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| AFYA BORA CONSORTIUM GLOBAL HEALTH LEADERSHIP FELLOWSHIP PROGRAM |
| COMMUNICATIONS MODULE |
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| Instructors: Joachim Voss - Damalie Nakanjako |



**AFYA BORA CONSORTIUM GLOBAL HEALTH LEADERSHIP FELLOWSHIP PROGRAM**

**COMMUNICATIONS MODULE**

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| Information for Instructors or for those working on this module are shown in colored boxes throughout; to prepare a version to give to Fellows these boxes should be stripped out. Before beginning this module, have fellows complete self-assessment found in Appendix 2.  This module has daily reflections which the Fellows should be asked to complete. These reflections will allow them to reflect on what they have learned on a daily basis and can be incorporated into the following days’ introductory activities. These questions also provide the space for instructors to check for understanding or lack of clarity. |



Module Instructors:

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Guide for Instructors and Participants

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# OVERVIEW OF MODULE GOALS

The communication module is designed to create an environment in which the Fellows can experiment with inter-professional communication skills and strategies that will enable them to be more effective leaders. This module focuses on both written and verbal communication skills and strategies and by the end of the week-long training the Fellows will be able to do the following:

1. Identify their own personality style and target personal areas for development.
2. Identify components of effective communication both in a written and oral format, including the following:
   1. How to convey difficult news using the SPIKES framework.
   2. How to convey messages using speeches, brochures, and articles.
3. Initiate and articulate effective ways to use social media.
4. Use written documents to convey one’s personal accomplishments when entering the job market.
   1. Identify the components of a CV.
   2. Identify the components of a resume.

This module is designed to engage students in a variety of activities throughout the week. Activities will range from in class lectures and discussions, role plays, and writing exercises, fellows’ presentations and group discussions. At the end of this module, the Fellow’s will be able to identify key components of effective verbal and written communication and how communication can make them become more effective leaders. Fellows will be expected to reflect on the skills learned in this module and consider how they will assist them in their daily interactions.

Concrete deliverables are as follows:

On the final day of the module, the participants will submit a portfolio with the following items:

Day 1: Development and Presentation of an ‘Elevator Speech’

Day 2: Development of Dissemination Plan for three major messages on Facebook

Day 3: Development of Brochure

Day 4: Drafting a 300 Word Abstract

Presentation of Group PowerPoint

Day 5: Drafting a 150 word Biography

Presentations

# WEEKLY SCHEDULE: COMMUNICATIONS MODULE

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| Time | *Days of the week* | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Topic Overview | Introductions to Personality Styles | Developing Personal Communication Styles | Delivering the Right Message | Good Writing Practices | Executive Writing |
| 9-10:30 | Personal introduction of instructors  Group Exercise: Built a straw tower with 5 people  Discuss experiences during the exercise | Dissemination of information  Communication challenges as experienced by the fellows  Discussion of creative solutions to communication problems  Dissemination plan development | Introduce: Essential components of a good speech  Watch and analyse speeches  Group discussion | Scientific Writing  Introduce: Abstract Structure  Complete a 300 word abstract  Full group exercise: Evaluate and edit abstract | Introduction of CV  Introduce: Components of a CV, a biographical sketch and a biography  Work on CVs and create a biographical sketch |
| 10:30-11:00 | TEA BREAK | | | | |
| 11:00-1:00 | Introduce: D.O.P.E Self Assessment  Group Discussion of D.O.P.E | Present and review each dissemination plan within each small group  Individual group reports to full cohort | Introduce topic: Brochure Development  Small group work: create a brochure  Groups present brochure content and analyse content | Introduce topic: Principles of a successful manuscript  How to select appropriate journal selection  Outline development | Analysis of biographical sketch as a group  Analysis of personalized statement as a group  Feedback on biographies |
| 1:00-2:00 | LUNCH BREAK | | | | |
| Topic Overview | Delivery of Bad News | The Elevator Speech | Social Media | PowerPoint Essentials | Wrap Up |
| 2:00 -4:30 | Topic introduction: Effective communication    SPIKEs Program  Role-play the Spikes Program  Group report and feedback  Individual participant feedback  Topic introduction: Principles of emotional learning  Full group review video and analyse behaviours | Topic Introduction: Elevator Speech  Individual work on elevator speech  In groups of five, fellows deliver elevator speech  Small group review of speeches  Large group discussion | Topic introduction: Social media  Development of communication plan  Presentation of two communication plans for different projects  Group discussion and feedback | PowerPoint 101  Effective use of PowerPoint  Group work: develop effective PowerPoint presentations  PowerPoint presentations with group feedback  Discussion | Analyze and discuss leadership position descriptions    Summary and evaluation of overall module  Group pictures |
| 4:30-5:00 | TEA BREAK | | | | |

*A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.*

*Nelson Mandela*

# SETTING GOALS: COMMUNICATION MODULE

Instructor will ask the participants to reflect on the pre-module self-assessment. Based on their perceived strengths and weaknesses, Fellows will be asked to complete the follow lists of goals. The instructor will direct Fellows to identify short term goals that can be completed during the week and longer term goals that the Fellows will work toward during the year long process.

Fellows can change or modify goals throughout the week or during the year-long program as needed as they will be periodically asked that to evaluate their progress.

**Participant Goals for the Module**

List three communication skills you would like to improve during this module.

1.

2.

3.

List three communication skills you would like to improve during the course of the Fellowship.

1.

2.

3.

# DAY 1: WHO AM I AS A LEADER?

**Daily Learning Objectives:**

1. Participants will identify their personality style as it is presented in the D.O.P.E personality test.
2. Participants will list and explain the SPIKES program.
3. Participants will apply the basics of the SPIKES program in a role play scenario.
4. Participants will analyze how the SPIKES program was implemented during the role play scenario.

**Introductions to Personality Styles**

9:00 am -11:00 am

Personal introduction of instructors – 20 minutes

Instructors will introduce themselves as well as their skill sets. They will present the overall goals and objectives for this module and explain how this module ties into effective leadership and the larger Afya Bora Fellowship.

Introduction of Fellows – 60 minutes

Fellows will present a short introduction focusing on the following:

* + Personal and professional description (including country of origin, professional experiences)
  + Current projects or position
  + Additional relevant information

“Building a Straw Tower” Group Exercise – 40 minutes

Group Exercise: Built a straw tower with 5 people. Materials to be provided include straws and tape. Each group has 8 minutes to plan and 12 minutes to execute the tower. Each group should designate a leader and a monitor to document the design, the organization, and the steps for execution. The highest tower that can stand on its own with the best design will win.

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| Instructor: Divide the larger groups into smaller groups of five. Provide each group with a box of straws and a roll of tape. Instruct the groups to designate a leader and a monitor. Inform groups of the allotted time frame and instruct them to begin their towers.  Intention: Intended outcomes for this exercise include demonstrating successful teamwork and the development of a structurally sound tower to represent a successful design, abilities to divide tasks and delegate, and as a group celebrating the accomplishment. Other outcomes intended are identifying difficulties to lead a group, problems with communication, and lack of team work. Letting each team introduce their tower will demonstrate the issues and concerns of the group, the discussions that went on during planning and construction and to show who has been a successful leader. This should be a fun activity and not a competition, but in most instances teams become very passionate. |

10:30 – 11:00 Break – 30 minutes

Debrief exercise: Discuss experiences during the exercise: 30 minutes

Introduction of Personality Styles: 11:30 am – 12:30 pm

Who are you in terms of your bird nature? Introduce the intent of the Dove, Owl, Peacock, Eagle (D.O.P.E.) Personality Test to the group. This test will allow Fellows to explore aspects of their personality and consider how it influences their ability and style to lead effectively.

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| Instructors: Direct Fellows to read the instructions and explain any unclear terminology. Each individual has 10 minutes to complete the test and add up the scores. Based on the scores of the four columns each individual reads the section of the D.O.P.E. Self-Assessment. Then four groups will be formed based on their bird type nature and discuss what everybody found out about themselves. |

Full Group Debrief – 30 minutes

Instructor led discussion of the DOPE Personality test.

Group will discuss the different personality types and consider how this knowledge can assist in managing people.

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| Intention: Being able to identify a personality type can be an extremely helpful skill when building high functioning teams. Being able to identify the right person for a certain task has shown to be very effective. Also, being aware of who is complementary to one’s own personality traits is a helpful tool to assure a good selection of team members. Being able to associate with your own personality trait through the birds (owl, dove, peacock and eagle) is a good way to get to know different people in the room similar in leadership style and identifies similarities and preferences. |

1:00 pm – 2:00 pm Lunch

Introduction of the Delivery of Bad News – 15 minutes

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| Instructor: Explain the principles of effective communication in order to deliver bad news. Leaders have to frequently deliver bad messages that have significant impact to an individual or the structure and function of an organization. This includes delivering staffing messages or performance reviews. |

Introduction to the principles of the SPIKES Program – 30 minutes

Solicit two volunteers from the group. Select monitors for both actors who will take notes – 10 minutes

Role Play – 30 minutes

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| Introduce the different roles to the actors and the group and the importance to capture the emotions and reactions of the scenario. Let the actors read their roles and complete the scripted role plays with one or two different actors. In respect to the news provided, one actor is instructed to provide a positive response, and one is instructed to provide a negative response. Complete the pre-scripted role play with two different actors –one with a sad and one with an aggressive response. This role play may be interrupted as needed to provide some feedback – and to potentially start the situation over again if needed.  When the exercise is over, first ask the monitors to share their experiences, emotions, and physical reactions to the process. When the monitors have provided feedback, instructors will then ask the actors to share their experiences, emotions, and physical reactions to the process. |

Monitor Report – 15 minutes

Each actor has a monitor that takes notes of what was said during the encounter between the patient and the healthcare provider. Monitors report individually what they wrote down and what they observed for the different actors.

Actor Report – 15 minutes

Actors report feelings they experienced during the process.

Full Group Discussion and Debrief of the Role Play – 45 minutes

Analyze with the input from monitors and actors effective behavior, core messages, visual effects, body posture, facial expressions and hand gestures that facilitated or hindered the process of delivering bad news.

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| Instructor: Engage the full group in a discussion of the role-play. Explain the principles of emotional learning and solicit commentary from the Fellows. Ask how their experiences during the role play relate to principles of emotional learning. |

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| Intention: Delivery of bad news is a frequent and unpleasant task of any leader. Being able to monitor one’s own feelings and being able to control one’s body language can facilitate a better experience when disclosing bad news. If one can prevent being personally insulted or frustrated by the reactions of the receiver of bad news allows the other person to be the center of the attention. Being able to start the scenes over again or pause the scenes, allows individual participants to train how to respond differently and learn from unfavorable responses. Evaluating the scenes allows the whole group to analyze certain scenes and deconstruct in greater detail what is happening. |

Tea Break 4:30 – 5: 00 pm

**Daily Reflection**

1. What communication skills or principles did I learn today?
2. How can I apply these skills to my current role or in my personal interactions?
3. What questions were left unanswered?

Supplemental Materials

[Dove, Owl, Peacock, Eagle Style/Personality Self Assessment (Test only)](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitN2M3OTZmYWQtMTk0MS00NzY4LWFlMDMtMjRjMGUyYjc4ZGJh&hl=en_US)

[Dove, Owl, Peacock, Eagle Style/Personality Self Assessment (Assessment only)](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNjI2M2Q2YWMtNTBiZS00OTFhLTg5ZmMtMTIxZGEwNWFlYjM4&hl=en_US)

[SPIKES—A Six-Step Protocol for Delivering Bad News](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitYjhmZGNlMWItNjI1OC00OTRkLWEzNjgtMjdlMjM4ZTZhNTk2&hl=en_US)

[The Myers-Briggs Type Indicator (MBTI)](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitM2QwODJiZWYtZDI4NC00NWIzLTlkNGItMjY2MWJjNTFiMWVh&hl=en_US) (optional)

# DAY 2: DEVELOPING MY COMMUNICATION SKILLS

**Daily Learning Objectives:**

1. Through reflection on prior experiences, participants will identify areas in which they feel they could improve their communication skills.
2. Participants will list ways to disseminate information.
3. Participants, in a group setting, will develop a dissemination plan.
4. Participants will list the key components of an elevator speech.
5. Participants will create and present their own elevator speech.

9:00 am -10:30 am

Means of Dissemination of Information – 30 minutes

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| Using a PowerPoint presentation, the instructor will introduce the topic of disseminating information. This includes person to person, the use of text, phone, and pictures. |

Challenges of communications as experienced by the fellows – 15 minutes

Fellows are encouraged to share some of the communication challenges they have experienced in the workplace as well as in their personal lives.

Discussion of creative solutions to communication challenges – 15 minutes

This segment will focus on the solutions Fellows have implemented in solving communication challenges. They will be asked to consider and explain what made them successful.

Developing a dissemination plan – 30 minutes

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| Fellows will be asked to devise a dissemination plan for a project they are currently involved with. This dissemination plan should include the following elements: target audience for the dissemination plan, methods for disseminations, measuring success, short- or long term communication needs, various approaches to reach different audiences, expertise in dissemination, resources needed. |

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| Intention: This first exercise is to build trust to disclose successes and less successful attempts to communicate to a larger or smaller audience. It facilitates self-analysis and listening skills to the reactions of the group. The development of a structured plan to identify key components including: target audience for the dissemination plan, methods for disseminations, measuring success, short- or long term communication needs, various approaches to reach different audiences, expertise in dissemination, resources needed allows to identify key components in better planning of communication. |

10:30 – 11:00 am 30 minute break

11:00 am – 1:00 am

Exchange of dissemination plans – 60 minutes

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| Instructor: Break the larger group into small groups of five. Ask each group to discuss and provide feedback on the dissemination plans. |

Fellows will break into groups of five and select one individual to report out to the larger group. Each group will rotate four plans amongst the group members and present them to each other. Discuss the plans and provide constructive feedback.

Report findings – 60 minutes

Each reporter will have fifteen minutes with the help of their group members to summarize the projects and facilitate a discussion on how best to disseminate the information.

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| Intention: To facilitate leadership and improve listening and understanding of different approaches to disseminating information. To critically analyze different approaches, identify strength and weaknesses, discuss alternative approaches. |

Lunch 1:00 pm – 2:00 pm

The Elevator Speech: 2:00 pm – 4:30 pm

This segment will focus on introducing the elevator speech. Instructor will introduce the topic “Using Elevator Speeches.”

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| Intention: Training for unexpected meeting with different leaders in business, industry, donors, funders and government occur all the time and require to be prepared to engage with that individual in seconds. Often this unique opportunity can provide an important time to engage a leader in the issues and concerns of a group that works on solving the issue. Seeking alliances, financial or political support can depend on how effective one can be within a short timeframe of a minute or two. |

Introduction of challenges and opportunities – 30 minutes

Instructor will introduce the challenges and opportunities to deliver a short message about yourself and your program.

Write a thirty second elevator speech (six sentences maximum) – 30 minutes

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| Instruct fellows to write a thirty second elevator speech (six sentences max) that says who they are and what their project is about. Review a number of them and ask them to study their speeches. |

Speeches – 60 minutes

Bring five fellows together and have them stand in front of the person they meet who asks them what they do. Each fellow has 1 minutes to respond to the question.

Bring the second group together where they meet the director of the country CDC who is looking to hire a new site director.

Bring the third group together where they meet Aga Khan who is looking for a cross-country project to fund.

Bring a fourth group together where they meet the president of a major corporation during a delay at the airport.

Individual Debrief – 15 minutes

As groups return to the larger room have them write a brief statement of how they felt during the delivery of their elevator speech.

Full group debrief of elevator speeches – 15 minutes

Tea Break – 4:30 – 5:00 pm

**Daily Reflections**

1. What communication skills or principles did I learn today?
2. How can I apply these skills to my current role or in my personal interactions?
3. What questions were left unanswered?

Materials – (located on USB)

[Worksheet 1-Overall Communication Goals](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNjlhMGNjZmMtZGMwNy00MDQ0LTkzY2EtMzczNTNkNjhkMTA5&hl=en_US)

Presentations

[Getting Started with Social Media Part I](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitYTgxNGVkNjMtNmQ0Mi00YWNkLWE2MjktMjNlMTNlNWY4N2U3&hl=en_US)

Claudia Ender

[Getting Started with Social Media Part II](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitYTYxZTljYTMtYjVkNy00MjI5LWE3MGEtNjRiMWU4MjFmY2Ey&hl=en_US)

Claudia Ender

[Interpersonal communication is inescapable](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNDZjMzY4MDMtNDI4NC00MWE1LWIxZjctZWVjOTVkZjFjN2Nl&hl=en_US)

Joachim Voss

[P Process In The Development of a Communication Plan](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitN2I5MWUwNjEtZDI5Zi00YjAwLWFhN2YtYzdkYjhiY2JkMjhi&hl=en_US)

Theresa M A Odero

[Relevance of Social Media to Effective Global Health Leadership](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitY2IyNjJmMWItNmI1YS00MmJjLTljMWItNDRmYWFjOTI4MGI5&hl=en_US)

Theresa M A Odero

[Steps to a Successful Dissemination Plan](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitMTdjNjc2N2MtMmZhYi00YWRkLTk4MDUtNGRjODBlYjdmYmU1&hl=en_US)

Joachim Voss

[Social Media Strategy](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitZjAwYThlY2MtYWQyYy00YWU5LTk4MDgtNzNlNWZiNjQ5YzI5&hl=en_US)

Supplemental Materials

[Developing an Effective Dissemination Plan](http://www.researchutilization.org/matrix/resources/dedp/index.html)

[Getting Started With Social Media Resources](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitM2RjZDcyNGEtYzA3YS00MTZmLThmNWQtMWI3ODRjMWZjYTQ2&hl=en_US)

[Guidelines Disseminating Findings](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNDQ2ZmZmOWYtYmY4NS00YmY1LWFiY2QtNzI0ZjYzODI5N2Uw&hl=en_US)

[Merl's World - Patrick's Library - NLP (Other books) & EQ Books](http://users.telenet.be/merlevede/bk_other.htm#NLP)

[Principles of Communication](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitZWZkYzg4MzEtOWQ1Yi00MTM5LTlmZDEtM2VhYTQ2YzI0ZWVk&hl=en_US)

[Social and Emotional Learning: What is it? How can we use it to help our children?](http://www.aboutourkids.org/articles/social_emotional_learning_what_it_how_can_we_use_it_help_our_children)

[The 4-1-1 On Constructive Criticism](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitOThjNjllODgtODhlYy00MmUwLTgyMzEtNGZjYjkzMTIzNDcz&hl=en_US)

[Worksheet 2-Social Media Communication Goals](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitMTY5NDkyZmQtYThiYS00ZGJmLWJkYmUtYTc4Y2I5OTk4Mjk5&hl=en_US)

# DAY 3: DELIVERING THE RIGHT MESSAGE

**Daily Learning Objectives:**

1. Participants will list the components of a good speech.
2. Applying the components of a good speech, participants will view and critique three speeches.
3. Participants will list the steps in brochure development.
4. Using the steps of brochure development, participants will apply this information and create a brochure that highlights a program in which they are currently working.
5. Participants will list avenues of communication through the use of social media.
6. Participants will describe an effective communication plan.
7. Participants will develop an effective communication plan.

9:00 am – 10:30 am

**African and American Leadership Speeches**

Topic: Essential components of a good speech.

Introduce fellows, via lecture, the essential components of a good speech from an African and American perspectives – 30 minutes

Watch three short speeches from leaders (Wangari Mathai, Young African leaders in the White House, Desmond Tutu) and analyze their structures. What was the key message, what was effective, what could have been said different, what did they not tell the audience? What is effective body language, effective posture, intonation, clothing (camera effectiveness) – 60 minutes

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| Intention: Delivery of a good speech depends on cultural expectations, good content to deliver, and awareness of the speaker’s ability to deliver it to the target audience. Being able to analyze a good speech from a widely known African leader allows identifying critical issues that facilitate a memorable speech. Using African leader speeches facilitates identification with the content, and potential to be one day this person to give a speech like they do. Discussion about light, clothing, raising or lowering the voice allows to point out several strategies to deliver a good speech. Here is also the opportunity for fellows to give their own speeches to the group and seek feedback. |

10:30 – 11:00 am break – 30 minutes

Full group discussion on delivering messages within the attachment sites – 30 minutes

Alternative in case of a power outage or lack of access to the internet: Read the speech of Nelson Mandella and discuss elements of the speech with the group. In addition ask group member to deliver a speech that has been prepared previously for the Ministry of Health or another organization and provide extensive feedback

Principles of brochure development – 30 minutes

Introduction to the principles of brochure development.

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| Divide the group in four subgroups and have them come up with their own ideas for a brochure that promotes a unique program. |

Brochure writing – 30 minutes

Write brochure to promote attachment site program and current project

Group discussion of brochure development – 30 minutes

Break into groups of five and present brochure outline to the group and analyze content

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| Intention: Some information we want to print and have ready for every visitor to a healthcare center. Leaders need to be able to identify information, and styles to convey this information to a large audience quickly and effectively. As different layouts will be put in front of the leader, they have to be able to recognize effective communication pattern and select for those. |

1:00 pm – 2:00 pm: Lunch

2:00 pm – 4:30 pm: Social Media

Introduction to social media – 45 minutes

Presentation on the relevance of social media (Blogs, Facebook, YouTube, LinkedIn)

The instructor will provide an introduction on how to develop a Facebook page to the fellows who do not have a Facebook page.

Develop communication plan – 45 minutes

Stepwise approach for communication plan with provided communication plan working sheets – one hour

Presentation of two communication plans – 60 minutes

The full group will be asked to select two communication plans for different projects to be presented and analyzed. Fellows will engage in a discussion and provide feedback to the presenting groups.

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| Intention: If social media would be a country it would be the third largest. Social media spans around the globe fast and connects audiences to disseminators. As connectivity between different interest groups increase the reliance to disseminate important information quickly will be increasing and will be expected as means of communication. Easy access to leadership communication is expected today and with the new generations of Facebook and Tweeter users will increase rapidly. This section is intended to take away concerns from Social media use, share different methods for social media and encourage the group to create their own Facebook page to stay with each other in contact. |

Tea Break 4:30 – 5:00 pm

**Daily Reflection**

1. What communication skills or principles did I learn today?
2. How can I apply these skills to my current role or in my personal interactions?
3. What questions were left unanswered?

**Supplemental Materials**

[A Good Speech-Writing for CEOs](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitOTZmMjY0OTItODVhZi00ZTJlLThhYTYtNWZiZmRhMWEwZTlj&hl=en_US)

[Advertising](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitOTU4MGRkOGItMTZhMC00NGNjLWE5ZTItNTE5ZGFlNjU0MDE0&hl=en_US)

[Components of an Effective Presentation or Speech](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitMmU1NDQ2ODItNjc1OS00MDBkLTlmODQtMmQ1NGUyNjgxYzgy&hl=en_US)

[How to Prepare a Great Speech and How to Give a Great Speech](http://ezinearticles.com/?How-to-Prepare-a-Great-Speech-and-How-to-Give-a-Great-Speech&id=6144981)

[How to Write a Good Speech](http://www.ehow.com/how_2303815_write-good-speech.html)

[Inaugural Address -Nelson Mandela](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitYTQzMjhmNmItOGVjOC00ODRjLWE0NDEtMGM3NjJiNmUzMjVl&hl=en_US)

[Remarks by USAID Administrator,  Dr. Rajiv Shah](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNjgwOTM0YmUtYTc1Yy00ZjFlLWFkZWMtZmI2ODVlY2U5Mjhh&hl=en_US)

[Speaking of Health](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNGQxZWFlODgtNjk2NC00YmMyLTkxNWMtOTk0OTMxYTc2YTM1&hl=en_US)

[The speech of Dr. Luis G. Sambo, WHO Regional Director for Africa](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitZTQ1YTQ4Y2MtYmFhZC00NWEzLWIyNTktZTZiMjI5MjIyOTBi&hl=en_US)

[YouTube-Desmond Tutu-On Leadership](http://www.youtube.com/watch?v=IrCeVwwu0Xc)

[YouTube-President's Forum with Young African Leaders](http://www.youtube.com/watch?v=hUDoRnOKGOo)

[YouTube-Wangari Maathai-Resources and Conflict](http://www.youtube.com/watch?v=dA0qGlnc-30)

[Worksheet 3-Target Audience](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNmUzOTI1N2UtNGY5NC00ZWE1LWJjNWMtN2JjNDVlMTU4ZTQz&hl=en_US)

# DAY 4: GOOD WRITING PRACTICES

**Daily Learning Objectives:**

1. Participants will describe a structure of an abstract.
2. Participants will write an abstract and engage in a critique and feedback session of abstracts.
3. Participants will list key components necessary for a successful manuscript.
4. Participants will identify key components of creating a successful PowerPoint.
5. Using the key components of a successful PowerPoint, participants will design and present a PowerPoint to the full group.

9:00 am -10:30 am

Scientific Writing

Structure of an Abstract – 30 minutes

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| Instructor will provide a short introduction on the structure of an abstract (30 min) and then Fellows will be provided the opportunity to write a 300 word abstract based on a future project. – 30 min. |

A full group evaluation of the abstracts with a demonstration of the editing process in order to meet the 300 word limit. – 60 minutes

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| Intention: This section is geared towards skills of selecting critical information for fast dissemination. In times of crisis, leaders need to communicate quickly and in a brief format. Learning how to recognize the key concepts and how to phrase them within short amounts of times, increases the ability to disseminate effectively. |

Break – 10:30 am – 11:00 pm

Successful Writing 11:00 am – 1:00 pm

Presentation on principles of a successful manuscript – 30 minutes

How to find information quickly and organize it into a useful form – 30 minutes

Selecting the right journal – 30 minutes

Full group discussion of the activity – 30 minutes

Alternative: Select comments from the editor of a manuscript from a fellow, project them for everybody to read or read them out loud and address the comments chronologically.

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| Intention: To teach skills to recognize a good match between the content of a manuscript and the target journal. Development of a short manuscript outline will limit the amount of time between writing and publishing. Selection of good target journals will also increase the fit between author and editor. Learning how to respond to reviewers comments is as important as the development of the manuscript. |

1:00 pm – 2:00 pm: Lunch

2:00 pm - 4:30 pm: PowerPoint 101

Introduction into the effective use of PowerPoint presentations – 30 minutes

Four participants (RN/MD) will develop a 5 slide PowerPoint presentation to improve a current practice issue – 45 minutes

Groups will give a 5 minute presentation followed by group analysis – 60 minutes

Full group discussion – 15 minutes

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| Intention: To teach the effective and sparse use of PowerPoint with well-crafted slides that are good to read, include the rule of thirds, and use information effectively. |

4:30 – 5:00 pm: Tea Break

**Daily Reflection**

1. What communication skills or principles did I learn today?
2. How can I apply these skills to my current role or in my personal interactions?
3. What questions were left unanswered?

**Supplemental Materials**

[Rules of Thirds for Power point](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitOTMxOThmN2ItZTFkNy00NDBiLTgxM2QtNWQxN2E5ZjIwNjkw&hl=en_US)

[Slide Instructions for the Afya Bora Consortium](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitMWUwZWZiZjgtZjI5Yy00YzNhLWI1OWQtZTEwMzkyMzY5ZTMy&hl=en_US)

[Worksheet 4-Self Assessment](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitOGNkODFmNjQtNTNjMC00MjFjLTkxNTQtNjE3NGMxOTY2YTg4&hl=en_US)

# DAY 5: EXECUTIVE WRITING: CV/BIOGRAPHY

**Daily Learning Objectives:**

1. Participants will list and describe the key components of a curriculum vitae, a biographical sketch, and a biography.
2. Using the key components listed above, participants will create a 150 word biography.
3. In a group setting and drawing upon the key components of an effective biography, participants will critique and provide feedback to peers.
4. Participants will examine and list the key components of creating an effective job description.

9:00 am -10:30 am

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| Instructor will introduce, via lecture format, the constituent parts of a curriculum vitae, a biographical sketch and a biography – 30 minutes |

Participants will work with their own CVs to create a biographical sketch for a global funding agency with a personalized statement – 60 minutes

10:30 – 11:00 am: Break – 30 minutes

11:00 pm – 1:00 pm

Small group analysis of the biographical sketch – 30 minutes

Analysis of biographical sketch as a group (how specific is the bio-sketch to the particular call, where are your strength, where is room for improvement, how could you improve on it?)

Group analysis of personalized statement – 30 minutes

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| Intention: Analysis of personalized statement as a group (Does the funder understand that you are the best candidate for the position, have you convinced the funder that you have the right qualifications, have you shown your leadership strength in the best light?) |

Read at least four 150 word biography and provide feedback on each biography (what did you like about it, what is missing, what was well formulated, where would you have said it differently) – 60 minutes

Alternative: Use example of response to a current job application by a particular fellow.

1:00 pm -2:00 pm Lunch

1:00 pm – 3:00 pm

Looking at Job Descriptions – 60 minutes

Analyze and discuss current position descriptions for leadership positions.

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| Intention: Train the fellows to read leadership position searches correctly. Identify key terms for what the company is looking for. Utility of language to make the application for a job position stand out to Human Resources. Train awareness of who screens the applications first before they end up in front of a selection panel. |

Final wrap up – 60 minutes

Summary of the Project (What worked, what did not work, which content needs to be more, which less)

Group Pictures

**End of Week Reflection**

1. What communication skills or principles did I learn today?
2. How can I apply these skills to my current role or in my personal interactions?
3. How will I implement the skills I learned in this module in my attachment site or my current position?
4. What questions were left unanswered?

**Module Reflection**

1. How has this module informed your thinking about effective communication?
2. What activities did you find most useful?
3. What principles of effective communication will you begin to implement immediately?
4. What changes would you recommend to this module to make it more effective?

[Writing a WINing Abstract](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitZGZjMmY1MDAtYWFhOS00ZDU5LTk4YzgtZDhjMjFjNzg2ZDNi&hl=en_US)

Martha J Lentz

**Supplemental Materials**

[Requesting a Letter of Recommendation](http://www.cs.washington.edu/homes/mernst/advice/request-recommendation.html)

[Writing a Letter of Recommendation](http://www.cs.washington.edu/homes/mernst/advice/write-recommendation.html)

[Writing Letters of Recommendation for Academic Jobs](http://www.mla.org/bulletin_125044)

[Global Medical Affairs Leader-Position Description](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitNjNjOTkwMWItNzU4OS00NGQyLWEzNjEtNzVjZjk0ODMwODAy&hl=en_US)

[Job Description-Director, Global Health and Safety](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitZGI0MTkzMTEtOWNmYy00NmM0LWI2NjEtODQ3Mjc2ZjVlMmZm&hl=en_US)

[A Leader's Real Job Description](https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0BzFYZNggXkitYzZmNTkyMjAtZTBiYS00NzUwLTg4MmUtODUxYjFhNWE1Njc0&hl=en_US)

# SELF-ASSESSMENT: PRE AND POST MODULE

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| Note to instructors: This assessment is to provide the instructors with information regarding the Fellow’s pre-existing knowledge and how they perceive their pre-existing communication skills. Fellows may be asked to complete this assessment following the module to assess understanding. |

| COMPETENCY  CATEGORY | SKILL OR CHARACTERISTIC | MASTERED | ADEQUATE | NEEDS IMPROVEMENT | NO PREXISTING KNOWLEDGE OR EXPERIENCE |
| --- | --- | --- | --- | --- | --- |
| INTERPERSONAL COMMUNICATION | Understand and describe body language. Explain how attuning to body language can influence communication. |  |  |  |  |
|  | Ability to understand and act on information provided by co-workers. |  |  |  |  |
|  | Describe the principles of active listening. |  |  |  |  |
|  | Identify individual communication traits and negotiate strategic behaviours. |  |  |  |  |
|  | Assess a difficult situation and use effective strategies to deliver a message with negative consequences for the recipient. |  |  |  |  |
|  | Deliver a spontaneous, short message about yourself and that uniquely identifies the focus your program/attachment/work. |  |  |  |  |
|  | Identify key traits of emotional learning. |  |  |  |  |
| WRITTEN COMMUNICATION SKILLS | Write examples of executive documents for future career opportunities |  |  |  |  |
|  | Have or know how to: craft a curriculum vitae (CV) |  |  |  |  |
|  | Have or know how to: write an abstract |  |  |  |  |
|  | Describe the principles of scientific writing, select the appropriate journal, and be able to present scientific findings in a PowerPoint presentation. |  |  |  |  |
|  | Identify preferred methods of dissemination and develop key messages for each individual project. |  |  |  |  |
|  | Discuss plans, present content and provide constructive feedback to each other. |  |  |  |  |
|  | Ability to define the audience and prepare presentation relevant to the audience |  |  |  |  |
|  | Understand the importance of the media representatives, discuss the relevance of news to their projects, identify indicators for which media would be a target to deliver the right message. |  |  |  |  |
| PROFESSIONAL DEVELOPMENT | Identify strategies for successful career development. |  |  |  |  |

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