**EFFECTIVE AWARENESS PROGRAMME DELIVERY**

**Qualities**

**required for a faculty for an effective awareness programme delivery**

1. **Good communication:** Speak well, express thoughts clearly, and have an engaging presentation style.
2. **Knowledge:** Know the topic cold. Understand all the concepts and know all the details. Answer questions thoroughly and at a level that audience understand. If you can’t answer a question, know exactly where to go to get that answer and promise to do so as soon as possible.
3. **Experience:** Know what you are talking about. You’ve been in the field doing what you are training for.
4. **Good with people:** Personality styles of delivering may vary, but enjoy working with people. Engage groups of people and work with them to meet the desired goals.
5. **Interested in learning:** Recognize the value of learning in your own lives and want to help others learn. Find satisfaction in sharing with others the skills and knowledge you have acquired through hard work and persistence.
6. **Patience:** Understand that people learn in different ways and at different paces. Read your audience. Take the time to make sure each member in the audience understands what’s going on and leaves the awareness sessions with the skills and/or knowledge he or she came to acquire.
7. **An open-mind:** Respect the audience’s points of view and know that there are often many ways to achieve the same objectives. Don’t assume they know everything, but instead are willing to listen to and learn from.
8. **Creativity:** Bring ingenuity and a natural curiosity to the task of delivery. Create an environment in the awareness session that encourages learning and inspires audience to reach beyond what they already know to explore new ideas and methods.
9. **Preparedness:** Know the material, the objectives, and the plan of presentation. Check to see that any equipment you expect to use in the awareness programme is in place and operational. Make sure that all supplies, collaterals and supporting material are available in the right quantities.
10. **Flexibility:** Once again, read the audience. Adjust the training plan to accommodate the audience need and still meet all training objectives.
11. **Well-organized.** Good delivery can handle several tasks at once. Know how to manage the time and the work.

**Proposed Check-list**

Here’s a handy last-minute checklist to make sure everything is ready for your awareness session:

* Dress appropriately. Use your audience analysis to figure out what to wear. In general, match your manner of dress to that of the audience—or go slightly more professional.
* Arrive early. Give yourself time to check last-minute arrangements and get yourself mentally geared up for the session.
* Check seating arrangements. Make sure the set-up is ideal for the style you want to use and have some extra chairs for any last-minute participants.
* Check room temperature. Adjust it appropriately for the number of people who will be in the room and the size of the space you will all be occupying.
* Check audiovisual hardware. Conduct one last run-through to make sure everything is still running smoothly.
* Check electrical outlets. Make sure all your connections are safe. Don’t trail cords across walkways or overload surge protector strips.
* Check light switches. Know which switches work which lights so you can achieve the ideal lighting for audiovisual materials and note-taking.
* Check window-darkening equipment. Make sure blinds or shades are working properly.
* Check arrangements. Make sure you have everything you need—including the delivery space for the entire time you need it.
* Lay out programme supplies. If you will be demonstrating tools or equipment, make sure you have everything you need.
* Lay out course materials. Decide whether to put handouts on a table for participants to pick up on the way in or to lay them at every seat.

**Proposed Tips**

Here are some specific tips and techniques to help you accomplish the goals of an effective ZED Awareness Programme Delivery in an enjoyable and engaging way for everyone involved.

1. Introduce yourself.
2. Tell audience what you're going to cover. Introduce your session with a brief overview of the event’s main points.
3. Explain key points, briefly go over content of the presentation and relate any other information audience needs to know. Conclude with a summary of your opening overview. Use repetition to help audience grasp and retain information.
4. Always explain what the audience are going to learn before you show the multimedia/video portion. Since the it is an uninterrupted voice-over video, this practice will create a better learning environment by guiding audience to know what to look for and what to remember. Explaining the purpose of the multimedia/video ensures an effective reception for its information.
5. Test the audience frequently. Tests are most effective when the participants know they will be quizzed, because they’ll pay close attention to the material. Testing is an objective way to determine whether the delivery achieved its goals.
6. Involve the audience. For example, ask participants to share their experiences or expectations from ZED. Many in the audience will be experienced MSMEs who may have valuable information to contribute. Make a note of all these. The audience will get more out of the awareness session by hearing from their fellow MSME’s experiences with the subject. Hearing different voices also keeps sessions varied and interesting. Structure the interaction time into all your awareness sessions.
7. Repeat questions before answering them. This practice ensures that all participants know what the question is so they can make sense of the answer.
8. Analyze the session as you go. Always be on the lookout for what works best. When you discover a new technique or method that clicks with the group, note it so it can be incorporated into future sessions.
9. Keep your session on track. Start on time and finish on time. Don't hold up the audience waiting for late arrivers. Run the programme according to the schedule and don't get too far off course. Opening up discussion among participants may lead to some pertinent tangents, but don’t let side issues take over. Ask if there’s enough interest to pursue a separate session on that topic, but get audience back to the main topic.
10. Put yourself in the shoes of an MSME. Understand their concern and then respond.
11. Solicit feedback on the awareness programme. Critiques work best when they are written, unless you have a volunteers to discuss his or her thoughts in person. These inputs are vital for making the next awareness programme more effective.

These steps are the basic foundation for a solid awareness session that runs efficiently and that conveys the necessary information for meeting the session’s goals. They also incorporate ways to begin improving the delivery on the fly. In other words, you can’t go wrong by following these steps in every session you conduct.

**Making the awareness programme Memorable**

Here are some softer methods that may not be necessarily essential to conveying information, but that can make receiving data or instructions a much more enjoyable experience, which will keep the audience involved and help them retain more information.

1. **Make it fun:** Why? Participants will not be enthusiastic if the sessions are dry and dull. Few MSMEs may respond to or remember complicated concepts or theories; they want to learn practical information about what they can do to get better results. If they don’t find the message entertaining, they won’t retain it. Since variety is the spice of life, use several different methods to engage the audience in a variety of ways. Also work to alternate the pace of the session to keep the participants’ interest level high.
2. **Use humor:** Humor helps keep enthusiasm at peak levels. A point can be made more effective by using humor than by drowning the audience in statistics or theories. Avoid telling jokes, however, because humor is so subjective that someone in your audience may be offended and lose track of training for the rest of the session. Personal, self-deprecating humor is the safest way to go.
3. **Use attractive packaging for the participant kit:** Use materials that are well-packaged and that communicate value. Professional packaging is a powerful tool for setting a good first impression.
4. **Encourage participation:** Make the session lively by engaging participants in the process. In fact, try to spend close to 80 percent of the time on group participation. Encourage everyone in the session to speak freely and candidly, because learning occurs most readily when feelings are involved.
5. **Build self-esteem:** MSMEs understandably want to know what’s in it for them. They know that most schemes by the Government are designed to assist the MSMEs, but rarely does such awareness lift their spirits or help them to become better in their own lives. Create a win-win environment by using the program to build the participants’ self-worth and self-esteem.

**Pitfalls**

In an ideal world, the awareness programme delivery will always be successful. Though there are ways that this can go wrong, and forewarned is forearmed. There are several possible problems that can lead to either faculty burnout and/or a less-than-successful awareness program. Here’s what can go wrong, along with ways to make it right:

**How a faculty may Develop Burnout**

* They get in a rut by always delivering on the same topic.
* They get in a rut by always using the same delivery methods.
* They may become discouraged due to lack of MSME participation.
* They do not receive train-the-trainer instructions.
* They do not receive proper material or instruction for workshop delivery across language barriers or cultural differences.
* They do not get into the field enough to customize their delivery beyond book learning.

**How to Keep the faculty Fresh?**

* Rotate faculty onto different topics.
* Encourage using a variety of delivery methods.
* Encourage and provide for ongoing training and career development for faculty.
* Assess your training audience ahead of time.

**Why an Awareness Programme May Fail**

* No goals are set.
* Delivery goals are not in line with organisation goals.
* No accountability measurements are set up for faculty.
* Training is regarded as a one-time event and not as an ongoing need.

**How to Make Your Awareness Programme Succeed?**

* Set up an accountability system to measure the effectiveness of faculty; determine whether the faculty successfully communicate information.
* Design a schedule that includes ongoing training, such as beginner, intermediate, and advanced as well as refresher training. Incorporate this calendar into your calendar of holidays and other events.
* Have a representative from upper management of your organisation during workshops for a constructive feedback.
* Arrange for faculty to visit the operations in which they are delivering the session on a regular basis to keep current on new methods.