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Nelson Mandela
Metropolitan
University

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Abstracted from Dialogue Matters Training Booklet



Women in Science – A Communication and Engagement Workshop

Workbook/Journal

Name:

.....

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Agenda

8:00	Organizers Set Up
8:30	Arrival, Registration and Notebook Collection
9:00	Welcome and Introduction
9:30	Awethu Skype Call- 5 minutes debriefing after the call
10:30	Break
11:00-11:10	Briefing- Only Positive Feedback or Comments 😊
11:10-11:30	Activity-Networking Skills • First Write Out a Statement (5 mins) • Give an Introduction and a Pitch on Research (1 min each) Thuli will Facilitate the Activity and Pru Will Keep Time
11:30-11:40	Feedback • Was It Difficult Writing and Presenting Your Pitch? • Discuss the Pitches
11:40-11:45	Briefing- What is Policy Brief? Split into Groups of 5
11:45-12:05	Activity- Policy Briefing (both) • 5 min Video and a Written Scenario (5 min Reading) • Policy Brief 30 sec (4/5 sentences)
12:05-12:15	Feedback- Scribe Relays Group Ideas
12:15-12:20	Briefing- Press Release Energy Split into Groups of 5
12:20-12:40	Activity- What is the future of energy in South Africa? • Select Different forms of Energy • Make a List of Ideas for a Press Release (Keep the language simple).
12:40-12:50	Feedback-Scribe Relays Group Views
12:50-13:00	Workshop Feedback, Relay Logistics for Interviews with the Videographer, Workshop Group Photo
13:00-13:45	Lunch

Agenda

- 13:45-14:00** Interviews with the Videographer, Workshop Group Photo
- 14:00-14:20** Energy Guest Speaker- Skype Call
- 14:20-14:30** Discussion/Feedback
- 14:30-14:50** Water Guest Speaker-Skype Call
- 14:50-15:00** Discussion/Feedback
- 15:00-15:15** Tea Break
- 15:15 – 15:25** Personal Impact- Answer the Mindset Questionnaire
- 15:25 – 15:30** Briefing:
Mastery Mindset
- 15:30 – 15:50** Engaging Presentation Skills
Participants Divide into 2 Groups
- One group will be the presenters – How to structure your presentation? (Facilitator- Pru)
 - One group will be the audience – What do you expect from the presenter? (Facilitator-Thuli)
- 15:50 – 16:00** Briefing:
How to Make an Engaging Presentation
- 16:00 – 16:30** Baseline Survey and Workshop Feedback
- 16:30** End of Workshop/Departure

Acknowledgements

Event organizers would like to express appreciation to the Academy of Science of South Africa (ASSAf), the British Council for the Newton Fund and the Research and Capacity Development Office at Nelson Mandela Metropolitan University.

Thank you to the Dialogue Matters Facilitators Diana and Joel Pound for the training and material graciously provided in the Dialogue Matters Booklet authored by Ms. Diana Pound.

Introduction

This communication and engagement workshop aims to introduce participants to the importance of simplicity and clarity around the communication of their research and ideas while attempting to boost their confidence in engaging in knowledge transfer.

Facilitators for the workshop:

Ms. Nokuthula Magida (PhD Candidate) and Dr. Prudence Mambo

Awethu



Founded in 2009, the Awethu Project has grown from a R60 000 startup to a company with hundreds of millions of Rands to invest in South African entrepreneurship. Awethu is interested in entrepreneurs who have products that are in demand or offer excellent services, and can prove they have the ambition and tenacity to become world class. With over 100 successful entrepreneurs that have passed through Awethu's doors, this venture capital fund has a proven track record of solid returns for investors and high growth rates for entrepreneurs. <http://www.awethuproject.co.za/>

Driven

Driven is an Awethu funded company specializing in community outreach. The discussion will be facilitated by Mr O. Muzambi. Workshop participants at Nelson Mandela Metropolitan University will engage with school learners in the Gauteng Province.





Networking skills

Plan your networking	▪ Why do you want to network? ▪ Who do you want to meet? ▪ What do you want to result?
Why network?	▪ Advance your career. ▪ Spark new ideas. ▪ Find research partners. ▪ Find a job. ▪ Get more funding. ▪ Look for research synergies. ▪ To learn.
When you seek them out.....	▪ Seconds to make a first impression. ▪ Be confident and smile. ▪ Be positive and friendly.
60 second pitch	▪ My name is ... I am a researcher at... ▪ I research into ... ▪ This research will result in ... benefits. ▪ I thought you might be interested because ... ▪ Here is my card.
Conversation starters.....	▪ How are you finding the conference/talks? ▪ What brought you here today? ▪ So what do you do? ▪ Since we are both here (buffet/bar) let's introduce ourselves. ▪ What can you do? ▪ How did you hear about this event?
If they want to talk more.....	▪ Communicate with integrity. ▪ Build trust and reputation. ▪ Ask questions about them. ▪ Listen effectively – build rapport. ▪ Find common ground. ▪ (If appropriate) offer something (a paper, contact, link) ▪ Note what you have offered.
Find out more.....	▪ What do they do? ▪ Where are they based? ▪ What are they achieving? ▪ When do they think that will happen? ▪ What aspect of their work do they enjoy the most? ▪ Do they know ... (a person, organization, information)?
Follow up	▪ Build trust, relationships and reputation. ▪ Do what you say you would

(Pound, 2016)





Policy brief

Imagine you are the policy maker:	- Who am I? - When am I likely to read a policy brief? - How much time do I have for this? - Why should I even pick this up?
Is it relevant?	- What do I want to know? - What are the most pressing, wider policy issues? - Does this fit my goals and ideology as a policy maker?
Is it worth it?	- Why has the researcher contacted me? - Who is this researcher anyway?
How do you see it?	- What would you like to get across yourself? - What is your own aim of the policy brief? - Does that match the policy maker's perspective?
First impressions	- Engaging title - Keep it short – 4 pages - Teaser (2-3 sentences, maximum 5 lines) - Recommendations (in bullet points, perhaps use a side bar or box) - Picture/photograph
In the middle	- Overview - Introduction - Research findings - Side bars and boxes - White space and photographs - Additional sources
Last page	- Brief summary statement - Policy recommendations - Author's contact details - Acknowledgements - Citations – cite in footnotes, if needed
Refine	- Ask for feedback from non-academics - Check text for reading ease scores - Avoid dictation, "you must..." "you have to...")
Distributing your policy brief	- Electronically - Hard copy - Social media and beyond
Follow up	- Make a phone call to follow your email - Propose a lunch time meeting - Invite them to related conferences - Follow them via social media e.g. twitter

(Pound, 2016)





Press release

Answer the 5 Ws	- Who has done something? - What have they done? - Where did they do it? - When did they do it? - Why is it important?
Follow the inverted pyramid structure	- Vital information at the beginning - Then elaborate and support your hook - Stories can be cut short - Vital information is still included
Make sure it is newsworthy	- Give a new angle - Give something people can relate to - What are the benefits of your research? - How does it affect the public?
Choose a catchy headline	- Teaser for the content - Catchy, intriguing - Catch the journalist's eye
Avoid jargon	- Imagine you are talking to a friend outside of your discipline - Keep it simple - Use everyday language - Explain any necessary technical terms, acronym or abbreviations
Include quotations	- Journalists like a quotation from an expert (usually the academic involved) - Provide credibility and evidence - Provide interview content
Shorter is sweeter	- Keep to key points, facts and figures 300 – 500 words - Leave them wanting more
Check the accuracy	- Proof read for content - Check grammar and spelling - Remember that it is likely to be reported without further contact
Seek approval	- Check with those involved in the research - Take comments for accuracy - Make amendments
Be available	- Include contact details - Be available to take media enquiries
Let go	- The press might report it as provided - They might change it - They might take a different angle - The better it is to start....the less the risk they change it in a way you don't like

(Pound, 2016)





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Future of energy in South Africa – Discussion with Prof. S. Marx (North West University)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Personal impact

Mastery mindset

It's up to you	Fixed mind-set Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth.	Growth mind-set Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).
Desire	Look smart in every situation and prove myself over and over again. Never fail!	Stretch myself, take risks and learn. Bring on the challenges!
Evaluation of situations	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
Dealing with setbacks	"I am a failure" identity "I am an idiot"	"I failed" (action) "I'll try harder next time"
Challenge	Avoid challenges, get defensive or give up easily.	Embrace challenges; persist in the face of setbacks.
Effort	Why bother? It's not going to change anything.	Growth and learning require effort.
Criticism	Ignore constructive criticism.	Learn from criticism. How can I improve?
Success of others	Feel threatened by the success of others. If you succeed, then I fail.	Find lessons and inspiration in other people's success.
Result...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievements

(Dweck, 2006)



What's your mindset?

Answer the introspective questionnaires that follow as honestly as possible.

Exercise A.

Think back to when you were at school. Read these questions and choose the answer under each question which best fits how you might have responded to the best of your recollection.

1. When you find it hard to do Maths, is it because:
 - a) You didn't study the subject hard enough?
 - b) The problems are too hard?
2. When you do well on a test, is it because:
 - a) You studied well for it?
 - b) The test was easy?
3. When you get better results in a test than you expected, is it because:
 - a) You tried harder?
 - b) Someone helped you?
4. If you solve a problem quickly, is it because:
 - a) You focused on it carefully?
 - b) It was an easy problem?
5. When you forget something a teacher told you, is it because:
 - a) You didn't try hard enough to memorise it?
 - b) The teacher was bad at explaining it?
6. Suppose someone doesn't think you are very bright, then:
 - a) Can you make them change their mind if you try?
 - b) Some people will think you are not bright no matter what you do?



Exercise B.

Now back to the present

How much do you agree with the following statements?

a) People have more or less fixed quotas of intelligence and can't change it

1

2

3

4

disagree

strongly agree

b) No matter how much you learn, you can't really change your intelligence

1

2

3

4

disagree

strongly agree

c) People can work to improve their intelligence

1

2

3

4

disagree

strongly agree

d) No matter how intelligent you already are, you can always improve more

1

2

3

4

disagree

strongly agree

When you are done, turn to the next page to find out what this means.

Exercise A.

Did you answer more of the a) or more of the b)?

If you gave more a) answers, your experience as a child helped you develop a mastery mindset.

If you gave more b) answers, your experience as a child caused you to develop a fixed mindset.

If so, you can still change it – if you haven't already done so.

Exercise B.

If you answered 1 and 2, you currently see your intelligence as an entity – a thing over which you have little control.

If you answered 3 and 4, you currently see your intelligence as incremental – something that can change and develop over time.

This is based on research that compared two groups of young people who scored similarly in Maths tests at the beginning of the research. A year later, they were measured again. Those who thought intelligence was an entity (irrespective of how intelligent they were), showed no change in grade. Those who thought, intelligence was something you could do something about, steadily increased their grade scores.

Which would you rather believe?

Emotional intelligence

Personal competence These determine how we manage ourselves.	Social competence These determine how we manage relationships and how others respond to us.
Self awareness Emotional self awareness – Awareness of own emotions and responses and recognising their impact. Accurate self-assessment – Aware of own vulnerabilities and strengths. View of self is consistent with how others see you. Self confidence – Able to behave assertively- Win/Win – neither having to put others down to retain influence nor allowing others to “walk all over” or belittle you.	Social awareness Empathy – Putting yourself in the other person’s shoes – whatever their status in relation to you. Sensing their emotions, understanding their perspective and taking active interest in their concerns. Organisational awareness – Awareness of the culture of the organisation and how different members influence decision-making. Organisation networks and politics. Service orientation – Commitment to recognising and meeting the needs of followers, clients, or customers.
Self management Self control – Able to manage your own behaviour and control impulse. Keeping disruptive emotions under control – so can avoid ‘losing it when’ emotions get out of control and hijack choices (freeze, fight, or flight). Transparency – Displaying honesty, integrity; trustworthiness. Adaptability – Flexibility in adapting to changing situations or overcoming obstacles. Achievement – The drive to improve performance to meet inner standards of excellence. Initiative – Readiness to act and seize opportunities. Optimism – Seeing the upside in events. Authenticity – Being genuine and sincere. Having integrity and honesty.	Social skills Developing others – Bring the best out of others. Leadership – Inspire, motivate and empower others. Avoid directive, controlling and coercive modes. Basic attitude of respecting others – no matter age, status and/or gender. Fostering openness and trust. Influence – Use ‘pull’ styles to motivate and influence. ‘Push’ styles only used skilfully in particular circumstances. Communication – Good listening skills, centred speaking, clarifying understanding, non-judgemental, assertive communication – ‘you OK and I’m OK’ – both parties come out of the dialogue feeling listened to. Change catalyst – Working for improvements in processes and communications, leading in a new direction. Conflict management – Able to work towards conflict resolution not avoidance or escalation. Building bonds – Inspiring allegiance and loyalty, and maintaining a web of relationships. Teamwork and collaboration – Working as equals, valuing different perspectives and skills, co-operation and team building.

(Golemen, 1995)

Research impact – What are the benefits?

What is research impact?

How is it achieved?

What are the benefits for you?

What are the benefits for your research?

What are the benefits for society and the environment?



Engaging Presentations

What's in it for them?	▪ What tangible benefit will they get? ▪ Why are these benefits important to them? ▪ What motivates them? ▪ Why should they listen to you?
Connect	▪ Empathise with your audience ▪ Identify with them ▪ Think how you can connect
Get their interest	▪ Appropriate humour ▪ Ask "you focused" questions ▪ What would you do if...? ▪ Stories, images and metaphors help your message stick
Visual impact	▪ Slide as visual aids to add impact ▪ 15 seconds to absorb ▪ 5 bullets or less ▪ Short points ▪ Give complex text/diagrams as hand outs
Links and videos	▪ Ensure embedded videos and links work ▪ Test on their system and internet connection ▪ Have a less techy version ready in case you need it
Keep it simple	▪ Identify one key memorable message ▪ Repeat it in different ways from different angles ▪ Use detail to build and convey your key message
Be confident	▪ Approachable style ▪ Authoritative (not intimidating) ▪ Respectful ▪ Your audience will mirror you emotional
Body language	▪ Open gestures ▪ Positive and energised ▪ Move around ▪ Start and end at 'home' positions and use stage positions for different points ▪ Moments of stillness
Vary pace and volume	▪ Slow down to spell out key points ▪ Vary volume ▪ Vary intonation ▪ Pause/silence
Polish	▪ Practice again and again ▪ Record yourself ▪ Get feedback ▪ Identify what works well and room for improvement ▪ Dump bad habits (fillers, speaking too fast, fidgeting)
Enjoy yourself.....	and they will enjoy too

(Pound, 2016)



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