

University of Minnesota Carlson School of Management

MGMT 3033W COURSE PACKET, FALL 2018

Instructor: Matthew Kaul

Bring this course packet to **every class or speaking session**. If you do not, you will be unprepared for class that day, and it will impact your participation grade.

The instructors for Management 3033W have designed this course packet to specifically fit the needs of this course and keep the price low for students. As a result, you will not need any additional textbooks besides this course packet. We believe that the benefits of this approach are significant. Most communication textbooks cost upwards of \$125. This course packet costs less than \$50. Additionally, since other textbooks are not specifically designed to fit the needs of this course, most have sections that are irrelevant and would go unused. However, please realize that there is one negative for this approach: This packet has not been professionally edited and proofread. If you find any errors, please point them out to me, and I'll make sure that they're corrected for next semester.

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MGMT 3033W—Quick Syllabus Overview

Please read the complete syllabus posted on Drive and our course website, 3033.org; this is just the quick overview.

Instructor: Matthew Kaul (kaul0038@umn.edu)

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Office: CSOM 4-131

Office hours: Thursday afternoons (exact times TBA)

Course materials:

- REQUIRED: a course packet (available at the Coffman bookstore)
- REQUIRED: Alan Jacobs, *How to Think: A Survival Guide for a World at Odds*
- REQUIRED: other materials posted on the course site (<http://3033w.org>)
- OPTIONAL: Bryan Garner's *Modern English Usage*

Course focus/design: Professional communications, particularly the following:

- a range of forms used in professional speaking and writing
- the ability to recognize and correct ambiguities and errors
- other strategies for effective communication and media use

Assignments:

- Participation: 12% (verbal in-class participation and written short assignments)
- Unannounced reading quizzes: 6% (five given; four count)
- Foundations: 52% (writings and impromptu and prepared speeches)
 - Intro speech: 4%; persuasive speech: 25%; timed memo: 10%; social media deck: 15%
- Team Case-Study Project: 28% (deck proposal: 14%; team presentation: 14%)

Grading: By Carlson mandate, the median course grade will be a “B.”

Baselines (the minimum required for a “C” grade):

- Conversational-style speeches: no reading or memorizing
- Near-perfect grammar mechanics: proofread written assignments very carefully

Late work must be approved at least 24 hours in advance or it will not be accepted at all.

Attendance: Your grade will be lowered half a letter grade at your second absence and a full letter grade at your third absence; you'll fail if you're absent four or more times.

Avoid coming late: Wait in the hallway so you do not interrupt student presentations; if you're more than 15 minutes late, you'll be counted absent.

No electronic device use in class: No phones, laptops, or other electronic distraction tools are allowed in class, except on specifically noted dates for in-class assignments.

MGMT 3033W: Major Assignments, Grades, & Due Dates Fall 2018

Assignments	Due Date	Possible Points	Your Points				
Introduction speech (2-3 minutes)	9/17	40					
Deck speech	10/1	participation					
Deck	10/1	100					
TED speech and write-up	10/8	participation					
Persuasive presentation (6-8 minutes with Q & A)	Week of 10/22	200					
Timed proposal memo	11/5	200					
Team case-study deck (3,500 words)	11/26	140					
Team case-study presentation (15-minute speech, 5-minute Q & A)	12/03	140					
Reading quizzes (Five quizzes; 15 points each; lowest score dropped)	Variable	60					
Participation	Variable	120					
Total		1,000					

Course grading scale

- A This is not the default grade for this class. An “A” grade shows that you are a top performer in this course, and in a business environment this assignment would distinguish you as a top performer in your company as well. It represents work that is outstanding in every way. You fulfilled all the requirements of the assignment and **went beyond** by contributing additional material or developing new insights, and distinguished yourself through the use of a particularly creative or inventive approach. Note: if you are missing required elements of an assignment, it cannot possibly represent “A” work.

Before asking your instructor to explain why you didn’t get an A on an assignment, be sure that you can clearly explain both how your work showed that you exceeded the expectations given and how it would distinguish you as a top performer in the business world and in the class, not just how it met all the basic requirements.

- B The Carlson School has determined that the median grade for this course will be a “B.” In a business environment “B” work would reflect well on you and your company. You completed the assignment, fulfilled all requirements, and went beyond by contributing additional material or developing new insights. Note: a “B” reflects good, solid work. It has no major problems, and it clearly accomplishes the given goals.

Generally “A” work and “B” work differ in the following ways: “B” work may have some very minor errors and omissions. “A” work truly stands out from others in the class. It is clearly better researched, more persuasive, and more compelling. It presents innovative, original ideas. It’s perfect grammatically and orthographically. Often the scenario that the student used as the basis for the assignment is more complex and challenging.

- C You completed the assignment and fulfilled its requirements. But, in a business environment, this work would not represent you or your company well without major revision and polish.
- D You have failed to meet many of the expectations for the assignment.
- F You have not completed the assignment or the quality is so poor as to not merit any credit.

Participation Grade

(120 possible points out of course total of 1000 points)

Up to 120 possible points can be earned this term for your active class participation and short assignment work. Anything you do in the class that is not listed on the assignment sheet on page one in this book will be recorded as a participation grade.

This type of work will include:

- Communication analyses
- Class professionalism—coming on time, being prepared, offering contributions daily
- Class verbal participation—both large and small groups
- Asking questions during speech Q & A sessions
- Self-evaluations of speeches
- Peer critiques
- Discussion participation
- Short writing assignments
- Impromptu speeches
- Informal speeches
- And more!

You will have approximately 30 of these participation grades recorded. Each is generally worth 5 – 20 participation points. At the end of the term, they will be averaged together to derive a grade (based on the scale on page 2) that will then be converted into a point total out of possible 140 possible points. In general, about half your participation grade is based on written activities and about half goes to verbal activities.

Note: participation does not just mean showing up. You must actively contribute to class discussions and activities every day and be a clear class leader to receive an “A” participation grade. For example, during a case study discussion (generally worth about 10 points), if you show up but do not contribute, you will receive a zero for that day. During speeches if you do not participate in the questions/answer sessions, you will receive no points for participation that day. Just sitting in class does not mean you are contributing. Also, checking your email, texting, doing crossword puzzles, reading the *Daily* and all other non-class related activities will be interpreted very negatively as a clear lack of participation.

If you are absent, there is no way for you to make up participation/short assignment grades. You will receive zeroes for the days you are gone (the only exception to this is involvement in a varsity athletic competition according to University requirements).

Also, repeatedly coming late, failing to bring required course materials, or being unprepared for class will lower your participation grade.

Assignments & Grading Info

Foundations: Overview

“The most prized skill—communication skills—is also what employers say is most lacking in new college graduates. Many employers specifically cited writing skills as being weak (some even pointed to poor composition of e-mails), but others noted a lack of verbal, listening, and presentation skills among new college graduate candidates—translating into poor interview performance, especially in behavior-based interviews.”

~ Job Outlook Survey, National Association of Colleges & Employers

Foundations: Overview

Communication Skills Self-Assessment

Name: _____

Directions: Mark an “X” in the box next to 3 or so characteristics that you’d most like to improve upon.

	Are you characterized by this?	Or by this?
	1. A strong first impression	A weak first impression
	2. High energy	Low energy
	3. Direct eye contact	Averted eye contact
	4. Confidence	Nervousness/tentativeness
	5. Poise	Awkwardness
	6. Fluid body language	Rigid body language
	7. Vibrant and strong voice	Colorless and monotone voice
	8. Articulate speech	Mumbling or unclear speech
	9. Strong posture	Slouchy posture
	10. Purposeful movement	Pacing or wandering or fidgeting
	11. Appropriate dress	Inappropriate dress
	12. Credibility	Uncertainty
	13. Focus and rapport-building	Distant gaze or indifferent expression
	14. Spontaneity	Memorized or “canned” interactions
	15. Confident, above-the-waist gestures	Stiff, tight gestures
	16. Commitment	Neutrality or indifference
	17. Vivid facial expressions	Stiff facial expressions
	18. A warm delivery style	A cold or arrogant delivery style
	19. Sincerity	Insincerity
	20. Enthusiasm/expressiveness	Lack of emotions and expressions
	21. A relaxed & natural vibe	A tense, uptight vibe
	22. Words flow easily	Choppy; awkward pauses
	23. Authentic	Fake
	24. Concise	Rambling
	25. Key points are clear	Key points buried in too much detail
	26. A commitment to making complex technical information interesting	A willingness to let dry or complex content remain dry or complex
	27. Attention to the needs of your audience	Ignorance of your audience; content that is generic or inappropriate
	28. Involvement of the audience	Avoidance of your audience
	29. Persuasiveness	Poor reasoning
	30. Comfort with difficult questions	Defensiveness or awkwardness with hard questions
	31. Action-oriented closings	Unfocused closings
	32. Slides or other visuals that reinforce your message	Unfocused slides or other visuals
	33. Flexibility—not dependent on slides	Inflexibly tied to bullet points
	34. Clear, uncluttered visual aids	Cluttered, confusing visual aids

Foundations: Overview

Foundations: Major Assignments

Assignments—lengths/times:

- Introduction speech: 2 – 3 minutes
- Social media deck speech: 5 – 8 minutes
- Social media deck: 800 words
- Persuasive speech with take-away document: 6 – 8 minutes (with Q & A)
- Timed memo: 2 – 3 pages

Assessment: 540 points

- Introduction speech: 40
- Social media speech deck—100
- Persuasive speech—200
- Timed memo—200

Goals:

- Writing, organizing, revising, editing, critiquing, and polishing a variety of different business formats for different audiences and situations.
- Evaluating and tactfully, respectfully critiquing others' work.
- Analyzing audience needs and expectations in order to be perceived professionally and credibly.
- Employing persuasive reasoning.
- Creating tactful negative messages.
- Thinking critically about a variety of business situations.

All assignments in this unit will be graded on your ability to:

- Use clear and concise language.
- Achieve your goal effectively (as stated on your communication analysis)—usually to persuade, or to inform.
- Adapt your language, tone, and message for the intended audience.
- Develop credibility through additional research and persuasive reasoning.
- Display highly developed critical thinking, original insights, or creativity.
- Employ correct business formats for each kind of writing or presentation.
- Establish credibility with accurate, correct, and professional writing and speaking.

MAJOR DELIVERABLES FOR UNITS I & II

I. Introduction Speech—40 points

Design and deliver a 2-3 minute speech introducing yourself to the class. Use specific stories and anecdotes about your life; be interesting, humorous, creative, etc. Go beyond just giving your vital statistics and tell us a story that shows an important personality trait about yourself. Be sure to include your name. You will be graded on content and delivery. The content should be interesting and well-organized (with a beginning, middle, and end), and should show us something about your skills, abilities, or personality. The delivery should be professional, confident, conversational, and expressive.

II. Social media speech and deck—100 points

You will analyze one company or industry's social media use and make recommendations for ways it can be improved. You will create a PowerPoint (or Keynote) deck as a written document to accompany this presentation; you will submit a draft of the deck in advance, receive feedback on it and resubmit it for a final grade.

III. Persuasive Speech—200 points

These persuasive speeches will be delivered in small, meeting-style groups outside of our regular class times. These sessions will last for about 1.5 hours. These are the outside lab times that were mentioned in the class schedule when you signed up for the course. I will provide you with several scheduling options. If you do not show up for your scheduled time you will not be able to reschedule, and you will receive no credit for this assignment. Your speech should last **6–8 minutes, including time for questions**. All presentations will be recorded; these meetings will take place in the communication labs. Meet in the first floor atrium and I will bring you to the lab. Be on time. Option A is to convince a business to make a change; option B is to solicit a donation for a non-profit.

IV. Timed memo—200 points

For this in-class assignment, you'll need to bring a computer with a word processor to class. You will be asked to write a formal memo that addresses the Deloitte case study. You will have one class period and you cannot use your notes or external sources for this.

Foundations: Speaking

“Watch your own speech, and notice how it is guided by your less- conscious purposes.”

~George Eliot

“Our intonations contain our philosophy of life, what we are each constantly telling ourselves about things.”

~Marcel Proust

Presentations: Key Elements

Focal pauses draw attention to you before you begin

- Begin and end with a pause to gain attention and focus or to signal that you are finished.

Organizational tools will help audience understand the pattern of your ideas

- Agendas
- Signposting
- Summaries
- Transitions
- Visual aids

Openings grab attention and give an overview

- Catch attention.
- Introduce yourself (if needed).
- State your objective—put your recommendations first.
- Preview the presentation—give an agenda of your main points.
- Explain why this information is important to the audience.

Compelling information and examples will make your presentation memorable

- Involve the audience.
- Persuasive points—give clear reasons why your proposal is a good idea; appeal to the audience's needs and concerns.
- Refer to people—describe the numbers/stats in human terms.
- Use interesting facts, figures, quotes, examples, comparisons.

Visual aids must be legible and visually compelling

- Visible—visual aids must be legible! (*Bare minimum:* 16-18 point font)
- Frequent—generally a graphic about every 60 seconds (many simple ones are better than one complex one).
- Signal the organization and key transitions with a graphic.
- Include a title page with your name and the key focus of the presentation.
- Give an outline of your main points in the opening—an agenda slide.
- Use a concluding graphic—a summary of the main points.
- Include photos and images to help the audience visualize your points.
- Do not crowd your visuals with lots of text.
- Avoid reading the visuals to your audience.

Foundations: Speaking

Stand so that the focus is on you

- Avoid podiums.
- Stand in front of tables or desks, not behind them.
- Avoid blocking your visuals.
- Move around the room purposefully.

Question/Answer sessions should be planned and poised

- Repeat the questions only if needed for audience or recording purposes.
- If you need clarification, ask.
- Admit if you don't know the answer.
- Make eye contact with the entire audience, not just the questioner.
- Keep your answers short.

Don't waste your closing/wrap up

- Three stages (when there are questions)
 - Finish your presentation with a brief summary, then move into Q & A.
 - Do Q & A.
 - Give the final close or wrap up the presentation.
- Close with an action step where appropriate.
- Finish with something memorable or positive.
- Have a final terminal pause before you move “off stage.”

Presentations: Steps in Designing a Speech

1. Narrow (pick) the topic and know the specific purpose of your speech.
 - a. A speaker delivers a speech to cause some change in the audience.
What should occur as a result of your speech?
 - b. Decide if your goal is to inform, entertain, or persuade.
 - c. Analyze your audience.
 - d. Decide on the style and tone of your speech.
2. Gather information—know your topic. Important kinds of evidence include:
 - a. Personal knowledge
 - b. Interviews
 - c. Published information
 - d. Company documents
 - e. Surveys
3. Organize the speech. There are several approaches you might use:
 - a. Chronological
 - b. Spatial
 - c. Topical
 - d. Cause and effect
 - e. Problem and solution
4. Outline the speech.
 - a. First, list your main points.
 - b. Next, list the sub-points for each main point.
 - c. Find evidence—supporting material—for each of your points.
5. Support the main points with different kinds of evidence.
 - a. Personal experiences
 - b. Stories/illustrations
 - c. Description/definitions
 - d. Humor
 - e. Statistics
 - f. Quotations/testimonials
 - g. Examples
 - h. Comparisons/contrasts
 - i. Concessions
 - j. Repetition

Foundations: Speaking

- k. Audio-visual aids: Movies, slides, pictures, posters, models, graphs, charts, maps, recordings (audio), displays, objects, chalkboards, easels, dry-erase boards, overheads
- 6. Plan the introduction
 - a. Every speech must have an introduction, body, and conclusion.
 - b. Introduction—Knock them dead, don't bore them to death! Use a question, humor, anecdotes or stories, quotations, direct references to occasion, visual aids/demonstrations, statistics, analogies, important facts, shocking statements, personal experiences.
 - c. Relate subject to audience—create curiosity; link the material to the things that matter to the listeners.
 - d. State your proposal or recommendations.
 - e. Finish the intro with a clear overview statement—an agenda—that outlines the key points on your speech—like a thesis statement.
- 7. Plan the conclusion
 - a. Consider using some of the same techniques employed for introductions to create interest and be memorable.
 - b. Ask for a specific action.
 - c. Sum up the key points.
 - d. Tie the speech together; return to or complete a point or story brought up in the intro.
 - e. Leave a positive final impression.

Sample Techniques for Introductions/Conclusions

Topic: People who drive should not drink.

Story	Tell the story of a teenage couple who were killed instantly in a car crash because the driver of their car had been drinking heavily at a party.
Startling Statement	Over two-thirds of all teenage car accidents are due to drinking.
Quotation	“The road to the grave is paved with good intentions. A teenager's good intention to remain alert behind the wheel may be destroyed by a drink.”

Foundations: Speaking

Question	“Have you ever seen the wreckage of a head-on collision—the scattered glass, broken bodies, twisted metal? If you have, you would never drink and drive.”
Humor	“The only thing you get by giving coffee to a drunk is an <u>alert</u> drunk. Many people feel that drinking coffee when leaving a drinking party will ensure they will be sober drivers. This is not the case.”
Demonstration	Show five pictures of the results of a head-on collision.
Reference to Audience or Occasion	“Look at the person sitting on either side of you. There is a 75 percent chance that one of the three of you will be involved in a traffic accident with a drunken driver some time in your life.”
Personal Experience	“This is painful for me to talk about, but it is something I feel most strongly about. For the past eight months, my best friend has been in the hospital due to a New Year’s Eve drunken driver.”
Statistics	“Eighty percent of all fatal accidents involved at least one drunken driver.”

Presentations: Delivery Elements

Methods of Delivery

1. Impromptu
2. Manuscript—avoid in business
3. Memorized—avoid in business
4. Extemporaneous/conversational—most frequently used in business

Components of Delivery

Your image is important. Are you presenting the person you want to communicate?

1. Voice—Be conversational.
 - a. Diction—enunciate and speak clearly.
 - b. Pronunciation and grammar—use correct language.
 - c. Pacing/pauses—pause at transitions and key points; slow down and speed up to add emphasis.
 - d. Overall speaking rate—don't speak too fast or too slow; vary the tempo.
 - e. Vocal variety—use inflection and expression; accentuate key words.
 - f. Audibility—be loud enough.
 - g. Quality—have an appealing tone; use lower vocal ranges.
 - h. Enthusiasm/expression—be upbeat and positive.
 - i. Non-fluencies—avoid um, ah, er, like, basically, etc.
 - j. Formality—speak conversationally, but avoid slang, jargon, colloquialisms, and overly informal vocabulary. Don't call the audience "you guys," avoid saying "gonna" instead of "going to."
 - k. Confidence—sound sure of yourself; do not phrase statements as questions.
2. Body—Be poised.
 - a. Eye contact—look around the room at the entire audience.
 - b. Facial Expressions—be animated and look interested in your topic; smile.
 - c. Posture—stand confidently with balanced posture. Do not lean to the side or shift your weight back and forth.
 - d. Movement—avoid shifting, pacing, jiggling, and other nervous habits.
 - e. Confidence—look professional and confident.
 - f. Gestures—use larger, above the waist gestures that add meaning to your points.

Question: When does your speech really start?

- a. Arrive early.
- b. Use a focal pause.
- c. Test visual aids and technology in advance; make sure you know how to use everything in the room (lights, computer, document camera, etc.) **before** your speech.

What Do You Fear Most?



1. Speaking in front of a group
2. Heights
3. Insects & small bugs
4. Financial problems
5. Deep water
6. Sickness
7. Death
8. Flying
9. Loneliness
10. Dogs

(From *The People's Almanac Presents the Book of Lists*)

Presentations: Speech Fear/Anxiety

Five basic ideas about fear and self-confidence relating to public speaking:

1. All normal persons have fear when faced with jobs that really matter.
2. All normal persons have fear when they are uncertain about the outcome of their actions.
3. Public speaking situations are situations that often really matter, and the outcome of those situations is always unknown.
4. Fear is useful and desirable when understood, but wasteful and undesirable when misunderstood.
5. All self-confidence comes from experience. Speakers can decrease the element of the unknown, and this *will* decrease their speech fear.

Fear of/during speeches is controllable:

1. Prepare an outline of key ideas; don't memorize (that increases fear)
2. Know your information thoroughly
3. Practice out loud in the same place you will give the speech
4. Practice with an audience
5. Practice on video tape
6. Relieve the physical symptoms of fear:
 - a. Drink water
 - b. Take a brisk walk
 - c. Tense and relax muscles
 - d. Do deep breathing
 - e. Smile
 - f. Move during speech; don't stay rooted to one spot
 - g. Pause to gather your thoughts
 - h. Think positively; tell yourself you will do well
 - i. Avoid tight or uncomfortable clothing
 - j. Dress the part
 - k. Arrive early
 - l. Talk to the audience in advance if possible
 - m. Go first

Foundations: Speaking

Practice Samples—Phrasing, Pauses, and Expression

This is an in-class activity. Or try it on your own by reading the following sentences out loud. Pause at key points, accentuate important words or phrases.

- 1) Today I will first present our recommendations, and then I will prioritize them into our key financial and operational strategies by focusing first on the financial implications and next on the operational challenges.
- 2) Goodyear announced last week that it will quit asking managers to identify the 2,800 employees who make up the worst performing 10% of the company's salaried workforce.
- 3) Volkswagen of America has written to the owners of about 530,000 cars, offering to replace defective ignition coils. For Volkswagen, this was a tough start to what promises to be a brutal year.
- 4) After expanding for much of the 1990s, McDonald's market-leading share of the \$46 billion fast-food burger industry in the U.S. flattened out in the later half of the decade. This decline, however, has recently seen a turn around.
- 5) Firms that sell prescription drugs and over-the-counter medicines and supplements collect revenues as high as \$39 billion a year from products inspired by the traditional knowledge of indigenous communities like the Piaroa.
- 6) Trade-offs for increased salaries for managers at Rent-A-Center included expanding the workweek from five to five-and-a-half days and demanding higher productivity. The weekly quota for permissible delinquent or inaccurate accounts in a typical store was halved from 10 percent to 5 percent.
- 7) The business model is a numbers game. You buy lists of people and call them. For every 10 or so people who hang up, there's always one person who will talk. Consumers may be irate but companies don't care. It's all about statistics.

Adjusting Your Speech

1. If the audience seems bored, you can:
 - a. Insert story/example.
 - b. Vary volume or rate of speech.
 - c. Ask questions and elicit audience participation.
 - d. Increase variety or number of gestures.
 - e. Use audio/visual aid.
 - f. Tell a joke—if relevant.
 - g. Ask if this is “old” information.
2. If the audience seems confused, you can:
 - a. Ask for questions from audience.
 - b. Review main points so far.
 - c. Re-explain previous point.
 - d. Ask someone to summarize what has been said.
 - e. Ask audience to write out any questions they may have.
3. If the audience is unfriendly or even hostile, you can:
 - a. Use humor to lighten situation.
 - b. State that there are opposite opinions.
 - c. Stress points you and the audience agree on.
 - d. Stop speech and begin discussion.

Handling Question/Answer Sessions

Begin by following these rules

- At the beginning of the speech, tell your audience when you will take questions. Can they interrupt you or should they wait until the end?
- Be sure to transition into and out of the Q/A session.
- Maintain eye contact with the entire audience, not just with the questioner.
- Repeat the question if it is likely the audience did not hear it—usually just for large groups.
- Keep your answers brief.
- Have a brief, final closing statement after the last question; don't end your presentation with the last question.

Anticipate likely questions

- Be prepared to answer questions you dread; rehearse your responses.
- Analyze your audience; know what they care about and what they are likely to ask. Anticipate their objections and concerns and address those in the speech.

Clarify the meaning of the questions

- Carefully listen to the questioners; be sure you are hearing what they are asking.
- Rephrase the question, especially a complicated one, to make sure you correctly understood what they were asking.

Be positive and polite

- Friendliness defuses hostility (appear pleasant, unthreatened, and helpful).
- Don't cut questioner off – hear the entire question.
- Keep your answers short; don't repeat yourself.
- Adjust your attitude—never become defensive. Keep your dignity and integrity intact.
- Answer every question as though it is legitimate and well-intentioned.
- Check your non-verbals—sincere eye contact, relaxed face.
- Avoid humor at the sake of the questioner; don't embarrass the questioner.
- Avoid indicating you previously answered something.
- When you're done, don't repeatedly ask if you answered the question.

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Pause and reflect before answering

- Pause after each question to make any later stalls less noticeable. This also makes you appear contemplative and thoughtful rather than rushed or superficial.
- Pauses help control defensive reactions.

Depersonalize or deflect combative questions

- Use the turnaround—ask how the questioner or other audience members would answer it.
- Focus on the issue rather than on an attack or a challenge.

Example: A banker is addressing a group when asked, “When are you going to stop hiking up the mortgage rates so that poor people like us can buy houses?”

Response: “The question concerns the establishment of interest rates...”

- Agreeing or complimenting can deflect an attack.

Example: “I can certainly see how the suggestion could be viewed as unpopular and elicit antagonism, but from the results of current research...”

If you don’t know an answer to a question...

- Be honest.
- If appropriate, note that the question is outside of the parameters of your topic or research.
- Don’t bluff a response; answer matter-of-factly that you don’t know and offer to find out the answer.
- Don’t apologize and look sheepish.
- Ask the audience for help if appropriate.

If you need to buy time to think about the question...

- Repeat the question.
- Reflect, pause.
- Dissect the question by breaking it down into 2 questions; answer the easy one as you think about the second one.

Image Control and Nonverbal Communication

The Nonverbals Matter (But *Not* More Than the Words)

- We are always decoding and communicating, even when we are not talking.
- Our nonverbals are powerful communicators.
- How you say something can matter as much or more than what you say.
- Are you communicating professionalism and seriousness about your work?
- Do you present an image of confidence?

Nonverbal Communication Includes Body, Face, and Tone

- Appearance—clothing, hair, jewelry, grooming, cleanliness, etc.
- Voice—tone, pitch, volume, etc.
- Gestures and body language
- Posture/movement
- Facial expressions
- Spatial relations

First Impressions are Important

- They're strongly influenced by nonverbals like clothing and body language.
- They're formed during the first three to four seconds.
- On average at least 11 assumptions are made about other people within the first ten seconds of meeting them (social status, education, marital status, credibility, etc.).
- Some studies have found that during job interviews as much as 75% of the decision to hire is based on the applicant's appearance.

Appearance Matters

- Dress like your boss—or the people one level above you.
- Be aware of unwritten dress codes.
- Avoid loud colors or prints, excessive jewelry, and revealing clothing.
- Cover tattoos, remove non-conventional piercings.
- Personal hygiene is essential—hair, body, fingernails, etc.
- Be aware of “noise” your appearance may cause.
- Avoid strong perfume or after shave.
- Don't chew gum.

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Body, Face, Voice Should Convey Professionalism

- Move confidently. Do you look like an executive?
- Is your body sending out conflicting messages?
- Are you standing too close or too far from others?
- Are your gestures and your posture confident and professional?
- Do you appear interested in others? Nod and respond when they talk.
- Make eye contact when speaking and listening.
- Avoid annoying habits like yawning, nail biting, looking at your watch, etc.
- Be aware of unpleasant vocal characteristics you have and work on avoiding them. (An overly soft or high pitched voice, continually repeating the same tag phrases like, “you know,” “okay now,” “basically,” “yeah, but,” etc.)

When speaking in public, it's all in the eyes

Want to impress? Toss the notes and gaze at every face in the room

By Carmine Gallo
BusinessWeek Online
Oct. 21, 2005

In recent weeks, I've seen at least two high-profile business and political leaders give what could be the most important talks of their lives.

In one case, a politician announced her run for high office. In the other, a commentator issued a stern defense of his record after a potentially damaging allegation was levied against him.

What did they have in common? They both read from prepared notes or scripts, a surefire way to lose that all-important emotional connection to your listeners. In my role as a communications coach, I've found that failing to maintain eye contact ranks as the No. 1 problem — but also the easiest to fix.

Titans who deliver

If you truly want to capture the hearts and minds of your listeners, then maintain eye contact during your presentation, talk, or speech. Great business leaders do. And they do it by not reading.

I've never seen Oracle CEO Larry Ellison read from notes. Ever. I've never seen Cisco CEO John Chambers read from notes. Ever. I've never seen Apple CEO Steve Jobs read from notes. Ever.

Nor does former New York City Mayor Rudolph Giuliani. In 1994, for his first budget presentation after election, Giuliani worked tirelessly on what to say about work-rules concessions, productivity gains, budget cuts, and revenue projections. Complicated stuff.

Look up

He began the preparation in October for a speech in February! Why? So he could present it from the heart, without notes. "I gave the whole presentation without a script," Giuliani writes in his book, *Leadership*. "Beginning with that first speech, I've always done budgets without prepared text. A few years later as my confidence grew, I began giving my State of the City address the same way."

Giuliani gets it. People associate eye contact with honesty, trustworthiness, sincerity, confidence—all the traits you strive toward to make yourself a great business communicator. We like people who look us in the eye. Venture capitalists tell me that when entrepreneurs look down during their presentations, the energy drains from their performance.

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Presentations fall flat when you can't see someone's eyes. Donald Trump thinks so. During one of the now-famous board meetings at the end of "The Apprentice," a young man named Troy was arguing his case in front of Trump, pleading with the billionaire not to fire him. I remember Trump barking at Troy for relying on notes he had written on a pad. Trump said he hates it when people read from notes. Troy was, indeed, fired.

Setting boundaries

Trump is like most listeners—they hate to watch speakers read. Contemporary audiences are won over by presenters who speak from the heart. Scripts put a wedge between the presenter and the listener, lessening the impact of the message.

Whether speaking to large groups or one-on-one, eye contact is critical. But how long should you maintain eye contact? After all, gazing directly into someone's eyes too long makes the person uncomfortable. You need to build in natural breaks.

Some studies have suggested that in business, maintaining eye contact 70% to 80% of the time will have the most positive impact. I think that's fine for one-on-one business interactions, but in group presentations, you should maintain eye contact 90% to 95% of the time.

Touching everyone

How can you stay focused? Maintain eye contact long enough to register the color of your listener's eyes. In a group setting, that means picking out one person and looking at him or her long enough to register eye color, then moving to another part of the room and doing the same thing. I recommend breaking up a room into three parts and spending equal time addressing people in each section.

That's what Fox News Channel contributor Stuart Varney does. "I constantly move my attention to different parts of the room, from the extreme right to the center to the extreme left," Varney once told me. "I look at different parts of the room to draw everyone into the conversation. I make everyone feel as though I'm talking to them, not at them. I'm not lecturing, but conversing, as we would be doing at a dinner party."

Indeed, how would you feel if the person you're speaking to at a dinner party had her back turned to you or was looking at another person over your shoulder? It's not very engaging, is it? It's all in the eyes.

Getting organized

Planning your talk will also help you give more effective eye contact. Great speakers never fail to devise a plan. They know what they're going to say, how they're going to say it, and how they're going to end it.

A conference organizer who has booked the world's most sought-after business leaders once told me that the best presenters know what they're going to say, how they're going to start their talk, and how they're going to end it. Each of those key moments occurs during direct eye contact with the audience.

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If you speak confidently, people will consider you more credible. But nonverbal cues are just as important as what you say. Studies show that in courtroom trials, jurors view witnesses who look at the questioners directly in the eye as more honest and credible.

Speak to me

One study of bank tellers found that those who used more eye contact got higher ratings in customer-satisfaction surveys. What could you accomplish in your professional life if potential customers rated you highly? It starts with eye contact.

Now it's your turn. I've received some wonderful e-mails from readers who incorporate these techniques into their own professional communications. If you have questions, challenges, or success stories of your own, drop me a line. I just may use your story or question for a future column. You can reach me through my [Web site](#), or [e-mail me directly](#). Looking forward to hearing from you!

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What Makes Some Ideas Hang Around

SHORTLY AFTER the World Trade Center terror, some Americans urged their family and friends to avoid shopping malls on Halloween. They forwarded an email allegedly authored by a friend of a woman whose Afghani boyfriend had skipped town but not before urging her to stay off airplanes on September 11 and out of malls on Halloween. The email listed the woman's employer and work phone number to provide skeptics with a way to check the veracity of the story.

Psychologists know such stories thrive in situations of heightened anxiety, says GSB professor **Chip Heath**, a Stanford-trained psychologist, "but we have yet to explain why, in more normal times, people tell each other rumors and urban legends on a day-to-day basis."

Take the stories of poison—or razor-blade-laced treats that have put a damper on Halloween night for two generations of children. Over more than three decades, researchers have been able to verify only two instances of tainted candy, and both of those were tampered with by the children's family members. Or take the recurring legends about companies financing the Church of Satan or the Ku Klux Klan. Unlike many widespread commercial and political ideas, these bogus ones propagate without anyone funding an advertising campaign. Their success against the odds is why Heath studies them.

In a recent seminar for MBA students, Heath, an associate professor of organizational behavior, explained that urban legends often develop informational credentials, such as the phone number in the email legend above, that act as camouflage and make it harder for people to debunk them. In the Church of Satan rumor, Heath notes, skeptics in the '70s were told that a "friend of a friend" had heard the CEO of Procter & Gamble confirm the rumor on the *Donahue* show. By the '90s, the friend had heard the CEO on *Oprah* or *Sally Jesse Raphael*, and now the CEO was explaining why he would be crazy enough to risk losing customers by confirming this rumor on national television. "There simply aren't enough Christians left to matter," he is purported to have said, a twist that makes Christians angrier and even more likely to pass along the story.

Heath's approach to this subject is guided by past research in folklore, sociology, and psychology, but also by an oft-repeated idea from Oliver Wendell Holmes. In a famous Supreme Court opinion in 1919, the chief justice used the metaphor of an economic marketplace to describe how ideas succeed or fail. "The best test of truth is the power of the thought to get itself accepted in the competition of the market," Holmes wrote.

To date, Heath's research casts doubt on the existence of a competitive marketplace of ideas, at least one in which truth wins out. Based on experiments he has conducted at Stanford and the University of Chicago, as well as research by others, Heath says: "People do care about the truth of an idea, but they also want to tell stories that produce strong emotion, and that second tendency sometimes gets in the way of the first."

"If we could understand what kinds of stories succeed beyond all expectations, even when

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they are not true, we might be able to take legitimate information, about health for example, and change people's behavior for the better," Heath says. "Or if I were a business manager, I would love to have a mission statement for my organization that was as successful at moving through the organization as the most successful urban legends."

Much evidence suggests that people are very poor at remembering facts such as statistics, while they are better at remembering and repeating ideas cast as narratives or as analogies. "This is hard for our MBA students to accept, because I think business people in general think that facts speak for themselves," Heath says. To illustrate the power of analogies, he developed a case on the Center for Science in the Public Interest (CSPI), an organization that exists to support better health practices. Instead of telling people how many grams of fat are contained in movie popcorn or Chinese restaurant kung pao chicken, CSPI scientists speak of its equivalent in quarter-pounders, the stereotypical bad-for-you fast food. "It works because it's a vivid analogy, so I can remember it and it's interesting enough to tell my friends," Heath says.

Heath also believes ideas are more likely to succeed if they fit into large niches—there are many social situations where people are prompted to remember the ideas. He and Jonah Berger, an honors student at Stanford, used publications databases to track the proliferation of two phrases used by presidential candidates in a televised debate in 2000. Al Gore spoke of putting a "lockbox" on Social Security funds, while George W. Bush criticized opponents of his Social Security proposals for using "fuzzy math." The researchers found both phrases were repeatedly used in articles about the campaign, but "fuzzy math" crossed over into far more articles that had nothing to do with presidential politics, and its use lasted much longer.

"There probably are more conversational niches in which you could appropriately use 'fuzzy math' than 'lockbox,'" Heath says, "and that helps it propagate."

— KATHLEEN O'TOOLE

"Emotional Selection in Memes: The Case of Urban Legends," Chip Heath, Chris Bell, and Emily Sternberg, *Journal of Personality and Social Psychology* (Vol. 81), 2001

"Do People Prefer to Pass Along Good or Bad News? Valence and Relevance as Predictors of Transmission Propensity," Chip Heath, *Organizational Behavior and Human Decision Processes* (Vol. 68), 1996

Business Communication and Storytelling

Storytelling has been part of every culture no matter how simple or advanced throughout the history of humanity. The ability and need to tell stories is one of the things that makes us unique as humans. In fact, recent researchers have even found evidence that the human brain is hardwired to respond to stories.

What is a story?

In Western cultures, a story generally has a beginning, a middle, and an end. There is usually some conflict that needs to be resolved or at least addressed. There are realistic characters, and enough rich detail, description, metaphors, and analogy to allow an audience to picture the events and people you are describing. They do not need to be long, but they should convey your message in a way that elicits a response—emotional, intellectual, spiritual, etc.—from the audience. This response will help your audience connect to and remember your message.

Storytelling and the professional world

Often, ineffective communicators in the professional world will forget the importance of stories. They fail to realize that one of the best ways of getting an audience to pay attention and remember their message is to tell it as a story. Instead, they dump endless, decontextualized streams of data at their audience. As their listeners' eyes glaze over, they drone on wondering why no one seems to be paying much attention.

Although we see the importance and prevalence of stories all around us in our daily lives—in newspapers, books, websites, movies, television shows, radio, sports broadcasts, and even in conversations with our friends and co-workers—we often fail to realize the importance of storytelling as an element of our professional communication. For example, an entrepreneur who only presents spreadsheets and profit/loss projections to potential investors will be unlikely to gain their support. Sure, the financials matter. But, without the story of how the entrepreneur became interested in this venture, and without the details that show her passion for the project, she is unlikely to convince investors that she will have the energy and drive to see this concept through to success.

Storytelling and job interviews

Job interviews are another time when using stories will convey your message more effectively than a list of accomplishments or a string of facts. Remember, it is your stories and your enthusiasm that will set you apart from the other applicants and make the interviewer more likely to remember you. Most traditional interview questions are really meant to be prompts to trigger the stories about you that will show the interviewer your best qualities and abilities as well as your communication skills. For example, if an interviewer asks you to tell him about a time that you showed leadership, and your response is to list the clubs that you chaired, the class project you led, and the fraternity

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whose presidency you hold, you won't have told him anything that he couldn't have read on your resume. You will have given him nothing memorable. But, instead if you tell the story having to oust a good friend from the fraternity for repeated rule violations and late payments, you will have given the interviewer a memorable and important snapshot of your personality, ethics, and leadership skills.

Remember, in the business world, the numbers, the data, the bottom line, the facts—these things will always be important. But, unless you can personalize this information and shape it into a story that your audience will remember and relate to, your message may be lost.

Introduction Speech: Storytelling & Interviewing Overview

Assignment overview:

Design and deliver to the class a 2 –3 minute story/speech that shows an important element of your personality or skills.

Content

- 2-3 minutes.
- Tell us your name.
- Have an opening, body, and closing.
- Tell us a story about yourself that shows something important about who you are. Do not just give a list of facts about yourself. Tell a story with traditional story elements.
- Do not use any notes.

Delivery

- Focus on the opening—creating a good first impression.
- Begin with a focal pause.
- Smile and use facial expressions.
- Have a fluent vocal delivery.
- Look at everyone in the room.
- Stand confidently—no fidgeting or leaning.
- Say the first few sentences while looking at the audience.
- Dress casually, (but no hats).

Interviewing and storytelling

A typical interview is an opportunity to tell stories about yourself that will help show your personality, show your skills and abilities, and make you memorable. This first speech will ask you to practice the art of storytelling.

Typical interview questions include:

- Tell me about a time that you showed leadership.
- Tell me about a time when you faced a challenge.
- Tell me about a success that you've had.
- What in your life have you been the most proud of?

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- What kind of work environment suits you the best?
- Tell me something interesting about yourself.
- Tell me about an experience that you've had working on a team.
- How do you deal with conflict?
- How do you deal with change?
- Tell me about a failure that you've experienced.

Option A: Select one of the questions above (or pick your own typical interview question and approve it with me) and design a speech that allows you to present your answer to the class in story form.

Option B: Or, just tell a story about yourself outside of a business context that shows the class something important about your character or personality. Remember the key here is to tell a story, but avoid telling us one that actually reflects negatively on you.

Designing your speech

Remember: you cannot write your speech out word for word. You wouldn't be able to do that in an interview or in most other business situations, and as soon as it starts to sound like you are reading or memorizing your story, it will begin to sound inauthentic and canned. Think about the details of the story you want to tell. *Practice telling it, but do not write it down.*

Beginning your speech

Begin with a statement that will get us interested and give us a sense of where you are going with the story. Avoid obvious and repetitious phrases like: "I'm going to talk about a time that I had to be a leader." (That might come a bit later as your overview statement). Instead, start with something that will catch our attention. Then tell us your name and give us an overview statement about what you will be telling us.

Organizing your speech

Organize your speech by giving us the key details and descriptions of the events and people that make up your story. Again, remember the goal is to tell a story about yourself rather than to give us a list of facts or details. In an interview you would want the story to *favorably* demonstrate some element of your personal or professional skills. For this class you can broaden this to be any story that shows something important about you. Be sure that you do not simply list facts.

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Finishing your speech

Speakers often forget that the two most important parts of a speech are the beginning and the closing. Researchers have found that audiences pay more attention at the start and at the end of a presentation, but too often speakers forget the importance of a memorable, effective closing. Do not finish by saying something like, “um, that’s all I have...” or with “thanks” or by walking towards your desk as you finish. Instead, think of a memorable final statement that will clearly indicate to the audience that you are finished. Then deliver it confidently and positively.

Delivering your speech

Once you have created the content of your speech, you are only half way done. Actually, some researchers have found that you are really only about a fourth of the way done. They have discovered that about 75% of the effectiveness of a speech is determined by its delivery. Of course, without an important and clear message, all the wonderful delivery skills in the world will be worthless. But, important and significant messages are often lost due to poor presenters. A speaker who mumbles, fidgets, appears nervous, says “um” over and over, or doesn’t make eye contact will lose credibility with the audience. If you don’t seem confident and enthusiastic, your audience will have little reason to trust you or be interested in your message. During a job interview, if you seem unsure of yourself or nervous, the interviewer will likely interpret this as an inability to do the job.

Work on good eye contact, animated facial expressions, confident posture, relaxed and natural gestures, an energetic and expressive voice, and a conversational and confident style.

Practicing your speech

Practice your speech frequently. It is more effective to practice with a real audience (ask friends, family members, roommates, etc.) and in a similar room to the one you will be performing in. Practicing in front of a mirror is also a good idea.

Storytelling/Introduction Speech Criteria

Name _____ **Section** _____

Criteria critiqued on a +, √, — basis:

+ = Well-done, √ = OK but needs some work, — = Weak

Note: Without all the required content elements and a strong, confident delivery, your work cannot receive an “A” grade.

Content

_____ **Opening**

- Starts with a focal pause
- Gains audience attention, creates interest
- Gives speaker’s full name
- Gives an effective overview statement—Here’s what this speech is about

_____ **Body**

- Tells a story that shows something important about the speaker’s personality or skills—offers some personal insight
- Uses interesting details/examples

_____ **Closing** effectively signals speech is over—memorable, with impact

_____ **Length of Presentation** is appropriate (2 – 3 minutes).

Note: there is a significant grade deduction for exceeding the time limit

Delivery

_____ **Voice – The presenter...**

- Doesn’t “read” or memorize the speech
- Has good volume
- Is well-paced—not too fast or too slow
- Uses pauses effectively
- Speaks fluently and smoothly—no choppy areas or hesitations
- Is varied in tone (rather than monotone); upbeat, animated
- Limits use of distracters (e.g., “um”; overuse of same word: e.g., “like”)
- Talks *to* rather than *at* the audience (is conversational and confident)
- Enunciates clearly

_____ **Appearance – The presenter ...**

- Makes good eye contact (with whole group, not just a few people or the evaluator)
- Uses natural, focused, above the waist gestures
- Limits random movement, swaying, fidgeting, extraneous steps, etc.
- Uses movement to add animation and interest
- Appears confident and friendly; doesn’t stand behind the table
- Uses confident/professional posture
- Uses appropriate facial expression

Peer Speech Critique: Introduction Speech

Due: Before you leave class on the day of the speech. Critique the person who speaks *after* you.

Your name: _____ Section: _____

Speaker's Name (first and last): _____

Speech topic: _____

These will be given a participation grade and shared with the speaker. Please give thorough suggestions/comments. Continue your comments on the back.

- 1) Rate the content of the speech (1 – 10; 10 is high) _____
- 2) Rate the delivery of the speech (1 – 10; 10 is high) _____
- 3) If you gave either content or delivery an “A” grade (9 or higher), explain how this speaker **exceeded the requirements** of the assignment and truly stood out as one of the best in the class. (Use the back if needed.)

- 4) Explain at least one strength and one weakness for the content—use the back if needed.

- 5) Explain at least one strength and one weakness for the delivery—use the back if needed.

Introduction Speech: Self-Evaluation

Name _____

Watch the video of your introduction speech. Evaluate each of the following sections on a 1 -5 basis (5 is high). Note: this evaluation is two pages long.

Content

_____ **Opening**

- Starts with a focal pause
- Gains audience attention, creates interest
- Gives speaker's full name
- Gives an effective overview statement—Here's what this speech is about

_____ **Body**

- Tells a story that shows something important about the speaker's personality or skills—offers some personal insight
- Uses interesting details/examples

_____ **Closing** effectively signals speech is over—memorable, with impact

Time: Did you meet the time limit? (2 – 3 minutes) yes no

Content comments

List at least 3 specific strengths and 3 specific weaknesses for the content (not delivery, content). Be detailed; use specific examples from your speech; continue on the back if you need more room.

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Delivery

_____ Voice – The presenter...

- Doesn't "read" or memorize the speech
- Has good volume
- Is well-paced—not too fast or too slow
- Uses pauses effectively
- Speaks fluently and smoothly—no choppy areas or hesitations
- Is varied in tone (rather than monotone); upbeat, animated
- Limits use of distracters (e.g., "um"; overuse of same word: e.g., "like")
- Talks *to* rather than *at* the audience (is conversational and confident)
- Enunciates clearly

Distracter count (how many times do you say "um," "ah," "er," "like," etc.?) _____

_____ Appearance – The presenter ...

- Makes good eye contact (with whole group, not just a few people or the evaluator)
- Uses natural, focused, above the waist gestures—arms are away from the body, not tight to the sides
- Limits random movement, swaying, fidgeting, extraneous steps, etc.
- Uses movement to add animation and interest
- Appears confident, relaxed, professional
- Uses confident/professional posture; doesn't stand behind the table
- Uses appropriate facial expression

Delivery comments: list at least 3 specific strengths and 3 specific weaknesses for the delivery (not content, delivery). Be detailed; use specific examples from your speech; continue on the back if you need more room.

Overall letter grade _____

If you gave yourself a A or an A- explain how you exceeded the requirements for this speech:

TED Presentation Activity

One of the best ways to become a better speaker is to watch, listen, and critique other speakers' work. You can learn from both their strengths and weaknesses. One online resource to help you with this is TED.com.

TED Description

TED is a nonprofit devoted to "Ideas Worth Spreading." It started out in 1984 as a conference bringing together people from three worlds: Technology, Entertainment, and Design. Since then its scope has become ever broader. TED hosts several annual conferences that bring together some interesting thinkers and doers (the two are inseparable, after all) who are challenged to give the talk of their lives (in about 18 minutes). TED.com makes these talks and performances available to the world, for free. Hundreds of TED talks are now available, with more added each week.

Assignment Overview

Pick any one of the speakers on the TED.com website. Watch his/her presentation and critique it. Prepare a brief write-up and informal presentation of your critique. Note: pick a speech, not a musical presentation.

Write up—about half a page (250 words maximum); 20 participation points

Think of this write up as being very much like an online review of the presentation (like an Amazon book review or a Rotten Tomatoes movie review). Therefore, the style of your review should be interesting, informal and conversational, but not sloppy. If you have lots of errors or incomplete sentences, readers will question your views and your intelligence, and if your style is dry and uninteresting, no one will want to read it. Be sure that your review is typed and includes the following information:

- Speaker's name and the title of his/her talk
- A brief bio of the speaker. Who is this person and why is he/she qualified to talk on this topic? Keep this really short. [For example: Jeff Bezos, founder and CEO of Amazon.com, . . .]
- A brief summary of the content of the speech
- A brief critique of the speaker's content—what was good, what could be better?
- A brief critique of the speaker's delivery—what was good, what could have been better?
- A closing sentence

Informal presentation—2 to 3 minutes; 10 participation points

Prepare an informal presentation of your critique. You will present this to your small group during class. **Do not read just your written critique out loud.** Instead, prepare an

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interesting, informal, oral version of it. Do not use any visual aids. You should include the following elements:

- Start with an attention catcher
- Give your agenda statement—a brief overview of your presentation
- Briefly summarize and critique the speaker's content—what was good, what could have been better?
- Tell your audience why they should or should not watch this speech.
- Critique the speaker's delivery—what was good, what could have been better?
- Give a final wrap-up—end with a memorable, finished closing.

Group Directions

When you meet to give your TED presentations in small groups you will be assigned a breakout room. Once you get to your room,

- Introduce yourselves to each other
- Pick speaking order
- Determine peer critiquers
- Determine how you want to time each other
- Present while standing up
- Complete two peer critiques

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TED Presentation Peer Critique

Rate each element of your team members' presentations and write comments about what was good and how it could be even better. Comment on both strengths and weaknesses. Use the back, if needed for detailed comments. Critique two speakers in your group. Turn all critiques in to your instructor today.

Your Name _____ Speaker's Name _____

Speaker's TED topic _____ Length of presentation _____

Element	Missing	Weak	Good	Exceptional	Comments: address several specific strengths and weaknesses for both the content and delivery style.
Student's Opening attention catcher					
Student's Agenda statement					
Student's content: summarized and critiqued the TED speech's information .					
Student's content: summarized and critiqued the TED speaker's delivery style					
Student's Closing					
Student's speech: verbal delivery					
Student's speech: non-verbal delivery					

Overall—how many points (out of 10) would you give this informal presentation? _____

If you gave it a 9 or 10, explain how it significantly exceeded the assignment requirements and was one of the best in the class.

Foundations: Speaking

TED Presentation Peer Critique

Rate each element of your team members' presentations and write comments about what was good and how it could be even better. Comment on both strengths and weaknesses. Use the back, if needed for detailed comments. Critique two speakers in your group. Turn all critiques in to your instructor today.

Your Name _____ Speaker's Name _____

Speaker's TED topic _____ Length of presentation _____

Element	Missing	Weak	Good	Exceptional	Comments: address several specific strengths and weaknesses for both the content and delivery style.
Student's Opening attention catcher					
Student's Agenda statement					
Student's content: summarized and critiqued the TED speech's information .					
Student's content: summarized and critiqued the TED speaker's delivery style					
Student's Closing					
Student's speech: verbal delivery					
Student's speech: non-verbal delivery					

Overall—how many points (out of 10) would you give this informal presentation? _____

If you gave it a 9 or 10, explain how it significantly exceeded the assignment requirements and was one of the best in the class.

