5-A CASE: SYMMINGTON HEAD START SELF-ASSESSMENT

Job Performance Situation 5: CASE

Leaders who work through these training activities will increase their competency in *making presentations* and *resolving unnecessary conflict*. Job Performance Situation 5 depicts a hypothetical scene from the perspective of a local grantee. However, the skills addressed can be used in any situation in which colleagues need to work together.

Consider the following:

Symmington Head Start

Symmington Head Start serves about 1,200 children in a large city in the Midwest. Demand for full-time care is growing as increasing numbers of parents are either working or in training. Over the past eight months, the Head Start director and directors of numerous child-care programs in the city have been meeting on a regular but informal basis to explore ways in which they could work in partnership to provide full-day services. Thus Head Start could meet the changing needs of eligible families, and childcare programs could maintain full enrollment. At the last meeting the group decided it was time to take the next step toward a more formal relationship: they agreed to hold a meeting of all interested program directors as well as key managers and staff.

The purpose of this meeting will be to present the Head Start philosophy and approach to this wider audience (they expect 50 to 75 people). The planners agree that they need to highlight screenings and home-visiting protocols. These are tasks that child-care teachers will need to undertake if their programs contract to provide full-day education services to Head Start–eligible children. The Symmington Head Start director has asked the health manager to plan a presentation on screenings. The child development services manager and family service manager have been given the task of working as a team to plan and give a presentation on home-visiting protocols. Martine, the family service manager, and Zoe, the child development services manager, had set aside times to begin their planning. But twice Zoe has had to cancel; first there was a crisis with one of her teachers and then a conflict with her son's baseball game. They finally met. It soon became clear, however, that although they have been assigned to work as a team, Martine and Zoe do not share a common viewpoint on home visiting.

"Good luck to these programs trying to get *their* teachers to go out on two home visits a year," says Zoe. "Especially now, with so many parents working or in training. Teachers aren't going to want to work past three o'clock. They have lives outside, after all, and how many parents are

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home before then? Or worse yet, go out at night! Some of these childcare programs are in pretty bad areas."

"Zoe," Martine says patiently, "that is where the families live. If childcare programs agree to provide services for us, they will need to follow our guidelines."

"Easy for you to say," grumbles Zoe. "You don't think it's a little unfair that the Performance Standards require *two education* home visits[1] and have no minimum requirements for family service workers?"

"Maybe that's because it's understood that family service workers care about families," Martine replies, losing her patience. "My advocates are in the neighborhoods, *all* the neighborhoods. And they are there often!"

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[1] Head Start Performance Standards, 1304.40(i)(2).

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SELF-ASSESSMENT

Job Performance Situation 5 requires skill competencies in *Conflict Resolution* and *Developing Effective Presentations.* The following Self- Assessment will help you determine your interest in completing the activities in Job Performance Situation 5.

The questions below are designed to help you assess your skill level with specific competencies that are addressed in the Job Performance Situation 5 training activities. As you answer them, think about the case described above or any similar situation in which you have needed or will need skills in *making presentations* and *resolving unnecessary conflict*.

SKILL: *CONFLICT RESOLUTION*

Have you experienced this or a similar situation in which you needed to use conflict resolution skills? _____yes _____no

If yes, were you satisfied with your response? _____yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____yes _____no

Rate (1, 2 = new skill; 3, 4 = some skill; 5 = highly skilled) your current skills in addressing situations in which you need to:

1. *Describe the elements of conflict:*

2. *Recognize different personal styles for handling conflict:*

3. *Use strategies that take advantage of your natural style:*

4. *Use skills for preventing and resolving unnecessary conflict:*

5. *Apply conflict resolution skills to a Head Start situation:*

Questions 1 to 5 are linked to skill competencies addressed in 5–C, Conflict Resolution: Understanding the Elements. Count the number of answers that you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

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SKILL: *DEVELOPING EFFECTIVE PRESENTATIONS*

Have you experienced this or a similar situation in which you needed to use skills in *making presentations*? _____yes _____no

If yes, were you satisfied with your response? _____yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____yes _____no

Rate (1, 2 = new skill; 3, 4 = some skill; 5 = highly skilled) your current skills in addressing situations in which you need to:

6. *Plan and design a presentation:*

7. *Use appropriate visual aids and support materials:*

8. *Develop a graphic presentation of quantitative and qualitative data findings:*

9. *Adapt and use good "platform skills":*

10. *Identify and overcome speaker fears:*

11. *Critique a presentation:*

Questions 7 to 12 are linked to skill competencies addressed in 5–D, Making Presentations: Developing Effective Presentations. Count the number of answers that you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

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TALLY SECTION

Review the final questions in each of the previous sections. Indicate your skill-development decisions below. At the completion of the Self- Assessment, you will transfer this information to your *Learning Plan*.

Definitely	Maybe	Probably	
☐	☐	☐	5–C, Conflict Resolution: Understanding the Elements
☐	☐	☐	5–D, Making Presentations: Developing Effective Presentations

THE LEARNING PLAN

The Learning Plan on the next page will help you keep track of your progress on using the *Moving Ahead* materials to enhance your own professional growth. The plan is divided into four columns. Use the first column to check the skills you need to enhance or develop based upon your self-assessment. Use the second column to record your progress in completing activities you've selected. Please note: in addition to completing individual skill-building activities, you will also track your completion of the Case Activity (B) that puts the skill-building activities in context and the related Application Activity (X) that provides you with an opportunity to practice the skills.

After you've completed the Application Activity for this Performance Situation package, return to the Learning Plan and record how you will continue your skill development in your local workplace and the types of support you will need in order to be successful.

LEARNING PLAN FOR JOB PERFORMANCE SITUATION 5

Participant Name: _____

Date: _____

1. Skills I Need	✔	2. Building These Skills	3. Next Steps for Continuing My Development	4. Support I Need from Supervisors, Managers, Co-Workers, and Team Members
Put a check mark beside the skills you need to work on developing or enhancing.		Record your progress in completing the training activities.	Examples: Read more about the topic. Repeat activity with colleagues. Practice in a work situation.	Examples: Provide opportunities to practice. Provide constructive feedback. Serve as my mentor or coach.
		5–B, Job Performance Situation Activity Date completed _____		
5–C, Conflict Resolution: Understanding the Elements		5–C, Conflict Resolution: Understanding the Elements Date completed _____		
5–D, Presentations: Developing Effective Presentations		5–D, Presentations: Developing Effective Presentations Date completed _____		
		5–X, Application Date completed _____		

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5-B CASE ACTIVITY

OVERVIEW

Symmington Head Start

Outcomes. Participants who complete this activity will be able to put themselves in the shoes of other Head Start staff in order to consider the challenges presented by a commonly occurring job performance situation. They will assess the role played by the presence or absence of skills in resolving unnecessary conflict and making presentations.

Materials. Newsprint and markers

Components

This activity can be done by one person, an informal group, or a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Handout: Symmington Head Start	10 min.
Step 2. Worksheet: Case Questions and Discussion	20 min.
Suggested total time	30 min.

STEP 1. HANDOUT: SYMMINGTON HEAD START

Suggested time: 10 min.

Read and reflect on the following case to deepen your understanding of the situation—not to address the problems or find solutions. Following this activity, participants will work on specific skill-building activities. After that they will have the opportunity to come back to the scenario and, in an application activity, apply their increased skill competencies to addressing the issues it presents.

Symmington Head Start serves about 1,200 children in a large city in the Midwest. Demand for full-time care is growing as increasing numbers of parents are either working or in training. Over the past eight months, the Head Start director and directors of numerous child-care programs in the city have been meeting on a regular but informal basis to explore ways in which they could work in partnership to provide full-day services. Thus Head Start could meet the changing needs of eligible families, and childcare programs could maintain full enrollment. At the last meeting the group decided it was time to take the next step toward a more formal relationship: they agreed to hold a meeting of all interested program directors as well as key managers and staff.

The purpose of this meeting will be to present the Head Start philosophy and approach to this wider audience (they expect 50 to 75 people). The planners agree that they need to highlight screenings and home-visiting protocols. These are tasks that child-care teachers will need to undertake if their programs contract to provide full-day education services to Head Start–eligible children. The Symmington Head Start director has asked the health manager to plan a presentation on screenings. The child development services manager and family service manager have been given the task of working as a team to plan and give a presentation on home-visiting protocols.

Martine, the family service manager, and Zoe, the child development services manager, had set aside times to begin their planning. But twice Zoe has had to cancel; first there was a crisis with one of her teachers and then a conflict with her son's baseball game. They finally met. It soon became clear, however, that although they have been assigned to work as a team, Martine and Zoe do not share a common viewpoint on home visiting.

"Good luck to these programs trying to get *their* teachers to go out on two home visits a year," says Zoe. "Especially now, with so many parents working or in training. Teachers aren't going to want to work past three o'clock. They have lives outside, after all, and how many parents are home before then? Or worse yet, go out at night! Some of these childcare programs are in pretty bad areas."

"Zoe," Martine says patiently, "that is where the families live. If childcare programs agree to provide services for us, they will need to follow our guidelines."

"Easy for you to say," grumbles Zoe. "You don't think it's a little unfair that the Performance

Standards require *two education* home visits[2] and have no minimum requirements for family service workers?"

"Maybe that's because it's understood that family service workers care about families," Martine replies, losing her patience. "My advocates are in the neighborhoods, *all* the neighborhoods. And they are there often!"

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[2]Head Start Performance Standards, 1304.40(i)(2).

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STEP 2. WORKSHEET: CASE QUESTIONS AND DISCUSSION

Suggested time: 20 min.

Part I (10 min.) Use the following questions to reflect on the case and record your answers in the space provided. Question 1 applies only to grantee staff, question 2 only to federal staff, and questions 3 and 4 to both. Each participant should take about 10 minutes to answer the questions by herself or himself.

1. Grantee staff: What about this situation seems familiar? What potential problems do you see coming up in the program? How will these problems affect areas of the program? How will they affect the program overall?

_____ _____

_____

_____

_____

_____

2. Federal staff: What about this situation seems familiar? What potential problems do you see coming up in the program? What role can a federal staff person play in helping the program director to identify and address these problems?

_____ _____

_____

_____

_____

_____

3. Both: From your experience, can you describe how the presence—or absence—of skills in *resolving unnecessary conflict* has affected day-today program operations?

_____ _____

_____

_____

_____

_____

4. Both: From your experience, can you describe how the presence—or absence—of skills in *making presentations* has affected programs, in both the short term and long term?

_____ _____

_____

_____

_____

_____

Part II (10 min.) If you are working in pairs or in a small group, take another 10 minutes or so to discuss your answers, the reasons you gave them, and any points of difference.

5-C CONFLICT RESOLUTION: UNDERSTANDING THE ELEMENTS

OVERVIEW

Conflict Resolution: Understanding the Elements

Outcomes. Participants who complete this activity will be able to

- recognize symptoms, sources, and stages of conflict
- recognize their personal style for handling conflict
- expand their repertoire of conflict-resolution skills
- use a sequential process for assessing and resolving conflicts
- apply conflict-resolution skills to Head Start cases

Materials. Newsprint and markers

Components

This activity can be done by one person, an informal group, or a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Worksheet: A Matter of Style	25 min.
Step 2. Background Reading: Understanding Conflict	15 min.
Handout: Conflict-Prevention Skills	15 min.
Step 3. Worksheet: Putting it all Together	25 min.
Step 4. Background Reading: Conflict-Resolution Skills	20 min.
Handout: Reaching a Win-Win Solution	10 min.
Handout: The Demoralized Team	10 min.
Step 5. Worksheet: Applying Conflict-Resolution Skills	45 min.
Step 6. Summary	10 min.
Suggested total time	2 hrs. 55 min.

STEP 1. WORKSHEET: A MATTER OF STYLE[3]

Suggested time: 25 min.

Purpose: This worksheet will help you reflect on your feelings and thoughts about conflict.

Part I (15 min.) Answer the following set of questions. Remember, there are no right or wrong answers.

1. What messages did you get about conflict when you were growing up? (Examples: "It's impolite to disagree in public." Or, "You better stand up for yourself.")

2. When you hear the word *conflict* now, how do you feel? (Examples: "Conflict makes me feel nervous." Or, "Conflict makes me feel powerful—I love a good debate.")

3. When someone disagrees with you about something important or challenges you in front of others, how do you usually react? (Examples: "When there's a conflict, I usually get very quiet and back off." Or, "When there's a conflict, I usually jump right into the conversation.")

4. Working as a team means learning to work through conflict together. What would you like the other team members to know about how you deal with conflict? (Example: "When I'm under stress, I usually get defensive.")

5. Think about a time when you felt you handled a conflict effectively. What made this experience effective?

6. Think about a time when you felt you could have handled a conflict more effectively. What could you have done to improve the process and outcomes?

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[3]Adapted from Training Guides for the Head Start Learning Community, *Partners in Decision Making.* 1997. Washington, DC: U.S. Department of Health and Human Services, pp. 42-43.

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7. If you could change two aspects of how you handle conflict, what would they be?

    1.

    2.

Part II (10 min.) If you are working in a small group, pair up with another participant to discuss your answers and compare notes.

STEP 2. BACKGROUND READING: UNDERSTANDING CONFLICT

Suggested time: 15 min.

Study the following reading. Feel free to highlight sections or write comments in the margins throughout these activities.

I. WHAT IS CONFLICT?

Conflict can be thought of as differences in perspectives, which are inherent in every organization. The diversity of perspectives within organizations helps generate ideas and facilitate change. If it is managed wisely, conflict is an opportunity.

Effective leaders often see conflict as a source of vitality and as an impetus for change. They recognize and accept disagreement. By doing so, they not only find ways to analyze the conflict but also to manage and resolve it.

Even effective leaders, however, require a safe and supportive organizational climate in which relationships are based on trust and mutual respect. Only in a supportive organizational environment can staff feel safe to express differences of opinions, and work toward "win-win."

Symptoms, Sources, and Stages of Conflict[4]

How do Head Start leaders recognize conflict? Symptoms include increased tensions, disagreements and complaints, and blaming among staff, as well as avoidance among staff members. Sources of conflict may include

- misunderstandings or failures to communicate
- differences in values and goals
- differences in approaches to work
- job roles and responsibilities that seem to be at cross-purposes
- lack of cooperation
- authority or noncompliance issues
- differences in the interpretation of rules, policies, or standards

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[4]Adapted from *Facilitator's Skills Development Process, Personal Conflict Styles Toolbox Activity 6b.* September 1994. Washington, DC: U.S. Center for Substance Abuse Prevention.

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Conflict can be thought of as a continuum of tension, with escalating stages. At one end of the continuum are differences; at the other end is a battle.

Differences - Even organizations that seem to be homogeneous are diverse, and not only in terms of culture and country of origin. Diversity also exists in terms of learning style, gender, problem-solving approaches, philosophy, values, circumstances, and temperament. Differences in and of themselves do not cause conflict, but they can turn to conflict if they are not respected, valued, and understood.

Disagreement- Disagreement begins when people compare their preferences and priorities with those of others and find that they differ. Disagreement can be harmless, with no need for resolution. Sometimes people agree to disagree. *Problem* When disagreements or differences result in negative consequences for at least one party, they become problems. Unresolved problems may escalate into a dispute or a battle.

Dispute- In a dispute, more than one party acknowledges the differences and the problem. At least one party expresses a desire to solve the problem.

Battle- A dispute escalates into a battle when the parties feel that their goals are incompatible. None of the parties is committed to solving the problem. Instead, the parties invest their energies separately to "win." During each stage of the continuum, individuals have choices:

- They can come to terms with their differences before the differences become disagreements.
- They can handle their disagreements before they become problems.
- They can address their problems before they become disputes or battles.

II. CONFLICT: A PERSONAL DEFINITION

Conventional definitions of conflict are important to understand, but how we think about and respond to conflict on a personal level is just as important. After all, our style influences how we interpret and manage conflicts not only in our personal lives, but in our work lives as well—when we sit at the table for staff meetings, supervise staff, and develop agreements with other agencies.

How people handle conflict depends on their upbringing, experiences, values, culture, and temperament. Some members of your team may shy away from conflict and give in rather than explore differences of opinion. Others may feel it is impolite to disagree or argue with another person in public. Others may thrive on jumping into the hot seat.[5]

Styles of Handling Conflict[6]

As you read this section on different ways of handling conflict, think about how you would characterize your own style, as well as the styles of one or two particular people you work with.

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[5]Adapted from *Partners in Decision Making.* 1993, p. 20.
[6]Adapted from *Personal Conflict Styles Toolbox Activity* 6b. 1994.

Competing characterizes an individual who pursues her own concerns, sometimes at another person's expense. This is a power-oriented mode in which the individual may use her power and skills to "win " (ability to argue, outrank, etc.). A person with a "competing" style does not often shy away from conflict. Rather, she uses the situation to "stand up for her rights," defend a position that she believes is correct, or simply win.

Accommodating is the opposite of competing. An accommodating person often neglects her own concerns to satisfy the concerns of others. Accommodating may take the form of complying with another person's request (even when preferring not to) or yielding to another person's point of view.

Avoiding characterizes a person who does not want to address conflict; she will take whatever steps she can to pretend the conflict does not exist. Avoiding may take the form of diplomatically sidestepping or postponing an issue, or simply withdrawing from a threatening situation.

Collaborating characterizes a person who makes every attempt to work with others to find some solution that fully satisfies the concerns of all persons. She carefully examines the issues to identify the underlying concerns of all involved, and to find an alternative that meets everyone's concerns.

Compromising characterizes an individual who falls between competing and accommodating. A person who is compromising wants to find an expedient, mutually acceptable solution that partially satisfies the parties involved. Compromising might involve splitting the difference, making an exchange or concession, or seeking a quick middle-ground position.

CONFLICT-RESOLUTION STYLES[7]
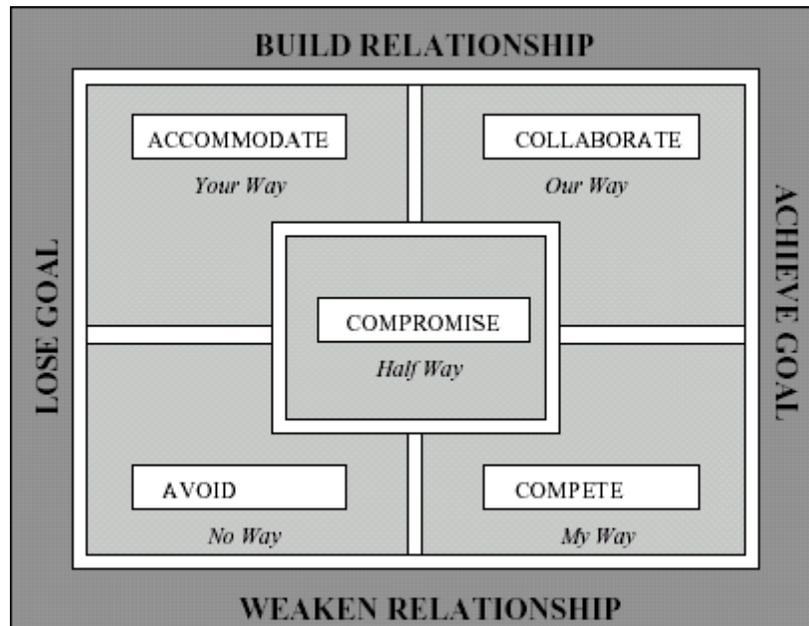
How to Take Advantage of Your Natural Styles

People with different styles bring complementary strengths to the table. Knowledge about your preferred style can provide you with valuable insights and help you strengthen your skills in managing and resolving conflicts. Once you have identified your style, consider the following strategies to improve your conflict resolution practices.

If you are competing:
- Let go of your position for a moment. Think about what the other person needs and wants.
- Work with others to identify underlying concerns and issues.
- Consider all the options, and how all the parties stand to benefit from each one.

If you are accommodating *or* avoiding:
- Focus on your own concerns. What are your needs and goals?
- Give yourself time to gather data that support your case—your goals and the reasons they matter.
- Take a deep breath; calmly state your concerns and why they are important.
- If you sense that a confrontation is brewing, don't just give up. Objectively present your point of view while providing data to support it.

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[7]Bellard, J. *Getting Unstuck: A Consumers Guide to Collaborative Conflict Resolution.* 1996. Washington, DC: Corporation for National Service and the National Association for Community Mediation, p. 2. Reprinted with permission of the National Association for Community Mediation.

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If you are compromising:
- Slow down. Don't always choose the fastest solution. Take your time to find alternatives that really work for everyone.

If you are collaborating:
- Make your thinking explicit when you're at the table. Help your colleagues understand how you work with others to find solutions that benefit everyone.

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HANDOUT: CONFLICT-PREVENTION SKILLS

Suggested time: 15 min.

Study the following reading. Feel free to highlight sections or write comments in the margins. In the space next to "Other," note any additional skills that you feel are important for building collaborative relationships.

As local program leaders, you set the stage for building collaborative working relationships with families, staff, and partners in your community. As federal staff, you set the stage for collaboration between local programs and the federal office and among review team members.

The following skills can help you *prevent* conflict or assist you and your team in *managing* or *resolving* conflict:

- Help the team focus on the task and stay on track
- Be mindful of other people's styles
- Make sure everyone has a chance to participate
- Defend others from personal attacks
- Make suggestions on how to proceed
- Help negotiate
- Ask questions to clarify expectations, issues, and possible directions to take
- Help find needed resources
- Provide constructive feedback
- Share observations
- Coach other staff
- Help team members plan how to implement their agreement
- Help team members evaluate their efforts and make needed changes

List other skills that you think can contribute to preventing or managing conflict:

1.

2.

3.

STEP 3. WORKSHEET: PUTTING IT ALL TOGETHER

Suggested time: 25 min.

Purpose: This exercise will help you reflect on your style of handling conflict and ways you can take advantage of that style to prevent, manage, and resolve conflicts.

Part I (15 min.) Answer the following five questions after you complete the Step 2 Background Reading: Understanding Conflict, and the Step 2 Handout: Conflict- Prevention Skills.

1. How would you characterize your style(s) of handling conflict (competing, accommodating, avoiding, collaborating, and compromising)?

2. How is your style of handling conflict similar to the styles of your team members? How is it different?

3. How do these different styles affect the ability of your team to handle conflicts?

4. Identify two strategies that would help you improve your style of handling conflict. (You may wish to refer to the Background Reading in Step 2.)

▪

▪

Review the information presented in the Conflict-Prevention Skills Handout. Then identify two skills you currently practice and two new skills you would like to try.

Currently practice:

▪

▪

Will try:

▪

■

Part II (10 min.) If you are working in a small group, pair with another participant to discuss your answers and compare notes.

STEP 4. BACKGROUND READING: CONFLICT-RESOLUTION SKILLS

Suggested time: 20 min.

Study the following reading. Feel free to highlight sections or write comments in the margins.

I. USING A SEQUENTIAL PROCESS FOR ASSESSING AND RESOLVING CONFLICTS[8]

How a conflict is played out and resolved depends on the degree of tension between the parties, the history of the conflict, and the nature of the issues involved.

While each conflict is unique, leaders can use a similar, sequential process to assess and resolve conflicts. The process involves six stages and a set of questions for each one.

Stage 1. Define the Problem

The first step involves clearly defining the problem—the nature of the conflict and the fundamental issues. Ask these questions:

- What triggering event set off the conflict?
- What are the differences and perceptions among the members?
- Are the issues on the table the fundamental issues or an indication of some other issue that has not been raised?
- How do people relate differently as a result of the conflict? How will these actions and feelings affect the overall characteristics of the culture (norms, values, philosophies, rules, and climate)?
- How would each individual like things to be?
- Why is change or action necessary? What could be the consequences if no action is taken?

Stage 2. Clarify the Needs

Clearly identify the needs of everyone involved. By taking everyone's perspectives into account, you are likely to develop solutions that benefit everyone.

- What is each member's statement or interpretation of what she wants most as a collaborative group goal?
- Do all the statements reflect an understanding of the nature of the conflict?

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[8]Adapted from *Personal Conflict Styles Toolbox Activity 6b*. 1994. Page 14**Stage**

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Stage 3. Generate Possible Options

Generate a range of possible solutions. This will help everyone involved analyze the plausibility of different options and their potential viability.
- What are the possible solutions?
- How does each member prioritize each solution?

Stage 4. Evaluate Proposed Options

Develop criteria that can be used to examine and evaluate each option. To test proposed options, ask these questions for *each one*:

- Do all members understand the solution?
- Is it realistic? That is, does the program have the resources (money, personnel, time, etc.) for implementation?
- Are all members of the team committed to the idea?
- What could go wrong?
- What are the potential benefits?

Stage 5. Develop an Action Plan

Once you have evaluated the benefits and barriers of the proposed options, you are in a good position to choose an effective solution. When the team members have reached agreement on the solution, ask these questions to develop an action plan:

- What small steps can the team take to achieve the best results?
- Who will take the lead for each step? Who else will be involved?
- What is the time frame for each step?
- What criteria will be used to evaluate the plan's effectiveness?

Stage 6. Develop a Contingency Plan

Now that your action plan has been developed, what will you do if unforeseen circumstances make it difficult to carry out? You need to develop well-thought out, well-organized written contingency plans *in advance*.

- What will the backup plan be if the first plan does not work?
- Is the backup plan realistic? Does the program have the resources (money, personnel, time, etc.) for implementation?
- Are all members of the team committed to the idea?
- What could go wrong?
- What are the potential benefits?

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II. SEPARATING INTERESTS FROM POSITIONS[9]

Interests are the needs, concerns, and values that motivate each person. They represent *why* a person wants something, and they get at underlying issues.

Positions are the actions a person will take to meet her needs. A position represents the *outcome* a person wants.

The ability to separate interests from positions is key to resolving conflict for these reasons:

- Focusing on positions often creates a competitive, even combative, struggle in which each party is determined to win.
- Separating interests from positions assists parties in focusing on the underlying issues rather than dealing with ideological or situational reactions.
- Focusing on interests rather than positions increases communication and the possibility of agreement.
- Identifying interests requires taking a step in defining and analyzing the conflict; such a step is necessary to reach a resolution.

Consider an example.

Tim, a program specialist from the Regional Office, is taken aback when he learns about the home-based socialization component at Cliff Woods Early Head Start: "Parents only meet four times a year to hear an expert talk? Haven't you seen the regs?" Martha, the center director, defends her position: "Listen, more than four times a year is unrealistic for our center and for parents, too." Martha and Tim continue the debate, each reiterating what they want. Consequently, they lock horns (or positions).

Tim then changes the focus of the conversation. He talks about *why* bringing parents and children together more often is important—how it can help children develop social skills while helping parents build informal networks of support. Martha then shares her interests—she feels that parents are already overburdened between working, attending job training, and trying to raise children with limited resources. She feels that given their schedules, they just won't be able to participate in too many socialization activities. Besides, the satellite sites don't have the space to accommodate families for socialization activities. Because Tim's and Martha's interests are now center stage, their conversation shifts. They are able to develop a plan collaboratively that meets everyone's needs. Martha agrees to bring small groups of parents and children together more frequently to socialize—whether it's at the local playground or in the children's room at the local library.

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[9] Adapted from *Community Partnership Training Program Conflict Resolution Workshop.* November 1994. Washington, DC: U.S. Center for Substance Abuse Prevention, Module 5, pp. V-4, 59–61; and *Personal Styles Toolbox Activity.* November 1994.

Tips for Separating Interests from Positions [10]

- Change your focus. Rather than thinking about winning the conflict, think about what needs, concerns, and values motivate your position. Why is the issue important to you? What do you hope to gain? What do you fear you might lose?
- Clearly state your interests rather than your position.

Ask questions to elicit and clarify the other parties' interests—the needs, concerns, and values that motivate their position.

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[10] Ibid

HANDOUT: REACHING A WIN-WIN SOLUTION[9]

Suggested time: 10 min.

Study the following Handout. Feel free to highlight sections or write comments in the margins.

Traditional methods of negotiation—holding discussions to arrive at a compromise that is acceptable to everyone—are based on power relations in which one party wins and another loses. The win-win strategy involves collaboration and negotiation. It is based on interest rather than position. It can lead to agreements that satisfy all parties.

Next time you have a conflict, use these principles to reach a win-win solution:

- View participants as problem solvers
- Separate the people from the problem
- Be soft on the people, hard on the problem
- Focus on interests, not on positions or the bottom line
- Help participants create multiple options for *mutual* gain
- Use objective criteria
- Reason and be open to reason; yield to principles, not to pressure

9. Adapted from *Conflict Resolution Workshop.* 1994. Module 5, V-9

HANDOUT: THE DEMORALIZED TEAM[10]

 Suggested time: 10 min.

Read the following case, then complete the Step 5 Worksheet.

Each year, the Head Start staff prepare for family recruitment and registration with a "one-stop shopping" day. Parents are invited to spend half a day learning about services that are available to them through the Head Start program. They learn about clinics and about the physicians who can become their child's primary provider. An eligibility worker attends to help eligible families apply for Medicaid, WIC, and other services. Parents also learn about extended-day child-care programs, and they can choose from a dozen short workshops on literacy and job-training programs, healthy diet recipes, support groups, and other topics.

Two days before the event, the project planning team runs into trouble. Kathy is blaming Vanessa for sending out the notices late to the participating community agencies. Darlene had agreed to line up transportation for families that needed it, but she never followed through on her promise. The teachers do not have enough information to pass on to the parents. Billy rejects any idea that is presented for fixing this disaster; he claims that it is too late and nothing will work now.

"When you agree to be part of a team, you have to carry your share of the work," Kathy says, looking at Vanessa. "It isn't fair to the rest of us when one person always messes up."

"You have no right to blame me," replies Vanessa. "We couldn't meet as often as we needed to, and when we did meet, no one ever listened to my suggestions."

"Maybe we should cancel the whole thing," says Billy. "After all, we can't pull it off. Darlene never followed through with transportation, so parents have no way of getting to the event. Even the teachers are upset, since they were never really part of the planning and don't have enough information."

"Canceling is not an option and you know it, Billy," retorts Kathy. "You are supposed to be the team leader but you aren't open to anything. We met with the teachers this morning and gave them flyers. And if we need to consider a different approach to transporting the families, then let's do it. I'm tired of people not following through and making us all look bad. And besides, when you complain behind our back to the director, that certainly doesn't help move anything forward."

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[10] Adapted from Training Guides for the Head Start Learning Community, *Leading Head Start into the Future.* 1997. Washington, DC: U.S. Department of Human Services, p.71.

STEP 5. WORKSHEET: APPLYING CONFLICT RESOLUTION SKILLS

Suggested time: 45 min.

Part I (10 min.)

If you are working with a small group, conduct a role play. Participants read the parts of Kathy, Vanessa, and Billy.

Part II (15 min.)

After the role play, use the following questions to begin a discussion. If you are working on your own, answer the questions in the space provided. You may find it useful to refer to Understanding Conflict, the Step 2 Background Reading, and Conflict Resolution Skills, the Step 4 Background Reading.

1. What seem to be the primary causes of the conflict?

2. How would you characterize each person's style of handling conflict?

3. What are the issues involved?

4. List a position statement (wants and needs) of the parties (see the Step 2 Background Reading).

5. List the underlying interest (motivation) for each position statement.

Part III (10 min.)

Answer the following questions on your own (see the Step 4 Background Reading and the Reaching a Win-Win Solution Handout). For questions 1 through 4, imagine that you are Kathy:

1. What strategies could you use to help team members focus on interests rather than positions?

2. How would you involve the team in generating a list of options that takes into account each person's point of view?

3. How would you involve the team in identifying the barriers and benefits of each option?

4. How would you involve the team in developing and implementing an action plan? What strategies would you take in both the development and implementation stages?

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5. Think about a time when you and a co-worker locked horns (or positions).

- What could you have done differently to focus on interests rather than positions?
- How do you think the outcomes might have changed as a result of this change in focus?

Part IV (10 min.) If you are working in pairs or a small group, discuss your answers and compare notes.

STEP 6. SUMMARY

Suggested time: 10 min.

Key Points

- The symptoms, sources, and stages of conflict
- Different styles of handling conflict
- Conflict-prevention skills
- Conflict-resolution skills
- Separating interests from positions
- Reaching a win-win solution

Personal Review

What did you learn from this activity?

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____

How will you use your new knowledge and skills in your work?

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

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3. _____
   _____
   _____
   _____

What other things do you think you might need to learn in order to master the skill of conflict resolution?

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____

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5-D PRESENTATIONS: DEVELOPING EFFECTIVE PRESENTATIONS

OVERVIEW

Presentations: Developing Effective Presentations

Outcomes. Participants who complete this activity will be able to

- describe the elements of effective presentations
- use two models to plan and design a presentation
- select appropriate visual aids and support materials
- adapt four kinds of charts to use as needed for the graphic presentation of quantitative and qualitative data
- practice the three components of good platform skills
- apply strategies to overcome speaker fears
- use a checklist to critique a presentation

Materials. Newsprint and markers

Components

This activity can be done by one person, an informal small group, or a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Background Reading: Elements of Effective Presentations	20 min.
Step 2. Worksheet: Planning and Outlining Your Presentation	45 min.
Step 3. Background Reading: Getting Ready	10 min.
Handout: The Visual Element	5 min.
Step 4. Worksheet: The Vocal Element (take-home assignment)	15 min.
Step 5. Worksheet: Observer's Presentation Checklist	20 min.
Step 6. Background Reading: Presenting Data in an Understandable Manner	10 min.
Handout: Charts	10 min.
Handout: Atlantic CAP—Findings on the Status of Health	5 min.
Step 7. Worksheet: Designing Graphics and Text for Atlantic Cap Data	15 min.
Step 8. Summary	10 min.

Suggested total time   2 hrs. 40 min.

STEP 1. BACKGROUND READING: ELEMENTS OF EFFECTIVE PRESENTATIONS

Suggested time: 20 min.

Study the reading below. Feel free to highlight sections or make notes in the margin.

As a Head Start leader, you are responsible for ensuring that knowledge about the work is freely shared with the people involved. Often this sharing takes place on an informal basis in management team meetings. Sometimes the sharing takes the form of a planned presentation in a more formal or public setting—before a community group, a political body, the media, or a coalition. On these occasions you are a spokesperson for Head Start. What you say, how you say it, and your overall conduct will reflect on the organization and the Head Start program.

Of course, you will want to make a favorable personal impression. Arriving on time, dressing appropriately, and demonstrating knowledge about the group that you address are all prerequisites. Once you begin to speak, however, an effective presentation is essential.

I. FIRST DO SOME PLANNING

Before you begin to draft your presentation, ask yourself some questions about the event. Consider four areas: the audience for the event, the setting, the tone of the presentation, and your expectations of the audience.

The Audience

Who will be there? What brings this audience together? Are they members of a common local community? A common region? A common profession?

Is this a meeting of peers—people who share common roles and responsibilities? Or is it a diverse group that comprises people from different areas of work? How much will they know about your subject? In a state Head Start association meeting, nearly everyone will be familiar with Head Start. Among a professional group of early childhood educators, most will know a good deal about early childhood development, but only some will know Head Start well.

Suppose you are addressing a more diverse group. A local community meeting, for example, will bring together a wide range of people who all know the community well but from very different perspectives. In this case you will want to address the following questions:

> What can I take for granted that they know?
> What grounding must I provide?
> What point of view can I take—or must I avoid?

And you will want to learn the following:

- the size of the audience
- the age and gender of audience members
- their reasons for attending
- their education and occupation
- their cultural and ethnic background
- something about their attitudes and values
- past reactions they have had to the topic
- any specific audience challenges

The Setting

Will this be an intimate exchange with a dozen or so people sitting around a conference table? Is it a mid-size group of 25 to 50 people in a workshop, conference, annual meeting, or symposium? Are you part of a panel or a keynote speaker addressing a large audience of 100 to 1,000 people?

To choose the most effective presentation for the occasion, you will need to know

- the approximate number of people who will attend.
- the size and style of the room—amphitheater, meeting hall, or conference room.
- the time of the presentation—right after lunch, when people may feel relaxed? Or 9:30 in the morning, when they are drinking coffee and waking up?
- who will share the stage with you—people who share your view? Or people with a different perspective or even animosity? Will they be peers? Or someone who because of seniority, role, or reputation deserves special honor?

Eventually, you will want to check on facilities and equipment as well.

The Tone

Will your presentation be most successful if it is informal, conversational, and somewhat spontaneous? Or formal, carefully structured, and polished? Other things being equal, smaller can mean more informal, but other things are not always equal. A presentation to a dozen physicians or the five-person board of a local foundation may call for more formality and careful structure, for instance, than a presentation to 100 early childhood teachers.

This is not to say that the standards for purpose and clarity are lower for the early childhood teachers than for the physicians or the foundation board members. Tone is almost independent of content. It has more to do with a culture, an accepted and preferred way of interacting. The same material could be structured and packaged for an audience of physicians or early childhood teachers. But the cool, careful, factual presentation tone that would be most effective for the physicians might seem unduly academic and spare to the teachers. These teachers, who are accustomed to exploring many concurrent activities and dimensions of development in a classroom, may expect to see the same kind of vitality reflected in a discussion about early

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childhood.

A smaller or more informal setting more easily permits question-and answer, a higher level of interaction, small group discussion, even small group activities. A large or formal setting usually does not accommodate interaction or much give-and-take.

Your Expectations

What do you want the audience to do as a result of your presentation? Are you trying to convey information alone? Or do you want people to take the ideas you present and find ways to adapt them or to incorporate them into their own work? If so, you will want to give them some suggestions.

When the purpose is to

> *inform the audience*, the presentation provides data or information
> *stimulate the audience*, the presentation is geared toward reinforcing and intensifying feelings already present in the listener
> *persuade the audience*, the speaker expresses a viewpoint and works to prove it *activate the audience*, the presentation is geared toward asking the audience to take action[11]

In any presentation a transaction takes place between the presenter and the audience. At its most intense, there is a transfer of energy, a way in which the speaker ignites the interest and motivation of the listeners so that they take away with them a changed view of what they can do in their work.

Not all presentations achieve that end, nor do they need to; but in even the most didactic lecture, a transaction takes place. If you speak only from your interests, your perspective, and seem concerned only with your own information, you will miss an opportunity to build a bridge to the audience and engage its members in what you have been doing. Often, presenters do not see it as their responsibility to reach out to the audience in this way. That is a missed opportunity.

You might build a bridge simply by allocating one part of your talk to proposing ways in which your audience might make use of the material you presented and by suggesting mechanisms through which people can exchange ideas with you later on.

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[11] Adapted from *Presentation and Facilitation Skills Workshop, Participants Manual.* September 1993. Washington, DC: U.S. Center for Substance Abuse Prevention, p. H-2.4.

II. ORGANIZING YOUR MATERIAL

Every good speech has an opening, a body, and a close. Some authorities on presentation skills suggest that for every one minute of speaking you need to spend one hour in preparing. Much of the preparation involves the construction of the speech itself.

The Opening

An opening should grab the listener's attention, give the audience a reason for listening to the remainder of the speech, and lead smoothly into the body of the presentation.
Techniques for openings include

- an unusual fact
- a personal experience
- a quotation
- citing an authority
- an anecdote or story
- a rhetorical question
- a relevant joke
- a visual aid
- a reference to a current event
- an unusual definition[12]

The Body

Research indicates that when information is organized, it is easier to understand and remember. This is why speakers so often begin the main body of the speech by saying something like, "There are three main points I'm going to make…"

Here are three ways to identify your main points and organize them:

- chronologically: using the sequence of events to develop the structure
- categorically: listing several categories of ideas to focus on (between three and seven)
- problems and solutions: posing the problems (more than one and fewer than six), then the solutions that were developed to address them

Whichever approach you choose, make the point, support it, and restate it.

The Close

The close lets listeners know that you are wrapping up. It should provide a logical conclusion to your opening and overall presentation. The most effective closes are stimulating, memorable, and well planned.

Closing techniques include

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[12]Ibid.

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- a short story about your main point
- a quotation
- a poem
- a summary of the main points
- a rhetorical question
- a reference to the opener

A close should not introduce any important new material and should not be long. Once you signal that you're winding up ("Finally," "In conclusion," "The last thing I'd like to say is . . . ") wrap up within a couple of minutes at the most. The words you use to signal will attract the audience's attention. That's to the good. But if you fail to carry out your side of the bargain, their attention will quickly turn to frustration, even irritation.

Review What You Learned About Audience, Tone, and Setting

Once you have developed an outline for your speech (see the Step 2 Worksheet), revisit what you learned about audience, setting, and tone. Determine what this information suggests about

- the best opening sentence to use
- the style of your delivery: formal or informal
- the points to emphasize
- the opportunities to build a bridge to audience members and speak to their interests
- possible activity by the audience or interaction between you and audience members

Plan Support Materials

Support materials like the following can enhance your presentation:

- slides
- transparencies
- newsprint
- videos
- handouts
- props

Each type has its advantages and its drawbacks, and not all work equally well in all settings. Videos can lend high energy and provide a common experience for a diverse audience. Slides are more cumbersome (they have to be arranged ahead of time and the room needs to be darkened), but they provide a sleek image. With transparencies you can keep the lights on, but the physical manipulation can be more unwieldy than with a slide projector and a good remote control. (PowerPoint presentations with an LCD panel let you compose slides and store them in the computer, then project them onto a screen when needed.)

Newsprint works only in small groups and scaled-down settings, otherwise, people cannot see the writing. Props may add welcome texture and warmth to a presentation; they also tend to be more compatible with an informal talk. Handouts can be a plus, assuming that the distribution

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goes smoothly at the door, or that the group is small enough to have them circulate in an easy and timely manner. A handout that recaps the speaker's main points frees participants to focus on the speaker instead of taking notes.

Handouts can also provide valuable background material in more depth. Important details that would be cumbersome or distracting if packed into a verbal presentation can be provided in a printed handout. See Step 6 for presentation of quantitative data.

STEP 2. WORKSHEET: PLANNING AND OUTLINING YOUR PRESENTATION

Suggested time: 45 min.

Purpose: To enable participants to apply what they have learned about planning and organizing presentations.

Part I (15 min.) Think about a presentation opportunity in a local program, the community, the state or regional level, or the national level. Or think about a presentation to a church group, the PTA, or another community group. (If you prefer, you can choose one of the scenarios at the end of this Worksheet.) Answer the questions on the basis of the presentation you have chosen. If you are working in a small group, choose a presentation that you can plan together.

1. **The audience**

   size of the group

   _____

   their age and gender

   _____

   their education and occupation

   _____

   their cultural and ethnic backgrounds

   _____

   something about their attitudes and values

   _____

   their reasons for attending

   _____

   past reactions they may have had to the topic

   _____

   any specific audience challenges

   _____

2. **The setting**

   size and style of the room

   _____
   time of the presentation _____
   anyone else who will share the stage with you

   _____

3. **The *purpose* of your presentation**

   _____

_____

4. Implications of *audience* facts

_____
_____

5. Implications of *setting* facts

_____
_____

Part II (30 min.) Drawing on the Background Reading, and working as a group, outline the presentation for this audience and setting. If you are working in a group, continue to do the exercise together.

1. **Possible opener**_____

   Planning check: Tone? Length? Relevance to audience?

2. **Body of the presentation** (3 to 5 main segments)

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

Planning check: Tone? Length? Relevance to audience? Include local anecdotes or illustrations:

3. **Visual aids to be used** (check those that you'll use; specify details)

slides _____

transparencies _____

newsprint _____

videos _____

handouts _____

props _____

PRESENTATION OPPORTUNITIES

1. You are a program specialist in the regional Head Start office. You have been invited to present information about the Performance Standards for Health to a state child safety conference sponsored by the state Department of Health. (Refer to Head Start Program Performance Standards as needed.)

2. You are a Family Services manager. You have been invited to present information about the Performance Standards to a community coalition in town (population 32,000). The coalition comprises social service agencies concerned with service delivery in the era of TANF. (Refer to Head Start Performance Standards as needed.)

3. You are a child development services manager. You have been invited to present information about the Head Start classroom, approach, and best practices to a state meeting sponsored by the National Association for the Education of Young Children (NAEYC).

STEP 3. BACKGROUND READING: GETTING READY

Suggested time: 10 min.

Study the reading below. Feel free to highlight sections or make notes in the margin.

I. HANDLING NOTES AND VISUAL AIDS

You need to decide how to handle notes during your presentations. Some people prefer to write out the entire speech (sometimes in capital letters), then highlight transitions and key points with a yellow highlighter. Others feel that they deliver the speech more naturally if it is never written out in its entirety. They prefer to make outlines, with some notes, on big index cards. This is a personal decision. Index cards may be easier to handle when you are standing up at a podium. They are less conspicuous than sheets of paper if you are standing there without a podium. If you do have a podium, keep the papers flat: then they are out of view and in the event that you are nervous, they do not rattle!

Some types of presentations really require that you read a complete document. Giving a paper, especially at an academic or medical conference, is an example. Even then, speakers sometimes distribute the entire paper to audience members and use air time to make a more informal presentation that summarizes key points.

You also need to decide how to handle your visual aids. Will you be operating the slide carousel? Or will a colleague do it, cued by your voice, a parallel script, or a small flashlight? Will you be moving transparencies on and off the machine, or will a colleague? Either way, going through the physical motions ahead of time is an important part of practicing.

II. THREE ELEMENTS OF COMMUNICATION[13]

Professor Albert Mehrabian, a highly regarded communications expert, conducted a landmark study of the relationship between the three elements of communication. He found that individuals' initial perceptions of one another's communication break down three ways:

Verbal (what we say)   7 percent
Vocal (how we sound)   38 percent
Visual (how we appear)   55 percent

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[13]Ibid.

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The Verbal Element

The verbal element consists of what words you choose and what you say. Consider the following techniques:

- *Eliminate words and phrases that weaken your speech.* If you feel strongly about your subject, use strong words. You may wish to avoid words and phrases like "perhaps," "kind of," and "sort of."
- *Replace nonwords with pauses.* Nonwords include "uumms" and "ahhs." Ask someone you feel comfortable with to say your name every time you use a nonword in a conversation. Your name will be a feedback tool and can help modify this often unconscious speech habit.
- *Use language that is vivid, simple, and direct.* Use single-syllable words instead of three-syllable words, one word instead of three. Do not use terms your audience may not be familiar with unless you explain them.
- *Use words that feel natural to you.* Do not use a new and more complicated vocabulary just because you are making a presentation.
- *Remember the doctrine of primacy and recency.* People tend to remember beginnings and endings and lose what is in the middle.

The Vocal Element

How we sound accounts for 38 percent of people's initial impression, according to Professor Mehrabian. The voice conveys a great deal of information about the speaker. It can be tentative, suggesting a lack of confidence; or it can convey assurance. It can be used to add variety to a presentation and help the audience maintain its interest.

In using your voice, think about

- volume
- pitch and inflection
- pace and rhythm
- emphasis
- pauses
- loosening up
- clarity of pronunciation
- breath control

The Visual Element

Your body language needs to be consistent with your words. If it is not, your message may be unclear and people may miss or not believe what you say. See the Visual Element Handout for more information.

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III. PRACTICING "PLATFORM SKILLS"

Facing Down Fear

It looks so easy sometimes—the effortless delivery of a talk by someone who obviously woke up that day thrilled at the prospect of making a speech. The skills involved in delivering a speech are called platform skills.

Excellence in public speaking is not an innate skill. Some people are born with natural abilities for giving speeches; but most good speakers are made, not born. They get there through hard work, practice, and experience. Even good speakers get nervous or experience stage fright. The physiological symptoms of fear (quickened pulse, rise in adrenaline) are the same feelings that Olympic athletes experience before they compete and set world records. These are physical signs that the body is gearing up to its most alert mode in the face of challenge or danger. It is more important to manage this kind of anxiety than to try to eliminate it.

Consider the following techniques:

- Acknowledge the fear
- Imagine a positive outcome through visualization
- Try body work: massage, acupuncture, exercise, yoga
- Rehearse the first few lines so they flow automatically
- Know your material well
- Know the setting ahead of time, if possible
- Do homework on the audience
- Think of the audience as your ally
- Look for the person who is nodding in agreement with you and talk to him or her

Practice, Practice, Practice

Once you have a version of your presentation on paper or index cards, it is essential to practice. Go in a room with a clock, close the door, and "go live" with it. Unless you are an experienced public speaker, this step is essential. You want to know, when you finally get up to give the presentation, that you have successfully—if privately—gotten through it several times already.

The process will help you do the following:

- Get used to hearing your voice say the words out loud
- Work on the pitch and inflection you plan to use
- Get rid of the non-words
- Time the entire presentation and the different segments
- Decide whether some parts need more elaboration and other parts need to be cut or reduced
- Practice making eye contact with individuals (in rehearsal, use the bookcase, the desk, the window as proxies for people)
- Check on your posture and sense of movement

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Recruit a Colleague as Coach

If you can, and if you are far enough along to be comfortable with receiving constructive criticism, recruit a colleague, friend, or family member to stand by while you rehearse. Ask for feedback on your voice, body language and gestures, movement—your overall delivery. Ask about the tone and variety of your speech. Were you serious (or informal) enough? Did you need to shift gears somewhere and use an anecdote? It is enough for a coach to focus on your platform skills. You do not necessarily need to expect, or ask for, commentary on the content.

You can deliver your talk in front of a video camera and then review your own performance, but you may be hypercritical of your own performance. A coach may be more moderate and can suggest two or three things for you to focus on.

HANDOUT: THE VISUAL ELEMENT[14]

Suggested time: 5 min.

POSTURE

When you stand erect, balanced on both feet and with shoulders back, you convey an alert, enthusiastic, and confident manner. Lower-body posture is also important. Going back on one hip can distance you from the audience; rocking from side to side or going back and forth on heels and toes can distract the audience. Try standing against a wall with heels and shoulders touching the wall, then walk away. You will feel quite tall and straight, and this posture projects confidence.

MOVEMENT

Movement adds energy and variety to a speech. It can also reflect confidence. For practice, observe yourself on video, or ask someone to count the number of steps you take when speaking in public. Often we take half-steps. This can be seen as tentative. Practice consciously taking two steps in any direction, forcing yourself to move with apparent purpose.

EYE CONTACT

Use eye contact to establish rapport with your audience before you begin to speak. For small groups, make eye contact with everyone but only for a few seconds at a time. Any longer can make people feel self-conscious. For larger groups, make eye contact with one section of the audience at a time. But avoid developing a mechanical left to right, right to left pattern. By randomly alternating sections, you'll appear more natural.

HAND GESTURES

Gestures can be used for emphasis but should appear natural. Repeating the same gesture over and over can become distracting to the audience. If you gesture outward, turning your palms upward will convey a more positive feeling. If your audience is large, make your gestures larger for those seated in the back. You may have some nervous gestures without even knowing it. Invite a coach to point these out to you, then practice until you can make a presentation without including these gestures at all.

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[14]Ibid, p. HO-2.8(1).

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STEP 4. WORKSHEET: THE VOCAL ELEMENT (take-home assignment)

Suggested time: 15 min.

Purpose: To give participants a chance to experiment with modulating their voices to gain different effects.

The vocal element includes volume, pitch and inflection, pace and rhythm, emphasis, pauses, clarity of pronunciation, and breath control. Practice delivering the following four groups of sentences several times. Vary two or three elements each time. For instance, deliver sentence 1 in a high-pitched voice, speaking quickly, then in a low-pitched voice, speaking slowly.

Think especially about the intent of each sentence and the tone needed to deliver it effectively. Imagine how changes in the audience and the setting would influence your tone.

1. "The most important aspect of Head Start is its focus on families. By supporting families, we have the power to reach both parents and their children."

2. "These findings clearly demonstrate the importance of the home visit in the lives of children. The teacher's main place may be in the classroom, but for the Head Start teacher, it is also in the homes of the children she teaches."

3. "The community assessment reflects increases in the number of people seeking mental health services, the number of alcohol-related deaths, and the number of low-birth-weight infants."

4. "How can we change our communities if we do not improve the futures of the children growing up in our communities?"

STEP 5. WORKSHEET: OBSERVER'S PRESENTATION CHECKLIST

Suggested time: 20 min.

Purpose: To give participants an opportunity to apply what they have learned about presentation skills by observing one another's delivery and platform skills.

As participants take turns making a brief presentation, record your observations. Participants can use brief presentations they have already or part of the presentation your group planned with the Step 2 Worksheet.

Behavior Observed	Presenter 1	Presenter 2	Presenter 3
VERBAL ELEMENT			
Word choice			
Level of language			
VOCAL ELEMENT			
Volume			
Pitch and inflection			
Pace and rhythm			
Emphasis			
Pauses			
Clarity of pronunciation			
Breath control			
VISUAL ELEMENT			
Posture			
Movement			
Eye contact			
Hand gestures			

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STEP 6. BACKGROUND READING: PRESENTING DATA IN AN UNDERSTANDABLE MANNER

Suggested time: 10 min.

Study the reading below. Feel free to highlight sections or make notes in the margin.

A major challenge for Head Start leaders at the federal and program levels is to present statistical and non-statistical data in a way that every level of staff can understand.

It is especially important to meet this challenge because data frequently describe the children and families in our communities and the forces that affect them. Hard, quantitative, factual data are often combined with information about the human factors involved in program implementation. Evaluation material is most credible when it combines both hard and soft information and shows the connection between the two.

Hard Data
· Facts
· History
· Statistics
· Goals
· Procedures and standards
· Time factors
· Quality
· Performance levels

Soft Data
· Feelings
· Opinions
· Attitudes
· Stresses
· Frustrations
· Intuition
· Gut feelings and reactions
· Behaviors

I. DEVELOPING GRAPHICS OR VISUAL PRESENTATIONS THAT DISPLAY DATA

The term *graphics* refers to the visual material that accompanies a speech or other presentation. Graphics include overhead transparencies, slides, videos, and handouts. Whatever the medium—a drawing, a chart, a schema of some kind—a graphic involves something other than words alone. A graphic can add interest to a presentation. It can show connections or comparisons in a way that is easy to grasp.

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Here are some tips for developing effective graphics.

- Make them legible and intelligible.
- Make presentation graphics simpler and bolder than graphics used in reports. Think of the contrast between a billboard and a magazine advertisement.
- Know when words alone will do; for a simple message, a graphic is not necessary.
- The more graphics you present, the less people may remember; fewer is better.
- Use the right form of graphic for the message you want to convey.

Graphics are particularly useful for conveying quantitative data— especially charts. What follows is a brief explanation of four commonly used charts. (See the Charts Handout for examples.)

The pie chart shows percentages for the parts; the whole pie represents 100 percent. The Handout example shows Head Start enrollment by days and hours served.[15] The eye can quickly see which slices are large, which are small. While the percentage is written on each slice, the sense of proportion, as much as the numbers, conveys the message.

The bar chart also shows information in relationship to the whole but in a different form. The Handout example shows the relative sizes of four demographic groups in a local Head Start program. The longer bars represent larger groups (white and African American); the shorter bars represent Hispanic and Asian groups. The chart could be modified to show enrollment numbers for each group.

The column chart is a vertical version of the bar chart. The Handout example shows dollar appropriations and numbers of Head Start children served.[16] Like the bar chart, the column chart is well suited to showing how things are. It can also show how things have changed over time. For instance, the columns could represent the total annual appropriations of this program over five years: if the budget continued to grow, the columns would be taller year by year.

The line chart shows points along a path and unifies them by a line; that represents the direction of change—up, down, or stable. This type of chart is particularly useful for showing change over time. The Handout example shows the growth of a hypothetical annual Head Start budget in $5,000 increments over five years. The line lets the eye easily follow the direction of change, in this case, steady growth.

The kind of chart you choose to create depends on the nature of the data well as the conceptual construct for displaying the data. For instance, a pie chart would not be the right graphic for displaying information on budget increments in the growth of an annual Head Start budget.

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[15]*Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion.* 1993. Washington, DC: U.S. Department of Health and Human Services, p. 5.
[16]Ibid, p. 6.

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II. DEVELOPING TEXT GRAPHICS FOR QUALITATIVE DATA

Text graphics can be used to display softer, non-statistical, qualitative information. The key here is keeping it simple.

- Don't try to say too much in one graphic

- As with quantitative graphics, less is more

- Maintain as much white space as possible

- Use color to pique interest, not to detract from the message

Avoid complicated language or unusual terms, particularly very scientific terms. Keep the language simple so that everyone will understand it. Use text to highlight the importance of the information and what it will mean to future program changes and planning.

The following text graphic, from the *Linking Our Voices Facilitator's Manual*[17], uses text to create a memorable image.
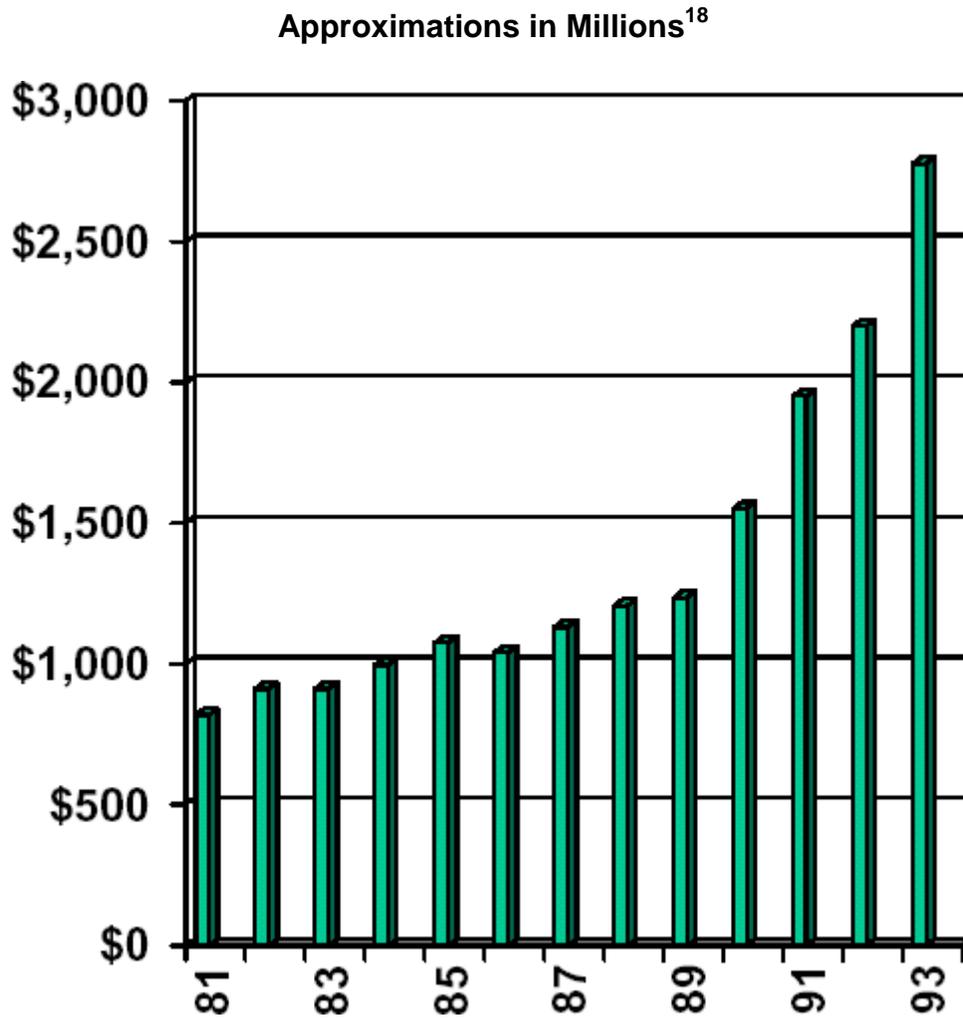
How People Learn

People Generally Remember	Activity	Ways People Learn
10% of what they read 10% of what they hear	Read Hear words	Verbal receiving
30% of what they see 50% of what they hear and see	Watch still picture Watch moving picture Watch exhibit Watch demonstration	Visual receiving
70% of what they *say* or *write* 90% of what they *say as they do a thing*	Do a site visit Do a dramatic presentation Simulate a real experience Do the real thing	Hearing, saying, seeing, and doing

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[17] Adapted from *Linking Our Voices Facilitator's Manual*. 1996. Washington, DC: U.S. Department of Health and Human Services, p.13.

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HANDOUT: CHARTS

Suggested time: 10 min.

Column Chart

Approximations in Millions[18]

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[18] *Creating a 21st Century Head Start*, p. 6.

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Bar Chart

Demographics on One Local Head Start Program

Bar chart showing:
- Asian: 8%
- Hispanic: 22%
- White: 35%
- African American: 35%

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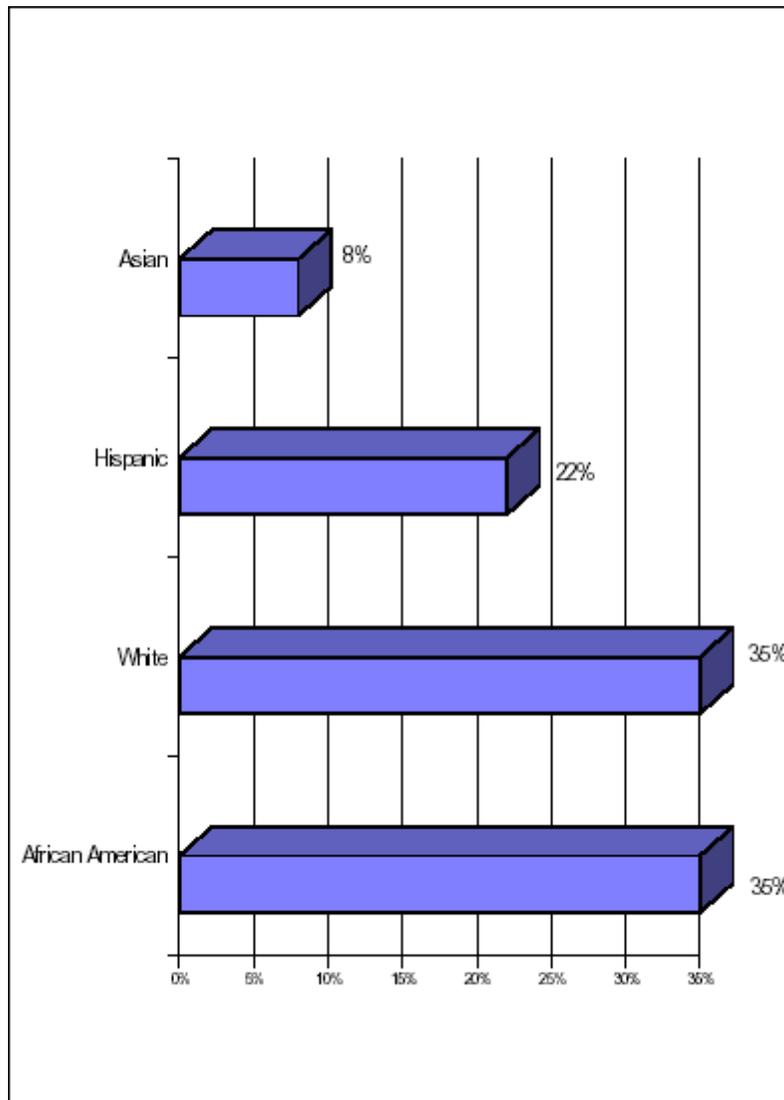
Line Chart

Growth of Hypothetical Annual Budget

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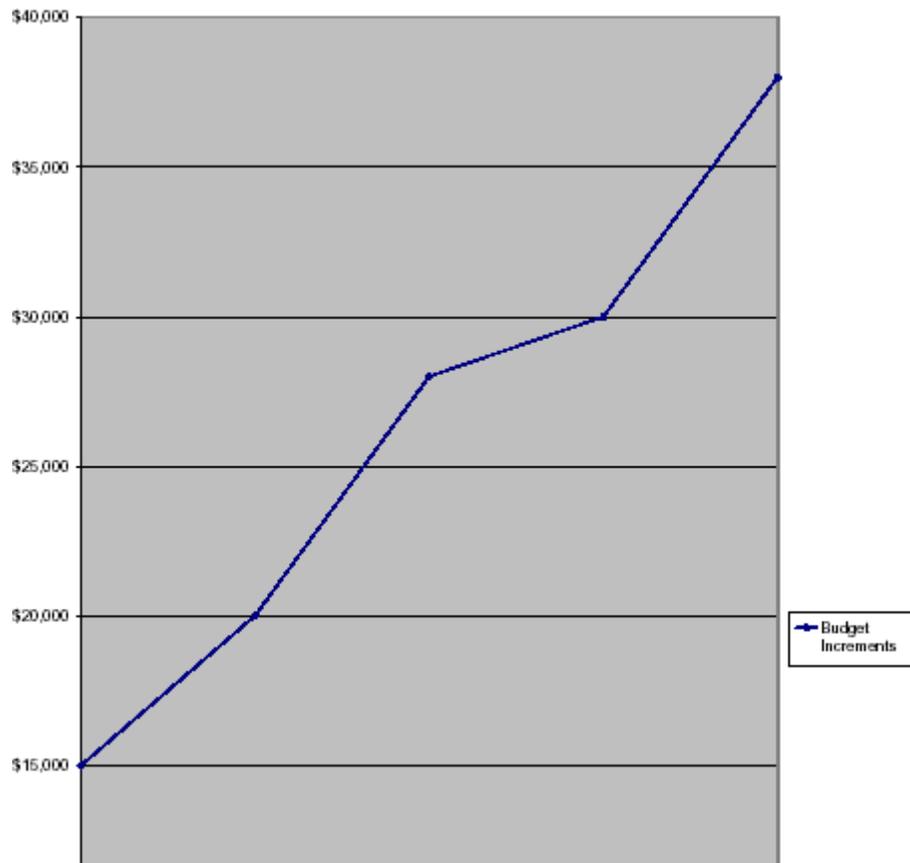
Pie Chart

Head Start Enrollment by Days and Hours Served[19]

Home-Based
8%

More than 6 hours, 5
days/week
22%

Less than 6 hours, 5
days/week
35%

Less than 5 days/week
35%

[19] Ibid, p.5.

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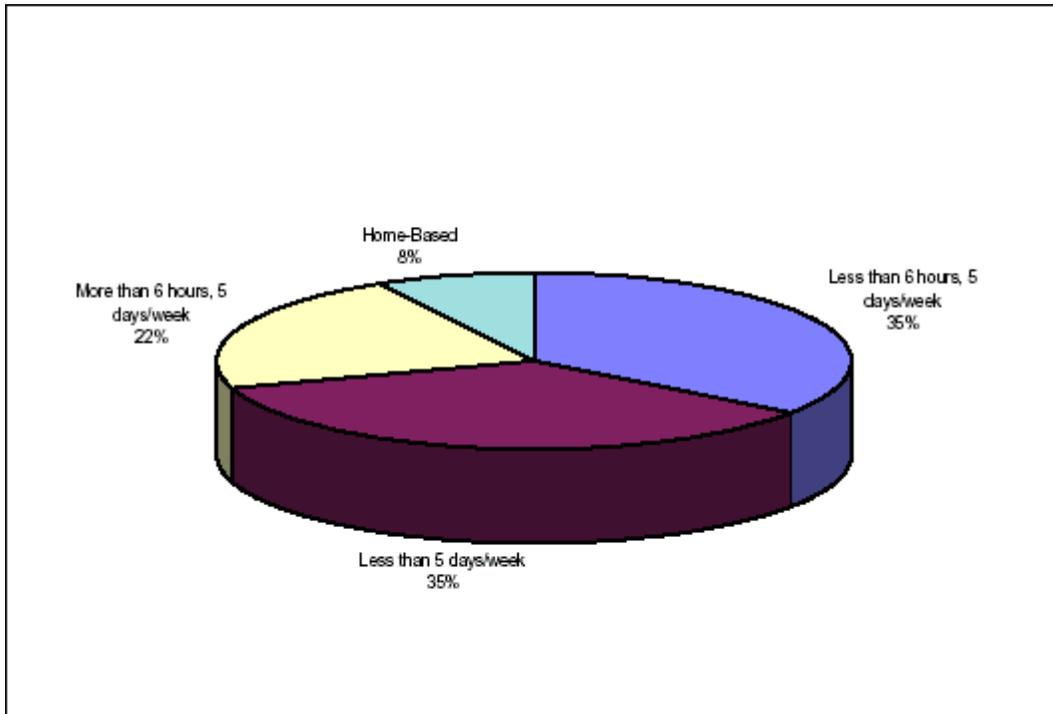
HANDOUT: ATLANTIC CAP—FINDINGS ON THE STATUS OF HEALTH

Suggested time: 5 min.

Review the following, then do the exercise in Step 7.

To learn about the status of the health area in the Atlantic CAP program, project director Sookim looks at the PIR. She also interviews the health coordinator and reviews the PRISM instrument that the program used for part of its annual self-assessment; the community assessment; and the minutes of the Health Services Advisory Committee. Here is what she discovers.

1. From the PIR, she learns that medical screenings were completed for 163 of the 226 children who were enrolled in the program during the year. Dental examinations were completed for 171 children. The health tracking report shows that 10 of the children who are currently enrolled still need physicals. Eighty-six percent of medical screenings and dental examinations were completed within 45 days of a child's enrollment.
2. The PIR also reveals that 9 children have not completed prescribed medical treatment and that 6 children have not completed prescribed dental care.

The community assessment reveals increases in the number of people seeking mental health services, the number of alcohol-related deaths, and the number of low-birth-weight infants. The PIR reveals that 21 children from this year's program suffered from asthma and that 4 children had elevated lead levels.

STEP 7. WORKSHEET: DESIGNING GRAPHICS AND TEXT FOR ATLANTIC CAP

Suggested time: 25 min.

Purpose: To enable participants to apply what they have learned about presenting quantitative data in graphic form.

Part I (15 min.) Imagine that you are making a presentation to the board of directors of the Atlantic CAP. Your purpose is twofold: (1) to acknowledge that the data from points 1, 2, and 3 in the Atlantic CAP Handout indicate situations that need to be remedied; and (2) to assert that you want to increase the health and social services staff and are therefore asking for an increase in the proportion of next year's Head Start budget that will be devoted to health services.

Decide what form the visual component of the presentation should take. Use this page and the next to create text and one graphic to convey one of the information points.

Part II (10 min.) If you are working in pairs or a small group, discuss your work with others.

STEP 8. SUMMARY

Suggested time: 10 min.

Key Points

- The importance of advance planning
- Elements of effective presentations
- Support materials and visual aids that can enhance your presentation
- Ways to plan and outline your presentation
- The importance of verbal, vocal, and visual elements
- Ways to present evaluation data and charts

Personal Review

What did you learn from this activity?

4. _____
   _____
   _____
   _____

5. _____
   _____
   _____
   _____

6. _____
   _____
   _____
   _____

How will you use your new knowledge and skills in your work?

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____

What other things do you think you might need to learn in order to master the skill of developing effective presentations?

1. _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____

5-X APPLICATION ACTIVITY: SYMMINGTON HEAD START

OVERVIEW

Application Activity: Symmington Head Start

Outcomes. Participants who complete this activity will practice the following skills:

- recognize symptoms, sources, and shapes of conflict
- recognize their personal style for handling conflict
- use a sequential process for assessing and resolving conflicts
- apply conflict-resolution skills to a Head Start situation
- plan and design a presentation
- use appropriate visual aids and support materials
- develop a graphic presentation of quantitative and qualitative evaluation data findings
- adapt and use good "platform skills"
- identify and overcome speaker fears
- critique a presentation

Recommended group size. Three to 15 participants, with at least one representative from each of these skill groups: 5−C, Conflict Resolution: Understanding the Elements; 5−D, Presentations: Developing Effective Presentations.

Components

This activity can be done in an informal group or a formal workshop.

Step 1. Handout: Symmington Head Start: Scene 1		5 min.
Step 2. Worksheet: Case Analysis		30 min.
Step 3. Handout: Symmington Head Start: Scene 2		5 min.
Step 4. Handout: Community Data		10 min.
Step 5. Worksheet: Planning for and Outlining the Presentation		45 min.
Step 6. Worksheet: Designing Graphics and Text		20 min.
Step 7. Post-Assessment		15 min.
Suggested total time	2 hrs.	10 min.

STEP 1. HANDOUT: SYMMINGTON HEAD START: SCENE 1

Suggested time: 5 min.

Read Scene 1, then go on to the Step 2 Worksheet.

Scene 1

Symmington Head Start serves about 1,200 children in a large city in the Midwest. Demand for full-time care is growing as increasing numbers of parents are either working or in training. Over the past eight months, the Head Start director and directors of numerous child-care programs in the city have been meeting on a regular but informal basis to explore ways in which they could work in partnership to provide full-day services. Thus Head Start could meet the changing needs of eligible families, and childcare programs could maintain full enrollment. At the last meeting the group decided it was time to take the next step toward a more formal relationship: they agreed to hold a meeting of all interested program directors as well as key managers and staff.

The purpose of this meeting will be to present the Head Start philosophy and approach to this wider audience (they expect 50 to 75 people). The planners agree that they need to highlight screenings and home-visiting protocols. These are tasks that child-care teachers will need to undertake if their programs contract to provide full-day education services to Head Start–eligible children. The Symmington Head Start director has asked the health manager to plan a presentation on screenings. The education manager and family service manager have been given the task of working as a team to plan and give a presentation on home-visiting protocols.

Martine, the family service manager, and Zoe, the education manager, had set aside times to begin their planning. But twice Zoe has had to cancel; first there was a crisis with one of her teachers and then a conflict with her son's baseball game. They finally met. It soon became clear, however, that although they have been assigned to work as a team, Martine and Zoe do not share a common viewpoint on home visiting.

"Good luck to these programs trying to get *their* teachers to go out on two home visits a year," says Zoe. "Especially now, with so many parents working or in training. Teachers aren't going to want to work past three o'clock. They have lives outside, after all, and how many parents are home before then? Or worse yet, go out at night! Some of these child-care programs are in pretty bad areas."

"Zoe," Martine says patiently, "that is where the families live. If childcare programs agree to provide services for us, they will need to follow our guidelines."

"Easy for you to say," grumbles Zoe. "You don't think it's a little unfair that the Performance

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Standards require *two education* home visits[20] and have no minimum requirements for family service workers?"

"Maybe that's because it's understood that family service workers care about families," Martine replies, losing her patience. "My advocates are in the neighborhoods, *all* the neighborhoods. And they are there often!"

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[20]Head Start Performance Standards, 1304.40(i)(2).

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STEP 2. WORKSHEET: CASE ANALYSIS

Suggested time: 30 min.

Part I (15 min.) Answer these questions on your own. You may wish to refer to 5–C, Conflict Resolution: Understanding the Elements.

1. What levels of conflict are Martine and Zoe experiencing: difference, disagreement, problem, dispute, battle? Explain your choice(s).
    _____
    _____
    _____

2. How would you characterize each person's style of handling conflict?
    _____
    _____
    _____

3. What are the issues as presented in the case?
    _____
    _____
    _____

4. Which of the following do you think is behind the conflict? Explain why.

    ___ misunderstandings or communication failures _____
    ___ value and goal differences _____
    ___ differences in methods and approaches to work_____
    ___ conflicting job roles and responsibilities _____
    ___ lack of cooperation _____
    ___ authority issues _____
    ___ noncompliance issues or differences in the interpretation of rules, policies, or
         standards_____

4. What steps can Martine and Zoe take on their own to resolve their conflict?
    _____
    _____
    _____

5. What role could a third person, such as the program director, play in helping Martine and Zoe resolve the conflict?
    _____
    _____
    _____

Part II (15 min.) Join with others in your group to discuss your answers and why you chose them. Invite participants who completed the conflict resolution activity to share their insights.

Stop! Please complete this Worksheet before going to the next page.

STEP 3. HANDOUT: SYMMINGTON HEAD START (SCENE 2)

Suggested time: 5 min.

Read Scene 2, then go on to the following Handout and Worksheet.

Scene 2

Martine and Zoe decide that they can agree to disagree personally. But if they are to work together on the presentation, they will need to overcome their differences. Neither wants to give up that opportunity. And truthfully, neither is interested in seeing this difference escalate into a more troubling or entrenched dispute that could make the work environment unpleasant for both of them.

Initially they set aside a meeting time to discuss the question (and both of them show up promptly). After that, however, they decide to meet with the program director.

"Well, it is our program policy that family service workers visit each family at least once a month," says the program director. "And the home-visit regulations for teachers are there for a good reason—the intent is that the teacher visits will build a real rapport between the classroom and the home. I know that you get frustrated when teachers don't follow through. But I also know that you truly believe in the intent of the standards, and that's what I want you to convey to the group."

She asks Zoe if it would be useful if Martine were to meet with the classroom teachers and present her service area's view of the risks in the community along with strategies that promote safety on home visits. Zoe, while still complaining a bit about the time the home visits take, seems to relax. Martine acknowledges that for classroom teachers, making home visits may seem like extra work, whereas for family advocates, it is their main job.

"Well, I'd suggest that you review some of the data on characteristics of families and the community assessment data. And you can look at the performance standards, too. I think you'll find a lot of information you can use to support your argument and build a presentation."

STEP 4. HANDOUT: COMMUNITY ASSESSMENT DATA

Suggested time: 10 min.

COMMUNITY ASSESSMENT

The Symmington Head Start program director was involved in the process of expanding and updating the community assessment with directors of other programs administered by the CAP agency. The process was completed in September 1997 and reflects changes over the past three years.

The data collected give the following profile of the communities served by the Head Start program:

- 15 percent increase in families eligible for WIC program

- one community mental health center in the area with an average six- month wait for waiting-list clients

- 10 percent increase in the amount of violent crime (including domestic violence)

- 8 percent of past Head Start parents participate in parent-teacher conferences at the public schools

- 55 percent of parents in the Head Start program noted interest in addressing child behavior management issues

- 6 percent decrease in the number of hospital emergency room visits for primary care issues

- 5 percent of community service providers report having evening hours

- 10 percent increase in the number of low-birth-weight infants

- 20 percent increase in the number of children living with grandparents as their primary caretakers

- 2,156 child-care slots available for preschool-age children; there is a child-care waiting list of 400

- 15 percent increase in the number of children with developmental delays at entry to public school

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STEP 5. WORKSHEET: PLANNING FOR AND OUTLINING THE PRESENTATION

Suggested time: 45 min.

Part I (5 min.)

Referring again to Scene 2 of Symmington Head Start, think of the presentation that Zoe and Martine plan to make to a group of child-care providers. To the best of your knowledge, fill in the answers below.

1. The audience

size of the group_____

their age and gender _____

their education and occupation _____

their cultural and ethnic background _____

something about their attitudes and values _____

their reasons for attending _____

past reactions they have had to the topic _____

any specific audience challenges _____

2. The setting

size and style of the room_____

time of the presentation_____

anyone else you will share the stage with _____

3. The purpose of the presentation

_____

_____

4. Implications of *audience* facts

_____

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_____

5. Implications of *setting* facts

_____

_____

Part II (20 min.) Outline the presentation for this audience and setting, drawing on the Step 4 Handout.

1. Possible opener: _____

     Planning check: Tone? Length? Relevance to audience?

2. Body of the presentation (3 to 5 main segments)

        A. _____

        B. _____

        C. _____

        D. _____

        E. _____

     Planning check: Tone? Length? Relevance to audience?

     Local anecdotes and illustrations:

3. Visual aids (check those that you'll use; specify details)

     slides _____

     transparencies _____

     newsprint_____

     videos _____

     handouts _____

     props _____

Part III (10 min.) In pairs or small groups, exchange your notes on planning a presentation and ask for a critique and comments on your plans. Ask other participants to

(1) tell you two things that they think sound like good ideas and

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(2) describe two areas in which they have questions or concerns.

STEP 6. WORKSHEET: DESIGNING GRAPHICS AND TEXT

Suggested time: 20 min.

Using the information in the Step 4 Handout, create a title and charts that graphically depict the key information. Specify the type of visual aid you will use.

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STEP 7. POST-ASSESSMENT

Suggested time: 15 min.

The skill-development exercises and the Application Activity in Job Performance Situation 5 were designed to keep you building skills in the areas of conflict resolution and presentations. This Post-Assessment will help you reevaluate your competencies.

Part I

I completed the following exercises in Job Performance Situation 5:

_____5–B, The Performance Situation Activity: Promoting the Vision of Head Start
_____5–C, Conflict Resolution: Understanding the Elements
_____5–D, Presentations: Developing Effective Presentations

Part II Rate your current skills in the following areas:

SKILL: *BUILDING CONSENSUS*

Rate (1,2 = new skill; 3,4 = some skill; 5 = highly skilled) your current skills in addressing situations in which you need to:

1. *Describe the elements of conflict:*

2. *Recognize different personal styles for handling conflict:*

3. *Use strategies that take advantage of your natural style:*

4. *Understand basic skills for preventing and resolving unnecessary conflict:*

5. *Apply conflict resolution skills to a Head Start situation:*

SKILL: *DEVELOPING EFFECTIVE PRESENTATIONS*

Rate (1,2 = new skill; 3,4 = some skill; 5 = highly skilled) your current skills in addressing situations in which you need to:

1. *Plan and design a presentation:*

2. *Use appropriate visual aids and support materials:*

3. *Develop a graphic presentation of quantitative and qualitative data findings:*

4. *Adapt and use good platform skills:*

5. *Identify and overcome speaker fears:*

6. *Critique a presentation:*

Part III

Use your answers to the following questions to finish filling in your Learning Plan for Job Performance Situation 5 (at the end of 5–A).

A. In which competencies would you like to continue your skill building?

B. What steps will you take to continue your skill building in these areas?

C. How can managers, your supervisor, team members, and other colleagues support you in your continued skill development?

References

Bellard, J., *Getting Unstuck: A Consumer's Guide to Collaborative Conflict Resolution.* 1996. Washington, DC: Corporation for National Service and the National Association for Community Mediation.

Community Partnership Training Program Conflict Resolution Workshop. November 1994. Washington, DC: U.S. Center for Substance Abuse Prevention.

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Training Guides for the Head Start Learning Community, *Partners in Decision Making*, 1997, and *Leading Head Start into the Future*, 1997. Washington, DC: U.S. Department of Health and Human Services.