

Session 1

Overview of the Community Food Advisor Program

Role of Community Food Advisors

Effective Presentations and Effective Demonstrations

Training Objectives

At the end of this training session, participants will be able to:

- Recognize the goals and objectives of the Community Food Advisor Program.
- Articulate the role of a Community Food Advisor.
- Identify the goals and objectives of the Community Food Advisor program.
- List six principles of adult learning.
- Identify their preferred learning style.
- Apply techniques when delivering presentations and demonstrations.

Training Outline

Topic / Activity	Suggested Time
1. Welcome and Introduction	10 minutes
2. Overview of the Community Food Advisor Program	15 minutes
3. Role of the Community Food Advisor	10 minutes
4. Respecting the Boundaries of Your Role	10 minutes
5. Overview of Training Program, Resource Binder and Workbook; Introduction to Major Assignment and Community Placements	15 minutes
6. Break	15 minutes
7. How Adults Learn	15 minutes
8. Effective Presentations	25 minutes
9. Effective Demonstrations	25 minutes
10. Wrap up	10 minutes

Advance Preparation

- Copy the CFA Presentations and Demonstrations Sign-Up Sheet (included in Session 2 Workbook)
- Gather Resource Binders for distribution
- Gather Session 1 CFA Workbooks
- Print / copy and gather materials for Session 1
- Complete name tags for each participant that can be worn each week.
- Create a weekly Attendance List
- Purchase and prepare snack for the break

Supplies and Equipment

- name tags
- data projector with computer
- flip chart, paper and markers
- extra pens, pencils, paper, masking tape
- small prize for the *Getting to Know You* activity (optional)
- Community Food Advisor Resource Binders
- Community Food Advisor Workbooks
- PowerPoint presentation for Session 1
- extra copies of handouts and worksheets included in the workbooks
- attendance list

Background Information

- How to do a successful food demonstration. www.communityfoodadvisor.ca/new-training-resources-2010
- Nutrition month 2007 – How to do a cooking demonstration. www.communityfoodadvisor.ca/new-training-resources-2010
- CFA Food Demo Video. www.youtube.com/watch?v=ZR9O-aTDcsQ

Resource Binder Reference

- Section 1 - Introduction to the Community Food Advisor Program
- Section 8 - Resource Information
- Section 10 - Program Planning and Delivery

Detailed Outline of Training Session

1. Welcome and Introduction (10 minutes)

- As participants arrive, give them a name tag and a workbook with the materials for Session 1.
- Welcome the participants to the first training session (this could be done by the Community Food Advisor Coordinator or representative of the sponsoring agency).
- Introduce yourself (briefly) and give brief overview of your role in training.
- Highlight some rewarding experiences of working as a CFA.

2. Overview of the Community Food Advisor Program (15 minutes)

- Provide an overview of the CFA Program (slides 2-6) including program history and coordination.
- Review the goals and objectives of the program.
- Identify why the program is needed, how it will benefit the community and other relevant information.
- Provide an overview of how your Community Food Advisor Program operates.

3. Role of the Community Food Advisor (10 minutes)

- Discuss the Community Food Advisor Job Description (slide 7). Ask participants to follow along with the *Community Food Advisor Volunteer Position Description* in the workbook.
- If you have invited a certified Community Food Advisor to this session, have him/her share interesting experiences as a Community Food Advisor with the group. Allow a few minutes for questions.

4. Respecting the Boundaries of Your Role (15 minutes)

- Discuss CFA scope of activity (slides 8-12)
- Review a list of topics that are covered within the scope of activity and those that are not covered
- Present two scenarios to help participants recognize the boundaries of their role.
- Read the scenarios one at a time. Ask participants to discuss how they would handle this situation. Review the correct approach for dealing with these situations.
- Discuss the importance of respecting copyright laws with respect to use of recipes. Encourage participants to use the recipes provided in the Resource Binder for their work as Community Food Advisors.

5. Overview of Training Program, Resource Binder, Workbook, Major Assignments and Community Placements (15 minutes)

- Refer slide 13 for this part
- Describe the format and schedule for the training using the CFA Training Program Schedule in the workbook.
- Review the objectives of the training session. Emphasize:
 - the need to be on time;
 - the need to attend all sessions (no more than two sessions can be missed) missed sessions can be made up with readings and home activities);
 - program includes group work and hands-on activities;
 - participants will share their knowledge and skills; and
 - home assignments and optional home activities.
- Review how participants will be evaluated:
 - class participation and attendance
 - home assignments
 - practice presentation/demonstration; and
 - two community placements.Ongoing feedback will be provided.

Resource Binder

- Distribute the *Resource Binder*.
- Explain that the *Resource Binder* is a reference for them during the training program and as they become Community Food Advisors. Readings will be assigned during the training. Participants will also find it useful for completing in-class activities and home assignments.
- Review the sections of the *Resource Binder*, highlighting materials relevant to this session.

Workbook

- Ask participants to look at the Workbook.
- Explain that the Workbook provides the materials they need in class including presentation notes, activity sheets and additional handout materials. The Workbook also includes activities and instructions for home assignments and optional home activities.
- Explain that materials for the Workbook will be provided at the beginning of each session. Emphasize the importance of bringing the Workbook to class each week.

Major Assignment

- Explain that the major assignment that each participant will be expected to complete is an in-class presentation and demonstration.

- Emphasize that the presentation or demonstration assignment is an exciting learning opportunity for participants. Explain that they will be provided with constructive feedback, not criticism.
- Explain that participants will work in groups of 2 or 3 to plan, deliver and evaluate a 15 to 20 minute presentation or demonstration. A list of topics to choose from will be provided during the first training session.
- Since the presentations and demonstrations will begin in Session 4, encourage participants to begin thinking about who they will partner with and what topic they are interested in. Sign up will begin at the beginning of session 2.
- Suggest that those who are more comfortable with public speaking to sign up to do their presentation earlier in the training program. Provide extra support to those who are intimidated by this assignment

Community Placements

- Explain that participants are also expected to complete two community placements before they graduate from the program.
- Community placements may begin during the training program and continue until the time of graduation.
- Explain the procedures of community placements for your program.

6. Break (15 minutes) and Getting to Know You Activity (optional):

- Ask participants to complete the *Getting to Know You* activity sheet in the workbook. During the break, as participants are talking to each other, ask them to fill in the name of one person who fits each of the categories listed on the activity sheet.

7. How Adults Learn (15minutes)

- Begin the session by asking the following questions to stimulate discussion (slides 13-17):
 - Can they relate their learning style to a positive learning experience? A negative learning experience?
 - How do adult learning needs differ from children's learning needs?
 - How would you use this knowledge of learning styles and adult learning when preparing or delivering community presentations?
- Review strategies in supporting adults to learn

8. Effective Presentations (25 minutes)

- Introduce the Program Planning Cycle (slide 17). Explain that Community Food Advisors are encouraged to use this cycle as a foundation for planning community presentations and demonstrations.

- Use the Program Planning Cycle to discuss the steps involved in planning and delivering an effective demonstration.
- Discuss the steps involved in planning and delivering effective presentations (slides 18-25). The steps are based on the Program Planning Cycle.
- Explain that effective presentations are organized into three parts (provide examples of each):
 - Introduction
 - Body
 - Conclusion
- Review the handouts *So You Have Been Asked to Speak* and *How You Can Be An Effective Leader* found in the workbook.
- Explain that for their Classroom Presentation or Demonstration Assignment, they are required to use the Program Planning Cycle to develop their presentation.

9. Effective Demonstration (25 minutes)

- Use the Program Planning Cycle (slides 26-34) to discuss the steps involved in planning and delivering an effective demonstration.
- Encourage participants to use the recipes in the recipe section of their Resource Binder when they are delivering demonstrations. Explain that the CFA program has been granted permission to copy and use these recipes. Photocopying recipes from other sources may infringe on copyright laws.
- Review the handout *Tips for Successful Food Demonstrations*.
- Show the CFA food demonstration video clip

10. Wrap up (10 minutes)

- Recap the objectives covered in this session.
- Distribute the Training Program Schedule Sign-Up Sheet for participants to start thinking about their presentation topics.
- Have participants sign up for their presentations and demonstrations
- Assign Home Activities.
- Identify the focus for the next session- Healthy Eating, Physical Activity and Active Living. Encourage participants to read Section 2 - Healthy Eating and Active Living of the Resource Binder.
- Encourage participants to read the appropriate sections in the Resource Binder.

Home Activity

Encourage participants to read the resources for this session and complete optional activities as they choose.

Ask participants to complete the *Window of Work* home activity. The instructions for this activity are included on the activity sheets in the Workbook. Explain that you will be collecting this activity to help you match community placement opportunities with interests and skills.

Workbook

Session 1

Community Food Advisor Program

Effective Presentations & Demonstrations

Workbook Materials

- Effective Presentations and Demonstrations Presentation Notes
- Community Food Advisor Volunteer Position Description
- Getting to Know You Activity Sheet
- CFA Training Program Schedule
- Additional Activities and Resources
- Window of Work Activity Sheet
- Identify Your Learning Styles Activity Sheet
- Tips for Successful Food Demonstrations
- So You've Been Asked to Speak, OMAFRA
- How You Can Be An Effective Leader, OMAFRA
- Coping with Problem Behaviours
- Community Food Advisor Program Brochure

Volunteer Position Description

Title: Community Food Advisor

Benefits:

- opportunity to learn more about safe and nutritious food handling
- opportunity to share knowledge and skills to help others in the community
- opportunity to meet new people
- opportunity to develop and practice communications and leadership skills

Responsibilities:

Provide reliable, unbiased and current information to individuals and groups in the community on the following topics:

- Canada's Food Guide
- safe food handling practices
- food shopping and budgeting
- food preparation
- food storage and preservation

Volunteers will be involved in community activities such as conducting small cooking classes or workshops, organizing and staffing displays, giving presentations or demonstrations and answering questions during the presentation.

Volunteers are also responsible for forming and/or working as part of the CFA group, to run the local program in conjunction with the sponsoring agency.

Qualifications:

There are no prescribed education requirements. Volunteers should have:

- an interest in, and an ability to, learn and share information and skills about food
- basic knowledge and experience in food selection, preparation and storage
- an ability to help individuals and groups learn
- time to participate
- skills in reading and speaking English
- experience in community work, leadership or as a volunteer, is an asset

Volunteers are required to complete an application form and an interview. The CFA coordinator will select volunteers to participate in the program.

Accountability:

Community Food Advisors are to be accountable to the Community Food Advisor Coordinating Committee or other person as decided by the host organization.

Commitment:

- Must successfully complete the training program and supervised community placements.
- Once certified must attend at least two educational update sessions and complete at least 5 community placements each year.
- Must attend and participate in local group meetings and activities.



Getting To Know You

Interview other people to find one person who fits each of the categories listed below.

Fill in their name in the space provided. You must have a different name for each of the items.

1. Has three children or more _____
2. Grows their own vegetables _____
3. Volunteers for another organization _____
4. Owns a microwave oven _____
5. Makes their own pasta or bread _____
6. Writes a grocery list before shopping _____
7. Enjoys food from a culture other than their own _____
8. Made strawberry jam last summer _____
9. Clips recipes from newspapers and magazines _____
10. Enjoys public speaking _____
11. Visited a pick-your-own farm last summer _____
12. Likes hot peppers! _____
13. Eats breakfast _____
14. Clips coupons _____
15. Has a freezer _____
16. Plans menus _____
17. Has suffered from food poisoning _____
18. Likes meeting new people _____
19. Travelled more than 10 miles to get here _____
20. Subscribes to a nutrition or food magazine _____

CFA Training Program Schedule

Date and Time	Session/Module Topic	Facilitator/Guest Speaker(s)	Group Presentation/ Demonstration (Participant sign-up)
	<p><u>Session 1:</u> Welcome to the Program</p> <p>Leading Effective Presentations and Food Demonstration</p>		
	<p><u>Session 2:</u> Healthy Eating/ Active Living</p>		
	<p><u>Session 3:</u> Focus on the Four Food Groups</p>		
	<p><u>Session 4:</u> Nutrition Information on Food Labels</p>		
	<p><u>Session 5:</u> Food Safety</p>		
	<p><u>Session 6:</u> Healthy Eating on a Budget and Menu Planning</p>		

Date and Time	Session/Module Topic	Facilitator/Guest Speaker(s)	Group Presentation/ Demonstration (Participant sign-up)
	<p><u>Session 7:</u> Quick & Easy Meals</p> <p>Cooking for One or Two</p>		
	<p><u>Session 8:</u> Healthy Eating for Children</p>		
	<p><u>Session 9:</u> Organizing Cooking Programs /Tips for Working with Various Groups</p>		
	<p><u>Session 10:</u> Workplace Health</p> <p>Wrap up</p>		
	<p><u>Session 11:</u> Food Handler Training/ Certification Course</p>		
	<p><u>Session 12:</u> Food Handler Training/ Certification Course</p>		

Session 1

Welcome to the Program

Additional Activities and Resources

Additional Activities

- Complete the *Window of Work* Activity Sheet.

On-line Resources

- Take a quick look at some of the recommended reliable internet sites:
 - Dietitians of Canada
www.dietitians.ca
 - Health Canada
www.hc-sc.gc.ca
 - Canadian Partnership for Consumer Food Safety Education
www.canfightbac.org
- Visit the Nutrition Resource Centre website to review information on the Community Food Advisor Program
www.communityfoodadvisor.ca
- Presenting Effective Presentations with Visual Aids (from US Department of Labour) www.osha.gov/doc/outreachtraining/htmlfiles/traintec.html

Readings

- Resource Binder:
 - Section 1: Introduction to the Community Food Advisor Program
 - Section 8: Resource Information
 - Section 10: Program Planning and Delivery
- Tips for Successful Food Demonstrations
- So You've Been Asked to Speak
- How You Can Be an Effective Leader
- Program Planning for Organizations
- Coping with Problem Behaviour

Window of Work

Special skills, talents, interests you like to use	Areas about which you would like to learn more	No-no's; please don't ask!
Things you do well and enjoy doing! Don't hesitate to list something. You'd be surprised how your talents can be utilized.	List areas of interest you may not have the skills to perform but would like to be involved.	Anything you really don't want to do.

Identify Your Learning Style

This checklist assesses the strengths of each of the following learning styles - auditory, visual and kinesthetic (hearing, seeing, moving).

There are 10 incomplete sentences and three choices for completing each sentence. Score the answers that are typical for you. Score the three choices by rating (3) to the answer most typical of you, (2) to your second choice, and (1) to the last answer. When an option does not apply to you, do not score it.

1. When I want to learn something new, I usually:

- A () want someone to explain it to me.
- B () want to read about it in a book or magazine.
- C () want to try it out, take notes, or make a model of it.

2. At a party, most of the time I like to:

- A () listen and talk to two or three people at once.
- B () see how everyone looks and watch the people.
- C () dance, play games, or take part in some activities.

3. If I were helping with a musical show, I would most likely:

- A () write the music, sing the songs, or play the accompaniment.
- B () design the costumes, paint the scenery, or work the lighting effects.
- C () make the costumes, build the sets, or take an acting role.

4. When I am angry, my first reaction is to:

- A () tell people off, laugh, joke, or talk it over with someone.
- B () blame myself or someone else, daydream about taking revenge, or keep it inside.
- C () make a fist or tense my muscles, take it out on something else, hit or throw things.

5. A happy event I would like to have is:

- A () hearing the thunderous applause for my speech or music.
- B () photographing the prized picture of a sensational newspaper story.
- C () achieving fame of being first in a physical activity (i.e.: dancing, acting, surfing, or sports event).

6. I prefer a presenter to:

- A () use the lecture method with informative explanations, and discussions.
- B () write on the chalkboard, use visual aids, and assign readings.
- C () require posters, models, or inservice practice, and some activities in class.

7. I know that I talk with:

- A () different tones of voice.
- B () my eyes and facial expressions.
- C () my hands and gestures.

8. If I had to remember an event so that I could record it later, I would choose to:

- A () tell it aloud to someone, or hear an audio tape recording or a song about it.
- B () see pictures of it, or read a description.
- C () re-play it in some practice rehearsal using movements such as dance, play acting, or drill.

9. When I cook something new, I like to:

- A () have someone tell me the directions, a friend or TV show.
- B () read the recipe and judge by how it looks.
- C () use many pots and dishes, stir often, and taste test.

10. In my free time, I like to:

- A () listen to the radio, talk on the telephone, or attend a musical event.
- B () go to the movies, watch TV, or read a magazine or book.
- C () get some exercise, go for a walk, play games, or make things.



Tips for Successful Food Demonstrations

Obtain information about the Site

- Prior to your demonstration, call the site find out what equipment is available and where power sources are located at. Take notes.

Organize and Make Lists

- equipment, utensils, paper goods
- ingredients
- partially prepared and fully prepared foods
- handouts
- major and minor talking points



Choose Recipes Carefully

- Choose dishes that will appeal to your audience, contain healthy colourful ingredients, and are easy to prepare by you. The final product should not only taste good, but also be visually appealing.
- Tasting portion sizes should be easily created from your recipe.

Confidence is the Key to Success

- Choose recipes that are comfortable for you.
- Practice the dish several times. You will have a better sense of timing and you will find it easier to memorize the directions.
- If you need them, write cue phrases on note cards to prompt your memory.

Be Prepared

- Where necessary, prepare ingredients or parts of the recipe in advance and ensure food safety for the prepared food.
- Measure out all ingredients beforehand.
-
- Check power sources. Have an extra set of batteries or extension cord on hand.
- Consider what could go wrong and be prepared for problems. If something does go wrong, think creatively and relax. Your audience will understand as long as they see you in good humour.

Set an Attractive Demonstration Table

- Your demonstration table should be pleasant to look at, without too many extras. Do not add clutter, but a few well-chosen decorative pieces are helpful.
- Ensure you have a professional appearance.
- Have two aprons in case you spill something.
- Two or three damp towels should be available to clean spills and to wipe your hands.

Get Help

- Working in pairs is invaluable. While one person is watching the timing of and details of cooking processes, the other can be speaking to the audience.

Take the Audience's View

- Be sure that every person in your audience can see what you are doing.
- Show what you are doing at important steps in your recipe.
- Try to use clear bowls so people can see the ingredients.
- Encourage the audience to get involved by sharing tips, and asking questions.
- Provide a copy of the recipe.

Find Teachable Moments

- Food safety and preparation tips are better learned if they are connected to food.
- As you put together the recipe, be sure to explain ingredients, demonstrate preparation techniques and talk about the principles of food safety.



So You've Been Asked to Speak...

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Researching the Topic

Speech preparation takes time. Researching the topic is step one. As a speaker, you want to be very clear about the topic on which you have been asked to speak. At times, research is easy as the speech comes directly from knowledge of the subject. You may want to add a few extra points of interest. It is important to collect much more information than you need and from this wealth of information sort out the most interesting points.

Remember to keep the audience and purpose of the speech in mind when you are searching for information. Try putting yourself in the audience's shoes. What would they want to hear about the subject? Will it be useful to them?

Start early. Research and fact-finding takes time and energy. Your information must be accurate, concise and up-to-date. It can be taken from many sources: books, radio, experts, newspapers, magazines, interviews as well as from your knowledge.

In your search for information keep track of your sources and credit them where appropriate during your speech. Using another person's work as your own is plagiarism. It is unfair and dishonest.

You've Got the Information, Now What?

Once your information has been collected, begin making a detailed outline of your speech. A good speech has an introduction, a body and a conclusion. Organize your speech so that it is easy to follow, understand and accept. The speaker must help the listener, not wear him out.

The body which represents the greatest amount of your speech describes the what, where, when and why of your subject. It must follow a logical order so that the

Source: www.omafra.gov.on.ca/english/rural/facts/87-009.htm

audience does not become lost or confused. By selecting three or four important points and building around them, the speaker can develop one main idea. Use the most important points in your research. You may have to save some information to use in a question and answer period or for use at another time.

The conclusion is a summary of the main points of your speech. This is your last chance to leave an impression with the audience. You may want to challenge the audience to action or make an appeal for further consideration. New information should not be included in the conclusion.

The introduction is the attention getter to the body of your speech. It puts the audience at ease while informing them of your subject. It may include a quote, a question, an unusual fact or idea.

Your speech should be written in the order presented here. The body of the speech should be written first, then the conclusion. It is much easier to write the introduction if you know what you are going to say, so write it last.

Essential Elements

The secret to successful delivery is practice. Rehearse your talk in front of an imaginary audience, family or friends. Practice delivering one thought to each person and visualize their reactions. Tape recording lets you evaluate yourself and make essential changes prior to the event.

Through practice you will:

Develop Confidence

Being nervous before a presentation is natural. The more prepared you are, the less nervous (self-conscious) you'll be. Arrive early. Check the facilities and make necessary changes before going on stage. Know your material thoroughly and anticipate your audience's questions and reactions. Concentrate on what you are going to say for 10 to 15 minutes before the presentation, without interruption. Take an inventory of your nervous symptoms (talking too fast, trembling) and work at overcoming them. Slow deep breaths help combat nervous energy. To develop confidence, act as if you already have it and you will become confident. Think Success!

Speak From Your Knowledge of the Subject

It doesn't matter if you use the same words each time you practice or deliver the talk, as long as you stay with your organized outline. A speaker who memorizes a talk may forget that he/she is trying to communicate an idea to his/her audience. The best rule to keep in mind is to "talk with, not at" the audience and "tell" them what you want them to know.

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Notes (cue cards) are emergency tools only. Use them for highlighting key ideas, rather than writing out the entire speech. If your mind temporarily goes blank, "Pause", say nothing until you regain your thoughts. Non words - "um, er" - only detract from your delivery. Work at improving your memory with the use of mnemonics. Three techniques that you can practice are:

- linking of facts - form an image for each item to be remembered and then picture it interacting with the image of the next item in your speech.
- loci method - think of a series of 10 to 20 well learned locations (points on a path that you take daily) then place one key idea at each location in order and you will recall your speech material in the proper sequence.
- peg and hook method - memorize a series of pegs on which information can be hung. A rhyming peg system is best. You might use: one is bun, two is shoe, etc. Once you know this association, form an image of each key idea interacting with its assigned peg. If speaking on the structure of an essay, your key ideas are introduction, body and conclusion. Imagine an introduction being the sandwich filling for the bun; a body (person) sitting in the shoe; the word conclusion hanging in a tree.

Whichever method you choose, your associations must be automatic and you must feel comfortable with them if they are to be successful.

Let Your Voice Work For You

An effective speaker will have an expressive voice that varies in range, pitch, rate, force and quality. Key ideas can be given vocal emphasis by:

- using pauses before and after. Sudden silence just like sudden noise makes your audience more attentive
- using a higher or lower pitch
- varying your speaking rate - speak more slowly for important words.

Proper pronunciation and a grammatically correct presentation give credibility to the message as does ending statements on a 'down' tone.

Be Natural

Hand gestures and body movements should be natural and spontaneous. It is better to use fewer gestures than a lot of false ones. To assume a comfortable, relaxed stance that facilitates gesturing, imagine that you are suspended by an invisible string so that your body is erect, each part squarely positioned on the next. Your arms should fall loosely at your sides. Posture will either reinforce or contradict your message. Be aware of and minimize unconscious reactions (pacing, hand touching face) that distract your audience from listening. Smile and put your audience at ease. Showing interest in your audience will encourage their interest in you.

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Use Visuals Effectively

When used well, visuals add to the clarity of the presentation and reinforce your spoken word. Visuals, such as charts, drawings or slides must be of high quality and large enough to be easily seen by all. Before your presentation, rehearse with these props and ensure that all equipment is in proper working condition. Throughout the presentation, look at and talk to your audience, not the visual.

Choose Appropriate Dress

Public presentations may or may not require a suit or dress depending on where you are speaking. Your topic may also dictate the type of dress that is most appropriate.

Be Yourself

There is no absolute right or wrong way to deliver a speech or demonstration. What helps one person communicate an idea may not work for you. For example, if you don't tell jokes, don't do it. People will quickly identify that it's not you. Use the techniques that help you clearly communicate your ideas to others. Be yourself - do it your way.

Microphone Tips

1. Before your presentation, take time to become familiar with the microphone.
2. Test the Microphone. Say at least one or two sentences to hear how your voice is being projected. During the presentation, ask, "Can you hear at the back?"
3. Adjust the microphone to the correct height and distance from you. It should be positioned at chin level approximately three to eight inches away.
4. Speak directly into the microphone. Don't turn your head away from it or your voice will not project evenly and your message will not be clear.
5. Breathing should be as quiet as possible, regular and without undue tension of muscles. Noisy breathing, rustling papers and clutching or kicking the mike stand will be magnified.
6. Be Aware of microphone cords, particularly if wearing a throat mike.
7. Use Vocal Energy as you would when speaking without a microphone. Project - make your voice as resonant as possible.
8. Relax. Think of the microphone as a friend and let it carry your message.

Source: www.omafra.gov.on.ca/english/rural/facts/87-009.htm

Dealing With Guest Speakers

Guest speakers are an important resource for organizations. If you are considering a guest speaker, follow these guidelines to ensure that you share the necessary details with your speaker. Clearly communicate:

- name and function of the organization; type of meeting, date, time, location and length of session in question
- type of presentation (keynote, educational workshop, etc.)
- number and make-up of people attending the session
- objectives of the meeting and the session (what you want accomplished)
- meeting agenda (at the very least, what will be taking place prior to and directly after the speaker's session)
- specific problems and issues that the participants are facing
- strengths within the organization that do not need further emphasis
- ask for speaker's suggestions and ideas
- fees, if any

Introducing A Guest Speaker

When making an introduction, your aim is to set the stage for the speaker by arousing the interest of the audience. A good introduction should include:

- the speaker's name
- the title of the speech
- the speaker's qualifications (in relation to the topic)
- a statement illustrating why the topic is of importance to and how it will benefit the audience.

Remember...

Be Brief. Your responsibility is to introduce, not make a speech. No introduction should be longer than 60 to 90 seconds.

Be Enthusiastic. Your enthusiasm towards the guest speaker initiates audience interest and stimulates the speaker. A handshake at the end of the introduction helps to make the speaker feel welcome.

Be Sincere and Tactful. Accuracy is important. Identify who he/she is. What is his/her position, career? What specific experiences has he/she had that qualifies

Source: www.omafra.gov.on.ca/english/rural/facts/87-009.htm

him/her to speak on the subject? Choose three or four points that specifically relate to the topic rather than giving a complete life history. Request that the speaker provide you with a resume.

State Name Clearly and Correctly. Always check name pronunciation with the speaker. When known to the audience or if the speaker's name is printed in the program, it is only necessary to mention his/her name once, for example, "Ladies and gentlemen, John Doe". In all other circumstances, the speaker's name should be repeated.

Lead the Applause. After calling on the speaker, initiate the applause as he/she approaches the microphone.

Never state that the other speaker that you tried to get was unavailable. You want to give the impression that the person most suited to the topic is about to speak. Statements like ". . . the speaker we've all been waiting for", "without further adieu", "it is indeed a great pleasure" are unnecessary and are not as effective as ending with a simple "Ladies and gentlemen, John Doe".

Thanking A Guest Speaker

A few well chosen, sincere words and the applause that follows makes a speaker's task worthwhile. The only way to prepare to thank a speaker is to listen well. When thanking:

- stand and wait until the audience is quiet, then begin
- be sincere and to the point. One to two minutes is recommended.
- make specific and accurate references to the speech. If the speech has been poor, simply express your appreciation of his/her time and presence.
- conclude by thanking the speaker again on behalf of your organization and lead the applause while looking directly at the speaker. Do not announce the applause. If there is a gift, bring it out at the end of your thank you.

Source: www.omafra.gov.on.ca/english/rural/facts/87-009.htm

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How You Can Be An Effective Leader

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Introduction

You've heard the expression "He/She is a born leader." Are all leaders born? Or can leadership be learned?

This Factsheet takes a close look at the concept of leadership. It will give leaders who volunteered, were elected or appointed, a number of guidelines to help them effectively lead their groups.

Are Leaders Born Or Made?

Leadership can be learned. We all have leadership potential, just as we have some ability to sing or run. Some people may be better than others, but each of us has a starting point to build on with training and practice. You do not have to be officially designated as a leader of a group to be an effective leader.

Leadership is a process that helps a group to achieve its goals. Leaders and group members can mutually influence each other's ideas.

"The person who exhibits leadership is ... someone that makes things happen that would not happen otherwise."
(A.D. Edwards and D. Jones)

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What Makes A Leader?

Leaders should be well organized and have made time in their lives for their organization. Leadership requires commitment.

Leadership is a mix of knowledge, values, skills, and behaviours. Each of us has beliefs about what characteristics an effective leader should possess. Different groups will also have different beliefs or values about what "makes" an effective leader than other groups have. Your group will assess your leadership, and your success may depend on how well your leadership characteristics match those that they value.

It is important, then, for a leader to know his/her own abilities, knowledge and values and how others perceive them. For example, if "trust" is a quality which is highly valued by your group, then it is important for you to be viewed as a trustworthy person. By knowing your own strengths and weaknesses, you can also develop a plan to work on those areas you may wish to improve.

"Recognizing strengths and compensating for weaknesses represents the first step in achieving positive self regard." (Warren Bennis & Burt Nanus)

A successful leader makes an effort to learn and practise skills. Some of the more essential components are: the knowledge and understanding of specific tasks; the skills and ability to communicate, build teams, vision, and take risks; and, a value for individuals, the group, and its responsibilities.

Knowledge and Understanding

General knowledge about the organization, how a meeting is run, and the organization's business are essential.

For example, an effective leader knows the purpose of the group or organization (why it exists), its goals (long-term plan), and objectives (short-term plans).

He/She should understand parliamentary procedure, the role of the chairperson, and the purpose and design of an effective agenda.

In addition, an awareness of the subject that the group is involved with is important. If you are a director of the Widget Association, you should know a little bit about widgets.

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Skills and Ability Communication

We tend to think of a good communicator as a good speaker. This is only partly true. Good communicators can express themselves clearly and with confidence. However, a key and often forgotten component of effective communication is LISTENING.

A good listener hears not only facts but also feelings. Paraphrasing or restating the person's message in shorter terms is a useful technique. It helps to clarify the message, and it shows the speaker that you have heard what they have said. "So you're saying that I should repeat what was just said, only in my own words, eh?"

"Successful leaders, we have found, are great askers, and they do pay attention." (Warren Bennis & Burt Nanus).

Teamwork

A leader cannot achieve success alone. The old notion that a leader is "the top of the pyramid" is false. An effective leader is involved and in touch with group members. He/she enables them to act by providing technical assistance, emotional support and vision.

Effective leaders insist on the support and assistance of those affected by the project. They think in terms of "we" not "I."

"The few projects in my study that disintegrated did so because the [person] failed to build a coalition of supporters and collaborators." (R. Moss Kanter)

Visioning

A leader also develops a vision of the organization's future. It is important to communicate this vision to members of the group, allowing them to respond and become part of the visioning process. You should build a vision with others. Visioning is a collaborative effort! Your group will grow and prosper by building commitment to a vision or dream that is shared by all. Telling others outside of the organization about the vision is important to the process of developing your own commitment to it.

"Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world." (Joel Arthur Baker)

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Risk Taking

A leader is a risk taker and an innovator. New ideas may come from yourself from others in the organization, or from the community. A leader should recognize good ideas, actively support them, and encourage action. One may call them early adapters of innovation.

"Leaders are pioneers - people who are willing to step out into the unknown."
(Olle Bovin)

Just think of the first time you played baseball. You probably were not perfect at hitting the ball or running the bases. Leaders are learners and must be able to learn from their mistakes as well as their successes. So must they encourage their group members and support them through their mistakes. Without mistakes, there is no learning or growth.

All changes and innovations involve risk and challenge.

Value In Others: Recognition And Encouragement

An effective leader must take the time to recognize and reward people for what they've done. Individuals may become tired, bored or frustrated with a particular task or goal. They are often tempted to give up. A leader must provide the encouragement to motivate members to carry on.

Recognition comes in many forms; it may be given to individuals or to groups. It may be as simple as a word of encouragement: "You did a great job, thanks." Whatever the method, give credit and praise when and where it is due. Do not forget to reward yourself. Celebrate once a goal or milestone has been reached. "Good thoughts not delivered mean squat." (Ken Blanchard)

Showing a genuine concern and respect for your work, your people and your community may be the best strategy in reaching your goal of outstanding leadership.

Leadership Styles

A leader may use different styles in carrying out his/her role. Many different theories of leadership have been developed through years of research with groups and organizations. "Situational Leadership" is a very popular "framework" to follow. It explains that the style a leader chooses depends mostly upon the group's level of readiness. That is, how willing and able the members are to take responsibility as a group. Situational Leadership recognizes that the leader must be flexible and the group members are the most important factor.

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The willingness of a group relates to its attitude. If a group is willing, then it has the confidence, commitment and motivation to accomplish a specific job or activity. A leader who provides support and encouragement to a group is demonstrating a "maintenance" or "relationship" behaviour.

Being able (or having ability) means that the group has the knowledge, skill and experience to accomplish a particular task. When a leader explains what each member is to do, as well as when, where, and how tasks are to be accomplished, he or she is demonstrating task-oriented behaviour.

According to Situational Leadership, the appropriate style depends on the combinations of "willingness and ability" in a group. In general, the more willing and able the group, the less directive or task-oriented should be the leader. The four different styles and most appropriate situation for each are described below.

The Four Situational Leadership Styles

Style 1 - The "Directing/Telling" Leader

Situation: Group members are - unwilling and unable

This style is appropriate when the members are new or inexperienced and need a lot of help, direction and encouragement in order to get the job done. The feeling or relationships within the group are not explored to a great extent. This leader provides structure and guidance to the group. The leader defines the role of group members and directs them on what, how, when and where to do various tasks. A supportive role may also be provided to reward and encourage.

Style 2 - The "Coaching/Selling" Leader

Situation: Group members are - willing but unable

Here the group is a little more responsible, experienced and willing. The leader's main role is to assist the members in doing a task for which they do not have the skills. The leader coaches the members through the skills of the task. Direction and guidance are necessary. The leader also provides plenty of encouragement and inspiration to maintain the willingness (motivation) of the group.

Style 3 - The "Participating/Supportive" Leader

Situation: Group members are - unwilling but able

Leaders using this supportive style know the group has the ability to do the job. However, the group may be unwilling (apprehensive, bored, etc.) to start or complete the task. Therefore, the group members and leader participate in making decisions and carrying them out together. Here, the leader puts more emphasis on relationships and individuals' feelings within the group. Members feel important when the leader provides moral support and encouragement. The leader is a resource person and helper in this role.

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Style 4 - The "Delegating/Trusting" Leader

Situation: Group members are - willing and able

A leader will choose to be a delegator when the group members are both willing and able to take responsibility for directing their own behaviour. The leader trusts the group to do their own thing and observes from a distance.

How To Choose The Most Useful Situational Leadership Style

Important: no one style of leadership is appropriate for every occasion or situation! To be a good leader, know your group - "where they are at" in terms of their ability, knowledge, desire and willingness. In addition, you must be aware of your preferred style and how others perceive you. Be ready to adapt that leadership style to the occasion. Practise moving from one style to another, depending on the occasion. Use the behaviours appropriate for that style - they're easy to learn!

A Last Thought...

There is no secret recipe or magical formula to become an effective leader overnight. It is a process of trial and error, successes and failures. Never stop learning, and with practice you can increase your success in leadership!

"The future will require those of us in such positions to keep our eyes, ears and minds open. It will require us to listen and to involve, to coach and to develop, to enrich and to motivate, to risk and to credit, to care and to express concern, and to laugh - especially at ourselves." (John H. Anthony)

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Coping with Problem Behaviour

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Introduction

There's one in every crowd, the saying goes. And when it comes to working in groups of people, this saying rings true, for there is usually at least one difficult person in every organization.

We have all been to meetings or activities where the behaviour of a difficult person has disrupted or delayed the progress of the group. In most cases that problem behaviour is caused by bad news, lack of sleep, stress at home or other circumstances which will go away. This type of problem behaviour is transient or sporadic. The more serious type of problem behaviour is exhibited by difficult people who are difficult all the time, under all kinds of circumstances and with all the people they come into contact with. In other words, their problem behaviour will not go away tomorrow after a good night's rest.

How do you recognize a truly difficult person? Dr. Robert Bramson, author of the book *Coping With Difficult People*, suggests you ask yourself the following four questions:

- Has something triggered the problem behaviour?
- Is the behaviour this person exhibits with you typical of his/her behaviour with others?
- Am I overreacting?
- Will direct, open discussion relieve the situation?

If you answer yes to any one of these questions, chances are you are not primarily dealing with a difficult person, even if that person's behaviour is impossible now. If your answers are all no, then you are probably dealing with a non-transient, truly difficult person.

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How to cope

The definition of coping is "to contend on equal terms" and when dealing with difficult people this is particularly important. Difficult people have learned, often from childhood, that being difficult puts other people at a disadvantage. It's that disadvantage they count on to get the results they want. Possibly the most crucial thing you can learn from this Factsheet is not to let difficult people get the upper hand - remain on an equal basis with them by learning how to cope.

Some people react to difficult people by accepting their behaviour. They often find confrontation unpleasant and would prefer to overlook the matter completely. This only makes the acceptor feel like a martyr and reinforces the behaviour of the difficult individual. Learning to cope, on the other hand, enables you and the difficult person to get on with the meeting, activity, discussion, or job at hand. You create an environment where you can both function productively.

To make it easier to learn how to cope, Dr. Bramson suggests there are seven types of difficult people. This Factsheet will describe the characteristics of each of these types, how to cope with each in general, then more specifically the problem behaviour each type might display in a meeting, and how to cope with that.

Hostile-aggressives

These people are the bullies who are often abusive, abrupt and intimidating. They believe their "victims" are weak and deserve the treatment they give them. They are therefore stimulated by signs of weakness. There are three subtypes in this group.

Sherman Tank

The Sherman Tank needs to be right and will plow over people to prove a point. They are arrogant and will attack not just your idea or project, but you personally as well.

The Sherman Tank needs to be right and will plow over people to prove a point. They are arrogant and will attack not just your idea or project, but you personally as well.

The most important aspect of coping with Sherman Tanks is to stand up for yourself. If you don't, they will see you as a person they don't need to pay any attention to -- you will fade into oblivion as far as they are concerned. If they confront you with yelling or crying, hold your ground and give them time to lose momentum (they will), and then get into the situation. You may have to interrupt Sherman Tanks to get into the conversation because they are not likely to pause to give you the chance.

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To get their attention, say their name in a loud, clear voice. Try to get your Sherman Tank to sit down because people seated are less likely to be aggressive. Next, present your own point of view, in an assertive fashion, by using phrases such as "In my opinion..."; "I disagree with you..." In this way, you are not telling the Sherman Tank what to do, but rather you are expressing your opinions.

In a meeting, Sherman Tanks are likely to show disinterest in what is being discussed if they are not in support of it. These people will read something else, fidget in their chair and will make it very clear to everyone this topic is a waste of time. They may even interrupt discussion with a statement like "What's next on the agenda?" If this happens, while you are chairing the meeting, don't let the balance of power swing to the Sherman Tank. If you give in to the Sherman Tank, whatever was being discussed will be tabled forever and the group's respect will vanish. Suggest to the Sherman Tank that the group feels this item is important (otherwise it wouldn't be on the agenda) and the discussion **will** continue. Remind Sherman Tanks they can participate in the discussion and present their side of the issue. Once involved in the discussion, the Sherman Tank may become highly argumentative. Remember to control your temper -- if you remain calm, it's likely the rest of the group will too. Try to find merit in one of his/her points, express your agreement and move on to others. If the Sherman Tank makes an incorrect statement, toss it out to the group and let them turn it down.

Snipers

Snipers use innuendoes, under-their-breath remarks and teasing to undermine others. These people are not as obvious as the Sherman Tank, but their behaviour can be just as destructive. Snipers are skilled at using their problem behaviour in environments where the victim is least likely to give a rebuttal, for instance in a meeting or at a social function, lest a scene result. Snipers, like Sherman Tanks, feel very strongly about how others should think and act.

The first step in coping with Snipers is to force them out into the open. Ask questions like, "That sounded like a dig. Was it?" or "What did you mean when you turned your thumbs down while I was making my presentation?" Then, if your Sniper responds by ridiculing you even further, say something like, "Sounds like you are ridiculing me. Are you?" It is important when dealing with Snipers to give them an alternative to a direct conflict. That is why you ask questions rather than make statements. By asking the questions, you have stood up to the Sniper and are ready to take the next step towards coping. Don't readily agree with the Sniper's criticisms. Ask the rest of your group if the Sniper's criticisms are correct or incorrect. If they are incorrect, then your credibility with the Sniper and the group remains in-tact. If they are correct, then try to discover the real problem and deal with it.

In a meeting, Snipers may be side conversationalists, and their conversation may or may not be related to the topic at hand. Call on Snipers by name, restate the last

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opinion or remark expressed by a group member, and ask their opinion on it. If you are in the habit of moving around the room, saunter over and stand casually behind the talkers. (Do not make this too obvious.)

Exploder

The Exploder can best be described as the adult throwing a temper tantrum. These tantrums are filled with anger and rage which seems barely under control. Quite often, this behaviour erupts during what began as a friendly and reasonable conversation. Usually, Exploders feel threatened or have had their plans and ideas thwarted.

To cope with an Exploder, wait for the outburst to come to an end. It is common for Exploders to suddenly realize where they are and what they are doing and then to quiet very quickly. But, if there doesn't seem to be an imminent pause in the explosion, you should try to bring it to a close. Try saying "Right! Right!" "Wait a minute!" or "Yes! Yes!" with enough loudness that they can hear. Suddenly standing up may also catch their attention long enough to break the tantrum. Once Exploders have settled down, make sure they know you take them seriously by saying things like "I can see this is very important to you and I would like to talk about it, but not like this."

If you find yourself in the middle of a meeting and dealing with an Exploder, the methods of coping already outlined can be useful. Another technique which may be helpful is called mirroring. You get the Exploder's attention by speaking loudly as already mentioned; then, gradually lower your voice. You will find the Exploder will follow your example. Suggesting a time to discuss the situation **after** the meeting is a good idea.

Complainers

Complainers find fault with **everything**. And reading between the complaints, these people are usually suggesting that someone, probably you, should do something about them. Pay attention to their conversation. Often it is strung together with ands and buts -- thoughts following one after the other without pause.

It can be difficult to recognize a true Complainer. They are skilled at stating problems in such an accusatory manner that it is hard to separate genuine problems from complaints. And people around them become defensive because they know the Complainer will be the first to blame them if something goes wrong. Complainers themselves feel powerless to correct the situations they complain about. Relying on others to fix the problems perpetuates their own beliefs that they are without blame or fault.

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The one successful way of coping with Complainers is to help them take a problem-solving perspective toward their complaints. The first step is to listen to their complaints. Then acknowledge what they are saying by repeating it back to them, and you may have to interrupt them to do this. As you acknowledge, use specific examples to avoid words like never and always -- two of the Complainer's favourites.

For instance, include days and times when the situations took place which are irking the Complainer. Don't agree with the Complainer, and there is a difference between acknowledge and agree. Agreeing with the Complainer is admitting your role in the problems. You are validating the belief that they are blameless and the responsibility is all yours.

Now, move quickly into problem-solving. Ask the Complainer questions to help identify the real source of the problem. If there are unknown facts, suggest the Complainer go on a limited fact-finding mission. More facts could help to set the Complainer straight, or perhaps illuminate a real problem which you can work on together. Finally, help the Complainer to see the other side of the situation.

In a meeting, a Complainer may end up monopolizing the agenda because he/she has something negative to say about every item. Try to avoid letting this happen. As chair, indicate there are time restrictions the group is facing in order to complete the allotted agenda. Ask other members of the organization to answer the complaints. If the Complainer is complaining about a policy of the organization, point out the policy can't be changed at the meeting but you would be happy to discuss it with him/her privately later.

Clams

These people react to questions you have posed, controversial statements you have made, and indeed any situation they deem disagreeable, by clamming up. Just when you want a response, they may grunt, give a no or a yes or more likely say nothing.

It is difficult to discern a Clam from a quiet person. However, quiet people are not likely to avoid direct questions, whereas Clams are. For instance, you have asked a colleague to not park so close to your car in the company parking lot. A Clam will say nothing. A quiet person will at least respond in some way.

The biggest problem in dealing with Clams is you don't know what the silence or lack of response means; therefore, the best way to cope with Clams is to get them to talk. To do this, ask open-ended questions - where a yes or no answer will not suffice. Questions like "How do you feel about this?" or "What are your ideas?" are good starters. Add to those questions a friendly, silent stare to encourage answers. To stop yourself from jumping in with more conversation, be to the point and say something like "I expected you to say something, John, and you're not. What does

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that mean?" (another open-ended question). If you are still at an impasse, after returning to your friendly, silent stare, begin to give your thoughts, observations or ideas on the matter and once again, end with an open-ended question. Be prepared at this point, with a particularly unrelenting Clam, to hear something like "Can I go now?" from them. "Not yet, I still have some other things on my mind," is a good response. If you are this far along with a Clam, and still not getting anywhere, using the following statements or questions may help the Clam to get started.

"What's the conflict?"

"You look distressed."

"Don't worry about starting at the beginning. What's on your mind right now?"

If and when your Clam opens, be attentive to what he/she has to say.

In a meeting, a Clam reacts the same way as on a one-to-one basis. He or she will sit staring fixedly at the floor or wall and will not say a thing. (If this happens at one meeting, ignore it; but if it continues, take action.) Talk to the person privately, as outlined above, and then refer to one of his/her ideas in the meeting to help bolster confidence and draw out the Clam. Suggest the Clam work on a committee of your organization and ask him/her to report back at an upcoming meeting. Another technique is to make a written note of the Clam's point in a meeting and then refer to it later in the meeting, to once again help him/her to open up.

Super-Agreeables

What is so difficult about working with someone who is always pleasant and supportive of your ideas and projects? Nothing, until you want that person to do something for you.

Super-Agreeables want to be liked and accepted by everyone, so to achieve this they are outgoing, sociable and very personable. However, the danger here is they will agree with you about one thing and then agree with the next person whose ideas are contrary to yours. As well, the Super-Agreeable will volunteer to do every job and get none of them done.

In coping with Super-Agreeables, it is important to make them feel safe enough to disagree with you -- you will still like them if they don't volunteer for that activity. Tell them directly you value them as a person and ask questions or make comments about family, hobbies or apparel. Don't let Super-Agreeables make unrealistic commitments. Ask them if there will be a problem fulfilling that obligation. And last but not least with Super-Agreeables, listen to their humour because although said in jest, it is often what they are really thinking or feeling.

In a meeting, Super-Agreeables, by volunteering for all kinds of responsibilities, may be hindering the development of the group as a whole. Thank them for

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volunteering, but point out they already have a lot on the go. Suggest other group members should be sharing the load. Remember, Super-Agreeables crave your acceptance, so don't embarrass them in front of the group, but just work at keeping them in check.

Negativists

Negativists, or Wet Blankets, are often very capable people. However, they feel very strongly that unless a project is in their hands, it will fail. You are likely to hear Negativists saying things like "We tried that before and it didn't work then. Why should it work now?" Negativists have the ability to dampen everyone's attitude towards a project. Instead of coming from a meeting with an action plan, a Negativist will spread feelings of disappointment and helplessness. And the more you try to solve a problem or improve a situation, the more negative they become.

Negativists believe that people in power don't care or are self-serving; as a result, they strongly believe their negative comments.

When coping with Negativists, don't try to persuade them out of their pessimism. Instead, point out the successes in solving similar situations in the past. If a new idea or project is being considered, quickly point out the possible negative repercussions yourself and then include the Negativist in the discussion which **you** are leading. If it seems impossible to get the Negativist seeing things your way, then you may have to take action on your own and simply announce your plans to the Negativist.

In a meeting, it is very important to be aware of other group members being dragged down by the Negativist. Don't let Negativists control the discussion by having something negative to say about all your plans and ideas. Instead, ask others to comment on the potential problems. Pick people in the group who you know are realistic and objective. And, if something has gone wrong, ask how the mistake can be avoided in the future rather than harping on the failure.

Know-it-alls

Know-It-Alls believe they are superior to others and show it by being pompous and condescending. There are two types of Know-It-Alls:

Bulldozers

Bulldozers are usually experts who don't know how to work/deal with other people. They feel strongly that the more they know the better off they will be. They also feel that they control their own destiny. As a result, the ideas and knowledge of others are deemed irrelevant.

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To cope with Bulldozers, you have to get them to consider alternatives without directly challenging their expertise which they interpret as a personal attack. Your first step is to do your homework -- prepare yourself with accurate facts before presenting the plan to a Bulldozer. Listen carefully to Bulldozers and then paraphrase back to them what they said. This confirms your comprehension of the matter to the Bulldozer. Next, ask questions to introduce the possible alternatives, prefacing them with statements like "I realize this may not be what we will be doing a year from now, but could we consider this..."

When coping with a Bulldozer, there is a tendency to become one! If you feel you are equally competent, be wary of getting engaged in a one-on-one battle. Be aware of Bulldozer behaviour in yourself.

Don't confront a Bulldozer in a meeting setting. Instead, adopt some of the techniques above. If your Bulldozer is attempting to take over the meeting, acknowledge the Bulldozer's competency, then ask others for their thoughts. Suggest the organization is based on the democratic principle of an equal voice for all members.

Balloons

Balloons, like Bulldozers, want respect and admiration from others based on their expertise, but they are faking -- they aren't really experts at all. They are often unaware that they are talking about something they don't know much about. Balloons are usually quite curious and are good collectors of information. This characteristic is a hindrance when the information they present to you is only half the story.

To cope with a Balloon, state the correct facts as explicitly as possible, as your perception of the situation. Provide an escape route for the Balloon. At some point in the conversation, the Balloon will realize **you** are an expert and will panic. Allow them to save themselves from embarrassment.

Of all the difficult people detailed so far, the Balloon represents the least of your worries. In a group setting, a Balloon is easily pinpointed by most members and dealt with as an annoyance which is endured. A Balloon will be offended if confronted in front of the group. If your Balloon is getting out-of-hand, take him/her aside after the meeting and present him/her with the actual facts.

Indecisives

Indecisives, or Stallers, are very helpful people; however, they put off making decisions which might upset someone. The serious problem here is that indecisiveness can work -- most unmade decisions become irrelevant through time. For Indecisives, not making a decision is a compromise between being honest and not hurting someone.

<http://www.omafra.gov.on.ca/english/rural/facts/96-003.htm>

To cope with Indecisives, try to make it easier for them to tell you why they find it so difficult to make a decision. What are their reservations or conflicts? Listen carefully for hesitancy or omissions which may provide clues to problem areas. Once the problems have surfaced, help the Indecisives to solve them. If the problem is you, acknowledge any difficulties in the past, state the facts about those difficulties and ask for their help. If you are not part of the problem, help the Indecisive to look objectively at the facts. Help the Indecisive to put the possible solutions in order of priority. Once the decision has been made, give your support.

It may take many meetings to get an Indecisive to participate in group decision-making. It's likely an Indecisive will inwardly, and sometimes outwardly, agree with everything everyone has said. This can be very frustrating. Solving this problem may require a face-to-face discussion with the Indecisive away from the group. Another alternative is to give the Indecisive a job which will force a decision. This may be as co-ordinator of a mall display and the decisions may include size of the display, content or exact location, for example.

Other Problem Behaviour at Meetings

Talks too much

There are lots of reasons why people talk too much. The best way to handle it is to wait for talkers to take a breath, thank them for their contribution, then bring the group back to the topic at hand and continue on with the meeting. Other options are:

- assign the talkative person to take notes
- suggest everyone should be heard on the topic
- set a good example yourself by not monopolizing discussion

Rambler

This person is either misinformed or doesn't understand the topic. It is important to be tactful. Help the person to convey his/her ideas by rephrasing his/her words into something more understandable. Refer to the agenda to point out the Rambler is a "little" off topic.

Personality Clash

When members of your group clash with one another, the end result can be a group divided. Emphasize their points of agreement and draw attention to objective facts. Ask specific questions about the matter and encourage other group members into the discussion to take the focus away from the feuders. If all else fails, tell them personalities should be left out of the discussion.

<http://www.omafra.gov.on.ca/english/rural/facts/96-003.htm>

In conclusion

This Factsheet outlines difficult personalities, and methods of coping with their associated behaviour. You can use this knowledge for the betterment of your

organization, your work environment or your family life. A good leader is one who can identify the problem behaviour and quickly correct the situation in a positive way for the good of everyone involved.

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