

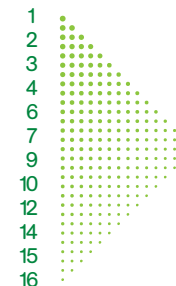
# how to communicate effectively

how can I present my views effectively to my organisation?



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## glossary of terms

**Communication:** Communication is a two-way process that sends and receives information. Communication comes in both written, verbal and non-verbal formats.

**Interpret:** The process through which an individual understands correctly the information that they have received.

**Memorandum:** Informal written message between club members (eg following a committee meeting). This should not be confused with minutes, which are a formal record of a meeting.

**Constitutional requirement:** All sports clubs and organisations should have a constitution. This is a set of rules, which govern the operation of such an organisation. A constitutional requirement is, therefore, an action from within the constitution, which must be carried out.

**Influence:** The process through which an individual or club can alter the view of another.



## what is runningsports?

runningsports has been designed for volunteers working in sport. Volunteers are defined as individuals responsible for coordinating and managing other volunteers, or for undertaking an administrative role within their sports club or organisation.

runningsports provides specific skills, resources and support for volunteers in formats that are convenient for them to access, and will help them contribute to their club or organisation, to ensure its future success.

For further information about runningsports products

visit [www.runningsports.org](http://www.runningsports.org)

or call

Tel: 0207-404 2224

Throughout this Quick Guide, reference is made to 'sports clubs'. This term is used to include all sports organisations, such as leagues, county and area associations and other community groups that provide sporting opportunities, whether in an organised setting, or a more informal environment.

## getting your message across

If you are involved in the organisation of sport in any way, you will need to communicate with many people, including:

- ❖ other volunteers within your club
- ❖ other members of your club or association
- ❖ members of other clubs or teams
- ❖ referees, umpires, judges and other technical officials
- ❖ administrators of the sport, the league or the association
- ❖ prospective new members
- ❖ the media and sponsors
- ❖ the general public
- ❖ parents and local schools
- ❖ your local authority
- ❖ external partners.

Communication is a two-way process. It is about sending messages and receiving them. If you want to get your message across, you must make sure that not only do you send the right message, but also that the message is correctly received and understood.

The runningsports Quick Guide series is available as a free download or to purchase at [www.runningsports.org](http://www.runningsports.org)

**Communication can either be spoken or written. Common types of spoken communication include:**

- ❖ telephone conversations or answerphone messages
- ❖ face-to-face conversations between two people
- ❖ small, informal group discussions (eg after training)
- ❖ formal committee meetings (eg club management board)
- ❖ large open meetings (eg annual general meeting – AGM)
- ❖ speeches, lectures or presentations (eg to a potential sponsor)
- ❖ video, DVD or filmed presentations.

**Written communication can take various forms, including:**

- ❖ informal notes
- ❖ internal memos
- ❖ letters (typed or hand written)
- ❖ short informal reports
- ❖ formal reports
- ❖ newsletters
- ❖ posters or other messages on notice boards
- ❖ leaflets, flyers or handouts
- ❖ emails
- ❖ press releases.

# communication

Communication is at the heart of everything we do; it is impossible not to communicate. We are communicating even when we are not actually talking. Non-verbal communication (such as body posture, gestures and facial expressions) can be more powerful and more genuine than actual words spoken. Think of the body language of athletes prior to an Olympic or Paralympic final, or the look of resignation and dismay on the faces of a team after an own goal is scored.

Often you see the emotion being experienced by the look in their eyes, their hand movements and their general body posture. Words may not be necessary!

## Communication is a two-way process that needs good listening and presenting skills

Did you know:

- ✦ We hear half of what is said.
- ✦ We listen to half of that.
- ✦ We understand half of that.
- ✦ We believe half of that.
- ✦ We remember half of that.

This means people may only remember less than 4% of what is actually said. Too often we are good talkers but poor listeners, and, consequently, both the message sent out and the message received may be incomplete, inaccurate, inconsistent or misunderstood. Often we express ideas, instructions and feelings less clearly than we think, and rarely check that our meaning has been understood.

The importance of good communication skills cannot be underestimated. If you give people good, clear information they are better equipped to see your point of view, make the right decision and do the task ahead of them. This is just as important in the committee room, or on the notice board, as it is when teaching someone to swim, explaining tactics to a team during a 'time out' or briefing the ground staff of the facilities needed for the coming weekend.

## Understanding how people interpret your message

It is important to understand how the people you are interacting with may interpret your message. People obtain information through their senses. For example, some people are highly visual, meaning actually looking at something helps them to remember. Other people are more auditory, recalling voices and sounds to help them remember. Some people are kinaesthetic, meaning they can easily remember an experience through sensations of touch or physical movement (eg having a go at doing a task or practising a skill over and over until they can complete it without thinking). Therefore, to be most effective, it is advisable to plan for all learners including visual, auditory and kinaesthetic aspects when presenting to a group.

# presenting your case

The organisation of sport relies very heavily on voluntary help. Most decisions are taken by committees or at meetings. So, if your goal is to obtain support for a decision, you will need to convince the members and volunteers that your proposal should be approved.

The skills that are needed to get the support of a person/group of people can also be used when making a presentation to a sponsor, or giving a speech to an audience.

You must be:

- ✦ able to connect with the audience
- ✦ clear and concise
- ✦ easily understood
- ✦ able to be seen and heard by everybody
- ✦ knowledgeable about the subject
- ✦ passionate about the subject
- ✦ relaxed and confident
- ✦ interesting to listen to (so vary your pitch and tone)
- ✦ sympathetic to those with other viewpoints
- ✦ able to present a strong, factual argument.

## Preparation

When making any form of speech or presentation, use the most suitable and interesting media aids available to you. It is important to use a variety of methods.

You might choose a mixture of:

- ✦ a typed report or PowerPoint presentation circulated in advance. People have time to absorb the facts and are then more informed to ask questions on the day
- ✦ a typed report or PowerPoint presentation which is given out at the beginning of the presentation

- ✦ a typed report or PowerPoint presentation which is given out at the end of the presentation
- ✦ flip charts which have been prepared in advance
- ✦ flip charts for group work that can be placed on the walls around the room
- ✦ a PowerPoint presentation, including photographs
- ✦ visual aids on the walls (ie photographs/posters of the subject matter)
- ✦ a video/CD-ROM/DVD.

Remember: people will absorb information in very different ways, so it is important to have a variety of learning methods to suit your audience.

## Seating arrangements

Depending on your meeting and what you want to achieve, the layout of the room is important.

Choose from the following options:

- ✦ **Theatre/conference style** – Useful for presentations to larger groups of people and a simple question and answer format. Not good for group work or discussions
- ✦ **Circular around a large table** – Useful for small meetings of up to 15 people, as discussions can take place and eye contact with all can be maintained
- ✦ **Small tables** – Useful for working in small groups to achieve ideas and solutions. A central focus to the front of the room for presentations is essential
- ✦ **Horseshoe style** – Useful for working with informal groups in a workshop format. The focus will be on the facilitator.

### Technical issues

Again, there are many areas to consider to ensure your presentation or meeting runs smoothly. Consider the following:

- ❖ Is the temperature of the room OK? Can you adjust the air conditioning or open windows?
- ❖ Viewing areas, lighting and acoustics (check if you can be heard at the back of the room)
- ❖ Technical facilities – do you have everything you need? (ie PowerPoint projector, TV, video or DVD player, electric sockets, leads that are long enough, screens, blinds or curtains that can be adjusted in order to see the presentation clearly).

**NB:** Remember to leave yourself plenty of time to set up any equipment you need. If you are going to give a talk to an audience or run a workshop, you should prepare everything in advance and, if possible, find out as much as you can about your audience.

### The delivery of your workshop/presentation

Have a clear structure – so everyone knows in advance how the session will be organised and what outcomes you are trying to achieve. It is a good idea to put this up on a flip chart in advance.

- ❖ **House or ground rules** are an essential beginning to a presentation and are used to settle any anxieties the group may have about their surroundings. For example, where fire exits and meeting points are, scheduled breaks, turning mobile phones off, clarification of ending times etc. All of these points and more can make the difference of having the undivided attention of your audience or not!

- ❖ **Connect** – Start the presentation/workshop with a connection activity (ie tell them a real-life story that relates to the subject you are talking about). Using a photograph or a video of the event to assist the audience to visualise the subject.
- ❖ **Activate** – Use a multi-sensory approach, as this will assist you to engage your group. Get the group to reflect on their own experience of what you are about to discuss, perhaps allowing them to feedback an example to the group.
- ❖ **Divide** – The presentation/workshop into manageable sections so you are not sidetracked into spending too much time on one specific area.
- ❖ **Demonstrate** – If appropriate; provide the group with the opportunity to discuss with other members in small groups. (There is not always the need to get feedback on what they have discussed). This allows them to learn from each other.
- ❖ **Consolidate** – Give people the time to individually and collectively reflect on what you have said. Go back to the outcomes that you were trying to achieve at the start and reconfirm that you have covered them, using your audience to clarify if appropriate.

## tips for a successful talk

If you are invited to give a presentation, these tips will help you make it as successful as possible:

### do

- ❖ Plan/prepare
- ❖ Know who your group are
- ❖ Dress appropriately but be as comfortable and cool as possible, (you are likely to get warmer as you speak). It is also important to ask yourself: does my appearance match my message?
- ❖ Get there early and check your technical equipment before you start and preferably before the audience enters the room
- ❖ Welcome your audience
- ❖ Set ground or house rules and ask people to turn off their mobile phones
- ❖ Start and finish on time
- ❖ Position yourself and your visual aids so that everybody can clearly see and hear everything that you are saying and displaying
- ❖ Make sure there is something available for you to drink, especially if you are not used to speaking in public (otherwise you are likely to find that your voice begins to fade, or dries up completely)
- ❖ Use the three different learning styles
- ❖ Put your learning objectives up at the start, so everyone is clear about what you are trying to achieve by the end of the session
- ❖ Memorise your opening sentence and rehearse it to yourself just before you begin speaking
- ❖ Speak clearly in your normal voice, slightly projected (remember that people absorb sound and even if you could be clearly heard in an empty room, you may need to speak louder than usual when the room is full)
- ❖ Maintain eye contact with the members of your audience
- ❖ Be enthusiastic
- ❖ Know your content
- ❖ If you do need to read from notes, then use cue cards (ensuring you do not wave them around causing a distraction), maintain eye contact and use them with confidence
- ❖ Or, place a flip chart where you can see it without turning around, or a chart on the wall that acts as a cue card to ensure you don't miss anything you need to cover
- ❖ Divide your presentation/workshop into manageable sections
- ❖ Have short breaks every hour
- ❖ Avoid mannerisms that distract the audience, such as twirling a pen or pacing up and down
- ❖ Turn off electrical equipment when you are not using it
- ❖ Invite questions and feedback and clarify any doubtful points as you go along or if pressed for time at the end
- ❖ Recap after the last question and answer.

### don't

- ❖ Don't be late
- ❖ Don't go off at tangents (either yourself, or allowing the group to do so)
- ❖ Don't isolate individuals
- ❖ Don't use jargon or acronyms
- ❖ Don't let one person dominate the session.

# writing reports

When you are asked to report on a problem or a topic, it is not always necessary to write a long and detailed report. A short report or memorandum can usually provide what is needed.

A short report is a good way of presenting information about an event, a disciplinary problem, an enquiry or any of the many other functions undertaken by a sports club. It offers some discussion of the main points arising from the information. Often it will also offer suggestions as to what decision or action should be taken.

Your report should be typed, preferably on A4 paper, with headed details of the subject of the report, along with who has written it, who it is for and the date. Write simply using everyday language but not slang (see 'writing plain English'). Avoid unnecessary jargon or terms that may not be understood by all the readers.

## Structure your report as follows:

- ✦ **Introduction:** Explain what the report is about and how you went about making it. Explain the present situation, the problem(s) arising from it and your personal involvement.
- ✦ **Information:** Select your information and organise it into clearly defined topics. Arrange the topics in a logical order, one paragraph or section to each, headed if necessary and numbered so that your reader can see which are the main sections and which are parts of them.
- ✦ **Conclusions:** Make clear what you think are the main discussion points arising from the information and what the possibilities are for solving the problem(s).
- ✦ **Recommendations:** If you wish to propose what decision or action should be taken, state your recommendations.

## Golden rules for reports:

- ✦ **Keep it short:** No one wants to spend ages reading it. The shorter the better.
- ✦ **Keep it clear:** Avoid going into unnecessary detail about obscure meaning. Additional information can be included in an appendix.
- ✦ **Keep it factual:** Support opinion with fact as far as possible.
- ✦ **Give a summary:** This might be at the beginning or at the end, but it allows really busy people to grasp the outline of the subject quickly.
- ✦ **Plan thoroughly** by working through the following stages:
  - Check you know exactly what is expected and when it is required.
  - Research thoroughly and then select only the important and relevant information.
  - Produce a rough outline and check the order and content of sections.
  - Write a rough draft. Don't worry about the precise opening. Start writing and it will begin to flow. If possible, use a computer, which will enable you to make additions and amendments easily.
  - Seek opinions and advice on the draft.
  - Amend and produce the report or proposal by the established deadline.

# formal reports

These are most appropriately used to share the results of an enquiry or research designed to inform and/or influence any future decisions. Actions may need to be set out in a formal report. Like any formal document, it should clearly identify who commissioned it, to who it is addressed, who prepared it along with any dates of significance.

## The title itself should:

- ✦ read as follows: 'Report on Securing Funding' for example
- ✦ clearly indicate the central issue of the report
- ✦ be short and concise. Do not try to summarise it in one long, breathless sentence.

## The introduction section should explain:

- ✦ why the report is being written
- ✦ what it will deal with
- ✦ why the reader is involved
- ✦ how you wish the reader to respond to it (is it for information, for discussion or for action?)
- ✦ how you propose to deal with the problem or issue under consideration.

## The summary section should indicate:

- ✦ the purpose and scope of the report
- ✦ the main findings of the investigation
- ✦ the conclusions
- ✦ any recommendations.

## The background section is concerned with:

- ✦ setting the scene
- ✦ explaining anything the reader needs to know before he/she begins to read the main sections of the report
- ✦ historical information, reference to earlier reports etc.
- ✦ how you carried out the investigation (surveys, interviews, site visits etc.)

## The information section is where you

present the results of your investigation in a logical order, in clearly labelled sections or bullet points.

## The interpretation section is where you:

- ✦ analyse, interpret and evaluate the information you have collected
- ✦ spell out all the implications of your findings
- ✦ indicate advantages and disadvantages
- ✦ provide an objective appraisal of the information.

## The conclusions section is where you:

- ✦ present your final conclusions
- ✦ summarise detailed analysis which may have been given earlier in the report.

## The recommendations section should contain any recommendations that you may wish to make by using the following:

- ✦ 'I (or we) recommend that:
  - a) \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - b) \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

## Ensuring that:

- ✦ each recommendation has an active verb indicating action;
- ✦ where possible it says who should take that action;
- ✦ each recommendation is kept separate (not 'We recommend that....and that....' In one sentence).

On the next page is an example of what a memorandum should look like. The content of this particular memo explains how to structure one successfully.

## internal or external memorandums

Company  
logo

### INTERNAL MEMORANDUM

**To:** All members of the committee      **Ref:** Summer tournament  
**From:** Bob Smith      **Date:** 24th February 2005  
**Subject:** HOW TO WRITE A MEMORANDUM

A number of members of the club have asked for advice on how to write a formal memorandum, so I am offering the following general guidelines. I hope you will find both the layout of this memorandum and my comments useful and constructive.

1. A formal memorandum is either an internal letter or a short report. It is a record of something which has to be committed to paper, and may relate to just one person or several.
2. A memorandum should have no salutation (eg Dear Sir) or closing compliment (eg Yours sincerely). It should simply be initialled or signed by the sender.
3. Introduce your memorandum with a heading and a sentence or two, which will put your reader in the picture immediately as to the purpose and scope of the document.
4. Select your subject matter and organise it into clearly defined topics. Then arrange the topics in a logical order, one section to each, headed if necessary and numbered.
5. A memorandum should be written or typed with the details of sender, recipient, date and subject. Logo headed paper could also be used if there is sufficient demand, although if the memo is internal then blank A4 size paper is fine to use.
6. Write simply, using everyday language but not slang. Avoid needless jargon or abbreviations with which your reader may not be familiar.
7. The word 'memorandum' does not mean a long and boring communication. It means a written record that is clearly structured, logically ordered and as brief as possible.
8. I hope you will find these guidelines helpful and look forward to reading your next memorandum.

## success in meetings

In a sports club it may be a constitutional requirement to present certain solutions to a committee or to a general meeting of all members.

Meetings provide an opportunity for you to make your point and get consensus or authority to put it into action. A formal committee meeting can be a daunting prospect for somebody who is not experienced or skilled at influencing others.

Printed reports of the topic can be sent prior to the meeting if no discussion of the matter is needed, setting out the facts and ending with your recommendations. Then, during the meeting, you need only refer to the report and invite questions on matters for clarification. This is particularly helpful on complicated issues, as the written word carries more authority than a verbal presentation and everybody leaves the meeting with the same message. Problems can arise if somebody misunderstands or fails to remember a spoken presentation.

Often, it is relatively easy to see what is the right decision for the overall good of the club. There may, however, be individuals with particular vested interests who will try to get a different decision because it suits them personally, even though it may be detrimental to the club as a whole.

If this is likely to happen, you must re-focus the committee on the need to think of the good of the club by ensuring that they are reminded or made aware of:

- ❖ the relevant information and both the advantages and disadvantages of the proposal
- ❖ the implications for the organisation as a whole
- ❖ other activities that might be affected by the proposal
- ❖ existing policy decisions, which may differ from the proposal
- ❖ the overall mission of the organisation, if necessary
- ❖ how it will benefit them.



### Influencing meetings

There is no secret formula for influencing a meeting of a sports organisation since every meeting is different. Every committee member is there for a reason. What is their personal agenda? Once you know that you are well on the way to understanding what they like and don't like, get to know what motivates each member of the committee:

- ❖ Why are they there?
- ❖ What do they want to get out of the meeting?
- ❖ Will they be affected personally by the decision?

The positioning of points on the agenda is important. Make sure that an important item does not immediately follow a contentious matter that might make the group fractious and disagreeable. Nor should it be at the end of the agenda, as if someone feels strongly against it they will oppose it and could have it thrown out with little or no discussion because everyone else is eager to finish the meeting.

If you know the group well, you can be very direct and honest with the other members; but if the members are not well known to you, or the meeting has a particularly difficult or contentious decision to make, you must handle matters very carefully to get the outcome that you are seeking.

### There are many ways to influence meetings:

- ❖ Plan ahead. Think what is going to happen before, during and after the meeting. If the meeting is important to you, decide beforehand what to try to achieve and which items are of special concern.
- ❖ People are likely to accept a new idea if you try to approach the situation from their point of view. They are interested in how it will benefit them. When introducing a new policy, highlight the advantages to them.

- ❖ Do not promise results that you do not expect to be achieved, otherwise your future credibility will suffer.
- ❖ Be warm, sociable and honest in your approach. It is much more difficult to resist a nice person, but don't be too slick. If your techniques are too obvious, the whole presentation loses credibility and your arguments will be doubted.
- ❖ If you feel that the audience is losing interest, involve them by asking them what they think of your suggestion.
- ❖ Always be positive. Do not introduce negative thoughts or uncertainty.
- ❖ Where there are problems that cannot be avoided, approach them openly by using phrases like 'We all know there are some problems in this respect, however we can...'. By using the word 'we' rather than 'I' it becomes everybody's corporate problem.
- ❖ Appeal to the good nature of the other members. Everybody feels that they are nice people and they will find it flattering that this has been highlighted and find it more difficult to disagree with you.

If a decision has been made which is of particular concern to you, write it down and circulate a memo confirming the decision, and the agreed course of action, to all other members of the meeting as soon afterwards as possible. Circulating your note before the formal minutes have been written pre-empts the text of the formal minutes and helps to ensure that the points that you want recorded are accepted as being an accurate record of the meeting.

## difficult people

Some people always seem to go out of their way to be difficult, and in most cases you can simply avoid having anything to do with them. However, in a small sports club, and especially in a formal meeting, they can become unbearable. You cannot eliminate them but you can learn how to deal with them.

There are many types of difficult people, just as there are many kinds of awkward opponents.

For example:

- ❖ Bosses who are unreasonable in their expectations.
- ❖ The chairperson who refuses to let committee members discuss anything in detail.
- ❖ Colleagues who won't pull their weight.
- ❖ People who are frequently disagreeable in an attempt to get what they want.
- ❖ People who have a feeling of insecurity for which they are trying to compensate.

Usually, these people will continue to behave disagreeably as long as they are allowed to. If you merely silently begrudge the behaviour but do nothing, you actually reinforce their actions.

Being disagreeable back doesn't help. It elevates your blood pressure, makes you feel bad and often plays into the antagonist's hands.

### What can you do?

First, you must identify the type of difficult person you are dealing with. There are a number of different types of people who you will encounter in meetings, including:

- ❖ **Chatterboxes** – basically nice people who will simply not keep quiet. This person's rambling distracts everyone.  
**The solution:** A well-structured agenda and a firm chairperson will stop pointless discussion and get back on track. You can agree that the chatterbox is talking about something important, but that 'we must get back to the agenda', rather than chastise him/her.

- ❖ **Silent types** – who seldom say anything. They need to be brought into discussions and encouraged to play an active role. They may be silent because they are:
  - thinking deeply, but are too nervous to voice their feelings
  - simply not interested in the discussion or cannot be bothered to make any effort to help
  - trying to disassociate themselves from a discussion or the group in general.

### The solutions:

- **Too shy:** Put them in the spotlight with direct questions so that they can contribute and acknowledge their contribution as worthwhile and helpful.
- **Not interested:** Or cannot be bothered to make any effort. Pose a direct question on the basis of 'You' are an expert on this topic, what do you think?
- **Trying to disassociate themselves from a decision:** Make a clear statement like 'We all agree, don't we?' and get them to say 'Yes'. Otherwise, they will criticise the decision outside the meeting and disassociate themselves from it.

- ❖ **Pet-project promoters** – have an enthusiasm for a pet project far above its significance. You know what they are going to say because it is always the same speech.

**The solution:** Use the agenda by pointing out, 'That's very important but I don't think it's part of the discussion at the moment'.

- ❖ **Prophets of doom** – always look at the negative side of any proposal and say why it's a waste of time and resources.  
**The solution:** Do not personally rebuke them. Re-state their case and invite other members of the group to comment. Usually, a number of members will argue against them and back-up the proposal.

- ❖ **Know-alls** – are self-proclaimed experts on every matter that comes up for discussion.  
**The solution:** If possible, have a real expert present to the group and ask ‘the know-all’ for their view. The know-all will simply nod sagely and agree with them.
- ❖ **Verbal bullies** – get very angry and aggressive with little or no provocation and try verbally to bully other members into agreeing with them, with no attempt to listen to others.  
**The solution:** Ignore their ludicrous behaviour and take control of the situation quietly but firmly. Interrupt them very early during an attack. Make eye contact, move forward and speak their name in a firm, clear voice, repeating it as often as necessary until they stop talking.
- ❖ **Mutterers** – people who make sarcastic comments under their breath to those sitting near them and make a special point of being hurt if you respond or complain.  
**The solution:** Every time it happens, point it out by immediately bringing it to the attention of the whole meeting and asking them to repeat it clearly. Sometimes, they will simply try to avoid an answer, but sometimes they will be brazen enough to come out directly with it. Then you must simply ask, ‘Do you really mean that or are you just joking?’ thereby putting the pressure back on them.
- ❖ **Argumentative types** – always take the opposite view to a proposal and enjoy trying to defeat it.  
**The solution:** Incorporate some of their comments in your argument by making small changes to your proposal, stressing that they are the result of the intervention, and then include the dissenters in the ‘ownership’ of the amended proposal.
- ❖ **Parasites** – take and take without giving anything in return, and can drain you of energy and patience.  
**The solution:** These can be difficult to deal with because they appear to be your friends and depend on you. Separate yourself from them, although they will often try to make you feel guilty about cutting them off. But if you do not do so, you will find that the friendship and support you feel becomes annoyance and dislike.
- ❖ **Back-stabbers** – attack when you are unprepared and vulnerable. They rarely attack directly but will speak behind your back about you and then be quite amenable to your face.  
**The solution:** Do not just ignore them, for that is exactly what they are hoping will happen. As soon as you become aware of what has happened, confront them with it directly, preferably in front of other people. Put them on the spot and they will be forced to admit that they have acted improperly. It won’t necessarily stop them doing it, but next time they will look for a different victim.

**NB:** If a person is still having a disruptive effect on the presentation and you feel further action needs to be taken, then use a coffee/bathroom break to have a quiet word with the individual.

## overcoming difficulties

In order to overcome problems that you encounter when dealing with difficult people, adopt a strategy plan as follows:

- ❖ Identify the type of difficult person you are dealing with.
- ❖ Identify their worst habits and what bothers you the most.
- ❖ Mentally rehearse the strategy to apply next time the situation arises. Perhaps you could think back to the last occasion and mentally replay the action, identifying how you should have coped. Practice the statements, even speaking out loud, to get the right tone of voice.
- ❖ Apply the skills you have rehearsed in a real situation. As soon as you recognise a situation similar to the one you have rehearsed, put your action plan in motion.
- ❖ Evaluate how effective your approach was. Were you successful in handling the situation? Did your confidence level stay high, or did you get angry or flustered? Then practice again until you become more competent and confident.
- ❖ Accept with good grace the fact that sometimes people will not agree with your point of view.
- ❖ Don’t forget to take a look at yourself because we all behave disagreeably from time to time.
- ❖ If you recognise any of these characteristics in yourself, don’t be surprised if you are met with these tactics and don’t be surprised if you suddenly feel embarrassed and foolish.
- ❖ Remember that a meeting cannot be considered a success unless you have achieved your outcome without unduly upsetting the other participants. The best meetings are those from which everybody goes away happy.



## using plain English

Some people have jobs and interests that mean they gain a good command of written forms of English, but most people do not. The one language we all share is everyday spoken English. If you communicate in this language you can be reasonably sure everybody will understand you.

### try to avoid:

accordingly, therefore, thus  
 apparent  
 commence  
 consult  
 the applicant/tenant/client  
 discontinue  
 terminate  
 dwelling/residence/domicile  
 economical  
 endeavour/attempt  
 facilitate  
 in consequence of  
 due to the fact that  
 in excess of  
 initiate  
 necessitate  
 request  
 obtain/receive  
 regulation  
 supplementary  
 subsequently  
 utilise  
 advise  
 we note your comments regarding  
 we are in receipt of  
 attached/enclosed please find  
 awaiting the favour of your reply

### use instead:

so  
 clear, plain  
 begin  
 talk to, meet, see  
 you  
 stop  
 end  
 home/house  
 cheap  
 try  
 help  
 because  
 because  
 more than  
 start  
 need  
 ask  
 get  
 rule  
 extra, more  
 later, since then  
 use  
 tell, say, let you know  
 you mention that  
 thank you for  
 I am enclosing  
 I look forward to hearing from you

## useful contacts

### CCPR – One Voice for Sport and Recreation

Francis House  
 Francis Street  
 London SW1P 1DE  
 Tel: 0207-854 8500  
 Fax: 0207-854 8501  
 Email: [info@ccpr.org.uk](mailto:info@ccpr.org.uk)  
 Website: [www.ccpr.org.uk](http://www.ccpr.org.uk)

### Child Protection In Sport Unit

NSPCC National Training Centre  
 3 Gilmour Close  
 Beaumont Leys  
 Leicester LE4 1EZ  
 Tel: 0116-234 7278/7280  
 Fax: 0116-234 0464  
 Email: [cpsu@nspcc.org.uk](mailto:cpsu@nspcc.org.uk)  
 Website: [www.thecpsu.org.uk](http://www.thecpsu.org.uk)

### Coaching Northern Ireland

Queen's PEC  
 Botanic Gardens  
 Belfast BT9 5EX  
 Tel: 02890-686940  
 Fax: 02890-666119  
 Email: [information@coachingni.net](mailto:information@coachingni.net)  
 Website: [www.coachingni.net](http://www.coachingni.net)

### English Federation Of Disability Sport

Manchester Metropolitan University  
 Alsager Campus  
 Hassall Road  
 Alsager  
 Stoke-on-Trent ST7 2HL  
 Tel: 0161-247 5294  
 Fax: 0161-247 6895  
 Minicom: 0161-247 5644  
 Email: [federation@efds.co.uk](mailto:federation@efds.co.uk)  
 Website: [www.efds.net](http://www.efds.net)

### National Association of Councils for Voluntary Service (NACVS)

177 Arundel Street  
 Sheffield S1 2NU  
 Tel: 0114-278 6636  
 Fax: 0114-278 7004  
 Textphone: 0114-278 7025  
 Email: [nacvs@nacvs.org.uk](mailto:nacvs@nacvs.org.uk)  
 Website: [www.nacvs.org.uk](http://www.nacvs.org.uk)

runningsports Hotline (general enquiries)  
 Tel: 0800-363373

runningsports (all other enquiries)

3rd Floor, Victoria House  
 Bloomsbury Square  
 London WC1B 4SE  
 Tel: 0207-404 2224  
 Fax: 0207-383 5740  
 Email: [info@runningsports.org](mailto:info@runningsports.org)  
 Website: [www.runningsports.org](http://www.runningsports.org)

### SkillsActive

Castlewood House  
 77-91 New Oxford Street  
 London WC1A 1PX  
 Tel: 0207-632 2000  
 Fax: 0207-632 2001  
 Email: [skills@skillsactive.com](mailto:skills@skillsactive.com)  
 Website: [www.skillsactive.com](http://www.skillsactive.com)

### Sport England

3rd Floor, Victoria House  
 Bloomsbury Square  
 London WC1B 4SE  
 Tel: 0845-850 8508  
 Fax: 0207-383 5740  
 Email: [info@sportengland.org](mailto:info@sportengland.org)  
 Website: [www.sportengland.org](http://www.sportengland.org)

### Sporting Equals

Commission for Racial Equality  
 Lancaster House (3rd Floor)  
 67 Newhall Street  
 Birmingham B3 1NA  
 Tel: 0121-710 3014  
 Fax: 0121-710 3022  
 Email: [sportequal@cre.gov.uk](mailto:sportequal@cre.gov.uk)  
 Website: [www.cre.gov.uk/speqs](http://www.cre.gov.uk/speqs)

### sports coach UK (general enquiries)

114 Cardigan Road  
 Headingley  
 Leeds LS6 3BJ  
 Tel: 0113-274 4802  
 Fax: 0113-275 5019  
 Email: [coaching@sportscoachuk.org](mailto:coaching@sportscoachuk.org)  
 Website: [www.sportscoachuk.org](http://www.sportscoachuk.org)

**sports coach UK Business Support Centre (workshop enquiries)**

Sports Development Centre, Loughborough University  
Loughborough  
Leicestershire LE11 3TU  
Tel: 01509-226 130  
Fax: 01509-226 134  
Email: [bsc@sportscoachuk.org](mailto:bsc@sportscoachuk.org)  
Website: [www.sportscoachuk.org](http://www.sportscoachuk.org)

**sportscotland**

Caledonia House  
South Gyle  
Edinburgh EH12 9DQ  
Tel: 0131-317 7200  
Fax: 0131-317 7202  
Email: [library@sportscotland.org.uk](mailto:library@sportscotland.org.uk)  
Website: [www.sportscotland.org.uk](http://www.sportscotland.org.uk)

**Sports Council for Northern Ireland**

House Of Sport  
Upper Malone Road  
Belfast BT9 5LA  
Tel: 02890-381222  
Fax: 02890-682757  
Email: [info@sportni.net](mailto:info@sportni.net)  
Website: [www.sportni.net](http://www.sportni.net)

**Sports Council for Wales**

Sophia Gardens  
Cardiff CF11 9SW  
Tel: 02920-338200  
Fax: 02920-300600  
Email: [publicity@scw.co.uk](mailto:publicity@scw.co.uk)  
Website: [www.sports-council-wales.co.uk](http://www.sports-council-wales.co.uk)

**Sports Leaders UK**

Clyde House, 10 Milburn Avenue  
Oldbrook  
Milton Keynes MK6 2WA  
Tel: 01908-689180  
Fax: 01908-393744  
Email: [info@sportsleaders.org](mailto:info@sportsleaders.org)  
Website: [www.bst.org.uk](http://www.bst.org.uk)

**Volunteering England**

General enquiries:  
Tel: 0845-305 6979  
Email: [information@volunteeringengland.org](mailto:information@volunteeringengland.org)  
Website: [www.volunteering.org.uk](http://www.volunteering.org.uk)

**Volunteering England (Birmingham)**

New Oxford House, 16 Waterloo Street  
Birmingham B2 5UG  
Fax: 0121-633 4043

**Volunteering England (London)**

Regents Wharf  
8 All Saints Street  
London N1 9RL  
Fax: 0207-520 8910

**Women's Sports Foundation**

3rd Floor, Victoria House  
Bloomsbury Square  
London WC1B 4SE  
Tel: 0207-273 1740  
Fax: 0207-273 1981  
Email: [info@wsf.org.uk](mailto:info@wsf.org.uk)  
Website: [www.wsf.org.uk](http://www.wsf.org.uk)

**Youth Active**

371 Kennington Lane  
London SE11 5QY  
Website: [www.youthactive.org](http://www.youthactive.org)

**Youth Sport Trust**

Sir John Beckwith Centre for Sport  
Loughborough University  
Loughborough  
Leicestershire LE11 3TU  
Tel: 01509-226600  
Fax: 01509-210851  
Email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org)  
Website: [www.youthsporttrust.org](http://www.youthsporttrust.org)



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