

CHAPTER 7

Oral Presentations and Nonverbal Communication in the Workplace

► REAL PEOPLE *in the workplace*



Nurani Singh has just been hired as recruitment specialist in the human resources Department for Monroe, Louisiana. She will be responsible for coordinating the recruitment and hiring of city employees. She also will administer such things as the city's retirement system, unemployment compensation, family medical leave programs, and the city's drug and alcohol abuse policy.

As a recruitment specialist, Nurani will be involved in staffing all merit system positions. This will include ensuring that all employee recruiting, advertising, testing, certification, and applicant record-keeping comply with legal, professional, and merit system standards.

She will meet these responsibilities as follows:

- Advertising and recruiting
- Reviewing approximately 120,000 applications a year to determine whether or not the applicants meet position requirements
- Verifying experience and education
- Establishing, maintaining, and certifying eligibility lists for all vacant city positions

The largest part of her job will be making presentations to city employees and conducting new-employee orientation each month. In this capacity, she will prepare PowerPoint slides and speak in front of small and large groups, in both formal and informal presentations.

Nurani is well educated with a degree in Communications from the University of Texas. However, like most employees, she finds speaking in public to be a challenge. ◀

CHAPTER GOALS

When you complete this chapter, you will be able to do the following:

1. Understand the importance of verbal and nonverbal communication in the workplace.
2. Develop effective listening skills.
3. Use the telephone to communicate successfully.
4. Use voice mail effectively.
5. Deliver effective informal oral presentations on the job.
6. Participate in teleconferences.
7. Communicate effectively in a videoconference or Webconference.
8. Deliver formal oral presentations.
9. Use a variety of visual aids to enhance your oral presentations, including techniques for effective PowerPoint presentations.
10. Use the *P³* process—planning, packaging, and perfecting—for informal and formal oral communication.

WWW

To learn more about oral communication, visit our Web Companion at <http://www.prenhall.com/gerson>.

Nurani's Communication Challenge

When Nurani started working for Monroe, Louisiana, as a specialist for recruitment in human resources, she was not totally familiar with HR rules and regulations. She says, "I had only one night to study and prepare for my first oral presentation, 'Conducting Effective Interviews,' to a group of 25 supervisors. Unfortunately, I mainly read the PowerPoint slides to the audience, and failed to engage them through interaction and activities. After the presentation, for which I was rated only 25 percent satisfaction out of a 100, I asked my supervisor how to improve. She told me to be better prepared and ask questions to engage my listeners.

My challenge was how to make presentations effective so that my preparation was apparent. In addition, I had to figure out how to engage the audience. My effective presentation skills would then enable the participants to gain confidence in me. After the presentation, I knew the attendees had to be comfortable calling me in my position as a human resources recruitment specialist and be assured that I had the answer.

My personal communication philosophy is to try to present my best work every time. With that philosophy in mind, I was challenged to improve my presentation skills to ensure effective communication. Without communication in business, I feel like we're all working in chaos."

See pages 201–203 to learn how Nurani met her communication challenge.

THE ROLE OF VERBAL AND NONVERBAL COMMUNICATION

Here is a fact: Excellent communication does not just depend on the words you say and write. Communication also depends greatly on the tone of your voice, your body language, and other verbal and nonverbal cues you give your audience.

How Important Is Verbal and Nonverbal Communication?

Some researchers suggest that "from 65 to 90 percent of every conversation is interpreted through body language" (Warfield 1). Other researchers state, "Linguists who study nonverbal elements of a conversation—including posture, eye contact, facial expression and gestures—have concluded that these silent elements make up 55% of the message. Tone of voice contributes another 38%. This leaves 7% for the words you use" (Smith 1; Tilton 15).

What Is Verbal Communication?

What you say is either positively or negatively impacted by *how* you say it. In fact, “after your physical appearance, your voice is the first thing people notice about you” (Clarke). Verbal communication includes your pace (rate of speech) and modulation.

Pace

A key concern is pace, the speed with which you speak. Generally, we speak about 150 to 200 words a minute. Speeding up this rate can have several meanings. You could imply that you are happy, fearful, angry, or surprised. In addition, if you talk too fast, not only will your coworkers have trouble following your train of thought, but also they might think you’re nervous or impatient. If you are in a meeting, for instance, and you speak too rapidly, your voice might be telling your coworkers it’s time to move on to the next topic. You are saying, “I don’t have time for you” or “I want to be doing something else (anything else).”

Talking too slowly also causes problems. Slowing down your pace could convey sadness, boredom, or lack of interest. People also might feel you are “talking down” to them. A very slow delivery style could imply condescension—“I assume that you can’t keep up with my thoughts, so I’ll speak *reallllly slowlllly*.”

Modulation

Modulation is the loudness, tone, and pitch of your voice as you speak. A very loud voice will be perceived as dominating, while a very quiet voice might make you sound meek. Mumbling can destroy your credibility. A monotone voice, one with no change in pitch, will put your listener to sleep. Modulation, varying your pace and pitch, adds interest to your comments.

What Is Nonverbal Communication?

Nonverbal communication is another phrase for body language. Basically, nonverbals entail “any conscious or unconscious movement of a part or all of the body that communicates an emotional message” (Tilton 15). Nonverbal cues can include any of the following:

Eye Contact

Good eye contact suggests openness, confidence, and interest in your audience. However, too much of anything is potentially bad. Do not overdo eye contact; staring and glaring will make any audience uncomfortable. Many people believe that “duration of the eye contact should last between 3 to 5 seconds” (Tilton 15). Any more than that might be unsettling.

Multicultural Concerns In our multicultural marketplace, you will interact with customers and business professionals from other cultures who might consider direct eye contact offensive (Smith 1). Studies suggest that people from “contact cultures” (Southern Europe, Latin America, and Mexico) “focus directly on the other person’s eyes.” People from “non-contact cultures” (Asia, India, and Northern Europe) “focus mainly on the other person’s head and face” rather than the eyes (Sime).

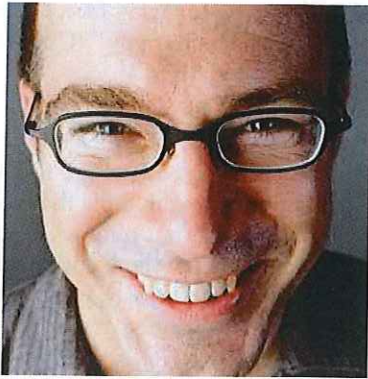
Facial Expressions

Smiling, frowning, yawning, wide-eyed bewilderment, open-mouthed shock, lip-curling angry glares . . . each of your facial expressions conveys a message. For example, if you are listening to a colleague speak and you are simultaneously wrinkling your nose, arching your eyebrows, scrunching your face, or furrowing your forehead, you are conveying a very negative message. You are showing your coworker your uncertainty or disbelief. In contrast, a pleasant smile shows your involvement and support. Figure 7.1 illustrates facial expressions.

Posture

Imagine you are in a meeting. A coworker is speaking, but you are fidgeting, slouching, placing your hands behind your head, or leaning to the side. You are reflecting boredom and disinterest. However, if you lean forward, you show you are interested and actively

FIGURE 7.1 Facial Expressions



Smiling



Frowning



Angry



Surprised



Bored

participating in the team meeting. Nodding your head up and down shows your affirmation. Figure 7.2 demonstrates how posture reveals attitude.

Proximity

What does proximity to your audience show? If you stand very close to a spouse or child, you show your love. However, if you stand very close to a coworker, you will encroach upon his or her “personal space.” This suggests a threatening or domineering behavior. In *The Silent Language*, Edward T. Hall suggests that we have four main proximity zones of personal space (see Table 7.1).

Figure 7.3 shows the effect of proximity.

Multicultural Concerns Sometimes, proximity is a cultural consideration. Studies suggest that people from many Middle Eastern cultures stand closer while speaking than North Americans are used to. Middle Eastern men might greet each other by grasping both hands and placing kisses on each cheek. There is more physical contact, and conversations often involve touching. These “intimate” and “personal” behaviors in Western culture are acceptable “public” behaviors in the Mideast. In contrast, touching is not common in the Far East (China and Japan) where more formality and distance from the speaker are the norm.

FIGURE 7.2 Attitude Revealed Through Posture

Look at the people sitting in the picture. What does each person's posture tell you about his or her attitude?



Table 7.1 Proximity Zones of Personal Space

Zone	Distance	Who Gets Access	What Occurs Within the Zone
Intimate	6–18 inches (15–45 cm)	Spouse, children, and significant others	Intimate relationships, such as touching and hugging
Personal	1 1/2–4 feet (45–125 cm)	Family members and close personal friends	Within an arm's length, less intimate but still very close encounters
Social	4–12 feet (1.25–3.60 m)	Friends and colleagues	Social and business relationships
Public	Over 12 feet (+3.6 m)	Strangers/general public	Little interaction

Gestures

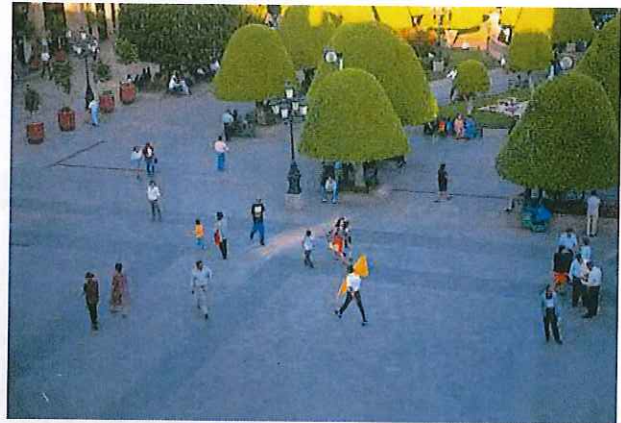
We speak a lot with our hands. A “thumbs up” gesture in the United States signifies that everything is “A-OK.” A “thumbs down” gesture denotes a negative opinion. These two gestures are commonly understood in Western culture. Other gestures, however, are subtler. Making a fist shows anger, while rubbing the back of your neck or your forehead shows stress. If you place your hands in front of your mouth, you might be showing secretiveness and deception (Tilton 4). Finger pointing might help you make a point, but it is also very assertive, even threatening. We all know how annoying a person's rhythmic drumming can be. This suggests that the individual is impatient and bored.

Multicultural Concerns Many of our gestures are culturally based. Finger pointing in the Far East is considered to be rude. Worse still are the “thumbs up” and “OK” signs. In Italy and Australia, a “thumbs up” motion can be considered obscene. The “OK” gesture can be considered obscene in Brazil and Germany.

FIGURE 7.3 Proximity Zones of Personal Space



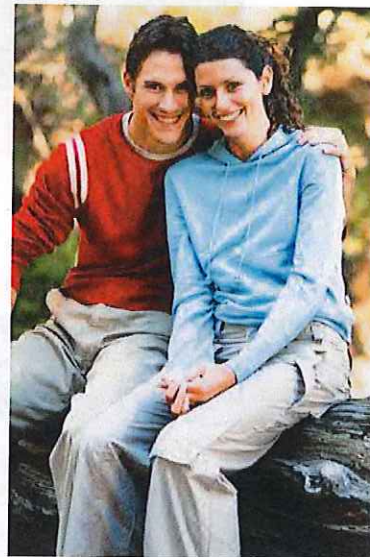
Personal



Public



Social



Intimate

Listening Skills

In addition to controlling verbal and nonverbal reactions, you must also learn to listen effectively. If you are not listening while others are speaking, no communication can occur. Successful collaboration demands that all voices be heard. Successful workplaces value everyone's input.

Barriers to Active Listening

What gets in the way of your active listening abilities? Following are barriers to active listening:

Multitasking Envision this scenario: You take your seat at the meeting table while you are still on your cell phone, speaking to a customer. You are also checking your PDA to see when you can meet with this client. Meanwhile, you are thinking about the deadline you have for submitting a proposal. You are wondering if your graphic artist has completed the sketch you need for the upcoming meeting. You are juggling many tasks at the same time. Now, the

meeting you are currently in has begun, and your coworker is speaking. How can you also pay attention to this colleague, when you have so many other tasks to complete and so many other conflicting responsibilities?

Preconceived Notions If you believe that you already know what a coworker will say, then you will not hear his or her comments objectively. Assumptions like this are a barrier to successful teamwork. Preconceived notions will diminish the colleague's comments and hinder your contributions to the team effort.

Focusing on Your Response While your colleague is speaking, you do not wait to hear all he or she says. You only focus on your follow-up response. You can barely wait to jump in with a clever retort, a witty comeback, an oppositional point of view, or debunking doubt. This does your colleague and your team a disservice. By thinking only of what you might say in response, you risk not hearing all that is said in the meeting.

Interrupting the Speaker Interrupting a speaker is rude. A person should have the right to his or her say. If you interject your comments abruptly, then your coworker cannot complete his or her thoughts. Waiting to respond is not only good manners; it is also good business.

External Distractions Think of all the possibilities that can be distracting:

- The room is too hot or too cold.
- It is 11:30 a.m. and you are hungry.
- It is Friday and you have exciting plans for the weekend.
- A road crew is repairing the street outside your office complex, complete with the sounds of a jackhammer and the annoying beeping of a truck backing up.

These external distractions might disallow you from focusing on what your coworkers are saying.

Keys to Effective Listening

Effective listening is critical to a company's goal of continuous improvement. Employees can best represent a company by actively listening to vendors, customers, and coworkers. When you hear what others say, you can contribute to discussions more effectively and provide useful feedback. Following are some keys to effective listening (Smith 3):

Stop What You Are Doing; Concentrate on the Task at Hand Turn off your cell phone. Put your PDA away. Leave your unfinished work in your office. Focus on the team's project and on the speaker.

Do Not Talk It is hard to speak and listen at the same time. Sure, you might have valuable things to add, but wait your turn. Let the speaker have his or her say. Once that person has spoken, you can speak.

Make Eye Contact When someone in the group is speaking, look at this person. Do not look out the window, look at your watch, stare at your shoes, or look at your fingernails. Making eye contact with the speaker will help you focus your attention.

Take Notes Another way to stay focused is by taking notes. Write down key ideas for future reference. You can also jot down any thoughts you might have for follow-up discussion. This way, you will not feel compelled to interrupt the speaker. The notes will help you remember what you had wanted to say, once the speaker has completed his or her thoughts.

Be Objective Without a doubt, a colleague might say something with which you disagree. That's OK. We all have different points of view. However, remember that these differences are

exactly what make cross-functional teams successful. Be open to alternatives; be willing to accept differences in opinion. Remember to judge the content of the comment instead of the speaker. Often, you will be asked to work with someone you might not like. Even if you do not like his or her politics, work ethic, or personality, that individual still might make valuable comments.

Ask Questions Once someone has spoken, review your notes and ask questions. Be sure your questions are sincere and not oppositional. The goal of a question should be clarity. Then, after the speaker answers your question, repeat what he or she has said to confirm your understanding.

Control Your Reactions If you hear something you do not agree with, avoid just shouting out your opposition. Your goal is to *respond*, not *react*. When you *react*, you tend to do so defensively. Immediate reactions are based on impatience, maybe even aggression. A more effective approach to successful listening is to calmly *respond*, after a brief delay—five to ten seconds. This delay acts as a filter or a buffer. Even a short delay will allow you to digest the issue, consider the person's point of view, organize your thoughts, and then respond more professionally.

THE IMPORTANCE OF ORAL COMMUNICATION

Many people, even the seemingly most confident, are afraid to speak in front of others. A recent Monster.com poll asked, "What is your biggest career-related phobia?" Table 7.2 shows the results.

You may have to communicate orally with your peers, your subordinates, your supervisors, and the public. Oral communication is an important component of your business success because you will be required to speak formally and informally on an everyday basis.

EVERYDAY ORAL COMMUNICATION

"Hi. My name is Bill. How may I help you?" Think about how often you have spoken to someone today or this week at your job. You constantly speak to customers, vendors, and coworkers face-to-face, on the telephone, or by leaving messages on voice mail.

- If you work an 800 hotline, your primary job responsibility is oral communication.
- When you return the dozens of calls you receive or leave voice mail messages, each instance reveals your communication abilities.
- As an employee, you must achieve rapport with your coworkers. Much of your communication to them will be verbal. What you say impacts your working relationships.

Every time you communicate orally, you reflect something about yourself and your company. The goal of effective oral communication is to ensure that your verbal skills make a good impression and communicate your messages effectively.

Table 7.2 Career-Related Phobias
(Monster Career Advice Newsletter)

Percentage	Phobia
42 percent	Giving a speech or presentation
32 percent	Confronting a coworker or boss
15 percent	Networking
11 percent	Writing a report or proposal



Telephone and Voice Mail

You speak on the telephone dozens of times each week. When speaking on a telephone, make sure that you do not waste either your time or your listener's time.

The following list has ten tips for telephone and voice mail etiquette.

1. Know what you are going to say before you call.
2. Speak clearly and enunciate each syllable.
3. Avoid rambling conversationally.
4. Avoid lengthy pauses.
5. Leave brief messages.
6. Avoid communicating bad news.
7. Repeat your phone number twice, including the area code.
8. Offer your e-mail address as an option.
9. Sound pleasant, friendly, and polite.
10. If a return call is unnecessary, say so.

Informal Oral Presentations

As a team member, manager, supervisor, employee, or job applicant, you often will speak to a coworker, a group of colleagues, or a hiring committee. You may need to communicate orally in an informal setting for any number of reasons such as the following:

- Your boss needs your help preparing a presentation. You conduct research, interview appropriate sources, and prepare reports. When you have concluded your research, you might be asked to share your findings with your boss in a brief, informal oral presentation.
- Your company is planning corporate changes (staff layoffs, mergers, relocations, or increases in personnel). As a supervisor, you want to provide your input in an oral briefing to a corporate decision maker.
- At a departmental meeting, you are asked to report orally on the work you and subordinates have completed and to explain future activities.
- In a team meeting, you participate in oral discussions regarding agenda items.
- Your company is involved in a project with coworkers, contractors, and customers from distant sites. To communicate with these individuals, you participate in a teleconference, orally sharing your ideas.
 - You are applying for a job. Your interview, though not a formal, rehearsed presentation, requires that you speak effectively before a hiring committee.
 - You are working from a remote location but need to participate in company-sponsored training. You cannot physically attend the workshop, but through a Webconference or Webinar, you and other employees from around the country can be trained simultaneously on your computers.

These informal oral communication instances could be accomplished best through videoconferences, teleconferences, Webconferences, and Webinars.

Videoconferences and Teleconferences

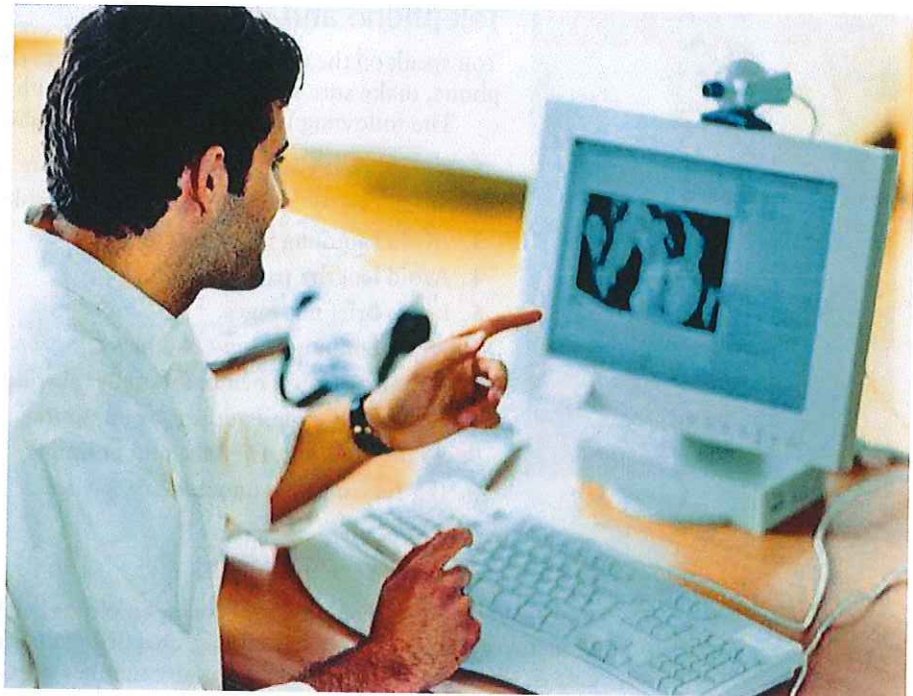
If you are communicating with a group and you want to hear what everyone else is saying simultaneously, videoconferences or teleconferences are an answer. Consider using a videoconference or teleconference when three or more people at separate locations need to talk.

In a videoconference or teleconference, you want all participants to feel as if they are in the same room facing each other. With expensive technology in place, such as cameras, audio components, coders/decoders, display monitors, and user interfaces, you want to avoid wasting time and money with poor communication.



The following list has ten tips for videoconferences and teleconferences.

1. Inform participants of the conference date, time, time zone, and expected duration.
2. Make sure participants have printed materials before the teleconference.
3. Ensure that equipment has good audio quality.
4. Choose your room location carefully for quiet and privacy.
5. Consider arrangements for hearing impaired participants. You might need a text telephone (TTY) system or simultaneous transcription in a chat room.
6. Introduce all participants.
7. Direct questions and comments to specific individuals.
8. Do not talk too loudly, too softly, or too rapidly.
9. Turn off cell phones and pagers.
10. Limit side conversations.



Webconferencing

Due to economic hardships, rising costs of airline tickets, time-consuming travel, and the need to complete projects or communicate information quickly, many companies and organizations are using an electronic tool to communicate with their personnel, customers, prospective employees, and vendors—Webconferencing. Webconferencing, sometimes called Webinars or virtual meetings, include Web-based seminars, lectures, presentations, or workshops transmitted over the Internet. A unique feature of a live Webconference or Webinar is interactivity. In a Webconference, the presenter and audience can send, receive, and discuss information (“Webinar”). In contrast to Webconferences, a Webcast or netcast broadcasts either live or delayed audio and video, “more like traditional television or radio” (“Webcast”).

Following are instances where a Webconference would be appropriate:

- **Train employees**—Companies are using Webconferences as a training tool not only to save travel expenses but also because of the interactivity a Webconference allows.
- **Make sales presentations**—With Webconferences, a sales team can make numerous sales calls without leaving the office. Through Webconferencing, sales presentations can be enhanced with product demonstrations, question and answer sessions, text messaging, and interactive polling to gather client and customer information (Murray; Van Wagner).
- **Conduct quarterly or annual meetings**—An online conference room allows corporations to “rollout earnings reports and corporate information to employees and investors” (Murray).
- **Hold press conferences**—This allows a company to share corporate information with news agencies at diverse locations.
- **Enhance online collaboration with colleagues at diverse locations**—Along with e-mail, teleconferencing, and videoconferencing, Webconferencing provides companies another option when face-to-face meetings are difficult due to cost and distance.

The following list has ten tips for Webconferencing.

1. Limit Webconferences to 60 to 90 minutes.
2. Limit a Webconference's focus to three or four important ideas.
3. Start fast by limiting introductory comments.
4. Keep it simple. Instead of using too many Internet tools, limit yourself to simple and important features like polling and messaging.
5. Plan ahead. Make sure that all Webconference participants have the correct Internet hardware and software requirements; know the correct date, time, agenda, and Web login information for your Webconference; and have the correct Web URL or password.
6. Before the Webconference, test your equipment, hypertext links, and PowerPoint slide controls.
7. Use both presenter and participant views. One way to ensure that all links and slides work is by setting up two computer stations. Have a computer set on the presenter's view and another computer logged in as a guest. This will allow you to view accurately what the audience sees and how long displays take to load.
8. Involve the audience interactively through questions and/or text messaging.
9. Personalize the presentation. Introduce yourself, other individuals involved in the presentation, and audience members.
10. Archive the presentation.

Formal Presentations

You might make a formal presentation if you

- Attend a civic club meeting and provide an oral presentation to maintain good corporate or community relations.
- Represent your company at a city council meeting. You will give an oral presentation explaining your company's desired course of action or justifying activities already performed.
- Represent your company at a local, regional, national, or international conference by giving a speech.
- Make an oral presentation promoting your service or product to a potential customer.



Types of Formal Oral Presentations

Three types of formal oral presentations are as follows:

1. **The memorized speech**—The least effective type of oral presentation is the memorized speech. This is a well-prepared speech that is committed to memory. Although such preparation might make you feel less anxious, too often these speeches sound mechanical and impersonal. They are often stiff and formal, and allow no speaker–audience interaction.
2. **The manuscript speech**—In a manuscript speech, the entire speech is written on paper. You read from a carefully prepared manuscript. This may lessen speaker anxiety and help you to present information accurately, but such a speech can seem monotonous, wooden, and boring to the listeners.
3. **The extemporaneous speech**—Extemporaneous speeches are probably the best and most widely used method of oral communication. You carefully prepare your oral presentation by conducting necessary research and then create a detailed outline. However, you avoid writing out the complete presentation. When you make your presentation, you rely on notes or PowerPoint slides with the major and minor headings for reference. This type of presentation helps you avoid seeming dull and mechanical, allows you to interact with the audience, and still ensures that you correctly present complex information. (See Figure 7.4 for the Oral Presentation Process.)

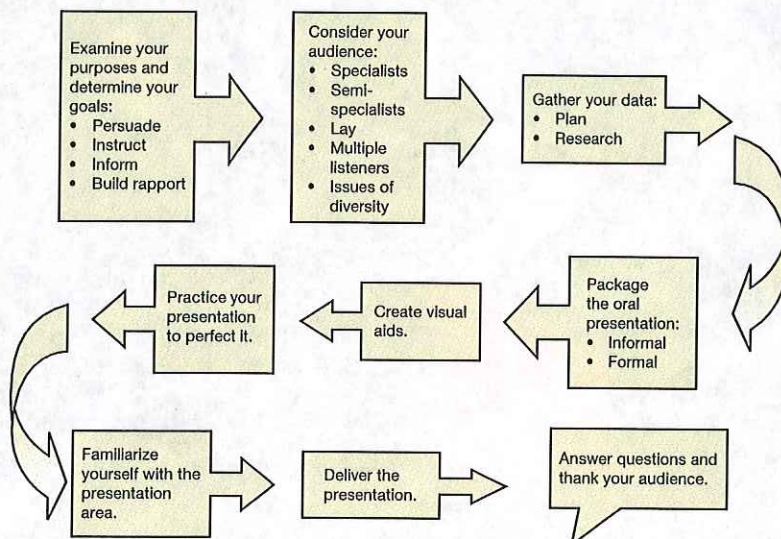
Parts of a Formal Oral Presentation

A formal oral presentation consists of an introduction, a discussion (or body for development), and a conclusion.

Introduction The introduction should welcome your audience, clarify your intent by providing a verbal “road map,” and capture your audience’s attention and interest. This is the point in the presentation where you are drawing in your listener, hoping to create enthusiasm and a positive impression.

To create a positive impression, set the table. Address your audience politely by saying “Good morning” or “Good afternoon.” Tell the audience your name and the names

FIGURE 7.4 The Oral Presentation Process



(adapted from “Communications: Oral Presentations”)

of others who might be speaking. Welcome the audience and thank them for inviting you to speak.

- **Table Setters for Goodwill**

“Good evening. Thank you for allowing us to speak to you tonight. I’m (name and title). You’ll also hear from (name and title).”

Next, provide a “road map,” clarifying what points you’ll discuss and laying out the order of the topics.

- **Road Map (thesis statement)**

“What we are going to talk about, and in this order, are the following key points:

- The issues that led us to consider road improvements
- Challenges to this construction task
- Optional approaches
- Costs
- A timeframe for your consideration.”

You can use a variety of openings to capture your audience’s attention, such as the following:

- **Word Pictures**—Anecdotes (specific in *time, place, person, and action*), Quotes, and Data (facts and figures)

Word Pictures to Arouse Your Audience’s Interest

“From November 2008 to February 2009, our police department received over 75 reports of problems regarding Elm Street. These ranged from injuries related to hill jumping, cars sliding into the street’s ditches, increased rush hour traffic, and tight turn lanes. One stretch of the road, from grid 39 to grid 47, is too narrow for snow removal crews to clean effectively. And these issues promise to get worse with residential growth anticipated to increase by 39 percent. As Sgt. Smith of the police department stated, ‘Elm Street is a disaster waiting to happen.’”

- **A Question or a Series of Questions**—Asking questions involves the audience immediately. A training facilitator could begin a workshop as follows:

Questions to Involve Your Audience

“How many reports do you write each week or month? How often do you receive and send e-mail messages to customers and colleagues? How much time do you spend on the telephone? Face it, workplace communication is a larger part of your engineering job than you ever imagined.”

These three questions are both personalized and pertinent. Through the use of the pronoun “you,” the facilitator speaks directly to each individual in the audience. By focusing on the listeners’ job-related activities, the questions directly lead into the topic of conversation—workplace communication.

- **A Quotation from a Famous Person**—The training facilitator in the previous example could have begun his speech with a quote from Warren Buffett, a famous businessperson.

A Quote to Arouse Audience Interest

"How important is effective workplace communication? Just listen to what Warren Buffett has to say on the topic:

'For more than forty years, I've studied the documents that public companies file. Too often, I've been unable to decipher just what is being said or, worse yet, had to conclude that nothing was being said. . . . Perhaps the most common problem . . . is that a well-intentioned and informed writer simply fails to get the message across to an intelligent, interested reader. In that case, stilted jargon and complex constructions are usually the villain. . . . When writing Berkshire Hathaway annual reports, I pretend that I'm talking to my sisters. I have no trouble picturing them: Though highly intelligent, they are not experts in accounting or finance. They will understand plain English, but jargon may puzzle them. My goal is simply to give them the information I would wish them to supply me if our positions were reversed. To succeed, I don't need to be Shakespeare; I must, though, have a sincere desire to inform.' (Buffett, 1-2)

That's what I want to impart to you today: good writing is communication that is easy to understand. If simple language is good enough for Mr. Buffett, then that should be your goal."

Discussion (or Body) After you have aroused your listeners' attention and clarified your goals, you have to prove your assertions. In the *discussion* section of your formal oral presentation, provide details to support your thesis statement. You can develop your content in a variety of ways, including the following:

- **Quotes, testimony, anecdotes**—You can find this type of information through primary and secondary research. For example, primary research, such as a survey or questionnaire, will help you substantiate content. By using people's direct comments, you help your audience to relate to the content. You also can find quotes, testimony, or anecdotes in secondary research, such as periodicals, newspapers, books, or online. This type of information validates your comments.
- **Data**—Facts and figures, again found through research or interviews, develop and support your content. Stating exactly how often your company's computer system has been attacked by viruses will support the need for improved firewalls. A statistical analysis of the increase in insurance premiums will clarify the need for a new insurance carrier. Showing the exponential increase in the cost of gasoline over the last ten years will show why your company should consider purchasing hybrids.

To help your audience follow your oral communication, present these details using any of the following modes of organization:

Comparison/contrast. In your presentation, you could compare different makes of office equipment, employees you are considering for promotion, different locations for a new office site, vendors to supply and maintain your computers, different employee benefit providers, and so forth. Comparison/contrast is a great way to make value judgments and provide your audience options.

Problem/solution. You might develop your formal oral presentation by using a problem-to-solution analysis. For example, you might need to explain to your audience why your division needs to downsize. Your division has faced problems with unhappy customers, increased insurance premiums, decreased revenues, and several early retirements of top producers. In your speech, you can then suggest ways to solve these problems ("We need to downsize to lower outgo and ultimately increase morale"; "Let's create a 24-hour, 1-800 hotline to answer customer concerns"; "We should compare and contrast new employee benefits packages to find creative ways to lower our insurance costs").

Additional information:

See Chapter 5, "Packaging Workplace Communication Through Effective Document Design."

Additional information:

See Chapter 13,
"Persuasive Workplace
Communication."

Argument/persuasion. Almost every oral presentation has an element of argument/persuasion to it—as does all good written communication. You will usually be persuading your audience to do something based on the information you share with them in the presentation.

Importance. Prioritizing the information you present from least to most important (or most important to least) will help your listeners follow your reasoning more easily. To ensure the audience understands that you are prioritizing, provide verbal cues. These include simple words like "first," "next," "more important," and "most important." Do not assume that these cues are remedial or obvious. Remember, sometimes it is hard to follow a speaker's train of thought. Good speakers realize this and give the audience verbal signposts, reminding the listeners exactly where they are in the oral presentation and where the speaker is leading them.

Chronology. A chronological oral presentation can outline for your audience the order of the actions they need to follow. For example, you might need to prepare a yearly evaluation of all sales activities. Provide your audience with target deadlines and with the specific steps they must follow in their reports each quarter.

Maintaining coherence. To maintain coherence, guide your audience through your speech as follows:

- **Use clear topic sentences**—Let your listeners know when you are beginning a new, key point: "Next, let's talk about the importance of conciseness in your workplace writing."
- **Restate your topic often**—Constant restating of the topic is required because listeners have difficulty retaining spoken ideas. Although a reader can refer to a previously discussed point by turning back a page or two, listeners do not have this option.

Furthermore, a listener is easily distracted from a speech by noises, room temperature, uncomfortable chairs, or movement inside and outside the meeting site. Restating your topic helps your reader maintain focus. "Repeat major points. Reshow visuals, repeat points and ideas several times during your presentation. Put them in your summary, too" (O'Brien).

- **Use transitional words and phrases**—Using transitional words and phrases helps your listeners follow your speech. Transitional words and phrases, like those shown in Table 7.3, aid reader comprehension, emphasize key points, and highlight your speech's organization.

Table 7.3 The Purpose of Transitional Words

Purpose	Examples
Cause and effect	because, since, thus, therefore, for this reason, due to this, as a result of, consequently, in order to
Example	for instance, for example, another
Interpreting jargon	that is, in other words, more commonly called
Sequencing ideas	first, second, next, last, following, finally, above, below
Adding a point	furthermore, next, in addition, besides, not only . . . but also, similarly, likewise
Restating	in other words, that is, again, to clarify
Contrasting	but, instead, yet, however, on the other hand, nevertheless, in contrast, on the contrary, whereas, still
For emphasis	in fact, more importantly, clearly
Summarizing	to summarize, therefore, in summary, to sum up, consequently, therefore

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Conclusion Conclude your speech by restating the main points, by recommending a future course of action, or by asking for questions or comments. A polite speaker leaves time for a few follow-up questions from the audience. Gauge your time well, however. You do not want to bore people with a lengthy discussion after a lengthy speech. You also do not want to cut short an important question-and-answer (Q and A) session. If you have given a controversial speech that you know will trouble some members of the audience, you owe them a chance to express their concerns.

VISUAL AIDS

Most speakers find that visual aids enhance their oral communication. “Visuals have the greatest, longest lasting impact—show as much or more visually as what you say. Use pictures; use color. Use diagrams and models” (O’Brien).

Although PowerPoint slide shows, graphs, tables, flip charts, and overhead transparencies are powerful means of communication, you must be the judge of whether visual aids will enhance your presentation. Avoid using them if you think they will distract from your presentation or if you lack confidence in your ability to create them and integrate them effectively. However, with practice, you probably will find that visuals add immeasurably to the success of most presentations.

Table 7.4 lists the advantages, disadvantages, and helpful hints for using visual aids. For all types of visual aids, practice using them before you actually make your presentation. When you practice your speech, incorporate the visual aids you plan to share with the audience.

Table 7.4 Visual Aids—Advantages and Disadvantages

Type	Advantages	Disadvantages	Helpful Hints
Chalkboards	Are inexpensive. Help audiences take notes. Allow you to emphasize a point. Allow audiences to focus on a statement. Help you be spontaneous. Break up monotonous speeches.	Make a mess. Can be noisy. Make you turn your back to the audience. Can be hard to see from a distance. Can be hard to read if your handwriting is poor.	Clean the board well. Have extra chalk. Stand to the side as you write. Print in large letters. Write slowly. Avoid talking with your back to the audience. Don't erase too soon.
Chalkless Whiteboards	Same as above.	Are expensive. Require unique, erasable pens. Can stain clothing. Some pens can be hard to erase if left on the board too long. Pens that run low on ink create light, unreadable impressions.	Use blue, black, or red ink. Cap pens to avoid drying out. Use pens made especially for these boards. Erase soon after use.
Flip Charts	Can be prepared in advance. Are neat and clean. Can be reused. Are inexpensive. Are portable. Help you avoid a nonstop presentation. Allow for spontaneity. Help audiences take notes. Allow you to emphasize key points. Encourage audience participation. Allow easy reference by turning back to prior pages. Allow highlighting with different colors.	Are limited by small size. Require an easel. Require neat handwriting. Won't work well with large groups. You can run out of paper. Markers can run out of ink.	Have two pads. Have numerous markers. Use different colors for effect. Print in large letters. Turn pages when through with an idea so audience will not be distracted. Don't write on the back of pages where print bleeds through.

(Continued)

Table 7.4 Visual Aids—Advantages and Disadvantages (Continued)

Type	Advantages	Disadvantages	Helpful Hints
Overhead Transparencies	- Are inexpensive. - Can be used with lights on. - Can be prepared in advance. - Can be reused. - Can be used for large audiences. - Allow you to return to a prior point. - Allow you to face audiences.	- Require an overhead projector. - Can be hard to focus. - Require an electrical outlet and cords. - Can become scratched and smudged. - Can be too small for viewing. - Bulbs burn out.	- Use larger print. - Protect the transparencies with separating sheets of paper. - Frame transparencies for better handling. - Turn off the overhead to avoid distractions. - Focus the overhead before beginning your speech. - Keep spare bulbs. - Don't write on transparencies. - Face the audience.
Slides (Slide Shows)	- Are portable. - Slides are easy to protect. - Can be used for large groups. - Can be prepared in advance. - Are entertaining and colorful. - Allow for later reference.	- Require dark rooms. - Hurt speaker–audience interaction (eye contact). - Can be expensive. - Can be challenging to create. - Require screen, machinery, and electrical outlets. - Slides can get out of order. - Dark room makes taking notes challenging. - Machinery can malfunction.	- Use a pointer. - Use a remote control for freedom of movement. - Check slides to make sure none are out of order. - Check working condition of the equipment.
Videotapes	- Allow instant replay. - Can be freeze-framed for emphasis. - Can be economically duplicated. - Can be rented or leased inexpensively. - Are entertaining.	- Require costly equipment (monitor and recorder). - Are bulky and difficult to move. - Can malfunction. - Require dark rooms. - Require compatible equipment. - Deny easy note taking. - Deny speaker–audience interaction.	- Practice operating the equipment. - Avoid long tapes.
Films	- Are easy to use. - Are entertaining. - Have many to choose from. - Can be used for large groups.	- Require dark rooms. - Require equipment and outlets. - Make note taking difficult. - Deny speaker–audience interaction. - Can malfunction and become dated.	- Use up-to-date films. - Avoid long films. - Provide discussion time. - Use to supplement the speech, not replace it. - Practice with the equipment.
PowerPoint (Ppt) Presentations	- Are entertaining. - Offer flexibility, allowing you to move from topics with a mouse click. - Can be customized and updated. - Can be used for large groups. - Allow for speaker–audience interaction. - Can be supplemented with handouts easily generated by PPT. - Can be prepared in advance. - Can be reused. - Allow you to return to a prior slide. - Can include animation and hyperlinks.	- Require computers, screens, and outlets. - Work better with dark rooms. - Computers can malfunction. - Can be too small for viewing. - Can distance the speaker from the audience.	- Practice with the equipment. - Bring spare computer cables. - Be prepared with a backup plan if the system crashes. - Have the correct computer equipment (cables, monitors, screens, etc.). - Make backup transparencies. - Practice your presentation.

PowerPoint Presentations

One of the most powerful oral communication tools is visual—Microsoft PowerPoint (Ppt). Whether you are giving an informal or formal oral presentation, your communication will be enhanced by PowerPoint slides.

Today, you will attend very few meetings where the speakers do not use PowerPoint slides. PowerPoint slides are simple to use, economical, and transportable. Even if you have never created a slide show before, you can use the templates in the software and the autolayouts to develop your own slide show easily. An added benefit of PowerPoint slides is that you can print them and create handouts for audience members.

FAQs

Q: Why is the use of PowerPoint so important in the workplace?

A: Widely used by businesspeople, educators, and trainers, PowerPoint is among the most prevalent forms of presentation technology. "According to Microsoft, 30 million PowerPoint presentations take place every day: 1.25 million every hour" (Mahin). Employees in education, business, industry, technology, and government use PowerPoint not only for oral presentations but also as hard-copy text.

Q: Does everyone like PowerPoint? Aren't there any negative attitudes toward this technology?

A: Not everyone likes PowerPoint. Opposition to the use of this technology, however, usually stems from the following problems:

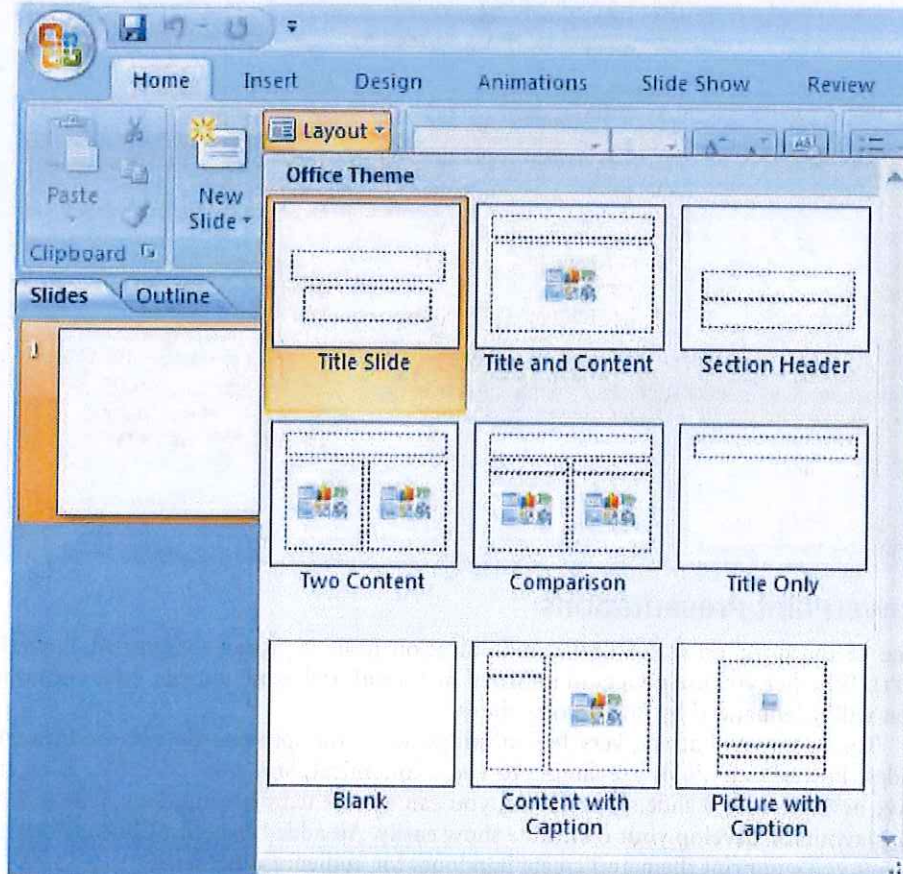
- Dull PowerPoint slides, lacking in variety and interest
- The use of Microsoft's standardized templates
- "Death by Bullet Point," caused by an excessive dependence on bullets

However, these challenges can be overcome easily through techniques discussed in this chapter.

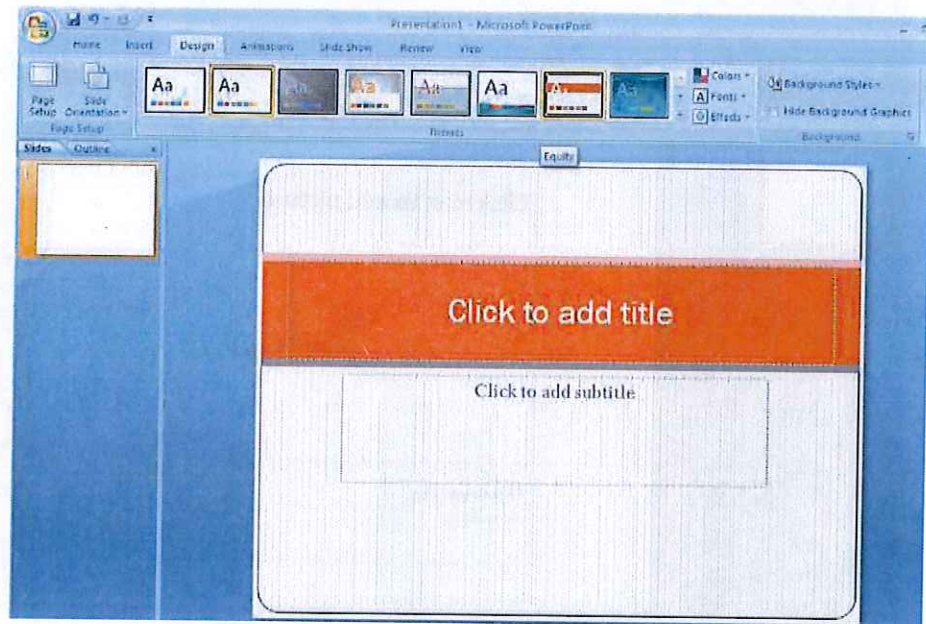
Benefits of PowerPoint

When you become familiar with Microsoft PowerPoint, you will be able to achieve the following benefits:

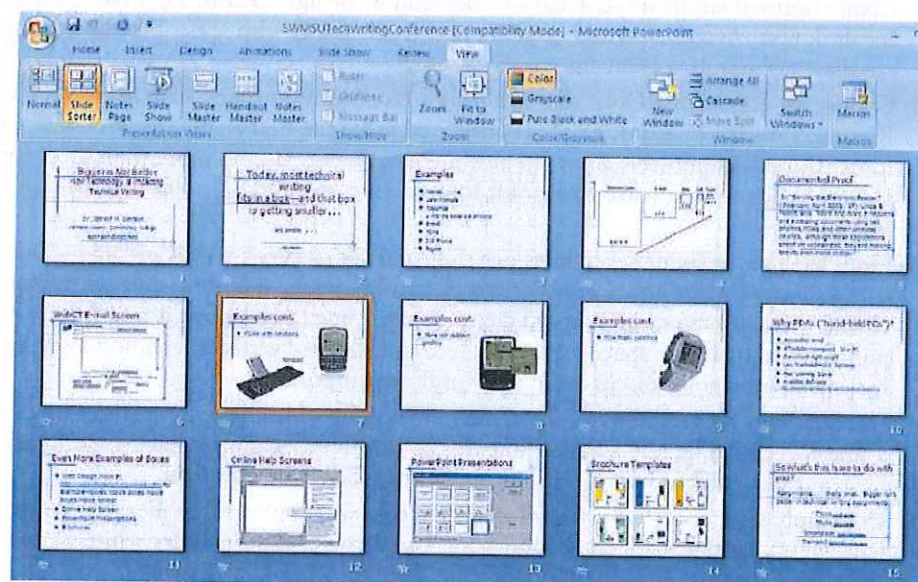
1. Choose from many different presentation layouts and designs.



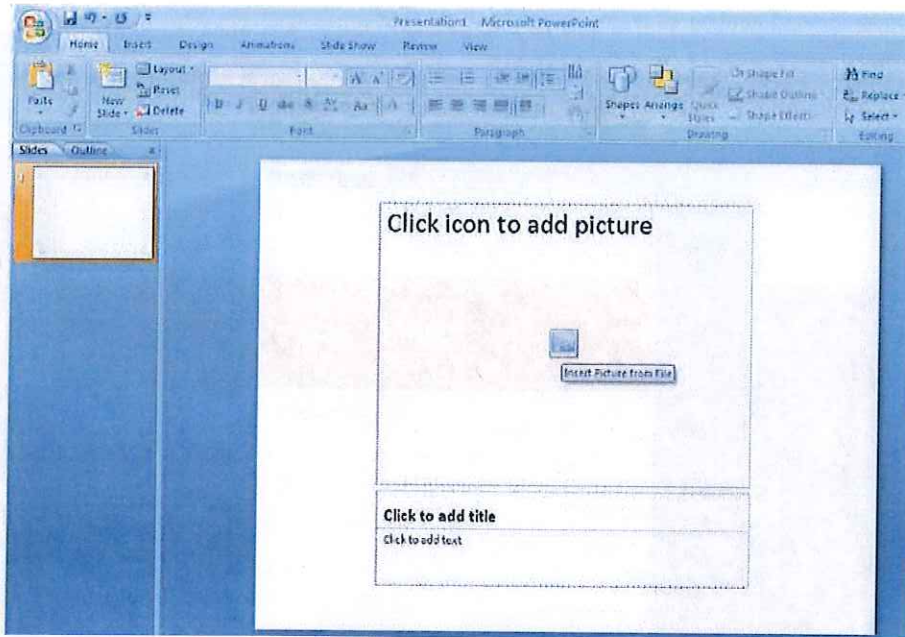
2. Create your own designs and layouts, changing colors and color schemes from preselected designs.



3. Add, delete, or rearrange slides as needed. By left-clicking on any slide, you can copy, paste, or delete it. By left-clicking between any of the slides, you can add a new blank slide for additional information.



4. Insert art from the Web, add images, or create your own drawings.



5. Add hyperlinks either to slides within your PowerPoint presentation or to external Web links.

Tips for Using PowerPoint

To make it easy for you to add PowerPoint slides to your presentations, consider the following hints.

1. **Create optimal contrast**—Use dark backgrounds for light text or light backgrounds for dark text. Avoid using red or green text (individuals who are color blind cannot see these colors). Use color for emphasis only.
2. **Choose an easy-to-read font size and style**—Use common fonts, such as Times New Roman, Courier, or Arial. Arial is considered to be the best to use because sans serif fonts (those without feet) show up best in PowerPoint. Use no more than three font sizes per slide. Use at least a 24-point font size for text and 36-point font size for headings.
3. **Limit the text to six or seven lines per slide and six or seven words per line**—Think 6×6 . Two or more short, simple lines of text are better than one slide with many words. Also, use no more than 40 characters per line (a character is any letter, punctuation mark, or space). You can accomplish these goals by creating a screen for each major point discussed in your oral presentation.
4. **Use headings for readability**—To create a hierarchy of headings, use larger fonts for a first-level heading and smaller fonts for second-level headings. Each slide should have at least one heading to help the audience follow your thoughts.
5. **Use emphasis techniques**—To call attention to a word, phrase, or idea, use color (sparingly), boldface, all caps, or arrows. Use a layout that includes white space. Include figures, graphs, pictures from the Web, or other line drawings.
6. **End with an obvious concluding screen**—Often, if speakers do not have a final screen that *obviously* ends the presentation, the speakers will click to a blank screen and say, "Oh, I didn't realize I was through," or "Oh, I guess that's it." In contrast, an obvious ending screen will let you as the speaker end gracefully—and without surprise.

7. **Prepare handouts**—Give every audience member a handout, and leave room on the handouts for note taking.
8. **Avoid reading your screens to your audience**—Remember your audience can read and will become bored if you read slides to them. Speakers lose their dynamism when they resort to reading slides rather than speaking to the audience.
9. **Elaborate on each screen**—PowerPoint should not replace you as the speaker. In contrast, PowerPoint should add visual appeal, while you elaborate on the details. Give examples to explain fully the points in your presentation.
10. **Leave enough time for questions and comments**—Instead of rushing through each slide, leave sufficient time for the audience to consider what they have seen and heard. Both during and after the PowerPoint presentation, give the audience an opportunity to offer input.

See Figures 7.5 to 7.7 for samples of effective PowerPoint slides.

FIGURE 7.5 PowerPoint Slide of Student Headcount

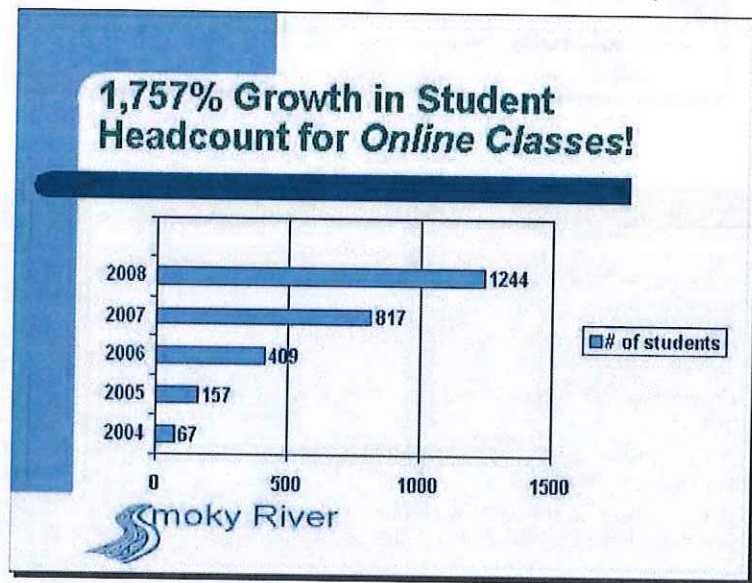


FIGURE 7.6 PowerPoint Slide of Source of Information

Four lines of text in 36-point font

Hyperlink to a Web site

White space for visual appeal

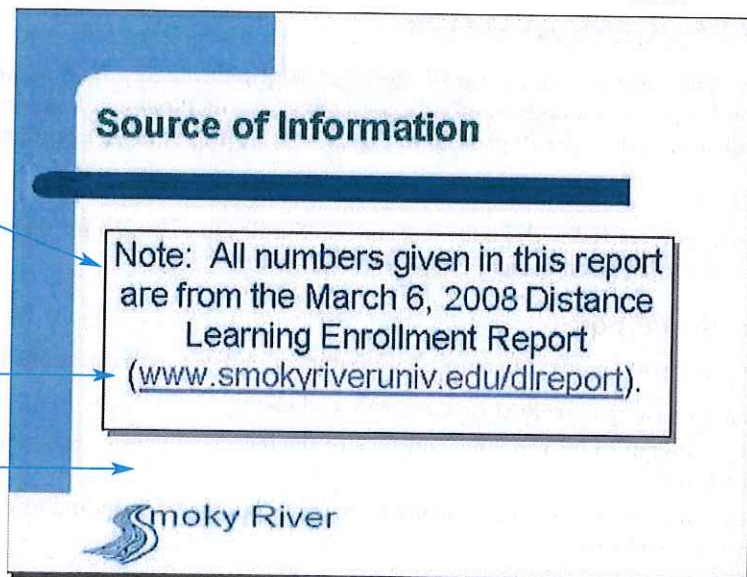
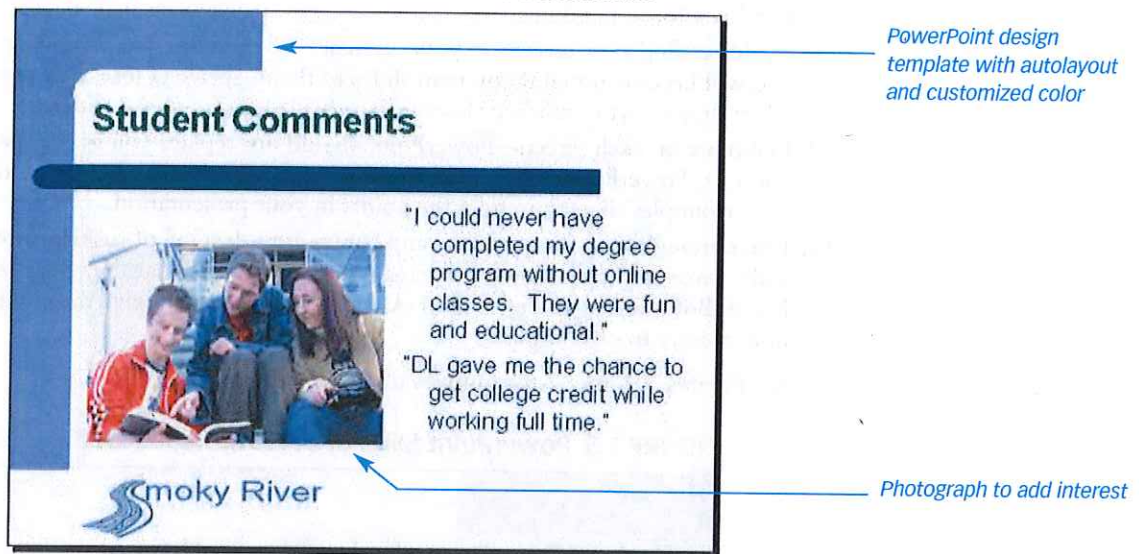


FIGURE 7.7 PowerPoint Slide of Student Comments



POWERPOINT SLIDES CHECKLIST

- | | |
|--|--|
| ____ 1. Does the presentation include headings for each slide? | ____ 6. Did you use special effects effectively versus over-using them? |
| ____ 2. Have you used an appropriate font size for readability? | ____ 7. Have you limited text on each screen (remembering the 6 × 6 rule)? |
| ____ 3. Did you choose an appropriate font type for readability? | ____ 8. Did you size your graphics correctly for readability, avoiding ones that are too small or too complex? |
| ____ 4. Did you limit yourself to no more than three different font sizes per screen? | ____ 9. Have you used highlighting techniques (arrows, color, white space) to emphasize key points? |
| ____ 5. Has color been used effectively for readability and emphasis, including font color and slide background? | ____ 10. Have you edited for spelling and grammatical errors? |

THE P³ PROCESS AT WORK

As with writing memos, letters, e-mail messages, and reports, approach your oral communication project as a step-by-step process. Doing so will allow you to express yourself with confidence. Follow the P³ process to organize your presentation effectively.

Planning

Planning gets you started with your presentation. Similar to planning for written communication, when you plan a speech, you should do the following.

Consider the Purpose

Determine why you are making an oral presentation. Ask yourself questions like

- Are you selling a product or service to a client?
- Do you want to inform your audience of the features in your newly created software?
- Are you persuading your audience to increase corporate spending to enhance a benefits package?
- Are you giving a speech for one of your college classes?

- Has your boss asked for your help in preparing a presentation? After you research the content, will you have to present your information orally?
- Are you a supervisor justifying workforce cuts to your division?
- Did a customer request information on solutions to a problem?
- Are you representing your company at a conference by giving a speech?
- Are you running for an office on campus and giving a speech about your candidacy?
- At the division meeting, are you reporting orally on the work you and your team have completed and the future activities you plan for the project?

Determining the purpose of a presentation will ensure that you choose the appropriate content.

Inform For example, when your speech is to *inform*, you want to update your listeners. Such a speech could be about new tax laws affecting listeners' pay, new management hirings or promotions, or budget constraints or cutbacks. Speeches that inform do not necessarily require any action on the part of your audience. Your listeners cannot alter tax laws, change hiring or promotion practices, or prevent cutbacks. The informative speech keeps your audience up-to-date.

Persuade However, some speeches *persuade*. You will speak to motivate listeners. For instance, you might give an oral presentation about the need to hold more regular and constructive meetings. You might tell your audience that teamwork will enhance productivity. Maybe you are giving an oral presentation about the value of quality controls to enhance product development. In each instance, you want your audience to leave the speech ready and inspired to act on your suggestions.

Instruct You might speak to *instruct*. In an instruction, you will teach an audience how to follow procedures. For instance, you could speak about new sales techniques, ways to handle customer complaints, implementation of software, manufacturing procedures, or how to prepare for on-campus interviews. When you instruct, your goal is both to inform and persuade. You will inform your audience how to follow steps in the procedure. In addition, you will motivate them, explaining why the procedure is important.

Build Trust Finally, you might give an oral presentation to *build trust*. Let's say you are speaking at an annual meeting. Your goal not only might be to inform the audience of your company's status, but also to instill the audience with a sense of confidence about the company's practices. You could explain that the company is acting with the audience's best interests in mind. Similarly, in a departmental meeting, you might speak to build rapport. As a supervisor, you will want all employees to feel empowered and valued. Speaking to build trust will accomplish this goal.

Consider Your Audience

When you plan your oral presentation, consider your audience. Ask yourself questions such as the following:

- Are you speaking to a specialist, semi-specialist, or lay audience?
- Are you speaking up to supervisors?
- Are you speaking down to subordinates?
- Are you speaking laterally to peers?
- Are you speaking to the public?
- Are you addressing multiple audience types (supervisors, subordinates, and peers)?
- Is your audience friendly and receptive or hostile?

Additional information:

See Chapter 13,
"Persuasive Workplace
Communication."

- Are you speaking to a captive audience (one required to attend your presentation)?
- Is your audience diverse in terms of culture, gender, or age?
- Will you need translators for those with hearing impairments?

Considering your audience's level of knowledge and interest will help you prepare your presentation. You should consider whether or not your audience needs terms defined and what tone you should take. You cannot communicate effectively if your audience fails to understand you or if your tone offends or patronizes them. Plan how you will design your content and style to communicate most effectively with your audience.

Additional information:

See Chapter 3, "Meeting the Needs of the Audience."

Presentation Plan A presentation plan, like the example shown in Figure 7.8, can help you accomplish these goals.

Gather Information

The best delivery by the most polished professional speaker will lack credibility if the speaker has little of value to communicate. As you plan your presentation, you must study and research your topic thoroughly before you package it.

You can rely on numerous sources when you research a topic for an oral presentation. For example, you could use any of the following sources:

- Interviews
- Questionnaires and surveys
- Visits to job sites
- Conversations in meetings or on the telephone

FIGURE 7.8 Oral Presentation Plan

Presentation Plan	
Topic:	_____
Objectives:	• What do you want your audience to believe or do as a result of your presentation? • Are you trying to persuade, instruct, inform, build trust, or combinations of the above?
Development:	What main points are you going to develop in your presentations?
1.	
2.	
3.	
Organization:	Will you organize your presentation using <i>analysis</i> , <i>comparison/contrast</i> , <i>chronology</i> , <i>importance</i> , or <i>problem/solution</i> ?
Visuals:	Which visual aids will you use?

- Company reports
- Internet research
- Library research including periodicals and books
- Market research

Using information from company reports or other sources such as the Internet, books, or periodicals requires that you read and document your research (discussed in Chapter 16). Gathering information through interviews, questionnaires, surveys, or conversations, however, requires help from other people. To ensure that you get this assistance, consider doing the following:

- Ask politely for their assistance.
- Explain why you need the interview and information.
- Explain how you will use the information.
- Make a convenient appointment for the interview or to fill in the survey.
- Come prepared. Research the subject matter so you will be prepared to ask appropriate questions. Write your interview questions or the survey before you meet with the person. Take the necessary paper, forms, pencils, pens, laptop, electronic notepads, handheld PDAs, or recording devices you will need for the meeting.
- When the interview ends or the individuals complete the survey, thank them for their assistance.

Figure 7.9 shows a sample questionnaire used by a team researching the feasibility of adding a day-care center to their university campus for use by students and staff.

Packaging the Presentation

After you obtain your information, your next step is to write a draft and consider visual aids for the presentation. The writing step in the communication process lets you use the research you gathered in the planning stage. When you organize your information, you will determine whether or not additional material is needed or if you can delete some of the material you have gathered.

Don't write out the complete text of the presentation. Too often when people have a complete text in front of them, they rely too heavily on the written words. They end up reading most of the paper to the audience rather than speaking more conversationally. Instead of writing out a complete copy of the presentation, use an outline or note cards to present your speech.

Outline

You may want to write a more detailed outline focusing on your speech's major units of discussion and supporting information. A skeleton speech outline (Figure 7.10) provides a template for your presentation.

Note Cards

If you decide that presenting your speech from the outline will not work for you, consider writing highlights on 3" × 5" note cards. Avoid writing complete sentences or filling in the cards from side to side. If you write complete sentences, you will be tempted to read the notes rather than speak to the audience. If you fill in the cards from side to side, you will have trouble finding key ideas. Write short notes (keywords or short phrases) that will aid your memory when you make your presentation, such as in Figure 7.11.

Perfecting the Presentation

In the perfecting step of the communication process, consider all aspects of style, delivery, appearance, and body language and gestures. Then, most importantly, practice. Even if you have excellent visual aids and well-organized content, if you fail to deliver effectively, your audience could miss your intended message.

FIGURE 7.9 Sample Research Questionnaire

**Student and Staff Questionnaire
for Proposed Child Care Center**

1. Are you male or female?
2. Are you in a single- or double-income family?
3. Are you a student or staff?
4. How many children do you have?
5. What are the ages?
6. Would you be interested in having a child care center on campus?
7. How much would you be willing to pay per hour for child care at this center?
8. Do you think a child care center would increase enrollment at this university?
9. How many hours per week would you enroll your child/children?
10. What hours of operation should the child care center cover?
11. What credentials should the child care providers have?
12. What should be the number of children per classroom?

If student:

13. Are you enrolled full time or part time at the university?
14. Do you attend mornings, afternoons, evenings, weekends, or a combination of the above (please specify)?
15. Would you be willing to work in the child-care center part time?

If staff:

16. What hours do you work at the university?
17. What hours would you need to use for child care at the center?

Additional comments (if any):

Thank you for your assistance.

Style

As with good writing, effective oral communication demands clarity and conciseness. To achieve clarity, stick to the point. Your audience does not want to hear about your personal life or other irrelevant bits of information. You need to maintain focus on the topic. Concise oral presentations depend on the same skills evident in concise writing—word and sentence length. Trim your sentences of excess words (12 to 15 words per sentence is still the preferred length).

Remember to speak so that your audience can understand you and your level of vocabulary. You should speak to communicate rather than to impress your listeners.

Delivery

Effective oral communicators interact with and establish a dynamic relationship with their audiences. The most thorough research will be wasted if you are unable to create rapport and sustain your audience's interest. Although smaller audiences are usually easier to connect with, you can also establish a connection with much larger audiences through a variety of delivery techniques.

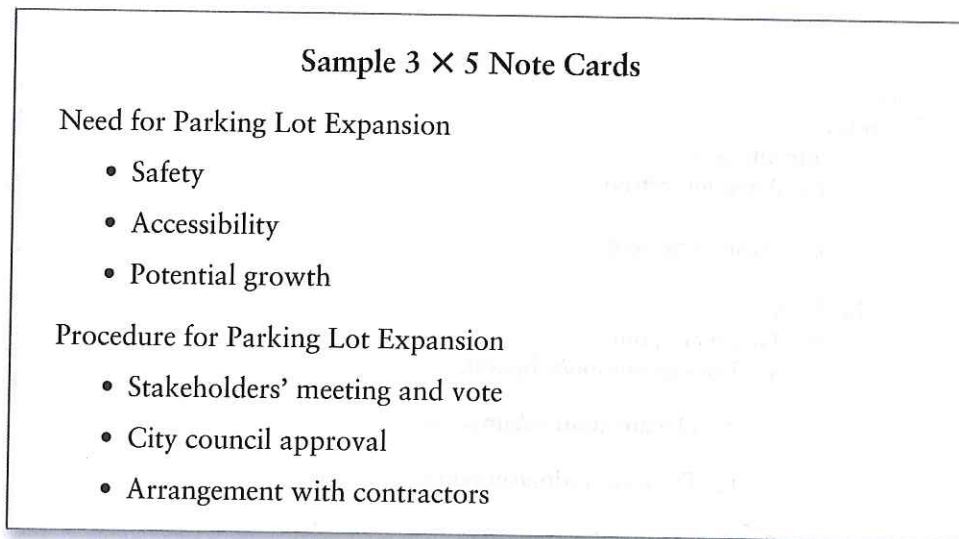
FIGURE 7.10 Skeleton Speech Outline

Skeleton Outline	
Title:	
Purpose:	
I. Introduction	
A. Attention getter:	
B. Focus statement:	
II. Body	
A. First main point:	
1. Documentation/subpoint:	
a. Documentation/subpoint:	
b. Documentation/subpoint:	
2. Documentation/subpoint:	
3. Documentation/subpoint:	
B. Second main point:	
1. Documentation/subpoint:	
2. Documentation/subpoint:	
a. Documentation/subpoint:	
b. Documentation/subpoint:	
3. Documentation/subpoint:	
C. Third main point:	
1. Documentation/subpoint:	
2. Documentation/subpoint:	
3. Documentation/subpoint:	
a. Documentation/subpoint:	
b. Documentation/subpoint:	
III. Conclusion	
A. Summary of main points:	
B. Recommended future course of action:	

Eye Contact Avoid keeping your eyes glued to your notes. You will find it easy to speak to one individual because you will naturally look him or her in the eye. The person will respond by looking back at you.

With a larger audience, whether the audience has 20 or 200-plus people, keeping eye contact is more difficult. Try looking into different people's eyes as you move through your

FIGURE 7.11 Sample Note Card



presentation (or look slightly above their heads if that makes you more comfortable). Most of the audience has been in your position before and can sympathize.

Rate Because your audience wants to listen and learn, you need to speak at a rate slow enough to achieve those two goals. Determine your normal rate of speech, and cut it in half. *Slow* is the best rate to follow in any oral presentation. You could speed up your delivery when you reach a section of less interesting facts. Slow down for the most important and most interesting parts. Match your rate of speaking to the content of your speech, just as actors vary their speech rate to reflect emotion and changes in content.

Enunciation Speak each syllable of every word clearly and distinctly. Rarely will an audience ask you to repeat something even if they could not understand you the first time. It is up to you to avoid mumbling. Remember to speak more clearly than you might in a more conversational setting. Slowing down your delivery will help you enunciate clearly.

Pitch When you speak, your voice creates high and low sounds. That's *pitch*. In your presentation, capitalize on this fact. Vary your pitch by using even more high and low sounds than you do in your normal, day-to-day conversations. Modulate to stress certain keywords or major points in your oral presentations.

Pauses One way to achieve a successful pace is to pause within the oral presentation. Pause to ask for and to answer questions, to allow ideas to sink in, and to use visual aids or give the audience handouts. These pauses will not lengthen your speech; they will only improve it.

A well-prepared speech will allow for pauses and will have budgeted time effectively. Know in advance if your speech is to be 5 minutes, 10 minutes, or an hour long. Then plan your speech according to time constraints, building pauses into your presentation. Practice the speech beforehand so you can determine when to pause and how often.

Emphasis You will not be able to underline or boldface comments you make in oral presentations. However, just as in written communication, you will want to emphasize key ideas. Your body language, pitch, gestures, and enunciation will enable you to highlight words, phrases, or even entire sentences.

Interaction with Listeners You might need your audience to be active participants at some point in your oral presentation, so you will want to encourage this response. Your attitude and the tone of your delivery are key elements contributing to an encouraging atmosphere.

Conflict Resolution You might be confronted with a hostile listener who either disagrees with you or does not want to be in attendance. You need to be prepared to deal with such a person. If someone disagrees with you or takes issue with a comment you make, try these responses:

- “That is an interesting perspective.”
- “Thanks for your input.”
- “Let me think about that some more and get back to you.”
- “I have got several more ideas to share. We could talk about that point later, during a break.”

If you are confronted with a challenge, consider the following:

- Put it off until later so it does not distract from your presentation.
- Let the situation diffuse.
- Give yourself some more time to think about it.
- Give the person time to cool off.

The important point to remember is to not allow a challenging person to take charge of your presentation. Be pleasant but firm and maintain control of the situation. You will be unable to please all of your listeners all of the time. However, you should not let one unhappy listener destroy the effect of your presentation for the rest of the audience.

Appearance

When you speak to an audience, they see you as well as hear you. Therefore, avoid physical distractions. For example, avoid wearing clothes or jewelry that might distract the audience. You might be representing your company or trying to make a good impression for yourself when you speak, so dress appropriately.

Body Language and Gestures

During an oral presentation, nonverbal communication can be as important as verbal communication. Your appearance and attitude are important. In addition, the way you present your speech through your movements and tone of voice will affect your listeners. If you are enthusiastic about your topic, your listeners will respond enthusiastically. If you are bored or ambivalent, your tone and mannerisms will reflect your attitude. If you are negative, your tone will communicate negativity to your audience.

To communicate effectively, be aware of your body language and your gestures:

- Avoid standing woodenly. Move around somewhat, scanning the room with your eyes, stopping occasionally to look at one person. Remember to look at all parts of the room as you make the oral presentation.
- If you are nervous and your hands shake, try holding onto a chair back, lectern, the top of the table, or a paper clip.
- Use hand motions to emphasize ideas and provide transitions. For instance, you could put one finger up for a first point, two fingers up for a second point, and so forth.
- Avoid folding your arms stiffly across your chest. This projects a negative, defensive attitude.

Post-Speech Questions and Answers

After your presentation, be prepared for a question-and-answer session. Politely invite your audience to participate by saying, “If you have any questions, I am happy to answer them.”

When an audience member asks a question, make sure everyone hears it. If not, you can repeat the question. If you fail to understand the question, ask the audience member to repeat it and clarify it.

If you have no answer, tell the audience. You could say that you will research the matter and get back with them. Faking an answer will only harm your credibility and detract from the overall effect of your presentation. Another valid option is to ask the audience what they think regarding the question or if they have any possible solutions or answers to the question. This is not only a good way to answer the question but also to encourage audience interaction.

Practice

Practice your speech—including manipulation of your visual aids—so you use them at appropriate times and places during the presentation. As you practice, you will grow more comfortable and less dependent on your note cards or outline. Use the Effective Oral Presentation Checklist to determine if you are sufficiently prepared for your oral presentation.

You will find that the more you practice, the more comfortable you feel. Practicing will help you achieve the following:

- Decrease your fear.
- Process your thoughts.
- Become more comfortable with the topic.
- Pronounce troublesome words.
- Decide what to emphasize and how to emphasize it.
- Enhance verbal and non-verbal cues.
- Rearrange your content.
- Add further details.
- Know when and how to use your visual aids.

EFFECTIVE ORAL PRESENTATION CHECKLIST

- | | |
|---|--|
| <p>____ 1. Does your speech have an introduction:</p> <ul style="list-style-type: none"> • Arousing the audience's attention? • Clearly stating the topic of the presentation? <p>____ 2. Does your speech have a body:</p> <ul style="list-style-type: none"> • Explaining what exactly you want to say? • Developing your points thoroughly? <p>____ 3. Does your speech have a conclusion:</p> <ul style="list-style-type: none"> • Suggesting what is next? • Explaining when (due date) a follow-up should occur? • Stating why that date is important? <p>____ 4. Does your presentation provide visual aids to help you make and explain your points?</p> | <p>____ 5. Do you modulate your pace and pitch?</p> <p>____ 6. Do you enunciate clearly so the audience will understand you?</p> <p>____ 7. Have you used body language effectively:</p> <ul style="list-style-type: none"> • Maintaining eye contact? • Using hand gestures? • Moving appropriately? • Avoiding fidgeting with your hair or clothing? <p>____ 8. Have you prepared for possible conflicts?</p> <p>____ 9. Do you speak slowly and remember to pause so the audience can think?</p> <p>____ 10. Have you practiced with any equipment you might use?</p> |
|---|--|

Nurani Met Her Challenge

Nurani met her communication challenge by using the *P³* process.

Planning

To plan her presentation, Nurani considered the following:

- Goal—to communicate human resources information and regulations
- Audience—mid-level managers
- Channels—oral presentation, PowerPoint slides, and handouts
- Data—details about governmental regulations illustrated by real-life experiences



(Continued)

Because Nurani gives a variety of oral presentations ("Conducting Effective Interviews," "Recruitment and Selection," and "Coaching and Counseling"), she has to be organized and consider her audience. She says, "The audience is easily distracted by many things such as the following:

- Other seminar participants
- The temperature in the room
- Lack of visibility
- Hunger
- Work they're not doing

My content has to be 'on point' expressing my expertise and explaining the new information unfamiliar to the audience. I also have to determine which content to place on PowerPoint slides so that the presentation is outlined visually for the audience. Listing the highlights of my presentation is a great way for me to get started." Figure 7.12 shows how Nurani used brainstorming to plan her communication.

Packaging

Because Nurani was unfamiliar with the content the first time she presented it, she felt she would be more comfortable by writing everything down on PowerPoint slides. This detailed overview would help Nurani organize the content and determine the sections of the topics to be discussed. To package her presentation, Nurani drafted PowerPoint slides, such as the one shown in Figure 7.13.

Perfecting

Perfecting Nurani's presentation goes hand-in-hand with perfecting her PowerPoint slides. To be an effective oral communicator, Nurani says, "I had to learn to speak slowly and avoid reading excessively long PowerPoint slides." Nurani also had to do the following:

- Give an explanation of an overall policy.
- Provide a real-life situation so her listeners could apply the rule or policy.

For example, if she was demonstrating the importance of asking only bonafide occupational qualities (BFOQ), she would use specific illustrations of questions interviewers *cannot* ask: "Would your husband mind if you travel?"; "Are you planning to get pregnant?"; "What is your favorite sports team?"

- Move around the room so everyone remained alert and remember to make eye contact with the listeners.

Perfecting Nurani's PowerPoint slides entailed the following:

- Using just bullet points.
- Having short points on slides that she elaborates on verbally.
- Making sure the slides are an outline for her listeners so they can follow the presentation.
- Including an appealing graphic for audience involvement.
- Proofreading to ensure correct grammar, punctuation, and spelling.
- Checking that her slides are updated with the constantly changing HR rules and regulations.
- Including only the highlights of the topics being discussed.

According to Nurani, "Since my first presentation, I have learned much about the process of effective oral and written communication. I have also learned that people don't always take information presented and apply it—and that is another challenge."

She now consistently scores in the 90 percent range on her evaluations, attesting to her success as a communicator. Even more important, through Nurani's presentations, she believes she is demonstrating that effective communication is extremely important in business, for without it "there is no business." Figure 7.14 shows Nurani's perfected PowerPoint slide.

FIGURE 7.12 Nurani's Brainstorming List

Before the interview: Be prepared, find the best place and time for the interview, make up the interview questions, invite the panel of interviewers, get water and glasses, paper and pens.

During the interview: Create a comfortable environment, ask questions correctly (check with our HR legal staff to find out what we can and can't ask), use correct body language when speaking to the applicant, and be sure to manage time (don't go too long, so we have enough time for the next interview).

At the end of the interview: Thank the applicant, walk her or him out of the building (or to meet management), meet with the panel to discuss the interview, rate the applicant, and prepare documentation for records.

Nurani says, "After my first unsuccessful presentation, I realized I was too 'slide dependent.' My slides had too much content and were way too boring and I read them to my audience! No wonder I scored poorly on the effectiveness of the presentation."

FIGURE 7.13 Rough Draft of a PowerPoint Slide for Nurani's Presentation on "Conducting Effective Interviews"

Create a Comfortable Environment

Not every applicant will be comfortable in an interview. It's your job to make them comfortable. Conduct the interview in a pleasant, informal, and conversational manner. Here's what to do:

Welcome applicants and make them feel comfortable by creating a climate that shows trust. Introduce any panel members and explain how the interview will be conducted. Tell the applicant how many questions will be asked, who will ask them, the sequence of the questions, and let them know about note-taking resources available during the interview, like pen, paper, or reference materials. Let applicants know that they will be allowed to ask questions at the end of the interview if there's time and encourage them to organize their thoughts before responding to questions.

Create a positive body language by making eye contact and facing the applicants so that you seem caring and interested. Avoid negative body language. Don't frown, cross your arms, look at your watch, take phone calls, or yawn during the interview.

Nurani says, "I love this PowerPoint slide! I can't believe how different it is from my original cluttered approach to creating a PowerPoint slide. Without considering layout and how it would affect the audience's ability to read the slide during the presentation, I would never have been able to create such a simple, easy-to-read slide. My audiences are obviously enjoying my presentations, and several have asked me how to prepare slides for their presentations—this is a sure indicator of my success as a communicator."

FIGURE 7.14 Perfected PowerPoint Slide

Create a Comfortable Environment

In the interview, be pleasant, informal, and conversational.

- Welcome applicants by using their name.
- Introduce the interviewers.
- Allow applicants to ask questions.
- Avoid negative body language.



CHAPTER HIGHLIGHTS

1. Effective oral communication ensures that your message is conveyed successfully and that your verbal, nonverbal, and listening skills make a good impression.
2. You will communicate verbally and nonverbally on an everyday basis, informally and formally.
3. Some points to consider when you use the telephone are to script your telephone conversation, speak clearly and slowly, and avoid rambling.
4. To prepare for a teleconference, plan ahead, check equipment for audio quality, and choose a quiet and private location.
5. A Webinar is a way to offer online training for employees at remote locations.
6. An effective oral presentation introduction might include an anecdote, question, quote, facts, or a “table setter.”
7. In the discussion section of a formal oral presentation, organize your content according to comparison/contrast, problem/solution, argument/persuasion, importance, and chronology.
8. Conclude your formal speech by restating your main points, recommending a future course of action, or asking for questions and comments.
9. One of the most powerful oral communication tools is Microsoft PowerPoint.
10. Some benefits of PowerPoint slides include different autolayouts and design templates, the ability to add and delete slides easily, hypertext links, and the incorporation of sound and graphics.
11. When you use PowerPoint slides, ensure contrast between the font color and background, choose an easy-to-read font size and type, use few words and lines per slide, use headings for navigation, and prepare print handouts for your audience.
12. During a PowerPoint presentation, avoid merely reading the slides, choosing instead to elaborate on each slide with additional details.
13. The P^3 process of planning, packaging, and perfecting allows you to create effective oral communication.
14. When you plan your presentation, consider purpose, recognize audience, and gather information.
15. To package your presentation, use a presentation plan, outline, note cards, and visual aids.
16. Many visual aids can enhance your oral presentation. Choose from chalkboards, chalkless whiteboards, flip charts, overhead projections, PowerPoint, videos, and film.
17. To perfect your oral presentation (the third part of the communication process), work on your delivery, including eye contact, rate of speech, enunciation, pitch, pauses and emphasis, interaction with the audience, and conflict resolution.
18. Appearance, body language, and gestures will impact your oral presentation.
19. Restate main points frequently in an oral presentation.
20. Be prepared for questions and discussion after you conclude your oral presentation.

WWW Find additional oral communication exercises, samples, and interactive activities at <http://www.prenhall.com/gerson>.

MEETING WORKPLACE COMMUNICATION CHALLENGES

CASE STUDIES

1. A customer is treated poorly by a salesperson at TechStop. Vice President of Customer Service Shuan Wang has received reports of other problems with customer-sales staff interaction. Shuan needs to make a formal oral presentation to all sales personnel to improve customer service.

Assignment

Based on this scenario, outline the content for Shuan's oral presentation as follows:

- Determine what kind of introduction should be used to arouse the audience's interest.
 - Provide a "road map" in the introduction.
 - Develop information to teach employees sales etiquette and customer interaction, store policy regarding customer satisfaction, the impact on poor customer relations, and the consequences of failing to handle customers correctly. Research these topics (either online, in a library, or through interviews) to find your content.
 - Organize the speech's content with appropriate transitions to aid coherence.
 - Determine which types of visual aids would work best for this presentation.
2. Halfmoon Outdoor Equipment is an online wholesaler of hiking, biking, and boating gear. Their staff is located in four northeastern states. Halfmoon's CEO, Montana Wildhack, wants his employees to excel in communication skills, both oral and written. He has hired a consultant to train the employees. To accomplish this training, the consultant will provide a teleconference. Fifty employees will meet with the consultant in a training room, while another 150 Halfmoon staff members view the training session from their different work locations.

During the presentation, the consultant highlights his comments by writing on a chalkless whiteboard, using green and yellow markers. He attempts humor by suggesting that Halfmoon's thermal stocking caps would be a perfect gift for one of the seminar's balding participants, Joe. In addition, the consultant has participants break into small groups to role-play. They take mock customer orders, field complaints, and interact with vendors, using a prepared checklist of do's and don'ts.

At one point, when a seminar participant calls in a question, the consultant says, "No, that would be wrong, wrong, wrong! Why would you ever respond to a customer like that? Common sense would dictate a different response." During a break, the consultant does not mute his clip-on microphone. To conclude the session, the consultant asks for questions and comments. When he cannot provide a good answer, he asks the participants to suggest options, and he says he will research the question and place an answer on his corporate Web site.

Assignment

Using the guidelines in the chapter, discuss the speaker's oral communication skills. Explain what went wrong and why. Explain what was effective.

ETHICS IN THE WORKPLACE CASE STUDY

Pakash Patel is an outgoing employee at a large real estate corporation with offices in several locations. His company created a listserv for its 750 employees to ensure collegiality and to disseminate corporate news. Pakash consistently uses the company listserv for the following reasons: to share jokes, to advertise his daughter's Girl Scout cookie sales, to sell his son's trash bags for soccer team travel, to sell tickets to the Easter pageant at his church,

to distribute chain letters, and to provide daily words of wisdom from various religious denominations.

Question: Is it ethical for Pakash to use his company's listserv in these ways? Justify your answer based on information provided in Chapter 1.

INDIVIDUAL AND TEAM PROJECTS

After reading the following scenarios, answer these questions:

- Would your oral presentation be everyday, informal, or formal?
 - Would you use a videoconference, teleconference, or face-to-face meeting?
 - Which visual aids would work best for your presentation?
 - Is your oral presentation goal to persuade, instruct, inform, or build trust?
1. You work at FlashCom Electric, a company that has created a new interface for modems. Your boss has asked you to make a presentation to sales representatives from 20 potential vendors in the city. The oral presentation will explain to the vendors the benefits of your product, the sales breaks you will offer, and how the vendors can increase their sales.
 2. After working for Friendly's, a major discount computer hardware and software retailer, for over a year, you have created a new organizational plan for their vast inventory. In an oral presentation, you plan to show the CEO and board of directors why your plan is cost effective and efficient.
 3. You are the manager of an automotive parts supply company, Plugs, Lugs, & More. Your staff of 10 in-store employees lacks knowledge of the store's new merchandise, has not been meeting sales goals, and does not always treat customers with respect and care. It's time to address these concerns.
 4. As CEO of your engineering/architectural firm (Levin, Lisk, and Lamb), you must downsize. Business is decreasing and costs are rising. To ensure third-quarter profitability, 10 percent of the staff must be laid off. That will amount to a layoff of over 500 employees. You now must make an oral presentation to your stockholders and the entire workforce (located in three states) at your company's annual meeting to report the situation.
 5. Your quality circle team is composed of account representatives, management, engineers, and technicians. You have been asked to research new ways to improve product delivery. Now that you have concluded your research, you need to share your suggestions with your 15 team members.

DEGREE-SPECIFIC ASSIGNMENTS

1. **Marketing and Public Relations** Your company, PR&U, has been hired by a client to provide advertising options for their line of office products. The client has an advertising budget of \$35,000 and wants whatever advertising campaign you create to be cost effective, easy to update, allow for customer access, and visually appealing (the company wants to present an attractive and youthful look).

Assignment

Brainstorm advertising possibilities for the client, create a skeleton outline for your company's oral presentation to the client, and then give the required speech.

2. **Business Information Systems** Your BIS department has been asked to develop and implement a company-wide information system. Various software applications, accessed via the company's intranet, will provide services for the following departments:
 - The accounting department will use software for risk management assessments, business valuations, comparative analyses, and evaluation of debt structure and receivables.

- The marketing department will use software to create highly targeted prospect lists, sales plans, and marketing evaluations.
- Manufacturing will use software to optimize internal productivity and regulate shipping.
- Human resources will use optical character recognition (OCR) software for assessing job candidates and benefits software for compensation and insurance calculations.
- All departments will use in-house developed communication software (e-mail, instant messaging, listservs, and chat rooms).

Assignment

To share this information with each department, use PowerPoint to create an outline and then give the required oral presentation.

3. **Accounting** As an accountant for Liss, Levin, and Myers Accounting, you have been asked to audit a client's businesses. Reggie King is CEO of King Associates, a parent company for a dozen wholly owned subsidiaries. Mr. King's subsidiaries include three construction firms, six building supply companies (manufacturing and marketing wall board, lumber, hardware, stucco, paint, and carpeting), two plumbing companies, and one land development firm.

You must travel to these companies, located in three different cities, to perform your audits. Primarily, you will focus on the following risk assessments:

- An assessment of the company's financial records and account balance levels
- An evaluation of the company's internal control structure
- An assessment of the company's procedures for controlling and detecting risk

Your audit found the following problems. At three of the visited sites, management was not communicating effectively with Mr. King about the perceived risks (offshore production, limited workforce, slow delivery of goods, and increased costs of services). The problem was due to what you have defined as an overly complex organizational structure, involving unusual managerial lines of authority. At four sites, you found material misstatements in the financial statements. These were due to high turnover rates in the companies' accounting and information technology staffs. At two sites, you found that accounting practices were not uniform. Most troubling, at three sites, you found inadequate or missing controls related to the approval of payroll transactions. This was due to inadequate record keeping of assets, an inadequate system for authorizing transactions, and an inadequate system for approving transactions.

Assignment

Brainstorm possible solutions for this company's accounting problems, create a skeleton outline, and then make an informal oral presentation reporting on your findings.

4. **Management** You are the events planning manager for the Lewis Clark Convention Center in Galveston, Texas. The convention center is attached to the Surf Winds Hotel located on Seawall Boulevard. Convention sales were down last quarter. You need to give an oral presentation, instructing the sales employees how to increase their convention sales.

Assignment

Brainstorm ways to increase convention sales, create a skeleton outline for your company's oral presentation to employees, and then give the required oral presentation.

5. **Finance** You work for a mortgage company as a loan officer. A client asks you to recommend the best loan option for his planned home purchase. The client, Randall Bridge, hopes to purchase a \$250,000 home in Naples, Florida. Randall,

a first-time buyer, earns \$60,000 a year as a biomedical engineer. He does not have any money for a down payment, so he hopes to finance 100 percent of the loan.

Assignment

Brainstorm mortgaging options for Randall Bridge, create a skeleton outline for your oral presentation to him, and then give the required speech.

PROBLEM-SOLVING THINK PIECES

Evaluating an Oral Presentation

Listen to a speech. You could do so on television; at a student union; at a church, synagogue, or mosque; at a civic event, city hall meeting, or community organization; at a company activity; or in your classroom. Answer the following questions:

1. What was the speaker's goal? Did the speaker try to persuade, instruct, inform, or build trust? Explain your answer by giving examples.
2. What type of introduction did the speaker use to arouse listener interest (anecdote, question, quote, or facts)? Give examples to support your answer.
3. What visual aids were used in the presentation? Were these visual aids effective? Explain your answers.
4. How did the speaker develop the assertions? Did the speaker use analysis, comparison/contrast, argument/persuasion, problem/solution, or chronology? Give examples to prove your point.
5. Was the speaker's delivery effective? Use the Presentation Delivery Rating Sheet in Table 7.5 to assess the speaker's performance by placing check marks in the appropriate columns.

Giving an Oral Presentation

1. Find an advertised job opening in your field of expertise or degree program. You could look either online, in the newspaper, at your school's career placement center, or at a company's human resources office. Perform a mock interview for this position. To do so, follow this procedure:
 - Designate one person as the applicant.
 - He or she should prepare for the interview by making a list of potential questions (ones that the applicant believes he or she will be asked, as well as questions to ask the search committee).
 - Designate others in the class to represent the search committee.
 - The mock search committee should prepare a list of questions to ask the applicant.

Table 7.5 Presentation Delivery Rating Sheet

Delivery Techniques	Good	Bad	Explanation
Eye Contact			
Rate of Speech			
Enunciation			
Pitch of Voice			
Use of Pauses			
Emphasis			
Interaction with Listeners			
Conflict Resolution			

2. Research a topic in your field of expertise or degree program. The topic could include a legal issue, a governmental regulation, a news item, an innovation in the field, or a published article in a professional journal or public magazine. Make an oral presentation about your findings.

Creating a PowerPoint Slide Presentation

For assignments 1 and 2 in the section “Giving an Oral Presentation,” create PowerPoint slides to enhance your oral communication. To do so, follow the guidelines provided in this chapter.

Assessing PowerPoint Slides

After reviewing the Microsoft PowerPoint slides below (pages 209–210), determine which are successful, which are unsuccessful, and explain your answers, based on the guidelines provided in this chapter.

WEB WORKSHOP

For more information about PowerPoint, both techniques for using this technology effectively and potential problems, research the following online articles. Compare and contrast the various points of view and make an informal oral presentation to your class.

Sites Related to Effective PowerPoint Usage

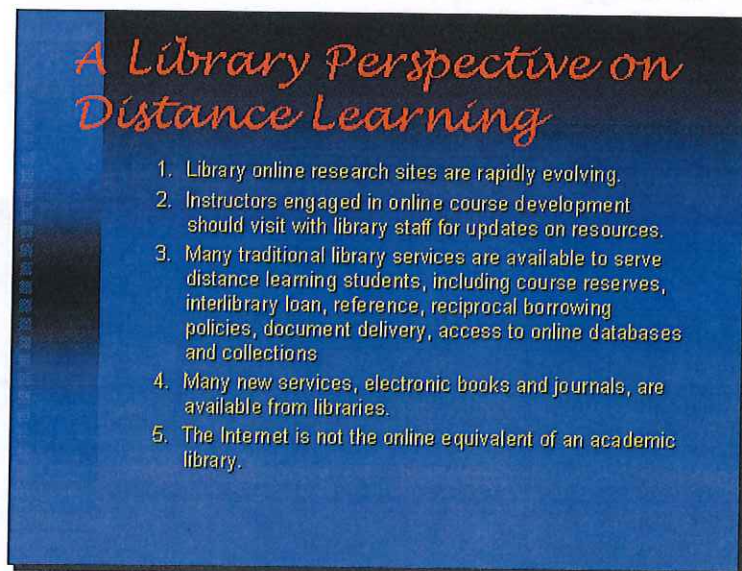
Finklestein, Ellen. “PowerPoint Tips Blog.” http://www.ellenfinkelstein.com/powerpoint_tip.html.

Paradi, Dave. “How to Avoid Death by PowerPoint.” http://www.communicateusingtechnology.com/articles/avoid_death_by_ppt.htm.

“The PowerPoint FAQ.” <http://www.pptfaq.com/>.

Russell, Wendy. “10 PowerPoint Tutorials for Beginners—How to Use PowerPoint.” http://presentationsoft.about.com/od/powerpoint101/a/begin_guide.htm.

Wuorio, Jeff. “Presenting with PowerPoint: 10 Do’s and Don’ts.” http://www.microsoft.com/smallbusiness/resources/technology/business_software/presenting_with_powerpoint_10_dos_and_donts.msp#EDD.



A Technology Perspective on Online Education

Students—24-hour Call
Centers answer student
hardware/software needs

Faculty—The Tech Center
helps faculty with course
creations and tech resources

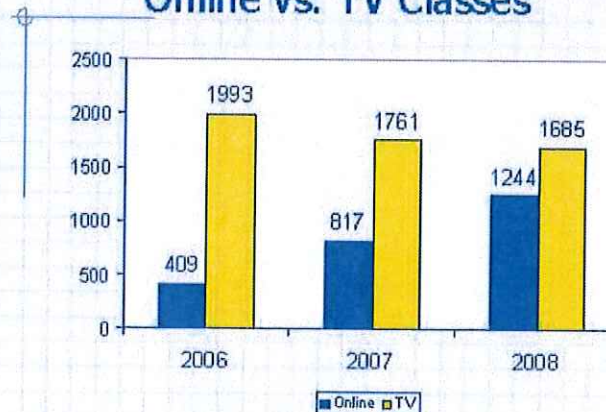


As **DISTANCE LEARNING** classes have risen in popularity, many diverse areas of interest across campuses have converged.

These include counseling, library services, technology, faculty, administration, continuing education, etc.

To ensure student success, **Distance Learning Coordinating Committees** need to draw from these multiple disciplines and collaborate on solutions to arising technology challenges.

Comparison of Enrollment: Online vs. TV Classes



Opposing Points of View Regarding PowerPoint

Garber, Angela. "Death by PowerPoint." <http://www.smallbusinesscomputing.com/biztools/article.php/684871>. April 1, 2001.

Tufte, Edward. "PowerPoint Is Evil. Power Corrupts. PowerPoint Corrupts Absolutely." <http://www.wired.com/wired/archive/11.09/ppt2.html>.

QUIZ QUESTIONS

1. What are five elements of nonverbal communication?
2. What are five barriers to active listening?
3. What are four keys to effective listening?
4. How can you create an effective teleconference or videoconference?
5. In what ways can you arouse audience attention in an oral presentation?
6. How can you conclude a formal oral presentation?
7. What are the benefits of using Microsoft PowerPoint slide presentations?
8. List three ways to create an effective PowerPoint slide presentation.
9. Instead of writing out an entire formal oral presentation, how can you prepare your speech?
10. In addition to PowerPoint, what are four other types of visual aids?