



## ***COMMUNICATING WITH THE PUBLIC***

### **Instructor Guide**



West Virginia Department of Transportation  
Division of Highways  
Human Resources  
Training & Development  
FY 2015

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## ***Communicating with the Public – Materials***

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- Participant Guides ( #\_\_\_\_\_ )
- Laptop and Power cord
- Speakers
- LCD Projector
- PPT - on Desktop - on USB Drive
- Pencils
- Set(s) of Pictures on Cardstock (Connect the Dots)
- Instructor / Course Evaluations
- Sign-in Sheets & Certificates
- Index Cards
- Willingness to Listen – Scoring Sheet ( # \_\_\_\_\_ )

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## ***Communicating with the Public – Agenda***

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### **I. Communication**

- A. Video (3:56 min)
- B. Verbal / Nonverbal Communication
- C. Body Language
- D. Case Study (10:00 min)
- E. Video (1:23 min)

### **II. Listening**

- A. Listening Measure (15:00 min)
- B. Active Listening
- C. Paraphrasing
- D. Video (2:59 min)
- E. Activity (Connect the Dots)

### **III. Responding**

- A. Inappropriate Responses
- B. Appropriate Responses
- C. Spinning a Story
- D. Activity (35:00 min)

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## For the Instructor:

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This instructor's guide is designed to provide the workshop facilitator with very easy to use instructions. Herein, you will even find examples to use for most of the discussions should you need some. The slide numbers are at the top right of each new page along with the heading or title.

- Items in BLACK with no background color give general instructions and information for the instructor,

- **Items in RED, BOLD print with a pink background should be verbally said, asked, or modeled by the instructor, and**

- **Items in RED with a gray background may be said or asked by the instructor if the participants are not participatory, if further discussion is warranted, or if time permits.**

## **SLIDE 1 – Course Overview**

### **COMMUNICATING WITH THE PUBLIC**

- 1) Introduce and give a brief description of yourself and your background, i.e. where you have worked, where you live, how long with the DOH, etc.
- 2) Introduce the “Communicating with the Public” workshop:

**Interacting with the public in your community is often times a critical agency function. Whether we are on the job or not, we are ambassadors of the Division of Highways. Therefore, effective communication skills and customer service are the keys to success in our professional and personal lives. The right strategy, carefully chosen words, and respect extended through communication can be the making of a team or an individual.**

**Communication and the public are the very things that support our agency. Better service enhances productivity, and treating customer’s right can save time and money. Satisfying the public reduces the likelihood that irate citizens will take their complaints to higher sources, or to a public forum where negative word-of-mouth can be damaging. In many contexts, government agencies have seen outsourcing and privatizing as solutions to poor customer service and inefficiency. But outsourcing has failed on many occasions.**

**Customer service initiatives can improve government service as well as public perception of government agencies.**

- 3) Review housekeeping rules, e.g. sign in sheet, breaks (timekeeper), lunch, cell phone policy, and the location of bathrooms and refreshments.

## **SLIDE 2 – WORKSHOP OBJECTIVES**

4) Review the objectives of the workshop on slide 2 and emphasize how communicating with the public is an essential skill for government workers and for life in general. As you review the objectives, it may be a good idea to give a quick one or two sentence explanation or example. Often times, these short, quick illustrations give the participants a preview of what to anticipate and be learned in the workshop:

**SAY: This workshop is designed to help you to communicate with the public in the following ways:**

- **Describe the basic communication process**
- **Explain how nonverbal language send and enhance your message**
- **Describe how active listening creates trust and builds relationships**
- **Identify how to project an image of care and concern**
- **Identify what phrases and responses can trigger a negative feeling or emotion**
- **Explore how the professionals spin a story to be more positive**

- 5) It will be beneficial for you to describe the difference between a lecturer and facilitator, and to let the participants know that your role is to facilitate. Emphasize that you are there to assist them in learning from each other and from the exercises and concepts that will enhance their knowledge and expand their thinking ability.



## SLIDE 3 – ABBOTT & COSTELLO VIDEO CLIP

- 1) Play the video clip on slide 3.
- 2) After viewing the short video clip on slide 3, ask at least 1 question from 1-3 aloud. **Make sure to ask question 4!**

1. What led up to the misunderstanding seen in the film?

2. Why did this lack of communication occur?

3. What communication and listening skills could Abbott and Costello have used to overcome the misunderstanding?

4. How does this video clip relate to problems that we may encounter when communicating with the public?

### Background:

WHO'S ON FIRST, featuring Abbot and Costello, is the only comedy routine in the baseball Hall of Fame. A "normal conversation" between Abbott and Costello about the starting lineup of the St. Louis Wolves baseball team becomes a classic case of reciprocal misunderstanding and demonstrates some of the inherent problems in effective communication.

## SLIDES 4, 5, and 6 – COMMUNICATION

- 1) Ask for a basic definition of 'communication' from several participants to share aloud before displaying the given definition on slide 4.
- 2) Display and read the definition of communication and emphasize the words **STIMULATE MEANING**.
- 3) Reemphasize the words **STIMULATE MEANING**.

**EXPLAIN:** As effective communicators, it is our job to provide the correct meaning to the words and body language that we use. If what we are saying does not match our facial expressions, gestures, intonation, etc., miscommunication can and will occur. Similarly, to effectively communicate it is our responsibility to ensure that the recipient hears, sees, or otherwise understands the messages that we are giving. If we are not stimulating the correct meaning, we are not communicating effectively.

- 4) Give a very basic example of how trying to express happiness when we are truly angry, hurt, or upset will express the negative emotions somehow.

**SAY:** Imagine that you and a co-worker are competitors for the newly posted job. You really want this new position; however, your co-worker is selected over you.

- How do you feel?
- What do you say to your co-worker?
- Is it hard to smile and pretend to look happy?
- How can your co-worker figure out that you are truly not happy?

- 5) Give a personal example if you are able.

6) Expand the example(s) on a larger scale. Make reference to the presidential election.

- **When the president-elect is called as the winner, how does the losing candidate act?**
- **Can you figure out by hearing and seeing that happiness is not the true emotion that this person is feeling regardless of the words coming out of his/her mouth?**
- **Do you think that the losing candidate has planned and more than likely rehearsed the concession speech?**
- **Can you think of a time at work when you have had to pretend to be happy as an employee of the DOH when you truly feel lousy?**

While verbal communication is much studied and is the focus of much applied attention in areas ranging from journalism to governance to entertainment, the fact is that human beings communicate more through nonverbal means. Some researchers estimate that non-verbal communication accounts for 93 percent of human communication; while the specific words only account for 7 percent. Research conclusions may vary a bit, but the consensus is quite clear: Nonverbal communication is extremely important in human interaction.

Nonverbal communication also is bound to culture. In particular, there are differences among cultures and nationalities about the relative value of speech versus silence, the relative value of talk versus action, the social role of small talk or gossip, and the role of animation, rhyme and exaggeration in speech. Because of these differences, the study of verbal and nonverbal communication always must be done within a social or cultural context.

Note: Nonverbal communication may be vocal (focusing on vocal characteristics such as pitch, rate, and so on) or non-vocal (focusing on body language, environment, attire, and the like).

## **SLIDE 7 – A MODEL OF COMMUNICATION**

### **To explain the model:**

- 1) Chose a participant from the group and ask the individual if you can use him/her as an example to explain the model.
- 2) You, the instructor, are encoding and sending a message to the individual who receives and then decodes this question (message).
- 3) To respond to you, the participant encodes and sends a message back to you, the instructor, who then decodes his/her message.
- 4) Both the sender and receiver may have thoughts, feelings, or emotions going on in their minds called “noise”.

**EXPLAIN: There are constant messages and feedback going back and forth during the process of interpersonal communication.**

- Point out how “Noise” can be anything in the internal environment of the sender and receiver that may enhance or mar the meaning of the message and feedback: perceptions, attitudes, beliefs, feelings, and emotions.
- Internally, the sender or receiver may also have sensory issues such as visual or hearing difficulties which create similar issues with the message and feedback.
- To make the process of communication even more complex, the message and/or feedback itself may be distorted by the delivery method or medium, i.e. phone, text, newspaper, etc.

**Refer the participants to pp. 4-5 of the Participant Guide for tips and more information about Nonverbal Communication.**

## SLIDES 8 & 9 – BASICS OF BODY LANGUAGE

- 1) First, make sure the participants understand the actions described on slides 8 and 9 do not always indicate the behavior stated. As an example, a person having his/her arms and legs tightly folded or the rubbing of hands together could simply be cold. Are these not also actions commonly seen of a person who is trying to warm up??
- 2) Read and model the list of actions aloud one by one and attempt to **stimulate** or model each meaning,

**MODEL: (e.g., chewing of your fingertips while having an expression of anxiety on your face)**

As the instructor, think of a time when you publically displayed each action at work (or home) and give a short, personal anecdote while demonstrating the behavior. **You can use the line below for each action to write yourself a reminder of the example.**

**Tightly folded arms and crossed feet: Skeptical/defensive**

*John Smith was criticizing my performance during my 6 month evaluation*

**Hands clasped at chin, elbows on table: Defensive/evaluating**

**Hands over mouth: Skepticism, evaluation, or expressing deceit**

**Chewing tips of fingers: Anxiety**

**Tightly folded arms and crossed feet: Skeptical/defensive**

**Chin stroking: Making a decision**

**Fist on cheek, index finger pointing upward: Listening with interest**

- 1) Ask the participants if they are familiar with the late 1990s TV series, *Spin City*.
- 2) Allow for some very brief discussion of the series or give some background information.
- 3) Watch the short video clip (2 minute, 11 seconds)
- 4) Ask the following question:

- **Although comical, why would this type of “sign” language be offensive to some?**

Background: *Spin City* was an American television sitcom that aired from September 1996 until April 2002. The show was based on a fictional local government running New York City.

## **SLIDE 11 -- CASE STUDY: WHAT DID I DO WRONG?**

- 1) Have the participants turn to the “Case Study: What Did I Do Wrong?” in their participant guides on p. 6.
- 2) Depending on the size of the group, the level of participation, or even the group’s desire, you may choose one of the following activities:
  - Call on volunteers to read the case study aloud paragraph by paragraph while the other participants follow along
  - Have the participants read the case study individually
  - Have the participants read the case study in small groups (and discuss)
  - Read the case study aloud while the participants follow along
- 3) After reading the case study, ask several of the discussion questions below:

- **What was the first mistake that the new Transportation Crew Supervisor made?**
- **Why do you think Mrs. Jones had little to say after you met and chatted with the residents?**
- **Why might Mrs. Jones have stopped you in your tracks when you immediately returned to her office?**
- **What might you learn from this experience?**
- **Can you think of an example when you or someone else may have offended the public? Give your example, if so.**



## **SLIDE 12 – BARRIERS TO EFFECTIVE COMMUNICATION**

Display the 5 barriers to effective communication one at a time. As you display each barrier, ask the participants to comment about them or verbally provide an example.

### **1) Have you ever had to communicate something about which you had little knowledge or information?**

Allow the participants to give examples professionally or even personally. If the audience is not forthcoming, give an example of your own.

(e.g., I once had to co-present on the theme of motivation. I did not know how to effectively speak to the topic of motivating employees. Explain what you did and how you overcame this barrier.)

### **2) Have you ever had to communicate something when you lacked time or were otherwise distracted?**

Allow the audience to give some examples of their own. If the participants are not talkative, give a personal example.

(e.g., I was once giving a monthly 30 minute presentation or meeting about the previous month's news in which I had to present a new ID badge policy. I explained the policy in the middle of the meeting. All the participants could think and wanted to talk about for the rest of the meeting was the new policy.)

Other possible Distractions – Audible noise, bad lighting, negative body language, illness, tiredness, or otherwise challenging environment for speaking or listening.

**3) Have you ever had to communicate something about which you were not able to tell the whole truth or give detailed information?**

Allow the participants to give examples professionally or personally. If the audience is not forthcoming, provide an example of your own.

(e.g., I had a completed work schedule ready, but was told by my boss not to post it yet.)

**4) Either you or the person with whom you are trying to communicate has little interest in the conversation.**

(e.g., co-workers and/or children)

**5) The person with whom you are speaking interrupts, is busy doing other things, or is paying no attention.**

(e.g., co-workers and/or children)

**MENTION: The average adult has an attention span of only 7 minutes.**

## SLIDE 13 – WILLINGNESS TO LISTEN MEASURE

- 1) Have the participants to turn to pp. 7-8 of their packets.
- 2) **Ask the group members why it might benefit them to know how willing they are to listen to others.**
- 3) Ask the participants to complete the Willingness to Listen Measure by rating the 24 statements from 1-5 according to the directions written on the page.

**Source:** Richmond, V. P., & Hickson, M. III. (2001). *Going public: A practical guide to public talk*. Boston: Allyn & Bacon.

**Note:** It is **always** a good idea to read the directions aloud while the participants follow along.

- 4) While the participants are reading the statement and rating themselves, pass out a copy of the 'Willingness to Listen – Scoring Sheet' to each person.
  - ✓ Participants should ADD their ratings in the first two columns. Then, they should calculate the score in the third.
  - ✓ The gray-shaded box gives a rating scale to which they can compare their scores.

**Note:** It is **not** a good idea to ask for a show of hands by rating category (i.e. high, moderate, or low). These types of activities are self-assessments for self-information and self-improvement only

- 5) Debrief by discussing possible distractions from listening while at work or it might be beneficial to make a list on a flip chart or dry-erase board.

Possible answers: Interruptions, Time, Phone, Talking, Noise, Privacy, etc.

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## **SLIDE 14 – NEEDS FULFILLED BY LISTENING**

1) Display and read slide 14.

**SAY:**

**Having someone listen to us fulfills some of our needs when we need to:**

- **Release feelings or “vent”**
- **Diffuse emotional situations**
- **Build deeper relationships**
- **Be validated and boost our self-esteem**

According to research, approximately 20 percent of the public’s dissatisfaction is caused by employee actions, 40 percent by services and processes that do not meet expectations, and up to 40 percent is the result of public mistakes or incorrect expectations.

## **SLIDES 15, 16, and 17 – ACTIVE LISTENING**

- 1) Ask the participants if they are familiar with 'active listening' and ask them for a definition.

**SAY: Active listening is a way of listening and responding to another person that improves mutual understanding.**

- 2) Display and read the two bullets on slide 15:

- **Desire to fully understand**
- **Create trust and a positive relationship**

- 3) **EXPLAIN:**

- **Listening actively means to listen with the intent of understanding how the speaker feels, in addition to understanding his or her message.**
- **The goal of active listening is to enable the speaker to share his or her emotions without being judged or criticized.**
- **The formula for effective active listening involves acknowledging the speaker, reflecting his or her feeling, and describing the facts or situation as you understand and hear it.**

- 4) Play the video clip on slide 16 from the sitcom *Everybody Loves Raymond* which shows a very good example of active listening to which most people can relate. Then, ask the two questions below:

- **Was Ray judgmental when speaking with Ally?**
  - No, he even told Debra not to be judgmental.

○ **How did Ally respond when her father, Ray, verbally reflected her feeling of anger?**

- She calmed down, was responsive, did not feel as if she were being criticized, etc.

Background: *Everybody Loves Raymond* was a television sitcom starring Ray Romano, Patricia Heaton, Brad Garrett, Doris Roberts, and Peter Boyle from September 13, 1996, to May 16, 2005.

1) Point out that Raymond was using a technique called rephrasing, more commonly called paraphrasing.

6) Display and read slide 17:

- **“What I am hearing you say is \_\_. Is that right?”**
- **“In other words you \_\_ [think, feel that]....”**
- **“It sounds as if you’re saying \_\_.”**
- **“Let me make sure I’ve got this right. You \_\_.”**

### **Characteristics of Paraphrasing:**

- Paraphrasing is an effective form of verbal feedback to use when listening.
- It is not simply repetition or “parroting”, but rather restating another person’s statement(s) in your own words to gain understanding.
- Paraphrasing enables the listener to clarify the speaker’s meaning.
- It also conveys interest in what the speaker is saying and feeling and helps create a supportive environment for the conversation.

### **When to Paraphrase:**

- The listener is not completely sure he or she has fully understood the speaker’s meaning.
- The speaker is emotional and may be using highly charged language.
- The listener needs better understanding of the message to respond well.
- The listener may react strongly to the message which can interfere with interpretation of the meaning.
- The speaker may have a thick accent or is speaking a language that is not his/her primary one, possibly causing difficulty for the listener.

## **SLIDES 18 & 19 – CONNECT THE DOTS (ACTIVITY)\***

1) Have the participants pretend that they are replying to a question from member of the public by following the directions slide 26. Make sure to remind the group that there could be one or more barriers to effective communication:

- Lack of Information/Knowledge
- Lack of Time
- Distractions
- Inability to tell THE TRUTH
- Lack of Interest

2) Pass out two cards to each pair or group now.

- OR -

Have two cards on the tables already.

1) **READ STEP BY STEP, PAUSE FOR A MOMENT AFTER EACH STEP :**

- 1. Look at the two picture cards on your table OR pass out two cards to each participant or group.**
- 2. Create an imaginary or true story in which you can somehow relate the two objects to each other.**
- 3. Share the story with the larger group (as time permits).**
- 4. Model some of the active listening and/or paraphrasing techniques**

**YOU CAN WRITE OUT OR SIMPLY SAY THE STORY**



- 2) Display slide 27 and give the participants a moment to think about and process the two pictures and the directions.
- 3) Give some sort of true or fictional story connecting the diamond and the whistle.

For example, **SAY:**

**“I passed by the jewelry store in the mall. Suddenly, a man wearing a ski mask came running out with a diamond in one hand and a pistol in the other. Soon thereafter, I observed an armed police officer running after him while blowing a whistle. It was scary!”**

- 4) Have each pair or group invent a story relating the objects together in a similar fashion and share with the group. There is a ‘NOTES’ page on p.15 (the last page) of the participant guide for those who wish to write out their sentences.
- 5) As the participants report their stories, you, as the instructor, should begin by modeling some active listening for the group. Then, ask some of the participants if they feel comfortable practicing their active listening skills.

For example, **SAY:**

**“It sounds as though you were scared because you witnessed a foot-chase and did not know if the thief had a gun.”**

**\*In lieu of the ‘Connect the Dots’ activity on slides 18 & 19, there is a quick activity on pp. 9-10 of the Participant Packet entitled ‘Active Listening’. This activity consumes less time, but does not allow for practicing the skills required for active listening.**

**SLIDE 20 – JOHN MARSHALL’S QUOTE**

- 1) Display and read slide 19 regarding listening and communication.

**“Listening well is as powerful a means of communication and influence as to talk well.”**

- 2) Ask the participants one or more of the following questions and ask them to elaborate.

**Discussion questions:**

- Do you believe that listening is as powerful as talking in the process of communication? Why or why not?
- Is listening more important than talking in the communication process? Why do you think so?
- When you are at work, do most of the disgruntled people with whom you deal want answers or someone who will simply listen to them?

**Background:** John Marshall, a Federalist, was the fourth Chief Justice of the Supreme Court of the United States in the early 1800s. His court opinions helped lay the basis for United States constitutional law and made the Supreme Court of the United States a coequal branch of government.

## SLIDE 21 – METHODS OF COMMUNICATING WITH THE PUBLIC

- 1) Display slide 21.
- 2) Using a flip chart or dry-erase board, write the phrase “*Communicating with the Public*” at the top.
- 3) Ask the question of the participants aloud, “What means do we have to communicate with the public?”

To make sure that everyone is thinking alike, you might give them an example: *Newspapers*

- 4) List the participants’ answers on the chart or board.

Possible answers: Newspapers, magazines, reports, presentations, question-answer forum, email, texting, telephone, etc.

Materials: Flip Chart, Dry-erase board, Dry-erase marker

## **SLIDE 22 – RESPONDING TO THE PUBLIC**

### **ASK:**

**How are you as supervisors told to respond to the public? Or the media, if approached?**

Allow many of the participants to respond.

### **SAY:**

**When communicating with a member of the public, it is important to make sure that you understand the question being asked, the complaint, or the compliment. These times it is important to practice your active listening. Remember to use body language that expresses interest in the subject at hand.**

**As we cannot anticipate a question or message, we are not here today to tell you how to respond. That is why it is important to think and speak thoughtfully, clearly, and concisely.**

**If you are unable to answer their question or decode the message, do not leave the person hanging. Ask for clarification and find out the answer or lead him/her to the right person who can answer.**

**IT IS BETTER TO ADMIT THAT YOU DO NOT KNOW AN ANSWER THAN TO GIVE AN INCORRECT ANSWER.**

**SLIDE 23 & 24 – HOW TO HIT A FOUL**

6) Display and read slide 23.

**Never project the following things:**

- **You are not welcome here.**
- **I do not like you.**
- **Your question(s) are stupid.**
- **This job bores me.**
- **I would rather be doing other things.**

Since we are employed by the Division of Highways, which is a public service agency, we serve the public. We should also think of ourselves as similar to customer service agents.

The attitudes above and the responses below are without a doubt frowned upon for those who work in the more traditional customer service realm of business.

7) Display and read slide 24.

- **“I don’t know and I don’t care.”**
- **“Those are the rules. I don’t make them.”**
- **“Well, it wasn’t ME!”**
- **“Because I said so.”**
- **“Read the sign.”**
- **“I already told you that.”**
- **“Get a move on!”**

**ASK: How you might react if you were spoken to poorly an employee in a local grocery store or department store?!?**

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## **SLIDE 25 – RESPONDING TO THE PUBLIC**

Display and discuss the picture of the three monkeys on slide 26 and how it might relate to 'Responding to the Public', and specifically to the Division of Highways.

- ✓ **SPEAK no evil**
- ✓ **SEE no evil**
- ✓ **HEAR no evil**

Mention that the public is much more likely to speak, see, and hear about the evils in a government agency than to speak, see, or hear the good.

This fact is, without a doubt, true in the customer service industry.

### **ASK:**

**Are you more likely to complain or compliment for the service you receive? Why?**

## SLIDE 26 – SPINNING A STORY

There may or may not be time to explain 'SPIN' and complete the activity. If so, ...

- 1.) Display the title on slide 26, 'Spinning a Story'.
- 2.) Make sure the participants understand that the Office of Communications handles this part of Public Relations, and that the participants should check with their supervisors or the OC if they are approached by a reporter or other journalist.
- 3.) Display each step of the process one at a time and explain that the professionals in the Office of Communications are responsible for these steps.
- 4.) Refer the class to the Participant Guide, pp. 11-12.

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### 1. Research the event

They need to know, to the last detail, what happened. If they don't have this knowledge, they will gloss over the event until they do know, noting dates and times, things that led up to the event, people involved and most significantly, the immediate results.

### 2. Create a timeline

This is not just for the past but for the future too. They use research to build this; then, project as many repercussions as possible into the future. If, for example, a retail corporation had a very poor fourth quarter, will they need to close stores; lay off people; borrow money? All the bad things that are likely to come of this are identified.

### 3. Create alternate event descriptions

This is where they build the "spin" for the public. They cannot do anything about something that happened - it happened - but they can present it differently.

- People didn't buy from lower-priced competitors; they delayed premium buying decisions.
- The company didn't have ineffective marketing; it delayed premium advertising to coincide with the delayed buying decisions.
- Stores aren't going to be closed; stores will be repositioned for market acquisition.
- They aren't going to lay off sales employees; they're elevating the consumer's experience through added independence.

#### **4. Role-play and improve**

To do this properly, it takes a group of people dedicated to the result. They need several "devil's advocate" types to listen to the presentation and slice it into pieces. They want to know every possible argument ahead of time. Small focus groups are used to make the presentation, then tweak it, then do it again. Each time the backlash is reduced, they have made an effective improvement. Eventually (after 4 or 5 sessions) they get to a stable point.

#### **5. Prepare your audience**

They do not going to just jump in and make your presentation. They want the audience to be receptive to the information. They begin leaking information that is favorable to the company or agency's position and negative to any alternate position. They will neither confirm nor deny this information, but will caution people that any information about the corporation will come from official sources only.

#### **6. Pause**



They do not release information immediately following the leaks. The public has time to absorb and process the information – the public needs time to reach equilibrium.

## **7. Go Public**

The corporation releases the information, publicly and loudly. A surprise press conference (that was rumored to be in the works) is an effective and time-tested method. Whether they have a Q&A session after will really depend on how good the spin or twist is and, to a large extent, how prepared they are. It's also a matter of preference.

## **8. See Step 1**

Spin only lasts just so long. Eventually, the future catches up to the timeline, and new announcements are needed. They start planning for how they'll do that, right away! This is really an endless cycle and there is strong job security for somebody that's good at it.

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- 3.) Have the participants turn to p.13 in their packets.
- 4.) Read the directions aloud.
- 5.) In groups of 2-3, allow the participants about 10-15 minutes to complete the activity of rewriting the headlines or statements.
- 6.) Review some of the possible rewrites aloud by calling on volunteers. Point out that this review of possible answers is similar to step 4 (Role-play and Improve).

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**SLIDE 30 – FOR MORE INFORMATION....**

- 1) Before ending this presentation, display slide 30.
- 2) Thank the participants for taking the time out of their busy schedules for coming.
- 3) Say that you enjoyed the opportunity to come and present the workshop, and that you hope they found it beneficial and will be able to apply what they learned.
- 4) Remind them that the Department of Transportation does have an Office of Communications that is dedicated to handling phone calls, responding to media, public and legislative requests with press releases, printed material, video releases and web site information.
- 5) Give them your contact information and invite them to call or email you if they have questions or can assist them in any way.
- 6) Ask the participants to fill out the Workshop-Presenter Survey. They can either leave the surveys on the table or put them in a pile on their way out.
- 7) Stand by the door from which it seems most people are exiting and shake hands and thank them again.

## References

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