Section 7: Practices That Can Make or Break Success in Designing and Delivering Communication

This section covers a number of topics that are often overlooked but can make or break the success of any form of communication endeavor.

The titles emphasize the main ideas of each of the six chapters:

* Chapter 33: Attention to Logistical Details Promotes Successful Communication
* Chapter 34: An Effective Presider Sets the Stage
* Chapter 35: Successful Audience Management Promotes Communication
* Chapter 36: Strengthen Communication by Effectively Responding to Questions
* Chapter 37: Market Products, Programs, and Messages to Maximize Response
* Chapter 38: Measure Success with Testing and Evaluation

Use the following questions as you read the section showcase and Chapters 33 through 38 to increase your understanding and put your knowledge into practice.

Section 7 Showcase

1. This showcase opens with asking you to reflect on the meaning of leadership communication. Before reading further, what are five to six different words or phrases that come to mind when you think of leadership communication?

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1. Have you ever served in a leadership position? What challenges did you face that required being an effective communicator? If you’ve never held a leadership position, what have you observed in others?

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1. On pages 517 and 518 the authors list tips for successful leadership communication, including specific tips for presenting to large groups. Out of all of the tips listed, which one do you feel the greatest need to work on your skills?

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1. After finishing reading the showcase, reread your list of words describing effective leadership communication. Which one(s) were described by the authors of the showcase? Was there anything included in the chapter that you would now include in your list that wasn’t there before?

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Chapter 33

1. How does the quote by Abraham Lincoln on page 520 relate to planning and preparing for an event?

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1. Have you had any experience planning a program or event (personal or professional)? Did everything go smoothly or were there some bumps in the road?

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1. Imagine that you are planning a conference. What are three of the first decisions that need to be made? Would you know how to proceed with each one?

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1. Using Figure 33.1 as a guide, describe three different types of sessions that might be part of your conference and which room set-up would be ideal for each type.

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1. List the minimum number of correspondences a meeting planner should have with a presenter and the main purpose for each one:

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1. Read A Day of Disasters on page 529. What are the main things to be learned from this story? Have you ever had a similar experience? What did you learn?

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Chapter 34

1. If you were to write a job description for a moderator or presider for a program or event, what would you write?

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1. Imagine you are asked to introduce a speaker for an event. List below the audience, name of speaker, and topic or title of presentation. Then write a potential introduction that fulfills the guidelines described in the chapter.

Audience:

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Speaker

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Title/topic

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Introduction

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1. What three practices for each of the following moderator responsibilities impressed you the most when reading the chapter:

Keeping the session running on schedule:

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Assisting with technology and supplies:

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Moderating the Q&A:

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Moderating a panel:

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Chapter 35

1. On page 542, you are encouraged to “imagine an experience in which an audience is not engaged with the presentation and has potentially become disruptive.” This has most likely occurred in your experience. Describe what happened and what the outcome was.

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1. On page 543, you are encouraged to “now imagine an optimal situation in which the presenter and the audience are clearly paying attention to one another…” Where have you experienced this optimal situation? How was it different from what you described in question 1? How did that affect the outcome?

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1. Consider in-person and online communication channels you are familiar with. Do you agree with this statement from page 543: “Civility and professionalism are necessary to build and maintain respect”? Have you witnessed the opposite?

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1. The chapter encourages presiders and presenters to be fully present and seek to connect with the audience. What are several practical ways to accomplish this?

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1. What do you think is the best way to share ground rules or expectations with an audience?

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1. What types of signals for gaining attention of an audience have you seen to be effective?

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1. If you are giving a presentation to a group of school children in their classroom, what would be the appropriate name for them to call you? What are two to three ways you could address the class as a whole?

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1. When receiving instructions during a class or presentation, what method do you appreciate and why?

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1. For each challenging situation listed below, describe one or more approaches to prevent or handle:

Improper use of technology:

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Talkative audience members:

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Audience members who challenge the speaker, take over the floor, or know it all:

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Late arrivals and those who walk out:

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Audience members who refuse to participate:

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Audience members who complain or whine:

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Chapter 36

1. What are several benefits of including a question-and-answer session during a presentation?

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1. Why does the anticipation of a question-and-answer session often make a speaker nervous?

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1. List three or four ways questions can be collected and describe a pro and con for each way:

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1. The steps for responding to questions are listed below. With each one, describe one or more important principles related to this step that you most want to put into practice:

Step 1: Listen (or Read) the Question Fully Without Formulating Answer:

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Step 2: Pause Briefly to Organize Your Thoughts:

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Step 3: In Person, Repeat the Question:

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Step 4: Summarize the Answer:

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Step 5: Provide Supporting Evidence or an Example:

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Step 6: Summarize the Answer or Key Point:

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1. Pick one of the types of difficult questions described on pages 556 to 558. Come up with an example of that type of question and a response.

Type of question:

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Question:

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Response:

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1. What practical tip or strategy from the chapter is one that you need to implement and practice?

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Chapter 37

1. When you read or hear the word *marketing* what comes to mind? Do you have a positive or negative impression of marketing? Why do you think marketing often gets a bad rap?

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1. Imagine a current or future role as a food and nutrition professional. How might you use marketing in that role?

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1. For each of the functions of marketing listed below, describe a way you might perform this function in your current or future role:

Build awareness

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Shift attitudes

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Facilitate engagement

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Promote behavior change

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1. In what ways do the steps in developing a marketing strategy overlap with those used to develop communication?

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1. Give some specific examples of barriers to success as described on page 569:

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1. Using Box 37.5 as a guide, create a goal, objective, strategy, and tactic for a potential marketing endeavor you might use in a current or future role:

Goal:

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Objective:

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Strategy:

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Tactic:

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1. Using the marketing example you selected for question 2, pick two appropriate marketing methods from the ones described on pages 572 to 577, and briefly describe a specific approach you believe would be successful and a good allocation of resources for each one:

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Chapter 38

1. The first part of the chapter answers the question, “What is the purpose of testing and evaluating communication?” Write in your own words three reasons that you find most compelling:

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1. In one sentence, describe a real or potential nutrition communication program or initiative you are or could be involved in. Then describe one to two possible ways you could do formative evaluation of the communication:

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1. Using the same example, what are one or two practical approaches to complete outcome evaluation of this communication?

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1. How might you complete process evaluation for this project, and assess fidelity, dose, and reach?

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1. How do evaluation steps outlined in Figure 38.3 coordinate with the Framework for Designing and Delivering Communication illustrated in Figure 1.1?

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1. For each of the testing and evaluation approaches listed below, describe a specific example of how it could be used:

Surveys

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Games

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Media metrics

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