

PUBLIC SPEAKING

Instructor's Workbook



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Developed for:



by:

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PUBLIC SPEAKING

Preface:

Welcome to one in a series of individualized Optimist International Skills Development Modules. Our goal is to help you, our members, learn and apply practical skills to deal with the opportunities and issues in your life. This series of modules is not designed to deal with "theoretical" issues, but rather to provide a practical "hands on" approach.

Each of these modules is to be used, written in and applied. You can learn skills on your own, or join with others in a collaborative learning venture. Each module contains an instructor's guide in addition to a separate participant's guide which can be duplicated as often as necessary to supply the needs of your Club members.

Future modules will deal with individual as well as group-oriented skills, all of which are designed to help individual Optimists enhance their personal leadership ability in any chosen field of activity, i.e., employment, home, school, and volunteer activities. This is a significant development for our organization in its service to its own members, and we hope that participants will provide feedback about each module to the International Headquarters (c/o Leadership Development). In this way, we can maintain our focus on providing meaningful leadership training to Districts, Clubs and individuals throughout our Optimist organization.

We truly hope you enjoy the journey to self-improvement.

SUBJECT . . .

PUBLIC SPEAKING

OBJECTIVE . . .

To provide the student with a step by step program to develop and give a presentation. The material may be used continuously for presentation development. At the completion of this module the student should be able to (or have given) a presentation on a subject of his/her choice.

TIME FRAME . . .

Two hour minimum.

ITEMS REQUIRED . . .

- Student Workbook
- Cassette Recorder
- Video Camera (if available)

ACTIVITY OVERVIEW . . .

One of the “Book of Lists” indicates that the greatest fear people have is getting up to speak in front of a group. On that list was included snakes, heights and insects. Death came in 7th. So when people say they would rather die than give a speech - THEY ARE SERIOUS!

Public speaking, however, is a necessary skill in today’s business or social world. Presentations to co-workers or customers are everyday occurrences. Speaking at PTA functions, Optimist meetings, church or other gatherings is important, if not absolutely necessary. People aspiring to leadership positions in any profession must be able to sell themselves through speaking.

In this Module the student will cover 6 phases of developing a presentation.

PHASE 1 - PREPARING FOR A PRESENTATION including the questions **WHAT, WHO, WHEN** and **WHERE**.

PHASE 2 - PRESENTATION FORMAT

PHASE 3 - TIPS JUST PRIOR TO PRESENTING

PHASE 4 - TOO LATE NOW

PHASE 5 - QUESTIONS AND ANSWERS

PHASE 6 - HOW DID I DO?

Each of these phases will be discussed in more detail with key points for the instructor.

KEY INSTRUCTOR POINT 1

It is important that you read through the Participant's workbook prior to working with them. The material from that workbook is not reprinted in this manual. Just as the participant must prepare in advance for a presentation, you also must take the time to prepare.

KEY INSTRUCTOR POINT 2

Your role in the process is that of observer, audience, coach and instructor. It is important not to focus on the technical content of the presentation during this role. While technical content is, of course, important, it is not our objective in this module. As you go through the process, find good things to encourage the participant. When correction is necessary - try to focus on the act not the person. For example, if the participant has an annoying habit or gesture, try not to say, "You have to stop putting your finger in your nose." Instead try something like, "the gesture of putting the finger in the nose is very distracting. Let's concentrate on eliminating that during the next practice."

KEY INSTRUCTOR POINT 3

One of the things emphasized to the participant is to "Be Yourself." Sometimes as instructors we try to encourage the participant to do things the way we want to see them or the way we would do them. Be cautious that the encouragement or suggestions do not detract from or change the participant's inherent personality or style. This is difficult and it is easy to step into that mind set, but do your best.

PHASE 1 - PREPARING FOR A PRESENTATION

The first thing the participant must decide is the purpose of the presentation. Is it to inform, entertain, convince, call to action or a combination of these?

The definition phase is extremely important. The exercise on page 4 of the Participant Workbook asking the participant to think of examples of each type is done to personalize each purpose. When the participant does define his/her own presentation purpose, it should be easier to understand and define.

The purpose is important for developing the presentation material, deciding on the use of audio visual equipment, use of humor and nearly every aspect of presentation development.

KEY INSTRUCTOR POINT 4

Question 2 of the Participant Workbook “Who” involves an audience analysis. The participant might want to skip this portion because the audience might be unknown at the time.

Make sure however, the participant completes the analysis on some audience such as an Optimist Club. The exercise is imperative to the speaker while preparing for a presentation and it is a good exercise for the participant to begin thinking of these questions regularly.

Question 3 “When” is one the participants have minimal control over but being aware of the situational elements will help them prepare. As part of this question response you might ask the participant what he/she would do differently in situations such as right after lunch, or right after a cocktail hour.

Question 4 “Where” is primarily facility related. As noted to the participant, it is not always easy to change. That doesn’t mean, however, that specifying certain arrangements in advance or trying to correct a bad situation should not be done.

KEY INSTRUCTOR POINT 5

Preparation is extremely important. Make sure the participant completes all the activities before moving to Phase 2 and you have looked at alternate situations to encourage the thought process.

PHASE 2 - PRESENTATION FORMAT

The 5 parts, opening, tell them what you plan to tell them, tell them, tell them what you told them and closing are very standard parts of a presentation. As an instructor you play a key role in Part 1 - Opening and Part 5 - Closing. The opening must be something that grabs an audience’s attention or creates an interest.

Your role here is to help the participants select an appropriate opening and then work with them to develop it so when it is given - it accomplishes the mission. Watch for non verbal signs in the opening which might distract from the message. Listen for enthusiasm and sincerity in the opening comment. Have the participant practice this frequently and tape or videotape him/her for review.

The same role should be applied to a closing. Whatever the participant chooses, make sure it is appropriate to the subject, and is delivered well. This is the thing an audience usually remembers. The library is a good source of material or book stores have numerous books with poems, sayings or stories which might be used. Magazines,

Reader's Digest and other publications also have items which can be saved for just the right occasion. The participant should always be watching for this type of opening and closing material in daily readings.

In parts 2, 3 & 4 the main thing as an instructor is to make sure an appropriate amount of time is spent on each part based on the length of the presentation. Repetition is OK but redundancy is not.

Also note in these steps the material is presented in some logical fashion, (e.g. big to small, most important to least, alphabetical, etc.). Make sure examples support the presentation. Also be aware of any audio visual material to make sure it is readable and of good quality. Taping or videotaping practices are also helpful.

PHASE 3 - TIPS JUST PRIOR TO PRESENTING

Your only role in this phase is to help the participant review the material, provide other suggestions you might have, and then if you are going to be present at the program, help remind the participant of the tips.

PHASE 4 - TOO LATE NOW

Here again you can play a key role if you are going to be present. If possible, try to arrange to audio or videotape the participant. If that is too intimidating or not possible, you then must become the replay for later review.

Take notes on what was good and what needed to be improved. Listen for the voice variations and enthusiasm. Watch the audience for responses to stories, humor or key points. Observe the participant's gestures and eye contact. Listen at the end for the audience reaction. Was it sincere or just polite?

Look at the Don't list and see if any of these were done by the participant.

PHASE 5 - QUESTION AND ANSWERS

During a question and answer period, your role should be to observe how the participant handled him/herself. Not necessarily did they know the answer but what were the nonverbal messages being sent? The Participant's Workbook gives tips on responding to questions - you should evaluate if the participant used these appropriately.

PHASE 6 - HOW DID I DO?

Here is the final chance for your input!

KEY INSTRUCTOR POINT 6

Never conduct any critique immediately after a presentation. Instead allow time for the participant to enjoy being finished and to think about the presentation.

KEY INSTRUCTOR POINT 7

Always start the critique by asking the participant for his/her input, "How do you think it went? What worked well? What needs to be improved?" If you find it seems like you and your participant didn't go to the same program, your task is tougher. Usually, however, the participant will know how it went and you only have to add to the discussion points.

KEY INSTRUCTOR POINT 8

When you point out something needing correction, also add a point that went well. Cover every phase of the presentation and be honest. The participant will not learn or get better if you don't tell them what needs to be improved.

The role of instructor is difficult but is also very rewarding. To see participants improve their skills while you are helping them is a great feeling. Thank you for taking the time to work with a fellow Optimist. You never know what might be the result of the time you invested helping someone improve his/her speaking ability.