 6 small folded papers with a descriptive mood or adjective written on each for the "Turn out the light" exercise. Options include: bored, shy, romantic, angry, desperate, afraid, wishful, exhausted, shifty, etc.<br><br>During the "Turn out the light" exercise, ensure all participants understand the description or mood written on the folded paper you have given them. If they don't, offer further explanations individual and quietly so that others cannot hear.<br><br>Collect the papers after the exercise. You will use them again during the discussion on body language. |

| Steps | Description | Type | Min | Note to the Trainer |
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| 2 | After all the selected participants have gone, ask the rest of the participants to guess what mood or adjective was written on each speaker's paper.<br><br>Debrief the exercise by asking participants:<br><br>• What did you notice about how people used their voices to convey information?  What about mood?<br>• Could you hear and feel the difference that tone of voice can make in communication?<br>• Even though it was the same words being spoken, did the message feel different depending on tone? | | | |
| 3 | Ask participants to think about their own voice in the context of making a speech, and how they can use this as a communication tool.  Invite 1 or 2 participants to briefly describe speeches they have seen or delivered themselves in which the voice has been effectively used.<br><br>Debrief the discussion by making the following points:<br><br>*Use your voice to let your listeners know when you are about to make one of your main points.  You can speed up or slow down your speech, make your voice quieter or louder, or pause at a key point.  To hold an audience's attention, a good speaker uses variety in his or her voice and pacing to create drama and interest.*<br><br>*Use inflection and rhythm to keep your audience engaged. Try projecting your voice to make sure your audience can hear you and to keep energy in your delivery. Practice sending your voice to the back of the room, but do this without shouting.* | | | During the discussion on using your voice as a tool, refer back to occasions where participants did exactly this during the "Turn out the light" exercise.  Point out where someone might have used a pause or a change in pace to emphasize a point, even in that short phrase. Highlight any variations in tone to create drama or interest. |

# Non-Verbal Communication: Image and Presentation

| Steps | Description | Type | Min | Note to the Trainer |
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| | Introduce image and presentation by asking participants what these terms mean and what comes to mind when they hear or use the words "image" and "presentation". | | | |
| | Facilitate a brief discussion on these terms to get a sense of what participants' preconceptions are about image and presentation.  Then, define the terms within the context of non-verbal communication: | | | |
| | *Your image is the type of person and personality you portray through your physical appearance.  This includes how you carry yourself physically, the type of self-image you convey to others and even the manner in which you dress and groom yourself.* | | | |
| 1 | Ask participants why these might be important factors in politics in particular.  Look for answers about the lasting impact of first impressions, how busy voters are and therefore how we only have a short amount of time to convey a message, the importance of being able to communicate trust and other similar ideas. | TP | 5 | |
| | Debrief the discussion by making some of the following points: | | | |
| | *In politics and campaigns, first impressions are made quickly and a negative impression can be difficult to overcome.  In a split second, an audience will form opinions about you in terms of your background, your experience, your trustworthiness, your skills and abilities, your moral character and your success at your current or previous work, all based on their interpretations of the visual image you project.* | | | |
| | *It is therefore important that we present yourselves in a way that conveys a positive and engaging image.* | | | |

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| Steps | Description | Type | Min | Note to the Trainer |
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| | Ask participants to, on their own, come up with one word or a short phrase that describes their own personal image as a political activist. Give everyone just 1 minute to write this down on a piece of paper. When they have finished, ask several participants to share what they have written. (If there is sufficient time, ask all participants to share.)<br><br>After this brief discussion, ask participants what it was they thought about when considering their own image. In other words, what are the aspects of our appearance that make up our image and presentation?<br><br>Brainstorm a list as a large group and write it on the flipchart. Look for answers such as:<br><br>• Style of clothing: conservative, business-like, modest, etc.<br>• Color of clothing: bright colors vs. dark colors<br>• Jewelry<br>• For men: facial hair<br>• For women: make-up (amount and type)<br>• Hijab vs. no head scarf<br>• Hair and hair styles<br>• Teeth<br>• Facial expressions; smile<br>• Posture<br>• Personal grooming (e.g., hair neat and tidy)<br><br>Debrief the list and ask participants which of these were on their mind as they thought about their own image and presentation and, looking at the list now, if they would change the words they had written for the description of their own image, or if there are any aspects of their image or presentation they think they need to work on. | TP + DBR | 15 | Write the following on the flipchart in advance for the conclusion of the discussion on image and presentation:<br><br>1. *Image creates an opportunity to communicate a message, and no opportunity to communicate a message should be ignored in politics.*<br>2. *What you wear and how you present yourself should be appropriate for your audience and for the occasion.*<br>3. *Younger people and women are subject to higher levels of scrutiny about their appearance.*<br>4. *Envision the image you want to project, and then put together the tools you need to make that vision a reality.*<br><br>During the group list brainstorm on the aspects of our appearance that make up our image and presentation, a number of factors may come up that are more about body language than image, such as facial expressions, posture, hand gestures, etc. It's fine to accept these and note that they will be dealt with in the next section, but keep the discussion focused on the physical aspects of personal appearance as much as possible. |

| Steps | Description | Type | Min | Note to the Trainer |
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| 8 | Conclude the discussion by delivering a few key points about image and presentation. Refer to the flipchart you have prepared in advance:<br><br>1. *Some of these issues can feel trite or superficial. However, remember that image creates an opportunity to communicate a message, and no opportunity to communicate a message should be ignored in politics.*<br><br>2. *What you wear and how you present yourself should be appropriate for your audience and for the occasion. Find a balance between being comfortable and creating an image that reflects your style of leadership.*<br><br>3. *Candidates and political activists who are younger or female are often subject to higher levels of scrutiny about their appearance than older and male politicians. Criticism comes from both friends and strangers.*<br><br>4. *Be aware of yourself and the image you are conveying. Envision the image you want to project, and then put together the wardrobe and other tools you need to make that vision a reality.* | | | |

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# Non-Verbal Communication: Body Language

| Steps | Description | Type | Min | Note to the Trainer |
|-------|-------------|------|-----|---------------------|
| 1 | Remind participants that the 3rd core element of Non-Verbal Communication is body language.<br><br>*Before we open our mouths to speak, our body language is already sending messages to our audience. Body language is the gestures, postures, and facial expressions that we use to communicate feelings or opinions, even when we're not fully aware that we're doing this.*<br><br>*Reveal the list of examples of body language on the flipchart. Briefly discuss each one by asking participants what each communicates. Do not give the answers (in parenthesis) until participants have been able to give their impressions:*<br><br>1. Standing with your hands on your hips (readiness or aggression)<br>2. Pinching the bridge of your nose with your eyes closed (dislike, displeasure, negative evaluation)<br>3. Standing or walking erect (confidence)<br>4. Arms crossed at chest (defensive)<br>5. Displaying open palms (openness, sincerity)<br>6. Failing to make eye contact/looking away (not trustworthy or sincere)<br>7. Smiling, relaxed face (openness)<br>8. Slightly tilted head (interest)<br>9. Snapping your fingers (depends: in some countries this is a sign of impatience and/or considered rude; it others it's a simple way of communicating a need for attention)<br><br>Ask participants if there are any other gestures or facial expressions, particularly those which might be more common in political communication, which they would like to discuss. Lead a brief discussion about what these might be and what they might mean. | DBR | 10 | Prepare the following flipchart in advance of the training:<br><br>1. Standing with your hands on your hips<br>2. Pinching the bridge of your nose with your eyes closed<br>3. Standing or walking erect<br>4. Arms crossed at chest<br>5. Displaying open palms<br>6. Failing to make eye contact/looking away<br>7. Smiling, relaxed face<br>8. Slightly tilted head<br>9. Snapping your fingers<br><br>Different participants may have different opinions about what each example of body language means, based on their own experience. That is fine. It is not important that everyone comes to the same conclusion about these. The key learning point is to be aware of our body language and to understand that we are constantly communicating to others with our gestures, how we carry ourselves and with our facial expressions. |

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| 2 | Distribute the folded papers (with an adjective written on eac, distributed for the first exercise in the second step on voice) to 5 or 6 different participants who did not do the voice exercise.  Ask each participant to open their paper, read what it says and keep the contents secret.  Ensure participants understand the word or phrase written on their paper.<br><br>This time, ask all participants to line up in the middle of the room, making two rows with enough space to walk between the two rows.  One by one, ask the participants who have received the papers to walk down the middle of the two rows of people, using only body language to convey the adjective on their paper. The rest of the participants try to guess what each person is expressing.<br><br>When each participant has completed their walk, ask all participants to return to their seats and lead a debrief of the exercise. The following questions could be included:<br><br>- Was it difficult or easy to guess the person's mood using just body language?  Why?<br>- Can shy look like uninterested?<br>- Can passion look like anger?<br>- Is it possible to control your mannerisms, or are you stuck with them? | PEE | 10 | You will need the small folded papers with a descriptive mood or adjective written on each for the sessions – the same ones used for the "Turn out the light" exercise. |

# SECTION 2 – The Stump Speech – 55'

| Steps | Description | Type | Min | Note to the Trainer |
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| 1 | Explain to participants that we are now going to move our discussion about communication into the world of politics by looking at one of the most common and versatile forms of political communication: the stump speech.<br><br>Explain what the stump speech is:<br>*The "stump speech" is a term that describes the core speech that a candidate or party leader gives on almost every occasion with appropriate modifications for different audiences and situations. Your stump speech introduces you to voters, lets them know what you are running for **and what you plan to do if elected, and tells them about the kind of person you are.*** | TP | 1 | |
| 2 | Ask participants: What do you think makes a good speech? Record their answers on the flipchart.<br><br>Review what participants' have suggested. Debrief the brainstorm by guiding participants towards the importance of **structure, consistency and preparation** in putting together a good speech. Point out that these are some of the reasons why every candidate or party leader should prepare an effective stump speech. | PEE | 4 | |
| 3 | Reveal the bullet points that you have written on the flipchart. Explain that this is the outline of a stump speech structure. Explain that this structure can be used to write a speech that is 90 seconds, 5 minutes or 10 minutes long.<br><br>Walk participants through each aspect of the structure, explaining the purpose of each in a bit more detail. Pause as needed if participants have questions.<br><br>• **Opening –** *Say your name, what you are running for, and why.* | TP | 15 | Prepare the following on the flipchart in advance:<br><br>Stump speech structure:<br><br>• Opening<br>• Connection<br>• Problem<br>• Solution<br>• Vision<br>• Call to Action<br>• Closing |

| Steps | Description | Type | Min | Note to the Trainer |
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| | • **Connection –** *Establish a connection with the audience by demonstrating a shared concern.*<br>• **Problem –** *What problem are you running for office to solve? How does it affect the audience? Describe the problem and say why you care about it.*<br>• **Solution –** *Describe your solution and how it benefits voters. What specifically will you do or fight for if elected?*<br>• **Vision –** *Describe how things could be better and what kind of future you will work for. How would the community be different if this problem were solved?*<br>• **Call to Action –** *Ask your audience to make a difference by voting for you and supporting your campaign.*<br>• **Closing –** *Summarize why you are running, restate your call to action and thank the audience.* | | | <u>Explore each step of the structure in as much detail as participants require. Some participants may need examples. In this case, consider offering or writing the following example of how one candidate, Samia Habib, used the stump speech formula in her campaign:</u><br><br>**1. Opening → Say your name, what you are running for, and why.**<br><br>*"Hello. My name is Samia Habib and I am a candidate for the local council. I am running to make a difference in the lives of the people I grew up with in this village."*<br><br>**2. Connection → Establish a connection with the audience by demonstrating a shared concern.**<br><br>*"I would like to talk to you about problems that I can solve if you elect me. One of the concerns I share with you is our village's financial problem. Everyday, I see my brothers and sisters having a difficult time finding the money to buy oil or salt in the market…"*<br><br>**3. Problem → What problem are you running to solve? How does it affect the audience? Describe the problem and say why you care about it.**<br><br>*"I have seen a great number of people who are having many difficulties raising enough money to survive. The people of this village do not have enough opportunities for making a living. Many voters have shared with me their frustrations about this important issue."*<br><br>**4. Solution → Describe your solution and how it benefits voters.** |

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| | | | | *"I believe that we must make small scale income generation our top priority. If I win this election, I promise to improve our village by bringing more income-generating opportunities here. If I am elected, I will work to involve more people in small income-generating projects. As a result, their financial problems will improve."*<br><br>**5. Vision → Describe how things could be better and what kind of future you will work for. How would the community be different if this problem were solved?**<br><br>*"I want you to imagine what our village could be like if I am elected. I will bring in new investment to support local businesses and income-generating projects providing villagers the extra money they need to supplement their farming. People will not be struggling just to meet their basic needs. Please vote for me so that I can make this vision of a prosperous, happier village come true."*<br><br>**6. Call to Action → Ask your audience to make a difference by voting for you and supporting your campaign.**<br><br>*"Lastly, I would like to say that there is something you can do to make a difference. Your vote would allow me to work every day for the development of our village."*<br><br>**7. Conclusion → Summarize why you are running, restate your call to action and thank the audience.**<br><br>*"In order to help me improve our village's economic situation, I request that you vote for me, Samia Habib. Thank you."*<br><br><u>Ensure participants fully understand each aspect of this structure before moving to the next step.</u> |

| Steps | Description | Type | Min | Note to the Trainer |
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| 4 | Once you are assured that participants have a comfortable understanding of each aspect of the stump speech structure, assign the following task:<br><br>*Following the formula for effective speeches outlined on the flipchart, write your own one-minute stump speech. You can write it for yourself if you are a candidate or hope to be one soon, or on behalf of another candidate if you are a member of a campaign team or political party staff.*<br><br>Allow 10 minutes for writing. | ANK | 10 | The amount of time this exercise takes will obviously depend on how many participants are in your group. It's best if all participants deliver their speeches. However, if you are short on time or have a large group, ask for volunteers. Select 2-3 people to give there speech who have volunteered, and 2-3 people to give their speech who have NOT volunteered. If you have another trainer or facilitator to help, you could also break the training group into two and use two rooms so you can get through twice as many speeches in the same time. |
| 5 | Advise participants that, since preparation and practice are the keys becoming a powerful communicator, we are now going to practice together. Let them know that each person is now going to give their stump speech and that both trainers and participants are going to offer feedback. Refer participants to the flipchart page you have prepared in advance and instruct participants on how to give feedback:<br><br>Rules for Giving Feedback<br><br>- Constructive and helpful<br>- Focus on the positive aspects and strengths, as well as areas to be improved<br>- Address the skill or technique; it is not about the person<br>- Build up, don't tear down<br><br>Ask all participants to bring their speeches, their chairs, some paper and a pen to the middle of the room. Ask participants to arrange their chairs in a circle.<br><br>Once participants have arranged themselves in a circle ask them to take out their paper and pens. Advise them that they will use these to create a feedback form for every participant's speech. | ANK | 35 | Prepare the following on the flipchart in advance:<br><br>Rules for Giving Feedback<br><br>- Constructive and helpful<br>- Focus on the positive aspects and strengths, as well as areas to be improved<br>- Address the skill or technique; it is not about the person<br>- Build up, don't tear down<br><br>It is important that as the trainer, you lead by example in offering constructive feedback. This will prevent the atmosphere from becoming too competitive or unnecessarily critical. Public speaking is one of the most difficult things for participants to do in any training, so maintaining a positive learning environment is vital.<br><br>The Keep/Change forms are an important learning tool for participants. Often during public speaking exercises, participants are too nervous to remember what is being said during the feedback session. Having feedback in writing gives them a written record which they can use as they continue to work on their communication skills. |

| Steps | Description | Type | Min | Note to the Trainer |
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| | Instruct participants that at the top of each page, they will write the name of whoever is delivering his or her speech. Underneath, they should create two columns, one titled "Keep" and the other titled "Change." You can draw the following on the flipchart to show participants what this should look like.<br><br>Name of Speaker:<br><br>**Keep**　　　　　　**Change**<br><br>Explain how these forms will work:<br><br>*In the "Keep" column, write down things that the speaker did very well and should continue to do or build on. In the "Change" column, note any aspects of the speaker's speech or communication style that need more work or attention. You will give the completed sheet to the speaker once they have given their speech and received verbal feedback from the entire group.*<br><br>Ensure all participants understand the process. Ask for a volunteer to go first, delivering his or her stump speech. If there are no volunteers, pick someone reminding participants that everyone will have to do this at some point.<br><br>After each speech, facilitate quick verbal feedback from other participants and offer your own. Instruct all participants to hand the speaker their respective Keep/Change forms. | | | Make sure you time the speeches and stop each speaker at the 1 minute limit. Learning to keep to the time – and still get your message in – is an important communication lesson as well. |
| 6 | Wrap up the session with the following:<br><br>*Improving communication skills includes developing an effective structured stump speech, as well as working on body language, voice, and presentation and image that support and strengthen the message we want to convey.* | TP | 1 | |