



COMMUNICATE WITH YOUR CHAPTER

Learning outcomes: As a result of attending this session, participants should be able to...

- Begin the school year off by creating more visibility on campus
 - » Wear MB t-shirts on a given day...maybe the day that you have your meetings!
 - » Attend other groups/organizations events (wear those t-shirts) and send them props on social media, or via text, email, or a handwritten note.
- Develop meaningful relationships and organizational buy-in from the beginning.
- Have a chapter discussion on best communication practices – come to an agreement on modes of communication, how to reach members and expectations.
- Keep communication positive, productive and fun.

Workshop Agenda

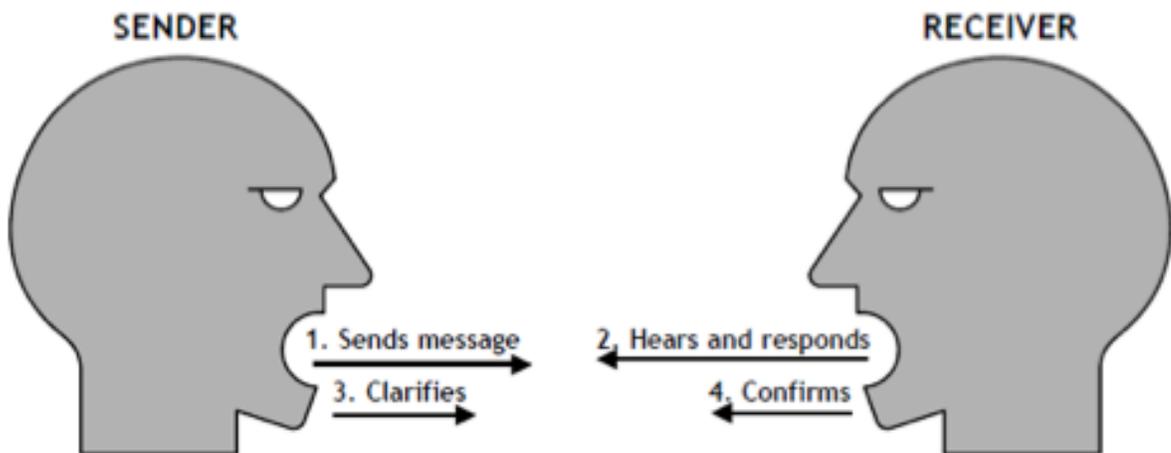
(2 minutes) Introductions:

- » Introduction of Workshop: Communicate With Your Chapter
- » Introductions: Presenters

(3 minutes) Discussion:

- » Why is communication with your chapter members and advisors so important?
- » Communication Model

An Effective Communications Model



- » How do we communicate? Is it effective? Best practices to communicate:
 - Email
 - Text Messaging (Mass Text, etc.)
 - Social Media (Facebook groups, Group Me, etc.)
 - Others?

(10 minutes) Following Directions: Group Exercise

- » Directions below

(10 minutes) Picture This: Group Exercise

- » Directions Below

Closing Remarks and Dismissal

FOLLOWING DIRECTIONS



Description

Participants are provided with a worksheet and told to follow very specific instructions to complete the assigned tasks from the facilitator.

Time guidelines

10 minutes

Purpose

To highlight just how easily it is to misunderstand instructions if you don't listen carefully.

Resources

Handouts 33-A and 33-B; pencils or pens

Presentation

1. Distribute Handout 33-A to each participant. Tell them to do exactly as you instruct them to do to test their listening skills and ability to follow directions.
2. Tell participants that in quadrant one they should place a dot on the letter I.
3. In quadrant two, tell participants to print the word XEROX in the spaces provided.
4. In quadrant three, explain that PB stands for Papa Bull, MB stands for Mamma Bull, and BB stands for Baby Bull. Ask participants which one doesn't belong.
5. In quadrant four, ask participants to spell two words using the letters shown.
6. After participants have completed the worksheet, distribute or present Handout 33-B, which shows the way the worksheet should have been completed if one followed the directions exactly.
7. Remind participants that the instructions told them to place a dot on the letter I and to write XEROX in the spaces provided in quadrant two. Explain that in quadrant three there is no such thing as a Mamma Bull - she would be a cow! Finally, in quadrant four, tell participants that all they had to do was spell two words using the letters that were simply jumbled up.

Debrief

Ask participants how they did following directions in this exercise. Likely, many of the participants weren't able to follow all or any of the instructions. Concede the fact that this was a very tricky test with particularly difficult instructions to follow precisely. However, this exercise does highlight the fact that we do need to listen very carefully to what we are being asked to do and to not make too many assumptions concerning what someone wants. The best thing to do is to make sure you understand exactly what is being asked of you. If you are not sure, it is best to ask for clarification of instructions to ensure that you are doing exactly what is being asked of you.

Difficulty rating

Medium to high

Variations

Distribute or present Handout 33-A and complete it as a group, asking participants to suggest what they believe is the correct way to follow each instruction.



FOLLOWING DIRECTIONS WORKSHEET

Handout 33-A

<p>1.</p> <p>I</p>	<p>2.</p> <hr/>
<p>3.</p> <p>MB BB PB</p>	<p>4.</p> <p>OODRWWTS</p>



<p>1.</p> <p>†</p>	<p>2.</p> <p><u>X</u> <u>E</u> <u>R</u> <u>O</u> <u>X</u></p>
<p>3.</p> <p>MB BB PB</p>	<p>4.</p> <p>TWO WORDS</p>



PICTURE THIS

Description

Twelve picture puzzles are presented for participants to solve.

Time guideline

10 minutes

Purpose

To highlight the fact that some communications can be tricky and have hidden meanings; also to allow participants to have some fun trying to solve these picture puzzles.

Resources

Handout 42-A

Presentation

1. Distribute a copy of Handout 42-A to each participant.
2. Instruct participants that they are to solve as many of the 12 picture puzzles as they can.
3. After 10 to 20 minutes, ask participants to share the answers they came up with for each picture puzzle.
4. the correct answers are:
 - Falling temperatures
 - Mixed wedding
 - Burning the candle at both ends
 - Last chance
 - Capital punishment
 - Giant steps
 - Fat cat
 - Repeat
 - In box or boxed in
 - Dancing with the stars
 - Lost in space
 - Gunpoint

Debrief

Ask participants which puzzles gave them the most difficulty and why. Explain that as in most of our communications, you need to keep an open and creative frame of mind to really understand the messages we receive.



<p>1.</p> <p>65 degrees 48 degrees 24 degrees 15 degrees 9 degrees 3 degrees 0 degrees</p>	<p>2.</p> <p>Wednignd</p>	<p>3.</p> <p>BurningCandleBurning</p>
<p>4.</p> <p>chance, chance chance, chance</p> <p>chance</p>	<p>5.</p> <p>PUNISHMENT</p>	<p>6.</p> <p>Steps</p>
<p>7.</p> <p>Cat</p>	<p>8.</p> <p>Pete Pete Pete Pete</p>	<p>9.</p> <p>In</p>
<p>10.</p> <p>Stars Stars Stars Stars Stars Stars</p> <p>Dancing</p> <p>Stars Stars Stars Stars</p>	<p>11.</p> <p>Spalostce</p>	<p>12.</p> <p>Gun •</p>