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# **The Lobbying Handbook**

**For Your Volunteer Group**

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# **Lobbying Handbook**

**A resource for your volunteer group**

**Produced by the Space Coalition  
of Greater Toronto**

**Spring 2003**

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*“When community groups, parents and others visit the school to participate in community activities and use the school’s facilities, they develop a sense of interest and ownership in local education. More public interest in and ownership of educational issues can only strengthen our education system.”*

— **Dr. Mordechai Rozanski,**  
**Chair, Education Equality Task Force,**  
**December, 2002**

## **Introduction**

This handbook was developed by the SPACE coalition (Save Public Access to Community Space Everywhere) as a handbook to assist parents, volunteers, youth, and other citizens to share their concerns about rising rental fees and the ever-shrinking space available for community programs in schools and other public buildings in Ontario.

You can use this handbook for planning presentations or meetings or for dealing with the media. It includes guidelines and tips aimed at making your meetings run smoothly, and your presentations leave a lasting impression. At the back of this handbook is a checklist to help you evaluate the success of your meetings and presentations.

Naturally, our goal is to preserve and expand community access to schools and other public facilities so that many valuable volunteer and community-based activities and services can continue to be enjoyed by Ontarians.

While we know the important contributions these activities and the volunteers who deliver them make to our communities, others may not. Our task is to tell that story passionately and clearly deliver our message to as many people as possible.

Please keep in touch with the SPACE coalition. As a group with Ontario-wide members we are also trying to get our concerns on the public agenda for action. Let us know about your activities and if we can help you in some way.

# Our Lobbying Handbook

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Contact info—

Much success!

# **Eleven Good Reasons to support affordable community access to school space**

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## **1. Improves student performance**

Studies have shown that participation in school-based after-hours programming like Guides, Scouts, sports and recreation has a positive impact on learning and improves education outcomes for children and youth. Children's programs in the early years support their early learning, development and readiness to learn when entering school.

## **2. Encourages physical activity and healthy lifestyle development**

Access to social and recreational programs for children, youth, and adults results in a healthier population with lower rates of obesity. When people are healthier, we reduce pressure on health care and social service budgets. For example, the Sports Alliance of Ontario reports that for every 1% increase of physical activity among our population, government saves \$30 million dollars in health care costs. Any reduction of programs using school facilities has a direct impact on the rates of childhood obesity and the onset of other potential health problems such as childhood diabetes.

## **3. Provides a cost-effective use of school space**

Providing after-hours access to schools maximizes use of school space. Taxpayers get better value for their investment in schools. Accessible recreational and social opportunities for children are more affordable in the long-term than the costs associated with

reducing access to such programs. Such costs include the health costs of the growing problem of childhood obesity, the social costs of crime and delinquency, and the costs incurred by problems in our classrooms. Research by Dr. Gina Brown in the Hamilton region has clearly demonstrated spin-off savings from after school recreation programs for children and young adults (e.g., social assistance, counselling, and health services).

#### **4. Prevents crime**

Organizations such as the National Crime Prevention Centre recognize that recreation, leadership opportunities, and other development programs for children and youth prevent crimes. Shrinking access to school space for social and recreational activities will impact on delinquency and crime budgets in the long term. Ontario's Chief Justice, Roy McMurtry, cited the importance of recreation to reducing crime at the opening of the Courts in 2001 (Toronto Star, Jan 8, 2001).

#### **5. Increases opportunities for newcomer settlement and integration**

School-based *English as a Second Language* (ESL) and settlement programs provide essential supports to newcomers and help them adapt to their new life in Canada.

#### **6. Promotes volunteerism and community participation**

Volunteers are the hallmark of a healthy community, performing many valuable services for their communities at minimal costs. To provide viable contributions to community potential, the voluntary sector relies upon supports such as access to community space.

### **7. Sustains community programs**

Escalating permit fees for community space in schools result in higher fees ‘trickling down’ to participants. The result is that some participants drop out because they cannot afford the fees. The program then has to pass on still higher fees to the remaining participants. Once fees rise above a certain threshold, the number of participants falls and the program has to close down. Sadly, the new education funding formula and resulting fees for groups using school space has forced many volunteer-based not-for-profit groups to cancel programs or stop operating. This has diminished the voluntary sector and reduced opportunities for community participation

### **8. Encourages artistic and cultural expression**

Opportunities for communities to 'come together' in community spaces increase social cohesion and nurture the development of cultural and community events. Extracurricular community programs involving the arts, dance, or music support children’s readiness to learn.

### **9. Promotes life-long learning**

A wide range of *pre-school, school-age, youth, and adult education* programs depend upon access to affordable space such as schools. A community culture of lifelong learning creates a more educated, skilled, and competitive labour force.

### **10. Fosters accessibility and inclusion**

The Canadian Council for Social Development reports that children from economically disadvantaged homes tend to have reduced rates of participation in recreation. Raising participant fees will disproportionately affect low income families and children by further limiting their access to program. Lower income children and youth are the first to drop out of programs when fees rise.

### 11. Promotes community well-being

Schools have been built and maintained with tax-dollars and are a vital community resource for the entire community. Historically, schools have welcomed local groups and enabled them to provide a wide range of after-hours programs and activities for children, youth, adults, and seniors. Prior to the new Provincial funding formula in 1997, school boards had the financial resources to offer space for free or for nominal fees. This upheld the principle of public access to publicly funded facilities. As the hubs of their communities, schools have played an active role in contributing to community well-being. The school's role in providing affordable community access to space is now at risk. When the availability of public space declines, so does the well-being of children and youth.

## Potential Questions to Ask Your Candidates in the 2003 Ontario Provincial Election about Community Access to Space

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**Directions:** The following questions will help you to question candidates about the issue of community access to space. The most effective way to phrase your questions is to connect them directly to your own experience. Whenever possible, support your questions with examples from your community that show the effects of escalating rental rates and reduced access to community space.

- ◆ **What is your opinion of the value of volunteer-run, school-based programs such as Scouts and Guides? How do you believe their contributions should be supported?**
- ◆ **In the last few years, rental rates for school facilities have increased by up to 1000% in some areas. This led to the collapse of many volunteer-based, not-for-profit-organizations that depended on affordable space to run their programs. [*Give an example from your own experience—e.g., a school-based program that has suffered or been discontinued as a result of increased permit fees.*] How do you plan to help voluntary organizations cope with escalating school rental rates?**
- ◆ **Will you work to open schools to all volunteer-based, not-for-profit-organizations, such as special education groups, community groups, sport and recreation groups, and others, at affordable fees?**
- ◆ **[*Give an example of how the Province’s Education funding formula has limited access to schools and how this has affected you or your community.*] Do you support amending the Province’s Education Funding Formula so rents for school space or facilities can be eliminated or reduced to affordable levels?**
- ◆ **Volunteer-based, not-for-profit-organizations form a valuable part of healthy communities. [*Give an example from your community showing the importance of a community service or program and the impact it would have on you or your community if it didn’t exist.*] How will you ensure such programs receive the support they need to continue to provide vital community services?**

### Meeting Elected Officials

Canadians live in a society governed by people we elect to serve our interest and those of the broader community. We expect our elected officials to be publicly accessible and accountable as they go about the business of government—enacting laws, creating public policy and spending our tax dollars.

Successful politicians make a point of staying in close contact with the people who elect them and the issues voters think are important. One way of doing so is by regularly meeting with community representatives to discuss topics of interest. Politicians also keep careful track of the issues people call or write them about.

#### Who Should I Meet?

The politician we most need to influence is your member of provincial parliament (MPP), since the provincial education funding formula is at the root of the space problem for most of our community groups. Your local mayor and other municipal politicians are likely allies. We'd like to keep them informed and enlist their support for our efforts.

If you don't know who your MPP is, you can call 416-326-1234 or visit: <http://www.ontla.on.ca/> then click on 'members' to search by address or map. You can also consult the blue pages of your phone directory.

#### Setting Up A Meeting

The best way to set up a meeting with a politician is to phone their office and make a request for a meeting. Ask to speak to the person who schedules meetings. They will likely ask what you'd like to discuss, and who will be attending. Most provincial MPPs set aside each Friday to be home in their ridings just to meet with members of the public. Other times can also be arranged. But, politicians tend to be busy people, so finding a mutually

agreeable time can be a challenge, particularly if you are attempting to meet with a cabinet minister.

The Ontario Legislature is now in recess until March 17, 2003. After March 17 it may get busier and more difficult to get a date to meet. If a provincial election is called in the spring it may also be more difficult to get a meeting.

Once you have an appointment, it is a good idea to follow up with a brief letter or e-mail thanking the politician for taking the time to meet and confirming the date. This also provides an opportunity to include any materials relevant to the issue you're going to meet about—recent newspaper clippings, correspondence, etc.

### Preparing for the Meeting

Once you know how long the meeting will last, you can start planning your presentation. If more than one person is attending, ensure that each participant has a role. Assign someone the responsibility of keeping track of time and ensuring that everyone sticks to the planned agenda. Review the section 'Presentation Tips – Dale Carnegie Training' of this handbook for assistance with your preparation.

Do a little research about the person you are going to meet—what party do they belong to, what did they do before entering politics, what is their role (most MPPs or MPs will specialize in particular issues or have certain responsibilities). The government's web site includes short biographies, visit: <http://www.ontla.on.ca/Members/biographies/index.htm>

Bring along a document outlining your issue or other print materials that supports your case that can be left for the politician at the end of the meeting.

If you have not previously met with a politician or are nervous, try rehearsing your presentation, or role-playing by having someone act the part of the politician while you run through your presentation.

### The Meeting

Arrive a little early, so you aren't rushed. But be prepared for possible delays in the meeting start time – political schedules are ever changing. After a round of introductions be prepared to make your presentation. Some politicians will sit and listen others will want to interrupt and ask questions. Be prepared to 'roll with the punches' and accommodate various styles of interaction. But always be alert to opportunities to bring the discussion back to your main issue or the next point on your agenda.

Bear in mind your goal(s)—develop awareness about the issue, build a working relationship, win over a new ally or supporter. Recognize that achieving these may take time, and may require a number of contacts.

As the meeting starts wrapping up, make sure someone takes advantage of the remaining time to quickly and concisely summarize or reiterate your most important point(s). End on a positive note, if possible, and thank the politician again for meeting.

### Post Meeting

Post meeting follow up is another opportunity to reinforce your key message(s). Write a brief thank you note, part of which summarizes your issue. Such a letter can also serve as a way to provide the latest news about the issue, cover any points missed during the meeting, or to answer any question that required further research on your part. If the politician had agreed to do something for you, your correspondence can also serve as a gentle reminder.

Follow up by phone two to three weeks later and ask about the action taken as a result of the meeting.

### Tips and Pitfalls

- ◆ Be clear who you are and who you represent (politicians give more credence to constituents than to 'agencies' or funded groups even if they work in the area). If you represent an agency/volunteer group spell out who you serve and represent from the community.

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- ◆ Be clear what you want from the MPP and what you are recommending. Feel free to use SPACE key messages/recommendations if these work for you.
- ◆ Dress appropriately—it is a formal meeting.
- ◆ Start by introducing yourself and any other participant.
- ◆ If you requested the meeting be prepared to drive the meeting.
- ◆ Be polite, focused and business-like.
- ◆ If they like you, they're more likely to support your cause.
- ◆ Stick to the issue and avoid being partisan—don't mention who you voted for or your political affiliation.
- ◆ Try not to get upset or use threats like, "I'll never vote for you".
- ◆ If you are asked a question and don't know the answer, say so, but never guess at answers.
- ◆ The most important people in a politician's office are often the staff; take every opportunity to build a positive working relationship with them.
- ◆ Politicians love an audience, particularly of voters. Invite them to your group's public events.
- ◆ Always follow up after the meeting, ongoing contact helps build your relationship and credibility.
- ◆ Politicians belong to political parties, and rarely step out of line or publicly oppose their own party; recognize these limits.

# Writing Letters to The Editor

Letters to the editor are one of the easiest, most effective ways to increase public awareness about an issue.

Most publications reserve space for letters from readers or members of the public. Published letters reach an important audience—decision-makers, community leaders, and by people who influence public policy decisions.

## Some Tips

### **1. Start with a little research:**

- ◆ Each publication has its own way of dealing with letters. Most provide some basic instructional information about the length of letters and how they like them submitted.
- ◆ Look on the letter's page or contact the publication to get some basic information about how to submit letters.
- ◆ Look at the letter being published for examples of format.

### **2. Letters are more likely to be published if they:**

- ◆ Relate to previous coverage or a topical issue.
- ◆ Are short and to the point.
- ◆ Are passionate and/or well reasoned.
- ◆ Speak to issues the paper thinks are of interest to others.
- ◆ Are witty, amusing or provocative.
- ◆ Stick to the issue and avoid personal attacks on others.

### 3. *Writing:*

- ◆ Get your ideas down on paper, and then refine or edit.
- ◆ Focus on you most important point.
- ◆ Have someone you trust read your draft letter for feedback.
- ◆ Keep sentences short and punchy.
- ◆ If you are having trouble writing, try telling someone what you want to say. Get them write it down, then refine or edit.
- ◆ As a general rule, limit your letter to 3 paragraphs, with not more that 3 sentences in each.
- ◆ Personal stories are powerful. You don't have to be an expert. Write from the heart.

### 4. *Getting it in:*

- ◆ The only letters published are the one submitted.
- ◆ Don't be discouraged if your letter isn't published. Try again. Your chances improve the more times you write.
- ◆ The first letters to arrive are the most likely to be printed. If possible, use fax or e-mail to get the jump on others.
- ◆ Lots of letters on the same topic improve the chances of publication and additional coverage.
- ◆ There are a lot of different publications. Submit your letter, or a variation, to as many as you like.

### The Media Release

Many organizations, including political parties and corporations, use media releases regularly. If the newspapers, radio or television stations actually use the information in your release, you've succeeded. The media will then spread your word to their varied audiences—for free.

Keep a list of media contacts who may be interested in your issue locally, or provincially (e.g., the SPACE issue may be covered by people on the Town/or City beat or the Education file or the Queen's Park file). Keep a list of alternative or small media (e.g., ethno-specific media, cable TV public interest, community newspapers, or radio, university/college radio).

Plan your media strategy: 1) media release? 2) media event? 3) Letter to the Editor?

If you plan on using a media event, keep in mind that the best timing for a media event is before *deadline* (10:30 or 11:00 am?). Send out a media advisory the day before your media event with just enough info in it about what you'll be saying, without telling everything—or they won't attend!

Media outlets receive a large number of media releases every day, but they can only deal with a few. The trick is to create a media release that catches the attention of the people who decide which stories merit coverage.

The first rule is to put the topic of your media release right up front. This makes use of the well-known pyramid technique of journalistic writing – start with why it is important. Spill the beans straight away.

Use wording that is clear, short and simple, but meaningful. Emphasize concrete words, not abstract phrasings. Above all, be factually accurate. And try to keep your media release to one key topic, preferably one you can convey quickly and memorably.

Spend a little time making sure your media release is worded accurately and that it captures the key elements of the story properly. Ensure it is difficult or impossible to misunderstand. Ideally, your media

release will reflect well on you and your organization, and be able to stand up to close scrutiny by others.

Some basic information must always be included in the layout of your media release. This information must stand out clearly. Some variation may occur in the precise layout used by different organizations. Strive for a one-page limit. The example given on the next page provides you with a model that is effective for a wide variety of purposes.

Releases can be delivered many ways. Increasingly, however, email and fax are preferred because of the speed with which they reach their destination. It is a good idea to follow up with a telephone call to ensure the release arrived and to initiate contact with the media.

Make sure the media has a way of contacting you for questions or additional background, and that you really are available!

Remember, journalists are busy people. If they are working on a story, there is almost always a looming deadline. Once the decision is made to cover your story, the more help you can provide the journalist to tell your story well, the more effective it is likely to be.

## Media Release Form

### Organization

Address information

**FOR IMMEDIATE RELEASE**

**CONTACT PERSON**

**DATE**

### Topic of Release

**Brief summary of contents (optional)**

**Message**

### Media Briefing Tips

When you provide people from the media with a briefing, keep the following points in mind:

1. Journalists are in the business of bringing news to their audiences that is interesting and, if possible, compelling.
2. Bring out brief points that will likely interest the general public.
3. Clarify in your own mind what you want the media to do for you.
4. Provide the media with an angle they can work with to put your viewpoint across to others.
5. Supply good reasons why the media will want to use your information.
6. If possible, provide some good quotes or lines the media can use right away.
7. Keep your briefing short, simple, and to the point.
8. Keep your tone friendly and open throughout.

## **Keep Your Message Positive**

**It is not true that communication that  
is not positive is not harder to  
understand than communication that  
is not negative.**

## PRESENTATION PLAN

Date of preparation: \_\_\_\_\_

Topic: \_\_\_\_\_

**Action Objective (what you really want your audience to do)**

Location for presentation: \_\_\_\_\_

Date/Time for presentation: \_\_\_\_\_

**Audience Analysis (who they are, what will help them to buy in, what their hot buttons might be)**

**Parting Thought (the final message you want to be sure to leave with your audience)**

Presentation Plan – first page

<b>Presentation Activity Outline</b>	
<b>Key points and information related to those points – including questions you may ask the audience.</b>	<b>Audiovisual Actions</b>
<b>Special considerations or notes related to this briefing:</b>	

**Presentation Plan – second page**

## **Pre-Meeting Checklist**

<b>Item</b>	<b>Needed</b>	<b>Not needed</b>
◆ Continuing liaison/coordination person for duration of meeting	<input type="checkbox"/>	<input type="checkbox"/>
◆ Accommodation arrangements for all delegation members and parking	<input type="checkbox"/>	<input type="checkbox"/>
◆ Freedom from outside interruptions throughout meeting	<input type="checkbox"/>	<input type="checkbox"/>
◆ Special arrangement of chairs and tables or own position in room	<input type="checkbox"/>	<input type="checkbox"/>
◆ Identified preparation or planning area away from main meeting area	<input type="checkbox"/>	<input type="checkbox"/>
◆ Name badges for all members of delegation	<input type="checkbox"/>	<input type="checkbox"/>
◆ Writing paper and pencils or pens for all members of delegation	<input type="checkbox"/>	<input type="checkbox"/>
◆ Sufficient materials for giving out to others at the meeting	<input type="checkbox"/>	<input type="checkbox"/>
◆ Convenient access to photocopier	<input type="checkbox"/>	<input type="checkbox"/>
◆ Laptop and LCD projector)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Overhead projector(s)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Flip chart(s)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Whiteboard	<input type="checkbox"/>	<input type="checkbox"/>
◆ Video playback/record unit with monitor	<input type="checkbox"/>	<input type="checkbox"/>
◆ Tilting screen (good condition, at least 5' x 5')	<input type="checkbox"/>	<input type="checkbox"/>
◆ Blank overhead projector transparencies	<input type="checkbox"/>	<input type="checkbox"/>
◆ Extra flip chart pad	<input type="checkbox"/>	<input type="checkbox"/>
◆ Stick-on note paper	<input type="checkbox"/>	<input type="checkbox"/>
◆ Good display areas for teams or individuals to post up their work during the program	<input type="checkbox"/>	<input type="checkbox"/>
◆ Pens for flip chart (at least four)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Pens for overhead projector (at least four)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Pens for white board (at least two)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Paper towel or serviettes (about a dozen sheets)	<input type="checkbox"/>	<input type="checkbox"/>
◆ Small, closed container of water	<input type="checkbox"/>	<input type="checkbox"/>
◆ good supply of masking tape	<input type="checkbox"/>	<input type="checkbox"/>
◆ Extension cord (4 metres +)	<input type="checkbox"/>	<input type="checkbox"/>

## Presentation Tips from Dale Carnegie Training

Delivering your presentation effectively involves using a proven four-step process: Plan, Prepare, Practice, and Present.

### Plan

Plan the content of your presentation around your purpose and your audience's interest and level of understanding. Use words and phrases common to your audience, and focus on your purpose. To help yourself do this, try these exercises:

- ◆ Describe your audience as it relates to the topic—their knowledge and experience, their needs, wants, and goals. Ask yourself, “What does my audience know about this topic?”
- ◆ Define the purpose of your presentation as it relates to the outcome you seek. Is your intention to inform? Persuade? Motivate? Teach? When you clarify your purpose, you will more easily hit your target.
- ◆ Plan the content of your presentation around your purpose and your audience's interest and level of understanding. Use words and phrases common to your audience, and focus on your purpose.

### Prepare

After you finish the initial planning phase for your presentation, you can begin to prepare it using the following guidelines:

- ◆ Establish a positive mindset by considering the value of your message. Ask yourself, “Why is this message important to me?”
- ◆ Structure your presentation, remembering to centre it on a message with key points that you can back up with evidence.

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- ◆ Prepare an attention-getting opening. Use a question, make a startling statement, or relate a relevant incident to elicit the audience's interest. The opening makes up 5 to 10 percent of your presentation.
- ◆ Determine the key ideas of your message and back them up with evidence such as statistics, testimonials, demonstrations, and analogies. Make sure that the key ideas support a coherent message. Remember that an audience can only remember 4 to 6 different points, so choose your key ideas carefully. This should make up 80 to 85 percent of your presentation.
- ◆ Prepare a memorable close that supports your purpose and creates a lasting impression. You can close by summarizing or restating the message or by throwing down a challenge to your audience. A close that relates back to your opening can also be effective. Whatever you choose, be sure you tell your audience what action you want them to perform. The close should make up 5 to 10 percent of your presentation.

### Practice

Practice your presentation in front of a small audience or a colleague, and ask for feedback on the content and style of your presentation. Consider the following:

- ◆ Is your message clear?
- ◆ Does your evidence support your key points?
- ◆ Are your graphics and illustrations clear, appealing, and relevant to the topic?
- ◆ Are you talking in terms of your audience's interest?
- ◆ Is your close memorable?
- ◆ Did you achieve your intended results?
- ◆ Consider videotaping yourself rehearsing, and then review the videotape for distracting mannerisms and other signs of nervousness.

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Remember that the best cure for nervousness is confidence, and that confidence comes with practice.

- ◆ If possible, rehearse multiple times, trying out new ideas and new techniques for delivering the material. Choose the techniques that you are most comfortable with.
- ◆ Rehearse the timing of your presentation to be sure that it falls within your time limits. Be sure to allow time for questions, if it's appropriate.

### Present

Many people consider delivering the presentation to be the most difficult part of the process. Remember the following:

- ◆ Assume the attitude of a professional in delivering presentations. A PRO views presenting as a Privilege, a Responsibility, and an Opportunity.
- ◆ Make a positive first impression. If possible, establish eye contact with your audience. Be yourself and relax.
- ◆ When speaking, be natural. Speak in a heightened conversational tone. Slow down and emphasize important points, and pause before and after key points to set them apart.
- ◆ Be sincere and build rapport with your audience. Involve them in the presentation. Ask your audience questions to be sure that they're following you. If appropriate, get feedback from them after the presentation, and use this feedback to make your next presentation even better.

### Answer questions

Question-and-answer sessions present a unique set of challenges, but they also offer the opportunity for you to clarify your message and reinforce your key points. Questions also get resistance out in the open and allow you to deal with it. Here are some tips for handling questions during a presentation:

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- ◆ Plan for questions and answers by writing down questions you expect from the audience.
- ◆ State in advance whether you will take questions during the presentation or at the end. If you are taking questions during the presentation, be sure not to get sidetracked. If a question takes you off track or is of interest to only a few members of your audience, deal with it at the end instead.
- ◆ At the beginning of your question period, state how much time you have for questions, and then ask for the first question. If no one has any questions, suggest one yourself. You could also consider planting someone in the audience to ask the first question.
- ◆ Repeat questions so that everyone can hear them. Rephrase the question if necessary. If you don't know the answer to a question, it's best to be honest. Try to find some way to follow up with the person asking the question to get an answer to him or her.
- ◆ End the question period by restating your summary, close, or the action you want your audience to take.

## BRIEFING CONDUCT CHECKLIST

	Yes	No
1. Was the purpose of the briefing clear from the start?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the briefing generally come across clearly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Was the word choice simple yet effective?	<input type="checkbox"/>	<input type="checkbox"/>
4. Was jargon or bureaucratic phrasing well controlled?	<input type="checkbox"/>	<input type="checkbox"/>
5. Was the information laid out in a specific and concrete way?	<input type="checkbox"/>	<input type="checkbox"/>
6. Did the points made flow naturally and logically from one to the next?	<input type="checkbox"/>	<input type="checkbox"/>
7. Was the briefing built around facts?	<input type="checkbox"/>	<input type="checkbox"/>
8. Did the briefing come across with liveliness and vigour?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did the briefing use the 'you' viewpoint?	<input type="checkbox"/>	<input type="checkbox"/>
10. Was the tone of the briefing effective (not too harsh or strident, not too blunt, not too negative, not too soft)?	<input type="checkbox"/>	<input type="checkbox"/>
11. Did the briefing avoid loose assumptions or shaky premises?	<input type="checkbox"/>	<input type="checkbox"/>
12. Was the grammar basically correct?	<input type="checkbox"/>	<input type="checkbox"/>
13. Was audiovisual equipment of various types used to advantage?	<input type="checkbox"/>	<input type="checkbox"/>
14. Was the closing or ending effective (pointing the way ahead, leaving a good final thought for the audience)?	<input type="checkbox"/>	<input type="checkbox"/>

## Points to Keep in Mind in All Your Communication Activities

- ◆ People like to have their own beliefs confirmed.
- ◆ Good communications demand clear objectives and goals.
- ◆ People pay more attention to those who come across as convincing.
- ◆ Specific and concrete statements work best in your communications.
- ◆ People enjoy stories or anecdotes about people (including themselves!).
- ◆ Readily understood, specific, and relevant facts and figures convey your points best.
- ◆ When pondering the merits of what they're hearing or seeing, people are very much influenced by the opinions expressed by friends and respected acquaintances.
- ◆ When a lot of information is involved, communicate it in smaller *chunks* over a longer period of time (this may mean more than one briefing or communication package).
- ◆ Redundancy helps when it comes to hammering home key points (sometimes you can do this effectively by repeating exactly what you just said).
- ◆ Every day words and shorter sentences work best for most issues of communication.
- ◆ Good communications generally involve positive or affirmative wording (watch out for the 'no' or 'not' problem).
- ◆ Simple analogies, images, anecdotes, or examples help your communications.

## Our Lobbying Handbook

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- ◆ Assumptions in your communications can be dangerous.
- ◆ Communications that come across as attempting to ‘impose authority’ (including moral authority), don’t go down well.
- ◆ Flow charts, charts, diagrams, graphs, maps, and pictures help communications, especially when they’re not overloaded with information and make good use of colour for highlighting.
- ◆ Leaving people with a good final thought they can take away from your briefing or document will help your message remain longer in their minds.