

Channel:

The communication channel refers to the means by which a message is communicated. For example, the prevention coalition is held in a medium-sized room without a lot of noise so there is no need for a microphone. If there is a microphone this would be the channel in which the message would travel. The most direct channel is the one that does not require any electronic support.

Receiver:

The receiver is the person or people listening to the message from the sender that was sent through the channel. The receiver listens to the message and generally responds in some manner to the other in the communication environment.

Feedback:

Feedback is the verbal and nonverbal process that occurs after the message has been sent and received. For example, the coalition member who thinks that his or her program may be threatened looks worried, casts his or her eyes downward, and grimaces, these nonverbal cues would indicate to the sender that something is wrong.

Noise:

There are a number of noises that may occur during any communication event. Noise is defined in the model as any interference that impedes the message. An example, there are a number of people attending the prevention coalition meeting. The meeting is located next to a busy street. While the chairperson is speaking, a fire truck drives by with its sirens blaring. There are a number of noises that can disrupt a meeting, this is normal and the sender must be sensitive to all of these disruptions. A speaker must not ignore these disruptions and must solve the problems and then start again when people are ready to listen.

LISTENING

Prevention professionals need to think about listening skills for a number of reasons. First, when engaging in any type of communication exchange, much time is spent listening. In fact researchers estimate that most people spend the majority of their total communication time in the role of a listener. Second prevention professionals in leadership positions need good listening skills. Listening skills will help prevention professionals understand the true scope and depth of the substance abuse problems plaguing a community, helps in problem-solving staff and volunteer dilemmas, and finally conveys a sincere concern to the person doing the speaking. Many people do not understand the difference between hearing and listening.

Hearing is a physiological process in which sound waves are transformed into auditory nerve impulses. Listening involves paying close attention to, and making sense of, what is heard. There are many barriers to effective listening. One of the most obvious reasons why people do not listen very well is the discrepancy between human capacity to understand words and the common rate of speech.

Trigger word:

Trigger words are words so intense with positive or negative connotative meaning that they can block critical listening.

Information overload:

Information overload means the overwhelming amount of messages that occur at any given point in time. Prioritizing method is a good way to prevent information overload and ensure active listening. Too many presentations at a conference, a lot of prevention speakers give presentations on a diverse range of topics.

Tips for Better Listening:

Taking notes, listen for ideas rather than focusing on the specific words themselves. Another idea is involves suspended judgment; wait until the speaker has completely finished his or her presentation. Listen with both eyes and ears, is another method of helping prevention professionals to listen critically.

PUBLIC SPEAKING SKILLS

One specific study found in a national survey of adults in the U.S. that speaking in public was their number one fear. In fact, this study showed that more people feared public speaking than feared death, heights, or water. Speech anxiety, therefore is quite common and in some cases normal. It is crucial that prevention professionals try to become more comfortable with public speaking.

Organizational Planning:

When organizing a speech, divide remarks into three main parts: introduction, body, and conclusion. The purpose of the introduction is to gain audience attention and provide an overview of the three main points presented in the body of the speech. The purpose of the body of the speech is to present the three main points and to provide examples and facts for each point. The purpose of the conclusion is to rephrase the three main points and to provide a “call to action” statement. A “call to action” statement is a challenge that the speaker gives to the audience, encouraging the listeners to do something useful or helpful for the cause.

Prevention Speech Vignette:

Being prepared in your own way and having the proper visual aids for a speech. Maybe, using your creativity of some type of picture to enhance your presentation. Preparing your presentation that best identifies what you do and who or what you represent. Be prepared to present your program and explain what your program is about, your mission, how to get funding and how to get people involved. Use your visual aids to gain attention at the beginning and encourage people to get involved.

Visual Aids:

Visual aids can amplify most speeches. A visual aid can be used as a prop or other article to pictorially enhance the message being presented. Be sure that your visual

aid be as professional as possible and that it is being used to enhance your message. Your visual aid should be large enough for the back of the room to see. Your visual aid should be simple, not overly complicated.

The Confident Speaker:

The following suggestions may help a prevention professional feel more confident when speaking in public. First is to dress well. Practice your speech a number of times. Third breathe deeply and use other relaxation techniques. Use vocal variety to communicate clearly. Speak loud enough for the size of the room. Don't speak at a rapid rate speak so everyone can hear and process all the information conveyed.

How not to Speak at a meeting:

Don't be the moving target: walking, pacing, rocking.

The Musician: Playing with keys, change, etc.

The Peacock: Playing with your hair, tie, coat, etc.

The great Scientist: using big words.

The Clincher: Hanging on to the Podium or Microphone tightly.

The Disorganized Artist:

This is a speaker who is so disorganized with notes and ideas that his or her area of the meeting table or podium begins to resemble an artist's collage.

In summary without the ability to communicate clearly and effectively, prevention professionals lose the ability to share program success with both their staff and the public.

Group Facilitation and Leadership Skills:

“Facilitation” is defined as a person or people who have been designated by a group of member to be caretakers of the meeting.

“Leadership” refers to a person of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task.

There are six roles of a facilitator, first is to encourage full participation of everyone in the group. Second, it is important to foster effective listening. Third, a facilitator should clarify goals and agendas. Fourth, balance the individual needs with the group. Fifth, the facilitator should always encourage shared leadership. Sixth, the facilitator should share his or her role with others.

Creating an Agenda:

Create an agenda well enough in advance that all members have a chance to review it. This helps keep a group on track and can always be adjusted during the meeting if member require more discussion time.

Allowing all to Speak:

Skilled facilitators should allow all people to speak and share their opinions. Always remind others of time as to allow others to speak. Encourage people to stay after the meeting to discuss their ideas. Beware of “hecklers” this is a person who has one-sided conversations during group discussions, making jokes or disrupting the meeting.

Leadership Styles:

Science-based prevention programs require strong leaders who can motivate team members to work together to achieve positive outcomes. Leadership is not limited to the chairman. Leaders exist at all levels of the organization. Leaders are made not born. Leadership is a mix of skills, attitude, will and motivation. To become a leader, you must want it, work on it. It requires much effort to get there and remain there. Leadership styles are organized and labeled into four categories: director, problem solver, developer, and delegator.

QUESTIONS FOR COMMUNICATION STRATEGIES

1. What are two models of communication?
a. runner, passing c. sender, receiver
b. punter, receiver d. kicker, sender
2. There are six roles of this person when facilitating, this person is called the?
a. facilitator b. sender
c. messenger d. communicator
3. What is another word for interference that impedes the message?
a. channel b. receiver
c. noise d. feedback
4. What is a visual aid?
a. person b. television
c. prop d. crop
5. What is the name for words so intense with positive or negative connotative meaning?
a. positive words b. trigger words
c. facilitation d. information overload
6. What is the number one fear of all speakers?
a. remembering speech b. someone not listening
c. your presentation d. speech anxiety
7. What is a form of a channel?
a. your voice b. feedback
c. message d. bill board
8. Who is the person who delivers or speaks at meetings?
a. facilitator b. sender
c. messenger d. communicator
9. What is one of the things you should not do at a meeting when speaking?
a. be a peacock b. be a rooster
c. be an eagle d. be a parrot
10. The director, the problem solver, the developer and the delegator are called what?
a. leadership styles b. boss
c. chairman d. person in charge

Answers for questions:

- 1. sender, receiver**
- 2. facilitator**
- 3. noise**
- 4. prop**
- 5. trigger word**
- 6. speech anxiety**
- 7. your voice**
- 8. sender**
- 9. be a peacock**
- 10. leadership styles**