



STUDY PACK

ON

PRESENTATION SKILLS

PROFESSIONAL EXAMINATION I

PRESENTATION SKILLS

PROFESSIONAL EXAMINATION I

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**CHARTERED INSTITUTE OF PERSONNEL
MANAGEMENT OF NIGERIA**

CIPM House, 1 CIPM Avenue, Off Obafemi Awolowo Way,
Opposite Lagos State Secretariat, Alausa, Ikeja, Lagos.

Tel: 07001237555

E-mail: info@cipmnigeria.org, exams@cipmnigeria.org

Website: www.cipmnigeria.org

Facebook/X/Instagram/Youtube: @cipmnigeria

LinkedIn: Chartered Institute of Personnel Management of Nigeria

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FOREWORD

This fourth edition of the CIPM study pack is one of the learning resources recommended to persons preparing for certification through professional examinations. It is uniquely prepared to meet the knowledge standards of HR certification bodies and/or degree awarding institutions. The study pack is highly recommended to researchers, people managers and organisations responsible for human capital development in its entirety.

Each chapter in the text has been logically arranged to sufficiently cover all the various sections of this subject as itemised in the CIPM examination syllabus. This is to enhance systematic learning and understanding of the users. The document, a product of in-depth study and research, is practical and original. We have ensured that topics and sub-topics are based on the syllabus and on contemporary HR best practices.

Although concerted effort has been made to ensure that the text is up to date in matters relating to theories and practices of contemporary issues in HR, nevertheless, we advise and encourage students to complement the study text with other study materials recommended in the syllabus. This is to ensure total coverage of the elastic scope and dynamics of the HR profession.

Thank you and do have a productive preparation as you navigate through the process of becoming a seasoned Human Resources Management professional.

Olusegun Mojeed, FCIPM, fnli
President & Chairman of the Governing Council

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Oluwatoyin Naiwo, FCIPM
Registrar/Chief Executive

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INTRODUCTION



GROUNDWORK PREPARATION FOR PRESENTATION

When the occasion arises for public speaking, whether in a business or corporate setting, academic setting, religious or social gathering, many people become uncomfortable, if not terrified, when they are called upon to make a speech, in particular before an appreciable crowd, the situation becomes more terrifying to them if it is their first public speech, as they become jittery.

The fear of public speaking does not in any way allow for effective communication as it usually results in the speaker's unnecessary repetition, ambiguity and inability to convince the audience, with resultant audience boredom, invariably leading to failure to communicate the intended message to the target audience. Speaking engagements such as making a speech at a wedding and getting a point across at a video conference are both part of presentation.

Presentation is the delivery of lecture, speech, demonstration of the practicability or feasibility of a proposal, an invention, innovation, Programme, concept or policy through a mode of communication. **Presentation** may thus be referred to as a means of communication that can be adapted to various speaking situations, including addressing a congregation, talking to a group of employees at the workplace, briefing a team and displaying to a group of people how equipment functions, through thorough explanations and demonstrations to the understanding of the audience. In the current dynamic and unpredictable global environment with tremendous advancement in Information Technology (IT), the ability to communicate effectively, convincingly and timely, irrespective of the setting and audience, is indispensable.

The initial sections of the study pack are prepared to teach you the fundamental steps required as part of the groundwork preparation for effective presentation. They involve identifying and initiating the objectives of presentation, determining the titles of presentations, preparing the content, determining key presentation points, among others.

This study pack consists of nineteen (19) modules, with practice questions (both Multiple Choice Questions with solutions and Theory/Essay Questions). Case studies are also provided to expose the students to practical experience in the industries. More interestingly, this study pack consists of contemporary issues such as global presentation and diversity, varieties of English and gender-sensitive language that will guide readers and Practitioners in both oral and written communication.

CHAPTER ONE

ESTABLISHING THE OBJECTIVES OF PRESENTATION

1.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Craft objectives for presentations,
- ii. Determine and establish an appropriate strategy for effective presentation, and
- iii. Ascertain the impact that the intended presentation objective should have.

1.2 Introduction

When the occasion arises for public speaking, whether in a secular, religious, social, business / corporate, or academic setting, many people become uncomfortable, if not terrified, however it is an opportunity to display frontline skills in communication, which this learning engagement is focused on impacting on the students.

With well-grounded subject knowledge and presentation confidence, the stage gets set for impressive performance, reflected through ability convince transmit the message effectively to the audience with appropriate persuasion.



MAIN CONTENT

1.2.1 Objectives of Presentations

Objectives of presentations vary depending on parameters of consideration such as the topic, the audience, and the organizing institutions among others.

In this regard, this section of the chapter will examine the different scenarios in presentation and their objectives.

1.3.2 Introducing a Product or Service

The purpose of introducing a product or service is to create awareness and ultimately convince people to patronize (buy) it. In technical terms, we refer to the introductory steps as sales promotion.

To make a positive impact or to succeed at this, the presenter should aim solely at convincing the audience rather than persuading them. Persuading which usually involves pleading your cause may give an indication that the product or service is not good enough. Presumably for this reason, the audience (prospective customers) may not feel comfortable about purchasing the product or service. Therefore, to succeed at introducing a product or service and getting your audience to accept the product and then possible purchase, David Philips (2016) identified some well-thought-out steps as follows:

a. The Body Language

The body language is considered to be one of the most important powerful tools the presenter has at his disposal, which when used correctly can make a positive impact on the audience.

The first rule in body language is to mirror the customer's body language, thus coming to the same level with the customer or the audience and making similar gestures and having similar stance.

This approach increases the chances of good communication and better sales result.

In the case of a customer's introverted body language, it is instructive to take gradual and strategic steps, removing the introverted body language so as to be able to connect with the customer.

b. Structure

In terms of structure, the main objective **is captivation**, that is, going all the way to capture the customer's interest by listening to the customer's and trying to understand the context of what the customer is saying as well as the specific concepts the customer is using and asking the customer participatory questions too.

After capturing the customer's interest, the presenter can then begin to gradually disclose more about the benefits or the profitability of the product or service you are trying to sell to the customer or the audience.

When you reach the end of the sales presentation, invite and answer questions, summarize the key elements, verify that you have met the objective of the presentation and then round off with a quote, a picture, an assertion or some strong statistics which are intended to leave a lasting impression.

c. **The Language**

Defining how you want the customer or the audience to **feel** throughout the presentation is important. Therefore, when planning a presentation and you want to stress the need for customers to have confidence in the product, synonyms like trust, faith, belief, support and loyalty should be used occasionally in the course of your presentation.

It is also important to use the same concept as the customer in the language of communication. However, be cautious not to make it seem obvious that you are imitating the customer. Making references to your client's products and services by name and number in the course of the presentation shows your care and the importance of the meeting and presentation to you. This has a way of strengthening the customer's goodwill.

d. **PowerPoint or White board**

Whether you choose a white board, PowerPoint or flip chart as your visual aid, you should focus on writing down important numbers, complete findings and main headings (matters of very high importance to the customers). Visual aids are important requirements in presentations as they combine effectively with auditory performance to enhance customers' recall of what you say.

According to Java point, Multimedia has become a contemporary presentation device using multiple forms of media, such as text, audio, video, and images, to communicate information or tell a story, it is used in a wide range of applications, including the internet, television, film, and video games.

1.3.3 Convincing Employers to give a Job

Convincing an employer to give a job is one of the most difficult tasks in the highly competitive global economic environment, especially with very few job opportunities and a large pool of qualified individuals jostling for these jobs. It is thus a case of the survival of the fittest for the best candidates to get the job. Having good presentation skills to be able to convince an employer that you are the right person for the job thus becomes necessary.

If you are fortunate enough to be recruited and invited for an interview, it is then a golden opportunity for you to showcase your ability and professional achievement. You must not allow such an opportunity to slip through your hands. This is why possessing good presentations skills are necessary.

Below are a number of job interview tips that will make for successful presentations:

- i. **Do research on the organisation:** The panel of interviewers is usually judging the clarity of the candidate's ideas and ability to demonstrate a strategic perspective in respect of thinking. Therefore, it is important to do some fact finding about the organization in order to understand its culture so as to tailor one's presentation to the needs of the organization.

- ii. **Structure your message:** There is the need to structure your message right from the opening, the main body and the ending, making it clear and unambiguous. You can do this by deciding and focusing on one key message you want to pass across at a time. This will get the attention of the interviewers.

You can divide the key message you want to pass across into sections, preferably three main sections and within each of the three main sections, you can create sub-sections if you need to emphasize your points. However, it is important that you draw attention to your key message for more lasting impression.

- iii. **Manage your time:** Managing your time when making a presentation during a job interview entails good personal organization. Your presentation should neither be too long nor too short.

It is better to go straight to the point or give a summary and allow the interviewers to ask follow up questions. Good time management also entails taking your time over each word you say so that you do not rush. This will help you to speak at a steady pace, sound more confident and also allow your interviewer to follow quickly on the points you are trying to pass across.

- iv. **Manage your body Language:** Ensure that your body language communicates a positive message to the panel of interviewers. Whether you are sitting or standing, ensure that your posture is upright, strong and comfortable. It is important to make eye contact with your interviewer(s) while speaking as this reinforces the message and makes you sound more convincing.

- v. **Predict follow-up questions:** During your preparation for the interview, it is important that you envisage some questions the panel may likely to ask you. Go through your presentation and work out what questions the panel might ask, especially in respect of the job roles and personal dispositions.

Make sure you have an answer ready for these questions. Such questions may include practical questions on how you would handle a very critical job situation that will save the company from a major loss.

- vi. **Leave a lasting impression:** At the end of the interview, it is important to ensure that you have performed at the highest level possible, leaving a lasting impression by finishing confidently with a smile. This will send out the right signal that you are confident and eager to be part of the organisation. According to Will Rogers: “You never get a second chance to make a first impression”

1.3.4 Convincing Managers to Adopt a Policy

Getting company managers together and convincing them to adopt a new policy, especially when you are on a lower level is not such an easy task.

Managers are known to have very little spare time; and a new idea coming from an employee in a lower cadre in the company may bruise the ego of some managers with the notion that ‘all good

ideas must come from the managers.” Therefore, in order to succeed at convincing managers to adopt a new policy, you need to propose a meeting for a convincing presentation.

To go about this, you need to:

- i. **Collate information for the presentation:** There is the need to gather as much relevant information as possible in respect of the ideas you want to pass across to the managers. Know what you are saying as this will allow you to articulate the details of the new policy or change initiative convincingly.
- ii. **Meet the right people:** Determine who the decision makers are, and get them to appreciate the new idea. Be clear about what you are asking. Your goal at this level is to make them “buy into’ your big idea.
In decision making, “buying into” means a commitment of decision-makers and those who will be affected. Their role is to give support to an action, proposal or initiative. It is therefore necessary to network to get all your colleagues on board and other business departments in the company to discuss this new policy or change initiative. This proactive approach helps to prevent likely costly crises that often characterise change management.
- iii. **Make a presentation:** Put together a presentation, using presentation materials to showcase your ideas or views, with the use of charts, statistics or figures and case studies as well. Show instances of organizations that have adopted the policy which is being proposed, and how they have benefited from it.
- iv. **Articulate the business value of the proposed policy:** There is need to articulate how this new policy will affect roles and responsibilities in the organization. Highlight the profit and be realistic about the advantages and disadvantages of the proposed policy.
- v. **Discuss the community support and adoption of the policy:** Tell of the cost effectiveness of the new policy and indicate likely reactions from the community. If you want to gain community support, you must deliver the message its way by taking into account its communication style. Discuss the change at a time, and in an environment that is comfortable in order to seek community support.
- vi. **Persistence and patience:** Do not be discouraged if community support is not yet confirmed. Be patient, persistent and continue to follow up with any comment that has been made.

1.3.5 Promoting a Cause

In order to succeed at promoting a cause, some elements of public relations or industrial relations must be involved.

Just like in trying to convince managers to adopt a policy, there is need to have supporters. Thus, to promote a cause you can do the following:

- i. **Get relevant information:** You need to have the necessary information about the cause you intend to promote. Make it clear and unambiguous.

- ii. **Involve others:** This is where knowledge of public relations or industrial relations is highly required. There is need for you to network here. Invite your friends, colleagues and others, and talk to them about the cause you intend to promote, especially at the onset to have them buy into it.

The British Institute of Public Relations, in its view says it is “a deliberate, planned and sustained effort to establish and maintain mutual understanding between an organization and its publics”

People are more likely to support a cause if they have been involved in the decision-making process. There is also need for openness and to be realistic as this will help to reduce any form of resistance.

- iii. **Make a presentation:** Make a presentation and advocate your cause with photos. Photos or images tend to have a long-lasting effect as the audience will still recall the images after they have long gone from the venue of the presentation. A seasoned adage says "A picture is worth a thousand words"

Articulate how this cause will be of benefit to others with the positive change it will bring to the community as a whole.

- iv. **Combine options:** Apart from getting people together at a particular venue to promote a cause, you can combine the options of using both the print and website. You can promote a cause through adverts in newspapers, bulletins, stickers, flyers or handbills. On the other hand, one can make online petitions, upload the pictures on Facebook or twitter and get others to sign on in promoting this cause. **This is in form of matrix communication outlets**

- v. **Understand your members or Supporters:** There is need to understand your supporters or followers in order to gain their support. This requires good communication skills, taking into account their communication style and regular feedback. This will help in the confirmation of their support.

1.3.6 Persuading key Personnel to adopt a Recommendation

It is important to incorporate the support of key personnel, if your recommendation is to be accepted and implemented. Persuading the key personnel involves convincing them to take appropriate action. Persuading skills are important in many jobs, especially areas such as marketing, sales, advertising and purchasing. However, it is much more important in job interviews.

To succeed at persuading key personnel to adopt a recommendation, you need to:

- i. **Focus on the needs of the organization:** Take time to listen to them carefully and find out about their interests and expectations. This shows that you are really interested in them. Then, they are more likely to trust and respect you. It will also make it easier for you to outline the benefits of your proposal in terms they will understand.
- ii. **Argue your case with logic:** Do careful research on your ideas and those of your competitors (if any) and make sure that any claims you make can be verified.
- iii. **Be Confident:** Go straight to the point and be affirmative in your choice of words. The more hesitant language you use, the less they are likely to believe your argument.
- iv. **Subtly compliment the key Personnel:** For example, you can make a slight positive comment on the great improvement the organization has witnessed in the particular area in which you are making recommendations, since the key personnel came on board. This will make the other party to be more open to your proposal. However, avoid flatteries, that may seem overboard in intent
- v. **Take note of the body language:** It is important to take note of the body language and the message it is passing across. Understanding body language signs such as facial expressions, hand and body movements. They give you an advantage as it prompts you to say the right things. You are then able to present your points in a way that is credible and understandable.

1.4 Conclusion

This chapter has taken you through different objectives of presentation. Whether it is to introduce a product or service, to convince employers to give a job, to convince company managers to adopt a policy, to promote a cause, create awareness or persuade key personnel or a group to adopt a recommendation, **the ultimate objective is getting your audience to buy into your idea, cause, proposal or recommendation through your ability to communicate effectively, convincingly and timely too, irrespective of the setting.**

Different objectives of presentation were identified in the section as follows: introducing a product or service, convincing employers to give a job, convincing company managers to adopt a policy, promoting cause and persuading key personnel to adopt a recommendation. Different steps or procedures for strategic and effective presentation that will ascertain a positive impact of the presentation were also enumerated for each of the objectives of presentation discussed in the section.

1.5 PRACTICE QUESTIONS

1.5.1 Multiple Choice Questions (MCQ)

1. Which of the following would be your objective when delivering a speech on a new product of a company to an audience?
 - A. Establish relationship with the audience
 - B. Introduce the product and service

- C. Convince the audience to patronize the product
 - D. Convince the company to adopt buyer-friendly policy
2. Delivery of lectures and other forms of speech through a mode of communication is generally referred to as:
 - A. Citation
 - B. Oration
 - C. Valedictory
 - D. Presentation
 3. A presenter who wants to convince a management to adopt a proposed policy should:
 - A. Research on the operational management team
 - B. Organise an orientation presentation to the management
 - C. Articulate the value of the policy
 - D. Eulogise the key personnel of the management
 4. Which of the following is not considered necessary promoting a cause?
 - A. Obtain relevant information
 - B. Involve people that are knowledgeable about the cause
 - C. Make a presentation on the cause
 - D. Compliment the key personnel of the organization
 5. A number of job interview tips that will enable you secure an employment **exclude**:
 - A. Research on the organization
 - B. Determine your remuneration
 - C. Endeavour to finish confidently with smile
 - D. Structure your message

1.5.2 Theory/Essay Questions

1. Why is it necessary to determine first the objective of the presentation you want to make before you commence presentation?
2. What are the key factors required for effective presentation?
3. Describe how you have used your communication skills at a particular time to persuade your colleagues or team members to adopt your idea or recommendation.
4. What strategy will you use to convince key personnel of an organization to award you a contract?
5. How will you convince prospective employer in an interview to engage your services?

1.5.3 Solutions to the MCQs

1. C
2. D

3. C
4. D
5. B

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CHAPTER TWO

DETERMINING THE TITLE OF A PRESENTATION

2.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Appreciate the importance of presentation titles;
- ii. Select a topic for presentation; and
- iii. Write appropriate presentation titles.

2.2 Introduction

When speakers, researchers or presenters are invited to conferences, they are usually given a conference theme. From the conference theme, a topic of interest can be developed to capture the presenter's area of competence. In this case, it is easier to arrive at a title for presentation.

However, it is an entirely different case where presenters are asked to treat any particular phenomenon and they are left to their own discretion to determine the title of presentation.

Determining and writing a good title for presentation is perhaps one of the most difficult aspects of making a presentation. More often than not, most presenters spend more time on the content (body) of their writing, concentrating on the objectives, method of analysis, conclusion and recommendations without giving much thought to the title.

The title is what determines the likelihood of catching the attention of the audience, readers and publishers.

This chapter focuses on getting the presentation title right. We shall also examine the step-by-step approach to determining a good presentation title.

2.3 MAIN CONTENTS

2.3.1 Getting the Title Right

Titles of presentations, articles, books and essays contain certain key words which trigger reaction from viewers and readers, who react differently.

Titles could attract or repel readers. They could also be ambiguous and confusing, if not properly framed. The following reasons suggest why you should be careful in framing your presentation titles.

Crucial points to note include the following:

- i. A presentation title determines whether people will attend the presentation occasion or not.
- ii. The title of your paper (that is, if you are presenting a written paper), the key words and the summary will also determine whether the paper is eligible for publication or not.
- iii. It is the title as well as the keywords that help people to locate a research paper. **An attractive title usually captures readers' attention.**
- iv. If you fail to get the title right for a conference or seminar, your credibility will be at risk, and your delivery effectiveness threatened.

2.3.2 Selecting a Topic for Presentation

What influences a presenter's choice of topic for presentation should be a subject of interest. If you are interested in a particular subject or issue such as social issues like gender inequality, women in politics or girl-child marriage, you will be motivated to do the research and gather supporting material that will make the content of the presentation rich and interesting.

Therefore, to select an appropriate topic, you will need a guide. Philips (2016) identified some sources that will guide a presenter in selecting a topic for presentation. These sources are as follows:

(a) Personal Inventory

This involves looking within yourself and evaluating the resources within you and determining what you can draw out from yourself that will make a good speech. It could be:

- i. Your interests.
- ii. Your hobbies.
- iii. How you spend your leisure time (cooking, music, art and gardening among others).
- iv. An unusual thing you may have done or an unusual encounter.
- v. A unique skill you possess.
- vi. The papers and magazines you read.
- vii. A particular television or radio programme you enjoy watching or listening to.

There are several other things you can discover about yourself that will make a good subject for presentation.

(b) The Internet

You can also access the Internet to discover topics. You can do this by typing the specific topics at the prompt of the Google search engine. When this is done, several topics will appear.

You can also go straight to the web portal (the home page your browser displays when you first connect to the Internet). The advantage of going straight to the web portal is that it displays the directory of topics in alphabetical order, making it easier and faster to access the information you want.

(c) Internet Brainstorming

Though you can brainstorm on your own, conventional brainstorming requires some mental agility on your part. Brain storming is a technique of free association.

Internet brainstorming lets the computer do the free association for you. For example, enter the word ‘institution’ into the Google window and see other words of interest that may come up.

2.3.3 How to Write an Appropriate Presentation Title

For good presentation or paper titles with a maximum of 10 to 12 words, **use descriptive terms and phrases that should accurately highlight the core content of the paper.**

It is easier to glean from the collection of titles of previously explored and work out the best title that suits your presentation while being original at the same time. This calls for some levels of creativity.

Below are some guides to writing good presentation titles:

Step 1: What is the presentation **objective**?

The objective of the presentation or paper helps to determine the appropriate title to be given.

Step 2: The answer from step 1 will provide some key words for you to work with. List out the key words.

Step 3: Build a sentence with the keywords listed from step 2, adding some benefits to it. Most presentations are successful because they promise some benefits.

The most common way of stating such titles is the inclusion of the phrase, ‘How to’. For instance, if you have a presentation paper titled ‘How to make sparkling remarks as a public speaker’, a prospective public speaker would pay what it takes to attend such presentations.

Step 4: The title should tell a story. Story telling is a powerful presentation technique. This may involve the use of case studies; addition of some adjectives would be appropriate.

Step 5: Remember the power of ‘three’ as you can recall from unit 1 of this study pack with the title – ‘**Establishing the objectives of your Presentation.**’ **Structure your content under three main headings.**

If you try to cover more you may not be able to do justice to each point. Thus, it is at this stage that you delete all unnecessary and repetitive words while linking the remaining, to create an impressive narrative.

Step 6: Ensure that the presentation title arouses curiosity. Naturally, people want to learn about what is new. New research findings will definitely get people’s attention.

It is important to make use of the presentation title to arouse people’s attention with the promise of revealing new research findings that will help people make cutting edge impact in their career or organization, and ensure that you keep the promise.

Step 7: Mix and match presentation titles, adding some contrasts. Mixing and matching elements from different types of titles and adding some contrast as well can help generate as many titles as possible.

It is left at the presenter's discretion to choose the particular title that best suits the presentation objective.

2.4 Conclusion

This chapter explains how a presenter can go about selecting a topic for presentation. Sources are provided as guides ranging from issues arising from personal inventory to internet brainstorming. The chapter also gives a step-by-step explanation of how a presenter can go about choosing the most appropriate title for presentation.

Getting the presentation title right is key to having a successful presentation. It is the title that will arouse the curiosity of the prospective audience and make people desire to attend the presentation or conference as the case may be.

It is also the title of a paper, article, journal or book that will arouse the curiosity of the readers. This is why determining the title of presentation is as important as the body of the presentation itself.

2.5 PRACTICE QUESTIONS

2.5.1 Multiple Choice Questions (MCQs)

1. Which of the following is **best** considered when crafting a presentation title?
 - A. The size of presentation venue
 - B. Stating the audience expectations
 - C. Identification of the presentation objective
 - D. Specification the presenter's background
2. One of the primary sources of selecting a presentation topic is
 - A. Facial questionnaire
 - B. Library
 - C. Personal experience
 - D. Internet search
3. The marketing manager visited some sales outlets to obtain some firsthand information for planning purpose. This information source is referred to as _____.
 - A. Observation
 - B. Primary
 - C. Secondary
 - D. Tertiary

4. Which of the following is **not** considered as personal inventory as a source of selecting presentation title?
 - A. Hobbies
 - B. Acquired unique skills
 - C. Magazines
 - D. Your interest
5. The process of choosing and writing presentation topic requires the following **except**:
 - A. Topic must be qualitatively expressed
 - B. Determination of the objective
 - C. Ensuring that the topic is intriguing
 - D. Topic should be within a maximum of 10 to 12 words

2.5.2 Theory/Essay Questions

1. What are the steps you will employ to write an appropriate presentation title?
2. Explain the different secondary sources that you can explore to guide you in the selection of presentation topics.
3. State and explain with examples the primary sources of selecting presentation topics.
4. Explain briefly the reasons why you should be careful in framing your presentation titles.
5. Explain how you can use the internet to select your presentation title.

2.5.3 Solutions to the MCQs

1. C
2. C
3. B
4. C
5. A

2.6 REFERENCES/FURTHER READING

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CHAPTER THREE

PREPARING THE CONTENT

3.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Recognize the sources from where you can draw relevant information to build the body of your presentation;
- ii. Identify the supporting material that is most appropriate for your topic and audience; and
- iii. Identify the various steps for preparing and organizing the content.

3.2 Introduction

The ability of the audience to absorb information during a presentation is strongly influenced by the presenter's speaking style, presentation technique and organizing skills. More specifically, eloquence and clarity are equally essential elements for a successful presentation.

It follows then that the presenter should be eloquent and clear, but not deviating from the main objective of his/her presentation.

This chapter dwells on how to prepare the content of your presentation. It also focuses on material organization, at least for coherence. From the available volume of information (content), you should be able to select and organize the appropriate pieces of information that will meet, or at best exceed the expectations of your audience.

It is proper first to recognize the sources of relevant information. Members of the audience expect new knowledge and they expect to find something they do not know, to boost their knowledge base.

3.3 MAIN CONTENT

3.3.1 Researching the Topic

The content of any presentation is fundamental to both presenter and the audience. It is therefore important to conduct comprehensive research on the topic before crafting the content.

Researching the topic helps you to gain a wider knowledge and expertise on the topic, tailor your message in a more logical and sequential manner, ensuring that your contents are backed up with convincing evidences, and that the content is presented to the audience in a way that is easily digestible.

According to Jacob Mathew (2020), “Regardless of what kind of content you are writing it is recommended that in-depth research of the subject matter be done” In this vein, he advances the following reasons for conducting research on the topic.

a. For an in-depth insight of the topic

Research enables you to decode a mystery thus making you to find answers to specific questions. An in-depth insight of the topic provides you with multiple facets of the problem in hand and affording you a wider range of providing solutions.

b. Bringing authenticity to the content.

Authenticity in research and subsequent writing ensures that you consult reliable sources for your content writing and your writing comes out clear and convincing

c. Making your content informative

Researching on the topic adds creativity in your presentation. With this, you can add novel ideas which might not have been added by others; thus, making your presentation more interesting and informative.

d. Getting the concepts clear

When you want to write on any topic, you may already possess a good knowledge of the topic, howbeit, some writers think that they need not spend time to research. This assumption is self-deceptive and you might be suffering from what is called “Dunning-Kruger effect”.

Research however assumes greater importance by making your own concepts clearer before starting to pen down your views.

e. Doing justice to the reader

A well-research topic ensures that the reader’s time is appreciated, respected and valued. If you want to capture the attention and interest of your audience and build a pool of loyal readers, you need to research and present your content well. This is because **the audience and readers do not want to listen to and read inaccurate facts and weak argument.**

There are various sources from which you can draw information. Two main sources are identified as **Primary source and Secondary source.**

The primary source provides firsthand information, examples of which are:

- i. **Personal experience and observation:** When you choose a topic in which you have strong interest, the first thing that should come to your mind is whether you have had any previous direct experience in that area. Your own experience can provide interesting and valuable material (information).
- ii. **Interviewing and administration of questionnaire:** These are good means of obtaining up to date information from experts the response to interviews and questionnaire.

iii. **Focus group:** This is a group of people assembled together based on predefined demographic traits and in a moderated setting to discuss about a particular subject of interest in order to proffer solution to a problem or suggest ideas. Information obtained from this group can be termed firsthand information.

The secondary source provides second hand information drawn from:

i. **The library:** The library is a rich source of information. Books, journals and reports, most of which are found in a physical form can be found online in soft copies. They are easily accessible for use. These reference resources are stored in computer databases (a collection of items of information organized for easy access via the computer).

There are two types of databases which are citation databases and full text databases. Citation databases include Education Resource Information Centre (ERIC) as well as citations to dissertations.

The full text databases on the other hand are not always provided in full. This is because users are required to pay a fee to have access to the full text. However, for a presentation for which in-depth research is required, the presenter can go beyond what the computer has to offer.

ii. **Internet Research:** Of all these sources of information, the Internet in recent times has become the resource of choice for finding information because of its accessibility and the huge amount of information at its disposal on practically any discipline or issue. Millions of people all over the world use the internet every second to engage in one form of activity or the other, ranging from research, business, personal correspondence, entertainment to shopping. The Internet provides opportunities to access interest groups such as mailing list, web forum, line chats, and share ideas with others in order to obtain information. However, it is important to take into consideration the credibility of websites and copyright status of materials available online. To look for information on the Internet, you can do any or all of the following:

- a. Join an e-mail discussion group, interest group or Usenet newsgroup.
- b. Browse the Internet, using any one of the search engines. For example: www.google.com, www.ask.com, etc.
- c. Go directly to the site if you have the address.
- d. Explore a subject directory such as academic subject directory.
- e. Conduct a search using a web subject directory, search engine or meta-search engine. Subject directories include all disciplines classified in hierarchical order, displaying topics in series.

3.3.2 Steps for Preparing the Content

There are some important steps which are necessary for proper preparation. Sorin (2020) identified six crucial steps which could aid preparation.

- i. **Select an appropriate topic:** The topic leads to your core message. The entire presentation aims to deliver this core message to the audience. (See Chapter 2 again on how to select a topic or title for presentation).
- ii. **Create a presentation outline:** Your presentation needs structure. Without structure, your audience may find it difficult to follow your presentation, and may be confused. This could result in their loss of interest (see Chapter 7 on planning and structuring of presentation).
- iii. **Write out the presentation:** Writing involves a series of drafting and editing to create good impression and meaning. Once the first draft is created, perfection of the entire body will involve continuous and rigorous editing for precision, clarity, variety and impact.
- iv. **Apply gesture and vocal variety:** At this stage, the words are ready, but that's all you have — words. A presentation is not read by the audience. The audience listens and watches. Hence voice control and body language should be managed effectively. (See Chapter 11 for voice control and pronunciation and Chapter 10 for body language).
- v. **Practice and solicit feedback:** Rehearsing your presentation makes you a master of the content. Soliciting feedback and acting on it gives you confidence that your presentation on course.
- vi. **Self-critique/preparation for the next presentation:** After you have successfully delivered your presentation, examine your performance objectively. This will strengthen lessons learned as you prepare for your next presentation challenge.

3.3.3 Organizing the Content

Organizing the content of your presentation into three or four main points and focusing on them will make more impact and help you to be in control of the presentation than trying to master the whole content of the presentation. Therefore, **the essentials of presentation are relevant content, good management of points and themes.** These factors are discussed below:

Have a theme for the presentation

Using a theme with which to wrap the presentation actively helps the audience to capture your points and relate with them accordingly.

Manage the pace of your words

The pace at which you speak and deliver the speech should be put into consideration. For effectiveness, your speech should be at the rate of 120 to 150 words a minute. Try not to exceed

this pace. There will always be a gap that is typically filled by audience clutter or their active thinking on your content.

In the case of audience clutter, your content may not reach them and they may be absorbed in what is going on elsewhere. However, the audience that is actively thinking about your content makes a perfect scenario.

An engaged audience will ponder the impact of your points. They are interested in, and absorbed with the points you are making. They will search for meanings and implications, which makes your presentation effective.

Organize your points

A generally accepted rule for speaking and presentation skills is that the presenter should stick to three or four main points, using a theme to assist the understanding process. We therefore consider the following factors:

- i. **The point should offer a benefit:** Each point that you make should be framed with audience benefit in mind. The presentation is for the audience and it concerns them. So, stress the benefit to them.
- ii. **Clarity of points:** There is no room for uncertainty or vagueness. Ensure your points are clear, concise and precise. Edit your choice of words and avoid complexity.
- iii. **Distinction of points:** Any point made in your presentation must be self-standing. When they are not, they lose their distinctiveness and meaning, and once their distinction is lost, the point is also lost.
- iv. **Relevance of points to your theme:** Having selected your presentation theme, there should be clarity to help your audience understand and remember. Therefore, the theme must be relevant. If there is any perceived conflict or misunderstanding, change either the theme or the point.

3.4 Conclusion

This chapter explained the process of preparing content for presentation. After selecting a topic of interest, the next step is to research on that topic in order to gather the necessary relevant material. Various sources of material (information) were discussed.

Attention was particularly given to primary and secondary sources. Six important steps necessary for preparing the content were equally enumerated. Also, some steps and factors were considered to guide us in the organization of presentation content.

3.5 PRACTICE QUESTIONS

3.5.1 Multiple Choice Questions (MCQ)

1. The following are supporting materials essential for content of presentation **except**
 - A. Personal experience
 - B. Statistics
 - C. Persuasive flow
 - D. Testimonies
2. The quality of presentation content depends on the sequence of the points. Identify the point that **does not** fit into such sequence.
 - A. Specific to general
 - B. Problem to solution
 - C. Less important to most critical
 - D. Past problem to future solution
3. The method of organizing materials for presentation which allows one to see all the parts and how they relate to the whole is called content
 - A. Research and Development
 - B. Outlining
 - C. Composition
 - D. Restructuring
4. Which of the following steps is **not** necessary in preparing presentation contents
 - A. Creating outlines
 - B. Drafting and editing
 - C. Researching on the topic
 - D. Determining the number of slides
5. The primary sources of obtaining relevant materials for content preparation **exclude**:
 - A. Focus group
 - B. Library
 - C. Interviews
 - D. Personal observation

3.5.2 Theory/Essay Questions

1. Discuss the primary sources of information required to build the body of a presentation.
2. What steps would you take to make your presentation excellent?
3. Explain the essentials of a good presentation.
4. Why is it important to research on the topic before preparing the content?
5. Explain the secondary sources of information relevant in developing the content of your presentation.

3.5.3 CASE STUDY CHAPTERS 1, 2 and 3

Mr. Okeke is a human resource specialist in a particular organization with over 20 years of experience. Because of recent changes in labour relations laws, the organization is posed to educate and update the employees on the recent changes. Mr. Okeke has been delegated to give an office-wide training session to about 70 employees of the organization. Mr. Okeke has indicated that he has very little public speaking experience, and isn't that comfortable being the center of attention.

From our assessment of Mr. Okeke, it is obvious that he knows his stuff. But his presentation was a little on the boring side. Mr. Okeke himself knew that the presentation was boring! His words are clear, but his tone is monotonous and incoherent. Also, he has arranged the presentation as a series of unconnected pieces of information.

Mr. Okeke needs a little help in structuring his material. He also needs some help coming out of his shell, so that when he speaks to the audience, it's more like he's telling his friends a story than presenting on labour relations laws changes.

You are required to:

- a. What would you consider the objective of Mr. Okeke's presentation?
- b. Based on the above scenario, identify the major problems of Mr. Okeke.
- c. What would you suggest to Mr. Okeke to enable him come out of his shell?
- d. 'Mr. Okeke needs a little help in structuring his material'. Do you agree and why?

3.5.4 Solutions to the MCQs

1. C
2. A
3. B
4. D
5. B

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CHAPTER FOUR

DETERMINING WHAT CONSTITUTES KEY POINTS FOR PRESENTATION

4.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Determine the key points you want to convey,
- ii. Adapt appropriate supporting material for the topic and audience; and
- iii. Organize your points sequentially.

4.2 Introduction

After you have identified where to search for useful information or supporting material to prepare the content, the next task is to determine what should constitute the key points.

When you are preparing the body of your presentation, you have two main tasks. First, you have to determine the key points you want to use. Then, you must organize the sequence of these points. If you expect to remember everything, it is always advisable to keep the content simple by focusing on the key points, thereby preventing information overload.

This chapter essentially discusses the steps to help you determine the key points for your presentation. An important priority in this chapter is the sequential organization of points as well as providing hints on sequencing and organization.

4.3 MAIN CONTENT

4.3.1 Types of Information (Supporting Materials)

The key points for a presentation are determined by the specific purpose for which you want to make the presentation. The information or idea you intend to convey to the audience is expressed in key points. This forms the essential content of your presentation.

However, the content of the presentation must have supporting materials. As stated earlier in section 3.3.1 above, the supporting materials can be drawn from personal observation, experience, interview, focus group and the Internet or library database.

There are a few types of supporting materials. Nonetheless, it is at your discretion to determine the type of material that is most appropriate for your presentation title, and for your audience.

Philips (2016) identified the following types of supporting materials:

Comparison

Comparison points out the similarities between two or among several things. Comparisons can be used to help the audience imagine something that is outside their experience. Comparisons can also be used to show the audience a new way of examining something.

You can determine what should constitute the key points of your presentation based the factors, elements and issues you want to compare. Your use of comparison is also determined by the nature of the new information you intend to introduce.

Contrast

Contrasts point out the differences between two or among several things. A contrast can reveal how using the physical library is different from using the online library. Therefore, if the purpose of your presentation is to convince the audience, you may have to visit the online library more often. Search for supporting materials that will point out the advantages that online library has over physical library.

Definition

This a brief explanation of what a word or phrase means. Definition is used when you perceive that some members of your audience do not seem to understand what you are talking about. Definition then becomes apt. After the definition, it is advisable to follow up with some illustrating examples.

Example

An example is a short illustration that clarifies a point. Examples may be drawn from personal experience, research or imagination. These can constitute the key points for your presentation.

Personal Experience

You may find yourself choosing a topic for presentation based on your past experiences. It should be very dramatic and real if you provide examples from your past experience.

You will be in a better position to relate the experience which will be more convincing to the audience. However, not all examples of personal experiences are dramatic.

Apart from your personal experience, you can also use the examples you find in your research. You can adapt hypothetical examples to explain a point, but you must let the audience know that the examples are imaginary. Such personal experience constitutes a proportion of the key points for your presentation.

Statistics

Statistics can support your presentation in a way no other information can. This is because they are factual and convincing. Statistics are generally figures which do not only provide information, but they constitute a form of evidence. They are used to strengthen arguments as well as validate propositions or claims.

However, there are rules guiding the use of statistics such as obtaining your statistics from reliable sources; use current statistics; use statistics that show trends and concrete images to mention but a few.

Testimony

Citing testimonies involves using another person's statements or actions, especially an expert to give credence to what you are saying. However, you must tell your audience the source of the information. Testimonies can form part of your key points.

Polls

Polls provide useful information about what a particular section of the population thinks or feels about a particular issue. Polls are surveys of people's attitudes, beliefs and behavior. This information is provided through survey, and can constitute a proportion of the key points for your presentation. Polls are key tools in evaluation and research; and to expand knowledge frontiers.

Studies

Studies are in-depth investigations of various subjects which are usually reported in academic journals, newspapers or magazines. They provide useful information that can make the key points for your presentation.

4.3.2 Steps to determining the sequence of your points

After you have determined the key points, you intend to convey to your audience based on your choice of supporting material as discussed in subsection 4.3.1, the next step is to determine the sequence of these points in the preparation of the body of the presentation. This will ensure they flow smoothly and the audience is carried along throughout the presentation.

The body is the longest part of the presentation, and its purpose is to convey your key points. Getting the points across effectively depends on the level of organization.

Shaw (2019) outlined eight effective ways that help you to determine the sequence of points in the body of your presentation. These are as follows:

- a. Problem to solution:** In this case, the first thing to do is to describe the problem. Then, give the recommended solution, emphasizing how it helps correct the problem.

- b. Chronological:** This sequence explains a series of events from past to present. It follows the element of time and moves the audience from event to event up to current times, making the dates of the events stand out clearly, so that the audience is not confused as to what occurred and when.
- c. Past problem to future solution:** In this sequence, describe how things once were and how they need to be in the future. Use this sequence to recommend a new direction or course of action. Highlight how the future will be different from what it is now, and better than what it was before now. This technique can also be used to highlight the dangers of maintaining the present status. Describe what will happen in the future if no changes are made now.
- d. General to specific:** This type of presentation flows from general information to a few key points explained in detail. Sometimes it works by starting with a main idea and then detailing how to make it effective.
- e. Less important to most critical:** This step builds up the climax. Each piece of information (point) serves as background for subsequent points. This way, you are able to build up the importance of your entire presentation through to conclusion.
- f. Logical topic flow:** Sometimes the various points in a presentation just go in a certain order that makes sense. Presentations that center on processes (how to do something) flow well this way, taking audience through each step in the process.
- g. Benefits and features:** Benefits are the gains to be derived or what is good about your idea, product, or service. Features are how the idea, product, or service works. Benefits are the highlights while features are the details that support the benefits.
- h. Persuasive flow:** Some presentations attempt to persuade the audience to accept a point of view or convince them to take action. Here are three ways to organize a presentation when persuasion is your primary purpose:
 - i. For instance, a sales presentation in which you want the prospective customer to decide to buy what you have to offer describes the features of the product and highlights its benefits to the prospective customer.
 - ii. When you are making recommendations to solve a critical problem, give the background of the issue first and then highlight what needs to be done and why.
 - iii. When you are trying to convince people to support a new process, provide the idea followed by its benefits and your recommendations.

4.4 Conclusion

In this chapter, we examined how you can determine the key points that should constitute your presentation after you have selected your topic.

When you are preparing the body of your presentation, you have two main tasks, firstly, determine the key points you want to convey, based on the supporting data available at your disposal and; secondly, organize the sequence of these points to flow smoothly.

4.5 PRACTICE QUESTIONS

4.5.1 Multiple Choice Questions (MCQ)

1. Which of the following supporting materials is referred to as facts and figures that validate claims in presentation?
 - A. Case studies
 - B. Contrast
 - C. Statistics
 - D. Comparison
2. Which of the following sequence of points in the main contents is **not** required for effective presentation?
 - A. Problem to solution
 - B. Most critical to less important
 - C. Chronological series of events
 - D. General to specific flows of ideas
3. The key points in presentation are **mostly** expressed in the
 - A. Introductory
 - B. Contents
 - C. Conclusion
 - D. Questions and answers
4. Supporting materials that points out the similarities between two or among several things are called
 - A. Comparison
 - B. Contrast
 - C. Personal experience
 - D. Polls
5. Which of the following provides a scenario where persuasive flow can be adopted?
 - A. When making recommendation to solve problem, simply highlight your needs without background information.
 - B. Provide the idea and followed by its benefits and your recommendations.
 - C. Quickly state the specific ideas without the general view
 - D. Simply define the concept

4.5.2 Theory/Essay Questions

1. What should determine the key points of a presentation?
2. With good examples, explain what is meant by supporting material.
3. What should determine the choice of your supporting material?
4. What type of supporting material would you use in a presentation when you want to show your audience that prominent and popular people support your ideas?
5. State at least four ways by which you can organize your points when preparing the body of your presentation and explain why it is necessary to do so.

4.5.3 CASE STUDY FOR CHAPTERS THREE, FOUR AND TWELVE

Chief Muhammed is an experienced manager in a bottling company. Due to his contributions and expertise, he was recently promoted to the post of General Manager. One of his new responsibilities includes making a quarterly progress report to his Regional Manager and addressing his branch employees on regular basis. Chief Muhammed indicated in the answers to his questionnaire that this is the biggest meeting he's ever led and the stakes are high. He also indicated that he is very nervous speaking in front of people despite his wealth of job experience.

During an assessment, Chief Muhammed performs his speech, but it was observed that Chief Muhammed has a tendency to look at the floor, avoiding eye contact with the audience, and he tends to trail off at the ends of his sentences.

He sounds apologetic, even though the report is largely good news. Chief Muhammed also has far too many slides in his deck and far too much information on each slide. And, while he is providing a lot of information, it's not clear what the big takeaways are supposed to be.

Chief Muhammed needs help with both his delivery and his content.

His over-reliance on overloaded slides is probably a defense mechanism, as if to say, "The more information I can cram onto each slide, the better I will look."

You are required to:

- a. Identify the major problems of Chief Muhammed.
- b. What advice would you give to Chief Muhammed to improve on his content preparation and delivery?
- c. Do you think the use of proper body language will assist Chief Muhammed in the above scenario and why?

4.5.4 Solutions to MCQs

1. C
2. B
3. B
4. A
5. B

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CHAPTER FIVE

TAKING COGNIZANCE OF THE AUDIENCE BACKGROUND, EXPECTATIONS AND INTERESTS

5.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Identify the method(s) you would use to study your audience before a presentation;
- ii. Demonstrate understanding of audience adaptation as well as the factors involved in it; and
- iii. Explain how you will manage audience expectation.

5.2 Introduction

You will recall that in chapter one, different objectives of presentation were discussed. Similarly, strategies that could be adopted by the presenter to make the presentation effective were treated. Whatever the objective may be, it is important to ensure that your presentation achieves the desired response. It is equally more desirable to have a good understanding of your audience. The need to know the composition of your audience should be put into consideration. Every presenter has an obligation to meet audience expectations and interests. Such expectations and interests are: being prepared; being at the venue of presentation on time; speaking patiently and lucidly at the pleasure of the audience; and providing information that is in tune with the expectations of the audience at the moment. In line with audience expectations, this chapter discusses how you can conduct some fact-finding on your audience preparatory to making the actual presentation. The chapter also addresses audience adaptation (audience-centered approach) and managing audience expectations.

5.3 MAIN CONTENT

5.3.1 Preparing and Researching your Audience

In order to engage your audience successfully, there is need to have background information about their needs and interests prior to the presentation. This will help in preparation for the presentation. Thus, in order to prepare adequately for the presentation, the following procedures should be engaged:

Research: At times, the presenter may learn about the audience by researching in the library or on the Internet. This is especially helpful when speaking to members of a distinct organization. For example, if asked to speak at a forum of one of the local chapters of the Chartered Institute of Personnel Management of Nigeria, visiting the Institute's web page would reveal its history, mission, vision, goals, services, structure and operations among others.

Take a survey: Depending on the composition of your audience, there are different ways by which you can source information about the audience. Conducting a survey is one way to find out about the values, beliefs, and knowledge of the audience. Surveys allow you to gain specific information from a large number of people. Before a presentation, the presenter can send out a questionnaire (either open-ended or close-ended questionnaire) to audience members, provided the presenter has access to them prior to the day of presentation.

This enables the presenter to gather background information about the audience. This process can happen where the presenter has knowledge of the destination of the audience members and can reach them. On the other hand, if you, as the presenter, are unable to find out much information about the audience prior to the meeting, you may have to improvise and adjust your presentation based on the information you collect at the beginning of the meeting.

Interview: Learning about the audience by conducting interviews is the most helpful. But this is usually an unrealistic way to understand the audience. Unlike surveys that can obtain information from many people in a short time, interviews are more time consuming. Interviewing all members of the audience is often a hard task and unreasonable. A possible alternative is to converse with a representative sample of the audience.

Frame questions at the beginning of the presentation: This method is used to find out how much experience the audience has over the topic so as to adjust the presentation accordingly. This method can also be used to measure the mood of the audience. If the audience seems to be in a light-hearted mood, then you can use humor to keep audience interested. If they seem to be serious or the topic is of abstract nature, then you should get straight to the heart of the matter.

Be familiar with the level of knowledge of the audience: Before your presentation commences, it is important to find out the level of knowledge the audience possesses of the topic for discussion. When you know more about your audience and their expectations, you will be able to tailor your talk to make it more interesting. Thus, your audience will be engaged to satisfaction. Audience knowledge of a topic can vary widely on any given occasion. Therefore, as a presenter, you should find out what your audience already knows about the topic.

Never overestimate the audience knowledge of a topic, as discussions on very unfamiliar topics may make the audience lose interest because they are unable to follow your speech. On the other hand, it is also important not to totally underestimate the audience knowledge as this may result in a speech that sounds condescending. This is why some research is important as it helps to find out what the audience already knows about the topic.

Giving a brief review of important terms and concepts is appropriate, and can sometimes be done by acknowledging the heterogeneous audience and the importance of ‘putting everyone on the same page.’

Be familiar with the venue of the presentation: Prior to the presentation, it is helpful if the presenter could visit and see the location or the venue of the presentation. This is to enable the presenter sees how the room will be laid out, to determine whether a microphone will be needed, what type of visual aids will be the most effective and, if possible, make any request for positioning the visual aid equipment, to enhance your delivery outcomes.

5.3.2 Audience Adaptation

Identifying the audience through extensive research can be difficult at times, so a presenter may resort to audience adaptation which often relies on the healthy use of imagination.

Audience adaptation is basically about identifying the audience, studying them and adapting a speech to their interests, level of understanding, attitudes, and beliefs. Adaptation guides the stylistic and content choices of the presenter. Audience adaptation takes into consideration, the following factors:

Need to define target audience: Among the audience, there is bound to be a mix of opinions about any topic. There will usually be some people who will agree to a presenter’s claim while some others will strongly oppose it. Yet some others will remain undecided. Few may be apathetic.

Conventional wisdom maintains that a presenter does not need to focus on the people who already agree with him. Those who strongly disagree with him will probably not be persuaded in just one presentation.

Generally, the target audience is composed of those people who fall between the two extremes. They are the ones that a presenter should primarily be concerned with.

The audience expectations: When people become audience members in a speech situation, they come with their expectations about the occasion, topic, and speaker (presenter).

Violating audience expectations can have a negative impact on the effectiveness of the speech and the speaker may lose credibility. However, there may be some situations when violating the audience expectations is an effective strategy, but this should be handled with high sensitivity.

Audience attitude toward the topic: Knowledge of the attitudes of the audience toward a topic will help presenters determine the best way to reach their goals. There are topics that may raise some issues that the audience may likely resist. These are issues that affect the welfare of employees or a local community. In such cases, the persuasive power of the presenter should be directed at that issue for which objections are being raised.

Need to guard against egocentrism: In as much as it is necessary to know audience members' attitude about a topic, there is the need to watch out for egocentrism. Most audience members are egocentric: Some are more interested in things that directly affect them or their community. An effective presenter must be able to demonstrate to the audience, why the topic is of importance to everyone present.

Audience size: Many elements of speech-making change in accordance with audience size. In general, the larger the audience the more formal the presentation should be. Sitting down and using common language when speaking to a group of 10 people is often quite appropriate. However, the chances of that style of presentation being ineffective are high, if you are speaking to 1,000 people. The presence of a large audience often requires that you use a microphone and speak from an elevated platform.

Demographic factors of audience: Using demographic factors to guide speech-making helps to organize individuals' identities and experiences. It does not mean changing the goal of the speech for every different audience. Rather, it considers what pieces of information or types of evidence that will be most appropriate for members of different demographic groups.

The demographic factors of an audience include age, gender, religion, ethnic background, class, sexual orientation, occupation, education and group membership among others.

Setting: The setting of presentation is characterized by certain factors which can influence the presenter's ability to give a speech or demonstrate a programme. The setting can also influence the motivation of the audience to listen. Some of these factors are: the set-up of the room (both size and how the audience is arranged), the technology aids available, availability of a lectern or a podium, time of day, temperature, lightening, noise from generators, lawn mowers, traffic baby cries, coughing, and type of space (hall, classroom or open air). **Finding out ahead of time the likelihood of these factors will allow a presenter to adapt his presentation appropriately.**

5.3.3 Managing and Meeting Audience Expectations

Audience expectation is one aspect of presentation that a presenter will always have to deal with. Audience expectation may be considered to be the lens through which the audience hears, interprets and values your message.

Therefore, every presenter has an obligation to meet audience expectation. Keep in mind that you are speaking at the pleasure of the audience. People can get up and leave the presentation venue at any time if they are bored or dissatisfied. The audience may not be paying you in currency, but participants give their valuable time. Expectations typically

are based on past experiences. Sometimes audience expectations can be downright unrealistic.

While it is important to meet and exceed audience expectation, it is also important to know how to go about managing these expectations. Some ways of doing this include:

Adequate preparation: Members of the audience expect presenters to be prepared. If you are a salesperson, know your product or service. Likewise, if you are a guest speaker, be current on your topic such that you can demonstrate mastery. Provide an accurate summary of your topic. Monitor any descriptions or comments that are circulating and adjust so they reflect what you will actually talk about.

Adequate audience analysis: Do a very thorough job of audience analysis so that you have clear insight into the audience needs. Send out a questionnaire, interview representative attendees (where possible), understand their mindset, and anticipate questions.

Members of the audiences expect information that is in tune with their wants and needs. During the presentation, state clearly what you will cover. Sometimes unmet expectations come from lack of clarity when an attendee mistakenly assumes that something should have been covered and is then frustrated when it is not. Therefore, if you discover a gap between what you are delivering and what the audience expects, bridge it by suggesting additional resources.

Talk to the audience and not at them: Members of the audiences expect presenters to talk to them, not at them. If you are delivering a call to action, invite the audience members in. Do not order them to act. If you are preaching a message, speak as a member of the congregation, a sinner like all the rest of us, not as one anointed prophet. However, there are times that a presentation will have to hit hard issues such as a corrective measure or the need for change. Such presentation can make the audience uncomfortable.

It is therefore up to the presenter to find a way to make the presentation amenable without changing its content. A sure way to do this is to appeal, suggesting that we are all in it together. It is necessary to point out the difference between relating to the issues and pandering to the issues. **Relating implies empathy; pandering implies playing to.**

When you relate with the audience, you do not need to say what members wants to hear. You strive for the truth, but you present it in a way that is credible and understandable.

5.4 Conclusion

This chapter focused on the need to take cognizance of the background of the audience, the expectations and interest since the presenter has an obligation to meet those expectations. Therefore, the presenter should have adequate knowledge of the audience background, expectations, interests and needs in relation to the presentation subject-matter. To meet

audience expectations, certain factors are put into consideration such as punctuality, preparedness, speaking to audience satisfaction and providing information that is in tune with audience expectation.

Identification and understanding of these factors and the procedures of presentation will result in presentation effectiveness.

The presenter must also be cognizant of audience-centered approach, attitudes and audience response in the course of presentation

5.5 PRACTICE QUESTIONS

5.5.1 Multiple Choice Questions (MCQs)

1. Meeting the audience expectation require some strategies. Identify from the following which strategy is NOT appropriate.
 - A. Adequate preparation by the presenter
 - B. Appraising the audience at the end of presentation
 - C. Undertaking good analysis of the audience
 - D. Stating clearly what you intend to cover
2. Audience adaptation takes into consideration the following **except**
 - A. Audience dressing code
 - B. Expectation of the audience
 - C. Definition of audience target
 - D. Audience demography.
3. The means through which the audience hears, interprets and values the presenter's message is referred to as
 - A. Audience expectation
 - B. Analysis of audience
 - C. Audience audiometric
 - D. Setting of the audience
4. Why is it necessary for a presenter to conduct an audience analysis before presentation?
 - A. Choose a worthwhile topic
 - B. Encourage the diversity of the audience
 - C. Acknowledge and understand the audience
 - D. Adapt a speech to the audience needs
5. In order to engage the audience successfully in your presentation, you should take the following steps, **except**
 - A. Conduct a survey of the audience
 - B. Organize a prior meeting with the audience
 - C. Conduct oral interviews among the audience

D. Carry out research analysis on the audience

5.5.2 Theory/Essay Questions

1. Which method, in your own opinion, would you consider as the most appropriate for researching and learning about your audience prior to a presentation? Justify your choice of method with good reasons.
2. What are the key factors you must put into consideration for proper adaptation of your presentation?
3. While it is important to meet and exceed audience expectations, which is not always the case, a presenter is left with the option of managing these expectations. Which audience management strategies do you consider to be the most practicable? Support your answer with some evidence.
4. Distinguish between audience analysis and audience expectation

5.5.3 Solution to the MCQs

1. B
2. A
3. A
4. B
5. B

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CHAPTER SIX

DETERMINING THE DURATION OF PRESENTATION (TIMING)

6.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Determine how long your presentation should last and keep to time;
- ii. Explain why some presenters step out of the time allotted to them for presentation;
- iii. Master presentation time-keeping strategies.

6.2 Introduction

Punctuality at the presentation venue is as important as managing the time allotted for presentation. Keeping to time during presentation is a good display of sense of urgency. It tends to give the audience the impression that their time is valued and will not be wasted. It also communicates the presenter's commitment to the audience and purpose.

The audience could be bored or irritated when a presenter goes on rambling without going straight to the key points and at the end of the time allotted, he or she is yet to state the key points of the presentation. It becomes apparent that the objective of the presentation is defeated.

Where there are other presenters waiting for their turn, the presenter in question may have to step down for another presenter. This chapter will help you to determine how long your presentation should last, without running beyond the time allotted to you.

6.3 MAIN CONTENT

6.3.1 Determining the Duration of a Presentation

Determining the duration of a presentation can be very difficult. Even when presenters, and speakers in some cases, are hinted about keeping to time, some still fall into the trap of poor presentation time management.

When you have been allotted a particular time to make your presentation, let us assume it is one hour; do not spend more than 40 minutes so that you may have time to accommodate questions and answers or a form of discussion. To determine the duration of your presentation, it is important that:

- i. You use a reliable wrist-watch or timer.
- ii. You place the wrist-watch or timer on your desk.
- iii. You note your starting time and add the length of the talk or presentation.
- iv. You write down the stopping time on top of your notes before you begin.

These simple schemes, according to James (2020), will help you to be in charge of the time; also giving you added sense of security when making your presentation. Most importantly, following these hints will prevent you from wrecking your presentation.

Furthermore, Philips (2012) opines that the perfect length of a presentation should be guided by the following:

1. **It should be short and precise:** Shorter and more focused presentations are more effective than presentations that introduce too much information, delving into unhelpful details.
2. **There is no such thing as ‘ideal presentation length’:** You can exceed 20 minutes prescribed but at your peril. For example, if you are executive announcing layoffs to your staff, you will probably want to spend more than 20 minutes to explain what the news implies for employees and to respond to questions. On the other hand, a presenter may irritate the audience and discredit his presentation by stretching an eight-minute presentation to twenty minutes.
3. **Be mindful of Intervals:** Ask yourself whether your presentation really needs to be for an hour. The 20-minute version might be even more effective. If you have activities, exercises or interactions, plan them at 20-minute intervals. Intervals allow people to assimilate the information just presented. Research has long concluded that individuals learn better through a combination of teaching approaches rather than having to endure an endless lecture.
4. **There is no ideal presentation length:** The ideal presentation length is exactly the number of minutes you need to accomplish your goal, and not a minute longer. The 20-minute rule should not be a hard rule even though it can be helpful.

6.3.2 Why speakers run over time

The main reason people run over time when making presentation is because they have been using the wrong technique for time keeping. Such a technique is presumed to be unreliable (James, S., 2020).

Other reasons why some presenters run over the time allotted to them are given below:

- i. **Nervousness:** When people are nervous, they enter into a timeless state. They are not aware of the time anymore. Sometimes, they repeat the points they made previously or dwell on a particular point for too long without realizing how much time they have spent.

- ii. **Not working with the original outline:** Some presenters get carried away in the middle of the presentation. In the heat of the moment, they think of something else, which is not an original feature of the key points among the content.

They go ahead to elaborate on it, add an explanation or pause to unravel a difficulty. This deviation usually results in missing out a lot of the material, especially the key points that elaborate the main theme of the presentation.

6.3.3 How to keep to time

The question most people may ask is: What is the ideal time for a presentation? Some schools of thought are of the view that a presentation should not exceed 20 minutes. This rule, however, may not work for all presentations. Depending on the nature of the presentation, you may be allotted one hour to make a presentation. You can hardly exhaust the presentation in just 20 minutes. It means you will leave out a large chunk of the main points. Hence, Philips (2012) is of the view that the ideal speaking length is exactly the number of minutes you need to accomplish your goal, and not a minute longer. This means that **the time spent delivering a presentation should depend on the content and the situation.**

Shaw (2019) offered some guidelines that presenters may adopt to keep to time. Accordingly:

- i. **Do not be concerned with the number of slides in your presentation:** Do not judge the effectiveness of your presentation based on the number of slides it contains. You should be concerned with quality of the presentation and not quantity.
Your slides should contain visual representation of your ideas. While the details should be in the hand copy, which you may wish to release to the audience after your presentation, each slide should contain only one concept. Remove extraneous details from your presentation. Be concerned with clarity of your slides rather than the number of slides.
- ii. **Incorporate the 20-minute rule:** When this concept is applied to presentations, it is found to be helpful. The idea is simple; presenters should change the pace every 20 minutes during presentation. This could be in the form of a short break, an activity that engages the audience, or simply changing the way you present the information. For instance, you may like to show a short video clip, or introduce physical props that help to illustrate your message. If you cannot present each topic in 20 minutes or less, you may need to break that topic into smaller units and allow the audience to absorb them. Then gradually build on their understanding of your message.
- iii. **Get straight to the point:** The entire purpose of your presentation should be identified in one sentence or two at the most. It should be demonstrated to the audience early in your presentation. Subsequently, all details within the presentation must relate to the core content. It should be clear, emphatic and relatable to the audience. With a clear and focused content, it is easier to identify and remove extraneous details. It is also important that you make your presentation as simple as possible.

6.4 Conclusion

This chapter has examined how you can determine the duration of your presentation by keeping within the time allotted to you. Much attention has also been given to how you can convey all your key points to the audience without boredom or irritation.

The need to avoid irrelevant information has been strongly emphasized.

It is possible to determine the duration of your presentation through the use of some simple techniques, one of which is the use of a reliable timer for time-keeping. While other guidelines for maintaining perfect lengths of presentation were also enumerated in the chapter; the reasons why presenters run over time in presentations were also identified.

6.5 PRACTICE QUESTIONS

6.5.1 Multiple Choice Questions (MCQ)

1. The following strategies are suggested to keep to allotted time duration presentation.
 - i. Use a reliable wrist-watch.
 - ii. Write down the stopping time on top of your notes before you begin.
 - iii. Place the wrist-watch on the desk.
 - iv. Note your starting time and add the length of the talk or presentationIdentify the **best** sequence of the items above to effectively manage your time.
 - A. i, ii, iii, iv
 - B. iv, ii, i, iii.
 - C. ii, i, iii, iv
 - D. i, iii, iv, ii
2. How would you deliver your presentation to ensure that you keep to the allotted time?
 - A. Do not entertain questions during presentation.
 - B. Be concerned with the number of slides in your presentation.
 - C. Lay emphasis on the main points with clarity of purpose.
 - D. Use the 30 minutes rule.
3. The 20-minute rule implies that:
 - A. Presentation must be accomplished within 20 minutes
 - B. Presenter changes the pace every 20 minutes.
 - C. Spend a maximum of 20 minutes per Slide
 - D. Allow the audience 20 minutes of tea break.
4. The ideal time for a presentation is:
 - A. Exact time needed to accomplish your presentation goal
 - B. Presentation should not exceed 20 minutes
 - C. Time spent in reading through prepared slides

D. Time to explain the main points

5. The following are responsible for running over time **except**:
- A. Inadequate preparation
 - B. Nervousness
 - C. Using inappropriate techniques for timing
 - D. Use of animated PowerPoint slides

6.5.2 Theory/ Essay Questions

1. How would you prepare your presentation to ensure that you keep within the allotted time?
2. Identify the factors that usually make presenters exceed the time allotted to them.
3. What should determine the perfect length of any presentation?
4. “Some schools of thought are of the view that a presentation should not exceed 20 minutes”. Do you agree?
5. Explain how the prepared outlines of presentation help presenter to keep to allotted time?

6.5.3 Solutions to the MCQs

1. B
2. C
3. B
4. A
5. D

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CHAPTER SEVEN

PLANNING AND STRUCTURE OF PRESENTATION

7.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Underscore the importance of planning for presentation,
- ii. Demonstrate how to structure the material for presentation;
- iii. Explain the role an introduction plays in a presentation;
- iv. Organize the outline of your presentation; and
- v. Convert your text from Microsoft Word to PowerPoint.

7.2 Introduction

The importance of planning and structuring a presentation cannot be overemphasized. This is because without a defined structure, your audience may not be able to follow your presentation. The aftermath of this situation is a lost opportunity to introduce a product/service in ways that convince employers to give a job; or company managers to adopt a policy; promote a cause; create awareness or persuade key personnel to adopt recommendations. This can have adverse or negative effect on the reputation of the presenter. This chapter dwells on how to prepare and structure your presentation, content outlining, introduction, body or main contents and conclusion. The chapter also addresses how to convert texts from Microsoft Word to PowerPoint. Planning and structure help the presenter to achieve the objectives of presentation.

7.3 MAIN CONTENT

7.3.1 Structuring the Materials for Presentation

There is need to plan the structure of your content (material) before you begin any presentation, no matter how brief it is going to be.

The structure of a building plays a crucial role in the strength and finishing appeals on completion. Presentations do not flow well when there is no well-defined structure. The audience will not flow with the presentation when the structure is haphazard.

Many factors can influence how you structure your presentation, but the most important consideration is the purpose of your presentation. Similarly, you must consider the expectation of the audience.

Those who are new to a topic need more background information and explanation than people with more expertise and experience on the same topic. Whatever the case may be, **it is important that presentations are very straight forward and logical.**

The presenter should avoid complex structures and focus on explaining and discussing the content clearly.

An ideal structure for a presentation includes the following:

Introduction (Opening): The introduction is the point at which the presenter explains the content and purpose of the presentation. It is like a road map that tells your audience the direction your presentation will navigate.

Body (Main points/Middle): The body of your presentation is where you develop the main points and present examples/evidence. The main points are the backbone of your talk which helps you to prioritize, focus and sequence your information.

Conclusion (End): The conclusion is usually a summary of the main points made in the body of the talk. Essentially, this is where the presenter emphasizes his point of view, supporting it with benefits. It is the stage where you summarize the content and purpose of your talk, offer an overview of what has been achieved and make a lasting impact. For greater impact, conclusion can also include the *recap* of major points in the body of presentation.

7.3.2 Content Outlining

Outlining is a method of organizing material which allows you to see all the parts and how they relate to the whole. Outlining the content of your presentation will help organize your thoughts, making sure that all essential parts are included. It will also help you to discover any inconsistency in the structure. The content of a presentation is organized to include introduction, body and conclusion. However, some presenters do not outline the introduction and conclusion because they deal with few points.

Outlining format can be used as described below:

Main and Supporting Points: The outline sets forth the major portion of the presentation. It shows composition of the main, supporting points and minor points. The main points are the broad statements. The minor points support the main points.

Standard Symbol and Indentation: The outline format typically moves information from the general to the more specific through the use of numbers, letters and indentation. The same system of symbols is used for all outlines.

The main points are numbered with Roman numerals and capital letters. Specific minor points are numbered with Arabic numerals and lower-case letters. The most important material is always closest to the left-hand margin and as material gets less important, it moves to the right.

See the examples below:

1. Geopolitical Zones

A. South East

1. Abia
2. Anambra
3. Ebony
4. Enugu
5. Imo

B. South South

1. Akwa Ibom
2. Bayelsa
3. Cross River
4. Delta
5. Edo
6. Rivers

From the examples given above, an important thing to note about outlining is that there should always be at least two points of the same level. This means you cannot just have A and without B. Similarly, you cannot have item no1 without item no2.

For the purpose of our study, we have two types of outlines. *These are full sentence outlines and key word outlines.*

Full Sentence Outline: This is a complete map of what the presentation will look like. All the ideas are stated in full sentences.

In full sentence outline, it is easy to spot problem areas as well as trace weaknesses in structure and flow of ideas.

Key Word Outlines: Key word outlines give only the important words and phrases. The main function is to remind the presenter of ideas when making the presentation. Sometimes, presenters add statistics or quotations to keyword outlines.

Key word outlines enable the presenter to avoid looking at their notes all the time, showcasing high level of subject expertise.

7.3.3 Techniques of Introduction

Introduction is the opening statement of your presentation which gives the audience their first impression of you. **A good introduction captures the attention of the audience because the introduction is seen as a road map that shows the direction the presentation will navigate.** Thus, it shapes the rest of the presentation.

Therefore, as a presenter, you should be poised to deliver the introduction confidently. It is important to wait until the audience is quiet before you commence your presentation. This earns you audience rapt attention from the onset

The main purposes of introduction are as follows:

- i. To set the tone for the entire presentation: You begin with salutation, thereby building a relationship with the audience that is supposed to last throughout the presentation period.
- ii. To gain the attention of the audience: A feature of the introduction is your statement of the topic or theme and coverage of the entire presentation.
- iii. To outline the main points: and
- iv. To give the presenter control of the entire presentation coverage.

Having noted the purpose that the introduction serves for a presentation, it is important to follow some guidelines which are considered to constitute key techniques for effective introduction:

- i. Greet the audience and introduce yourself. This is a positive start.
- ii. A statement of what will be discussed. This statement should capture the audience attention.
- iii. A statement of the treatment to be applied to the topic (that is, to compare, contrast, evaluate, describe). At this point, you should preview your central idea and main points.
- iv. A statement of the outcome(s) of the presentation: This establishes your credibility as it states the benefits, solution or whatever the audience may gain at the end of the presentation.
- v. A statement of what the audience will need to do (indicate when the audience can ask questions and whether or not notes can be taken).

7.3.4 Body (Main Content) of Presentation

The body of your presentation is where you develop the main points and present examples with evidence. The main points are the backbone of your presentation. They play an important role in helping you prioritize and sequence your information.

The information in the body needs to be well-structured. Therefore, it is important to decide on an organizing principle, which could be by chronological order, theme order or order of importance.

In order to do this, be guided as follows:

- i. Produce a list of the main points that you would like to elaborate.
- ii. After you have identified your main points, you should support them with appropriate details, making sure you provide clear links between explanations and examples to deepen the main points. For example, add clarity to your argument through the use of diagrams. You can also illustrate a link between theory and practice. Substantiate your claims with appropriate data.
- iii. Use visual aids to engage the interest of your audience and ‘show’ instead of just ‘telling’. The visual aid will also add colour to your presentation.

However, the visual aid should not be allowed to replace the clarity of your main points. Emphasize important information. Tell your audience when information is particularly important or interesting.

7.3.5 Conclusion (the End) of Presentation

The conclusion is usually a summary of the main points made in the body of the presentation. A good conclusion to the presentation is essential as it synchronizes previous important points in the presentation. It has been revealed that people tend to remember the last thing they are told much more than the points made earlier in a presentation.

The conclusion should therefore restate and reinforce the main points of the message. It should communicate a feeling (a psychological mood that the listeners will carry away with them), summarize and communicate closure.

A good conclusion must tie together the loose ends of the presentation. The items in the concluding part of your presentation should reveal that the presentation has indeed reached the climax.

7.3.6 Conversion of text from Microsoft Word to PowerPoint

In order to use the PowerPoint package, you need to have it installed in your laptop or desktop



computer system. In several computer systems, PowerPoint is an integral feature of Microsoft Office package.

It is important that you engage yourself in a practice session with a good laptop or desktop. Word and PowerPoint offer extreme amounts of integration that allows you speed and simplify the process of creating presentations.

PowerPoint is a tool that allows you to merge texts and images for presentation. It enables you to control the flow of information while adding highlights, pictures, and graphs. With a few formatting changes, you can save yourself the problem of retyping.

With PowerPoint, you can convert your Word documents to PowerPoint.

To convert Microsoft Word to PowerPoint, you can follow the steps itemized below:

Step 1:



Start Microsoft Word and go to 'file' to open the document you want to convert to Power Point. If there are pictures in the document, you will have to copy and paste them.

Step 2: Separate each slide with a title by writing a title in the line above each list, paragraph or sentence you want as a separate slide. This will become the large bold text at the top of each PowerPoint slide.

Step 3: Click on the home tab in the upper left corner of the word. Along the tool bar on the top of the screen, you will see a large box labeled 'Styles'. It contains several formatting examples labeled, 'Normal', 'No Spacing', 'Heading 1' and others.

Step 4: Highlight your titles and click 'Heading 1'. Format each title individually. The text will become large, bold and colored. PowerPoint will then use this format to determine the slide titles.

Step 5: Format the slide content as "Heading 2" by hitting the "enter" key to put a space between every block of text that you want separated. Then, highlight the text and select "Heading 2" on the "Styles" menu. Your text will turn blue. Every individual line or paragraph will be a different bullet on your final slide.

Bullet sections will remain in the same slide if they are formatted as "Heading 2."

Step 6: Add sub-bullets using "Heading 3" by assigning something to "Heading 3," and this will appear indented to the right and on a separate line. The PowerPoint slide would appear like the following:

Text formatted with "Heading 2"
Text formatted with "Heading 3"

Step 7: Separate each slide with a space by hitting "the enter key" before each new title. This creates the outline for PowerPoint. Each large, bold line indicates a title and the small blue text underneath is the content of your slide. If there is space for another title, PowerPoint will convert this into a new slide.

Step 8: You can customize your text once you have set up the outline. You can change the size, color and font of your text. The text no longer needs to be blue or bold. It has already been coded for conversion to PowerPoint

If you delete the spaces between lines or try to add a new text, it may not be formatted correctly, so always take this step last. **Remember to save your document** as you progress, there may a technical glitch that can wipe out the unsaved slides, which means you will have to start all over again. "A stitch in time saves nine"

Step 9: Send the document to PowerPoint by clicking on "File" → "Send to PowerPoint." PowerPoint will take your document and convert it automatically into slides. If you cannot see the "Send to PowerPoint" button, do the following:

- i. Click on "File" → Go to "Options" to open the Options Window
- ii. Click "Quick Access Toolbar"
- iii. Select "All Commands" under the "Choose Commands From:" menu.
- iv. Scroll down through the alphabetically listed commands until you find "Send to Microsoft PowerPoint." Click " Add >>"
- v. Click OK in the bottom right corner. Now, a small button will appear in the upper left corner of word that lets you send the document to PowerPoint.

Step 10: Customize your presentation in PowerPoint by applying the finishing touches to your presentation. Finishing touches include the addition of animation, sounds, themes and pictures. Word will not automatically convert pictures for you. You will have to copy and paste them manually into your slides.

7.4 Conclusion

Planning and structuring your contents are very important elements for speech and other types of presentation. Presentations will not flow well when there is no properly defined structure, and when this happens, the audience will not flow with the presentation as they will be lost.

An ideal structure of a presentation should include introduction, the middle or the body and the end or conclusion.

The material should be outlined by organizing it to highlight all the parts and how they relate to the whole. This process is possible with both Microsoft Word and PowerPoint which can help you create formatting changes accordingly.

You can also save yourself the problem of retyping your material manually in PowerPoint format, by directly and systematically converting it to Power Point from Microsoft Word format.

7.5 PRACTICE QUESTIONS

7.5.1 Multiple Choice Questions (MCQs)

1. Introductory part of presentation is recommended to:
 - A. Introduce the audience.
 - B. Enable the audience identify area of interest.
 - C. Draw the audience's attention.
 - D. Prepare their questions in advance.
2. Techniques for effective presentation introduction **exclude:**
 - A. Preview of your main points
 - B. Description of Presenter's physical appearance
 - C. Greet the audience and introduce yourself
 - D. Statement of what to cover should be captivating
3. The process of organizing materials which allows you to view all parts of your presentation and how they are related is known as

- A. Outlining
 - B. Abstract
 - C. Statement of objective
 - D. Practicing
4. An ideal structure for presentation should **not** include:
- A. Introduction
 - B. Main body
 - C. Conclusion
 - D. Bibliography
5. Which of the following does **not** justify the sequencing of points in the main content for effective presentation?
- A. Produce a list of the main points
 - B. Provide clear links between explanation and examples
 - C. Use of appropriate visual aids
 - D. Pre-empt the audience questions and responses

7.5.2 Theory/Essay Questions

1. State the purpose of introduction in a presentation and highlight its key elements.
2. How would you organize the content of a presentation?
3. Give a detailed account of how you would convert texts from Microsoft Word to PowerPoint.
4. Explain how you would use the concluding part of your presentation to enhance the audience comprehension.
5. State and explain the factors that should be considered when structuring your materials for presentation.

7.5.3 CASE STUDY

See Chapter 9, section 9.5.3, page 65 for the case study.

7.5.4 Solutions to the MCQs

1. C
2. B
3. A
4. D
5. D

7.6 REFERENCES/FURTHER READING

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CHAPTER EIGHT

VISUAL AIDS IN PRESENTATION

8.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Explain the role visual aids play in presentations;
- ii. Describe the various types of visual aid suitable for presentation; and
- iii. Employ accurately rules for the use of visual aids for presentation purposes.

8.2 Introduction

Visual aids are used in presentations to communicate ideas in compelling and graphic manner. In as much as presentations require a high degree of professionalism; the use of visual aids enhance presentations and also add some professionalism to the presentation, they should however be used when they are necessary.

A well-constructed and prepared visual aid can help make for effective presentations. Presenting some data in visual can help the presenter to avoid saying so much in words and also enhances a presentation by adding impact and strengthening audience involvement.

Visuals are used to capture and maintain the interest of the audience as well as to assist them in the comprehension of the presentation.

Presentation software can add so much to a presentation such as sounds, images, animation thereby making the whole exercise fun.

However, poorly designed visual aids can have negative effects as it weakens your credibility.

This chapter will expose you to the different types of visual you can use to enhance your presentation, such as charts, graphs, figures, tables and other illustrations; and how to use them for effective presentations.

8.3 MAIN CONTENT

8.3.1 The Role of Visuals

Visual aids are generally used to make topics of a presentation livelier and more interesting. They are enhancements to a presentation that can impressively engage the audience, provide additional information, reinforce key points and helps the audience to remember what the speaker has said. Some of the key roles played by visuals to the speaker and the audience are itemized below;

For Speakers/Presenters

- i. The visual aids can be used by presenters to illustrate the content, and to clarify complex concepts. They are used to explain mechanical functions or clarify complex interrelationships involving people.
- ii. Visuals can be used to make abstract ideas more concrete. It is more effective to use a map to refer to the coverage of oil spillage from Port Harcourt to Warri than just explaining it without the use of a visual aid.
- iii. Visual aids can be used to add different and attention grasping elements to the presentation. Thus, the presenter can manipulate the visual aid to entertain while educating or informing the audience at the same time.
- iv. Visual aids give the speaker the chance to demonstrate more practically.
- v. The visual aids assist the presenters or speakers in remembering their information as visuals can take the place of many words and the process compress and shorten the length of a speech. When the words are fewer, they are easier to remember.

For the Audience

- vi. The visuals help the audience to remember your speech and be persuaded by your message, as visuals have more persuasive power.
Business speakers in marketing and sales capitalize on this to close deals faster.
- vii. Flow and connection of a speaker's ideas may not always be clear to an audience, however with the aid of flow charts, diagrams, graphs and tables; listeners can follow a speaker's ideas understandably.
- viii. Visuals can be used in a persuasive speech to make audience act as a result of the presentation. **Thus, visuals are used to point audience to action.**

8.3.2 Types of Presentation Visual Aids

There are different types of visual aids. Your choice of the type of visual aid to use for your presentation should be based on its appropriateness for the occasion. However, what you should bear in mind is the effectiveness of your choice of visual aids in communicating your message in clear and direct manner. You can determine this by focusing on the size, colour and simplicity of the visual aid.

Size: It is important to use the right size of visual aid, paying attention to the size of the room where the audience will be seated. The visual aid has to be visible and to add value to your presentation

Colour: Using contrasting colours on visual can produce distinct images. Studies reveal that readership of colour adverts is 80 percent greater than that of black and white adverts. Use strong bold colours that will make your message stand out even in a large auditorium. A word circled in red or an image underlined in green tells your audience the image is important.

Simplicity: Leave details out and focus on the crucial word or phrase by placing it at the top or bottom of the visual aid. Limit each visual aid to one main point. A visual aid should not contain more than what the audience can absorb in a twenty-minute presentation.

Visual aids fall into the following general categories and are discussed as follows:

- i. Actual Objects.
- ii. Three Dimensional Models.
- iii. Two Dimensional reproductions.
- iv. Text-Based Materials.
- v. Technology based visual aid.

i. Actual Objects

Using the actual objects of thing you are talking about as visual support can be very useful and explicit. Actual objects have the power of capturing the attention and interest of the audience when properly displayed. Audience like to see what you are talking about, especially if the object is not familiar, and because you are showing your audience exactly what you are talking about, they have the power to be informed or convinced in a way no other visual aid can.

The presenter as a visual aid: As a presenter or speaker, you are a live visual support and example. Whether you like it or not, you are on display. Your looks, the sound of your voice, body language and movements contribute more to the presentation than anything else.

These elements must add strength and vitality to your message; you need to eliminate anything in your personal presentation that may distract audience from the positive contribution you can make as your visual support.

ii. Three Dimensional Models

A Model is a replica of an actual object that is used when the object is too large to be displayed. A Three-dimensional model (i.e., having three dimensions – length, width and height) is the best choice for displaying structure of a complex object. Some replicas are easier to find, build and afford than others. For example, a presenter discussing the way a heart attack occurs can use a three-dimensional replica about 5 times the size of a human heart.

iii. Two Dimensional Reproductions

The two-dimensional reproductions are the most common visual aids used by speakers and these include:

Tables: Tables are rows and columns of figures arranged in an order that enables the viewer to easily pick out the information needed. Tables are frequently used to display statistical data. Tables are easy to create as you can use a computer to insert a table, put information into the tables and create titles for the tables just by clicking a mouse.

Tables are useful as they can be used to condense a lot of information into a useful and understandable form.

All tables used in presentations must indicate their titles/headings preferably at the top of the table and sources (if extracted from secondary source) at the bottom of the tables.

Graphs: Graphs are used to present statistical data in a visual form that helps viewers see similarities, differences, relationships or trends. Just like tables, graphs are also easy to prepare and are also useful for condensing a lot of information into an understandable form. For graphs to accurately convey intended information/message, they must be drawn or constructed using suitable scales for both axes (Y-axis and X-axis representing the dependent and independent variables respectively).

Just like the tables, all graphs used in presentations must indicate their titles/headings preferably at the top of the table and sources (if extracted from secondary source) at the bottom of the tables. In short, graphs must be properly labeled.

There are different types of graphs, which include:

- a. **Bar Graphs:** These are used when you want to compare two or more items. To make the trend clear you can colour the bars differently to distinguish one item from the other. In drawing bar graphs/charts, the bars are separated and the height of each of the bars represents the value of the variable you want to display. Again, bar graphs/charts are mostly used for **discrete variables** and not continuous variables; hence the bars are separated. Different types of bar graphs can be used in presentations depending on the numbers of variables and the objective of the presentation. Thus, we have simple bar graph, multiple bar graphs and stack bar graphs.
- b. **Histogram:** These are similar to bar graphs in construction but the major differences are the bars in histograms are not separated and they are mostly used to describe or illustrate continuous variables.
- c. **Line graph:** This is used to show trends over a period of time. It is also used to make comparisons. Where more than one line (multiple line graph) are drawn in the graph, different colours or line forms such as broken lines (-----) or unbroken lines (—) must be used to distinguish the variables and trends. Again, the different lines must be properly labeled or key should be included at the bottom of the graph to further explain the different lines/colours.
- d. **Pie graph:** This is referred to as circle graph. A circle is 360° and the different components are proportionately drawn in the circle. It is used to show how the parts of an item/variable relate to the whole.

- e. **Pictograph:** Pictographs are used as a variation of the bar graph. Instead of showing bars of various lengths comparing items on the on the graph, the bars are replaced by pictorial representation of the variable of interest. In pictograph, the rule of scaling is also applicable.
- f. **Photographs:** These are the most realistic of all two-dimensional visual choices as they have great impact. **There is a common saying ‘that photos do not lie’.** If you are delivering a speech on girl child marriage, a photo of a 9-year-old girl and a 40-year-old man in wedding attire, surrounded by family and friends will deliver the message much more effectively than whatever else you want to say. **It is advisable to enlarge the photograph so that the audience can see it clearly.**
- g. **Maps:** These have become a familiar visual aid as meteorologists use maps for weather reports on Television news. They use the map to show the shifting patterns that turn sunshine to storms. Details are usually omitted from the map so as not to distract viewers from what the reporter is explaining on the current weather scene over a wide geographical area.

iv. Text-Based Materials

These are presentation aids that use mostly writing text on different materials that support effective presentation and audience understanding. These text-based visual aids come in different forms; which include:

Posters: This consists of lettering or pictures or both. Posters are best used when presenting to a small audience (about 12 persons) than using PowerPoint. The poster is used to enhance the presenter’s subject.

For instance, if you are speaking on how the digestive system works, you can use the poster of the human body, showing how the inside of the human body is - how food moves from the mouth down to the intestines and so on. A poster is also used to emphasize the key words or thoughts in a speech.

Handouts: These are details of your presentation content. The common current practice is that presenters provide a copy of their PowerPoint slides to the participants before or after presentation. Despite this trend, you should avoid using your slides as handouts because they serve different purposes to you.

However, when your presentation material is too complex or there is a lot to explain, you may distribute handouts to audience members.

But it is better not to distribute it early in the presentation, if not they will read it and will not listen to you. Handouts are useful for reinforcing the points you are making.

Flip Chart: These are stationery items that consist of large paper sheets, typically fixed to a frame, to provide visual presentation and communication. It is referred to as flip chart because it is made up of several pages that you flip through. They are particularly useful if the presenter is tracking audience input as part of the presentation.

It is used to present a complicated subject that needs several illustrations. It can also be used to emphasize several points in a speech.

Types of flip charts commonly used in presentations are portable flip chart, Easel flip chart and adjustable flip charts.

For effective use of flip chart during presentation, the following five practices should be adhered to:

- a. **Use the right pens.** Pens with inks that badly bleed through flip chart paper or seeping onto the next page should be avoided.
- b. **Be careful with your writing style.** Fancy calligraphy style of writing should not be used instead block writing or text using simple style and easy to read should be used.
- c. **Position your flip chart well.** The flip chart should be well positioned in the room so that everyone can see you and the flip chart when you're writing on it.
- d. **Don't stand directly in front of your flip chart to cover the chart.** Always try to stand to the side of the chart so that everyone can still see the board while you are writing.
- e. **Keep it short and sweet.** Ensure that you only use your flip chart for quick and short sentences.

Chalk board: This is most accessible of all visual aids. It can be found in any classroom. It is used to for writing keywords, phrases and drawing simple diagrams. It is considered the most logical way of presenting visual concept. However, it is important that when you use the black board, that you write quickly and legibly too to avoid having your back to the audience any longer than necessary. Once you have written the word or have drawn the diagram, turn around and stand next to the board to explain while pointing with your hand.

Drawings: A drawing is simply a representation of what you are describing. It is not advisable to attempt a complex drawing or diagram when you have no artistic skills in the presence of the audience. It is prescribed you prepare sketches ahead of time before the presentation or as a better approach; you can get a professional artist to do the drawing for you.

Diagram: A diagram ranges from a simple organizational chart to a complex representation of a three-dimensional object. Diagrams are used to show how something works.

Charts: There are different kinds of charts as follows:

a. Organizational chart: This is used to structures systems. It shows the relationships among the elements of an organization. For example, departments of a corporation, branches of federal or state government, schools, associations, religious organization. These relationships are organized according to official hierarchies on the chart that determine how the people work together.

b. Flow Chart: This is used to display the steps or stages in a process. Each step is illustrated by an image or label. It is used to show how the steps occur in sequence and the one that is dependent on the other.

c. Competition Bracket: This type of chart is used when delivering a speech on sports. It shows how competitors are paired at different stages.

Lists: This is a collection of words without pictures. It is an effective visual aid for itemizing subjects, issues, phenomenon, etc. in their order of preference, popularity, effectiveness, etc. The list as a visual contains the outline of your speech (refer to Chapter 3 Content Outlining)

v. Technology-based Visual Aids

Films, videos, slides and other projected materials are useful types of visual aids as they can be the most effective way to communicate your message to the audience. However, you need to ensure that they do not replace your speech. Their purpose is to enhance your presentation.

Some different types of technology based visual aids are discussed below:

Films: Films are rarely used because videos are more convenient and available.

Video: You can use a video made by other people or you can make your own video. If you are making a long speech, a preprogrammed video can be a very good visual reinforcement of what you are saying. It is not very advisable to use a video in a short speech as the video can over shadow the oral presentation if they consume too much time.

Slides: These are more common in business meetings than they are in training workshops or classrooms.

If prepared and projected correctly, it can draw the audience to a speech even if the speaker falters. However, it is important that you limit the number of slides you use since you are giving a speech and not a slide show. For a good effect, slides should be used in room with appropriate brightness tone; otherwise, your presentation may be disrupted. If needful, refer to detailed notes.

Overhead Projections: The use of projector is a very easy way of showing visual material. You can use an overhead projector to project and enlarge on a movie screen a page from a book.

This is less complicated than copying from the book onto a chart.

The projector allows you to face your audience and talk as you enlarge and project images on a surface. You can also put your information on an ordinary paper and transfer it to a transparency for projection. One advantage of overhead projectors is that they can be used in normal light, but you must first make a transparency.

8.3.3 Getting the best from your Visual Aids

The wrong type of visual aid can ruin your presentation as some can present technical problems because the equipment are complex and the presenter needs to know how to manipulate these aids with expertise so that they will really work for you. When you are considering visual support, it is important the following rules:

- a. **Choose the appropriate visual aid for the presentation:** Some situations are more serious than others. Displaying a comedy content with little content or merit during Armed Forces Remembrance Day can diminish the credibility of a presenter.
- b. **Set up the visual aid in advance:** It is important to check the room first to know where your visual aid can be displayed before the presentation. Locate the electric outlets and see if the room has blackout shades or curtain and how to hang charts if you are going to use them.
The visual aids and equipment must be set up ahead of the time for the presentation
- c. **Practice with your visual support before the speech:** Practice with the visual aid you intend to use for your presentation until you can use it quickly and easily. If it complicated, you can get someone (preferably an IT technician) to run it for you while you present.
- d. **Decide on the point in your speech that needs visual support:** Go through your speech and decide which details could be better explained visually. Focus on your core ideas and main points. Do not use visuals to illustrate unimportant features.
- e. **Display the visual only when you are ready for it:** To avoid having to compete with your visual, keep the visual in an inconspicuous place and display it only when you are ready to talk about it. If you prepare your flip chart in advance, leave it blank if not, the audience will focus on the chart instead of paying attention to you.
- f. **Display and pause for a few seconds before talking:** Taking time to pause before talking gives the audience time to look at display, so that when you begin to talk, they will listen to understand what the display is all about.
- g. **Avoid long pauses as you demonstrate:** When you begin to talk and the talk is in process - explaining and demonstrating, avoid long pauses as this may result to the audience losing interest. Keep up the flow.
- h. **Talk to the audience and not the chart:** Do not turn your back to the audience while presenting with a visual aid. Be familiar with your visual through prior practice. Look at the visual occasionally, talk to your audience and maintain eye contact with them.
- i. **Use the Visual aid as Supplement:** The visual aid should not replace the speech and take over the whole show. It should serve as a useful addition to reinforce your speech.

- j. **The visual should be Legible:** To make it possible for everyone to read your visual, use dark colours of markers with thick tip to draw bold lines when making a chart.
- k. **Allow your visual to speak:** You do not have to repeat everything on the visual, simply lead your audience to the main points and let them read the rest at their own pace.
- l. **Maintain control of the speech situation:** Control the environment and the speech situation by keeping the visuals simple so as not to take the attention of the audience away from you.

8.4. Conclusion

Presentations have become popular especially technical presentations. The availability and accessibility to high quality computer-generated graphic presentations are within the reach of everyone.

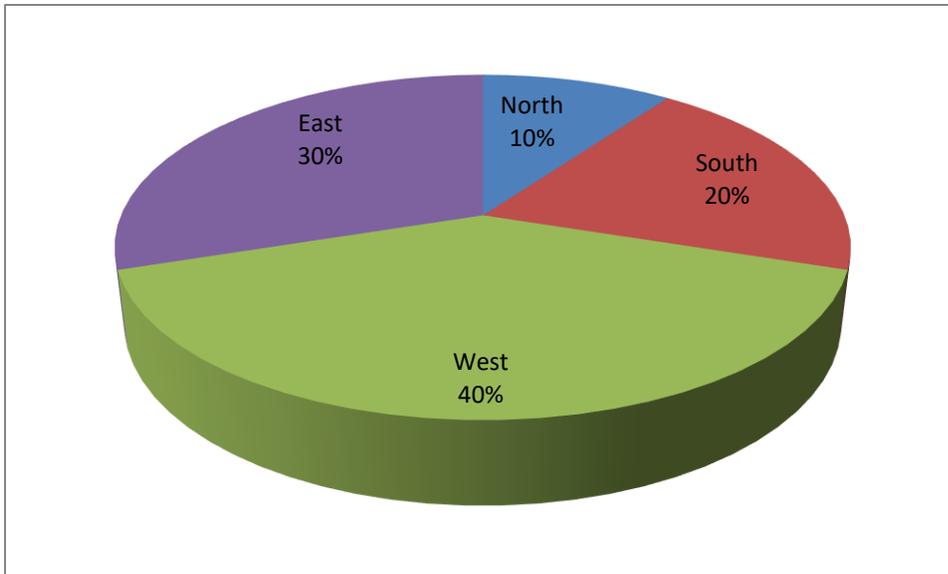
Visual aids which include charts, graphics, maps etc. are used to communicate ideas in compelling and graphic manner. Visual aids deserve special attention because they require different emphasis and approach.

8.5 PRACTICE QUESTIONS

8.5.1 Multiple Choice Questions (MCQ)

- 6. Which of the following is **best** used to display discrete variables?
 - A. Line graph
 - B. Histogram
 - C. Bar graph
 - D. Frequency polygon

The HRM department at the Head office of an organization drew 260 staff from four regional offices of the organization to attend an in-house seminar. The attendance from the respective regions was represented in the pie chart below. Use the information in the graph to answer questions 2 and 3 below.



Calculate the difference between the number of staff who attended the seminar from the west and south regions.

- A. 20
 - B. 25
 - C. 52
 - D. 58
7. Solve for the average number of staff drew from the regions
- A. 26
 - B. 52
 - C. 60
 - D. 65
8. A complex presentation material which requires a lot of detail explanation for more comprehension could be **better** handled through the use of:
- A. Handouts
 - B. Cue-cards
 - C. Pictographs
 - D. Charts
9. Technology-based visual aids include the following **except**
- A. Films and videos
 - B. Videos and slides
 - C. Films and flow charts
 - D. Overhead projections and films

8.5.2 Theory/Essay Questions

1. Distinguish the roles visual aids play to both the speaker and the audience.
2. Categorize the different types of visual aids and support your answers with examples

3. What measures will you use to determine the effectiveness of any visual aid you choose to use for your presentation?
4. Explain at least six ways through which you can get the best from your visual aid
5. Differentiate between bar graph and Histogram.

8.5.3 Solutions to the MCQs

1. C
2. C
3. D
4. A
5. C

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CHAPTER NINE

ESTABLISHING RELATIONSHIP WITH THE AUDIENCE

9.1. Learning Objectives

At the end of this chapter, you should be able to:

- i. Determine the elements that will enable you to get to know and understand your audience;
- ii. Explain the ways through which you can establish a rapport with your audience;
- iii. Identify the best moves you can make to connect with and catch the interest of the audience;
- iv. Assess the audience via the feedback.

9.2 Introduction

The success of public speaking and presentation is partly determined by the audience. However, the challenge lies in catching the attention of the audience from the outset of the presentation and sustaining their interest throughout the presentation.

There is need to take cognizance of the background of the audience in order to meet their needs and expectations as discussed in a previous chapter (see chapter 5).

Making a presentation effective requires focusing on the needs of the audience, building a strong relationship with the audience and making the best use of the relationship to capture their interest, inspire their confidence and achieve the objectives of the presentation. This chapter will expose you to the procedures for understanding your audience, establishing a relationship with your audience, building a psychological bridge, establishing rapport, contacting them and sustaining their attention throughout the presentation. The chapter will also explain how to seek feedback from the audience during presentation.

9.3. MAIN CONTENT

9.3.1 Understanding the Audience

In chapter 5, we established that one feature of the groundwork preparation for a presentation is taking cognizance of the background of the audience, their expectations and interest. It is important to understand your audience as this will make it easier to build a relationship with them. Therefore, understanding your audience involves:

Acquaintance with their demographic information: If you do not have demographic information about the audience such as age, gender, religion, socio-economic class or educational status, you may find it difficult to relate with them or meet their expectation particularly, if the topic selected is connected to them. For instance, if you select a topic such as ‘Dealing with mid-life crisis among women’ or ‘Dealing with menopause,’ which

is a topic meant for female adults from 50 and above, you will need to have enough demographic information to be able to speak to an audience made up of adults in that age category.

If there are some adolescents among the audience, they will be totally disconnected from you and from the topic if you cannot relate with all of them. In order to make your presentation effectively, you will have to acquaint yourself with background information about those who are likely to attend the presentation or speech session.

Acquaintance with audience expectations: You need to know what the audience expects from you. You need to know if the presentation will be of any benefit to the audience, and indeed, it should be, for then will the purpose of the presentation be fulfilled.

Personal awareness of the audience level of knowledge of the topic: There is need for you (the presenter) to know the level of knowledge or proficiency of the audience so that you do not overestimate their knowledge. On the other hand, this will help you not to underestimate their knowledge, or talk down on them. Either way, the tendency of losing the audience is high. It is therefore necessary to discover as much as you can about your audience through questionnaires, interviews and personal interaction. (See chapter 5). The information obtained will help you to adapt your presentation to their specific needs, interests and expectations, not forgetting or deviating from your major objectives.

9. 3.2 Building a Relationship with the Audience

Your introduction is crucial to building psychological bridges with the audience. Your introduction should consist first of a personal greeting which was mentioned earlier on. Personal greeting tells your audience that you are pleased to be with them. It sets the stage and lays a clear foundation for further interaction. This is the stage where you introduce yourself and state what you will talking about. The introduction should seek to establish a common ground with the audience by focusing on something that you and your audience can share. Once the audience understands that the message is meant for them, they will listen attentively.

Shaw, G. (2019) identified some ways by which the presenter can build a relationship as well as engage the audience. These are adapted here as follows:

i. Put your audience first

The key to good rapport is getting to know as much as possible about your audience before you start preparing your presentation. With limited time for your talk, there are always choices to be made.

As you find out more information about your audience, it will help you better to tailor your technical content and examples to meet audience needs and expectations.

ii. Making the first impression good

As a presenter, you are on show from the moment you start meeting the audience. Dressing appropriately in comfortable clothes that make you feel confident is important. It is also

important to be in a balanced mental and physical state which communicates a positive attitude and energy to your audience. If you appear interested and eager to speak to them, you are already on your way to establishing good rapport.

iii. **Start your speech with a strong opening**

Having a strong opening is an essential part of building a rapport. If you are at a formal event, write the introduction you want the master of ceremony (MC) to give about you.

It is good publicity to present personal information that builds your credibility and authority with a particular audience. If members of the audience are comfortable with your posture and profile, they will relax and give their attention. Next, find an opening that will engage your audience as quickly as possible.

iv. **Find opportunities for humour**

Knowledge of your audience gives you the chance to find opportunities for humour. This is one of the oldest techniques for building rapport. Human beings are always willing to receive people who make them laugh. It is also a way of showing that you are 'one of them'.

v. **Manage the middle**

If you are giving a long talk, you need to maintain and peak the audience interest at key points in your speech. A humorous twist can do this. You can also build up your key arguments to shocking, or unexpectedly positive conclusions.

vi. **Involve the audience**

Another way of building good relationship with the audience is by involving the audience in your presentation. Ask them questions and expect answers from them. Ask them to take apart in experiments.

vii. **Allow flexibility in your content**

Allow some flexibility in the content by peppering it up with stories. If the subject is dry, your delivery can make a difference in the way your audience responds.

Arrive early and talk to as many people as possible. That way you may pick up stories and examples that you can refer to in your presentation.

You may also discover an important concern that you can emphasize. The ability to flex your speech in this way shows a genuine responsiveness to your audience which will be appreciated.

viii. **Use stories or case studies for emotional connection**

Rapport depends on emotional connection and stories are a very effective means of achieving this. When you tell a story, you make a point.

Evidence shows that even if we do not grasp the facts, we are more likely to remember the story that illustrates it when we go back to our desks.

ix. **Use Visual aids**

Using pictures, charts, slides and other visual aids varies and simplifies the pace of your presentation or speech. The visual aids also help to maintain audience interest. The message will be clearer when sent through different channels.

x. **Introduce variety to your voice**

Varying the pace and volume of your voice can add to the impact of your presentation. If you are telling a story about a fast-paced environment, pick up your pace.

If you are giving a piece of complex information, slow down and let people absorb it. If your voice matches your content, it will be more engaging.

xi. **Give the audience time**

If you say something amusing, let everyone laugh and enjoy the moment. If you have said something with strong emotion, give time for it to be absorbed. If you rush on to make your next point, you signal that your needs are most important than the interest of the audience.

By pausing, you show you are there for them, and you are with them.

xii. **Have a strong ending**

Craft a clear, concise summary of your key message to end the presentation. You may have a call to action which should be specific so that people leave, knowing exactly what they need to do. In that way, your ideas will stay with them.

9. 3.3 Making contact with the audience and capturing their attention

Starting with a warm, sincere greeting is the first step in building any relationship. It is particularly important when establishing a relationship with your audience. It is during your introduction that your listeners make important decisions about you. They decide whether they like you and whether you are credible.

You must note that trust and authenticity are critical in any relationship and this includes the relationship between a speaker and the audience. Your credibility as a speaker or presenter is judged mainly based on what you say and how you say it during the introduction. Your credibility increases as you describe early in your speech what qualifies you to speak about a topic.

When you use your introduction to tell your audience the source of your expertise, you give them reason to listen attentively throughout the presentation. So, **be yourself. Project your brand and do not try to imitate someone else.**

Other ways you can connect with the audience and capture their attention apart from the introductory speech are through:

i. **Your body language**

Your gesture, movement and eye contacts with the audience send a message across to the audience. These elements leave a lasting impression that affects the speaker-audience

connection. They can create trust or otherwise. Your movement shows the audience that you are passionate, and varying, it allows you to make points and differentiate among the points you are making.

Making eye contacts shows confidence and communicates sincerity. You can also use your hands to make gestures that accentuate certain messages.

ii. Your voice modulation

The way you modulate your voice is an important element in speech delivery. Varying your voice helps the audience understand the important points in your presentation. And speaking at a higher pitch, with regular variation, will ensure that all members of the audience hear you irrespective of where they are sitting.

iii. Adhering to global etiquette

To be able to connect with your audience you need to speak in a way and the language that they will understand. A presenter should strive to be as articulate as possible to avoid sloppy or careless pronunciation.

presenter should also strive to prevent regional, ethnic or racial dialects or accents from interfering with the speech. Globalization has shrunk the world boundaries, reducing it to a global village, so one may find oneself very often giving presentations to people who come from different countries having differing language fluency.

Consequently, it is important not to use expressions, examples, or metaphors that would only be understood by a segment of the audience.

9.3.4 Seeking feedback from the Audience

Consciously or unconsciously, the audience will give you the clues you need to help you make your presentation effective. You need to pay attention to what their body language signals. This will keep them engaged throughout your performance, provided you are able to discern the signals. Such signals are taken as feedback to your stimulation.

The audience may be providing feedback in a few areas as:

i. Frequency of Message

if you feel that your audience is not getting the message, repeat your key points in different ways to ensure they are understood. Some members of the audience may simply frown while others will start fidgeting. These are signs that they either do not understand what you have said or they are not comfortable with it. You now have a responsibility to use other ways of explanation.

You may also use other synonyms to drive home your points. The audience is more likely to remember the beginning of your speech, the closing and items that are repeated. Take time to repeat key information to ensure clarity.

ii. Speed

The audience will give you clues if you are going too fast or too slow. So, pay attention to their body language and adjust your pace accordingly.

iii. **Duration**

Organize your presentation in such a way that you do not run over the time allocated to you. It is always a good idea to leave them desiring more time for continuation. So, finish early and leave extra time for questions and answers.

9.4. Conclusion

Making an effective presentation requires establishing and building a strong relationship with the audience and making the best use of the relationship to capture their interest as well as sustain it throughout the presentation.

To do this effectively, focus should not be shifted from the objectives of the presentation. It is important for the presenter to know and understand the audience, build good rapport with them, make contact with them and capture their interest. In the course of presentation, the presenter should watch out for feedback signals.

9.5 PRACTICE QUESTIONS

9.5.1 Multiple Choice Questions (MCQs)

1. Relationship with the audience **cannot** be effectively established through:
 - A. Captivating introduction
 - B. Personal greeting
 - C. Audience profiling
 - D. Hand gestures
2. The body language that captures and maintains the attention of the audience during presentation excludes:
 - A. Eye contacts
 - B. Hand gestures
 - C. Global etiquettes
 - D. Presenter's Movement
3. The strategy to understand the audience for better performance include the following **except**
 - A. Knowledge of the audience demographic information
 - B. Acquaintance with the audience expectation
 - C. Audience level of the knowledge of the topic
 - D. Dialectic-mix of the audience
4. The audience level of knowledge of the topic can be discovered through
 - A. Personal interaction with the audience

- B. Content preparation
 - C. Conscious feedback from the audience
 - D. Presentation venue scanning
5. Which of the following strategies is NOT recommended to building relationship with the audience?
- A. Involve the audience in PowerPoint slides design
 - B. Putting your audience first
 - C. Making your first impression good
 - D. Involve the audience in your presentation

9.5.2 Theory/Essay Questions

1. Why is it important to establish a relationship with your audience before and during a presentation?
2. Explain how you can establish a relationship with the audience and sustain it throughout the presentation.
3. What are the negative cues you should try to put under control assuming you are invited to make a presentation at an international seminar?
4. Describe how you can use your body language to establish good relationship with the audience.
5. Explain the various ways which the audience can provide you with feedback clues that can help to improve your presentation.

9.5.3 CASE STUDY FOR CHAPTERS 7, 9 and 12

Chief Okoh Tunde has agreed to speak at his community Town hall 100 million naira Launching ceremony as a mark of honor. In spite of his status, Chief Okoh Tunde is a bit nervous. He has no problem being the life of the ceremony at the community gatherings – he's known as a bawdy cut-up. But speaking in front of large crowd gathering feels different and scary. Also, he's not sure that his sense of humor is sophisticated enough for such much talked about, celebrated and well-attended ceremony. And he needs a little help organizing his thoughts.

In the assessment, it becomes immediately clear that Chief Okoh Tunde has a lot to say, and a lot of love for his community. He does have a natural gift for gab, even if he feels shy about it with strangers. We notice, however, that when he “makes his speech”, he immediately gets more wooden and less interesting than when he was just “speaking” to the instructor.

You are required to:

- a. Identify the major problems of Chief Okoh Tunde.
- b. Suggest and discuss the various ways in which Chief Okoh Tunde can overcome the problems identified in ‘a’ above.

- c. “*And he needs a little help organizing his thoughts*” How would you help Chief Okoh Tunde in this statement with respect to planning and structure of presentation?

9.5.4 Solutions to the MCQs

1. C
2. C
3. D
4. A
5. A

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CHAPTER TEN

BODY LANGUAGE AND PHYSICAL APPEARANCE

10.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Understand the concept of body in presentation;
- ii. Distinguish between the different types of body language;
- iii. Appreciate the role and impact of dressing at the presentation venue;
- iv. Use body language to enhance presentation; and
- v. Know the tips in the use body language.

10.2 Introduction

Presentation is both about total self-packaging and organized arrangement of appropriate information for communication. Appearance communicates.

Generally, appearance is symbolic. Apart from preparing for an excellent delivery of speech or introduction of a product/idea, presenters should be cognizant of how they appear at the venue of presentation. As you package your material for presentation, you also have to package yourself. The physical appearance of the presenter should be decent. Dressing should be elegant and presentable.

Therefore, you should ensure that what you wear, your body movements, eye contact, postures and gestures are impressively acceptable, portraying you as a responsible individual. This chapter examines the general appearance of a presenter.

10.3 MAIN CONTENT

10.3.1 The Concept of Body Language

Successful presentation is not only about impressive and captivating topic or perfect PowerPoint template but more importantly your body language. Learning how to speak body language increases the chances of having a successful presentation.

Some have asked these questions: “What language does body speak?” Does the audience understand the body language when spoken by the presenter?”

What then is body language?

Body language is the way your body communicates without the use of words. Body language includes hand gestures, posture, facial expressions, and movements that send messages of their own.

Body language can be expressed or spoken consciously and unconsciously. For instance, if you are sitting quietly with moody facial expression can tell others a lot about you. You might be seen as unapproachable or frustrated person.

Also, if you are discussing with someone and you verbally agree with them, your body language will likely reveal your thinking. It may either confirm that you indeed agree with what is being said or betray you and tell others you don't feel the same way.

In other words, **your body language reveals the true story behind your words.** In presentation therefore, you can choose and control your body language.

10.3.2 Why is Body Language crucial in Presentation?

Proper use of body language can help you to effectively engage your audience confidently, and be relaxed during your presentation. When you make eye contact and maintain a confident posture, your presentation is more likely to connect. However, body language can mar your presentation. If you are not aware of it, bad habits like slouching, no eye contact or arms on your hips can stunt your connection to the audience. Nevertheless, the bottom line is “don't forget about the importance of body language in presentation.

10.3.3 Body Language Tips for Presentation

Having understood the concept of body language and its importance, it is now imperative to quickly show you how to use body language effectively in presentation, as hereunder mentioned:

i. Smile

Smile is the most powerful tool you have in your body language toolbox. According to Ian Haydon (2018), “smiling can be as stimulating as receiving up to Pounds Sterling in cash”. Smiling can instantly change the perception we have about someone and it can lead people to smile back at us. While it is difficult at times to smile when you are nervous, it is generally agreed that **smiling reduces stress**. So, the next time you are giving presentation, don't forget to smile often.

ii. Don't be Afraid to Gesture

If you watch other presenters, you will notice one thing in common: *greater presenters use hand gestures as part of their delivery*. Hand gestures help you to emphasize an important point as well as express feelings and convictions; and your passion and enthusiasm for the topic becomes more apparent as your gestures are livelier.

Thus, well-coordinated gestures during presentation can be helpful as they enhance presentation and make it more effective in the following ways:

- i. Gestures tell your audience that you are comfortable and self-confident.

- ii. Gestures are outlets for the release of nervous energy as they help you feel more at ease.
- iii. Gestures encourage an enthusiastic presentation.
- iv. Gestures have a positive effect on breathing as they help to relax the muscles that affect the quality of voice.
- v. Gestures are particularly important when you are speaking to a large crowd. Those in the back rows may not be able to see the changes in your facial expression, but your gestures may pass the messages across.

However, for your gesture to achieve the purpose and to get the best results, you must do the following:

- a. Try to make your gestures natural, appropriate and constant both with the ideas in the message and your own personality.
 - b. You must stand straight with your arms bent at the waist and your hands relaxed, at the “ready” position.
 - c. Pay attention to the position of your elbows. If they hang stiffly at your sides, your gesture will look shortened and artificial.

iii. **Make Use of the Space**

Another important tip is to make use of the stage. Instead of standing still in one place, move round the available space in the stage. By so doing, you are communicating with the audience that you are comfortable and confident about the topic as well as happy with them. Step out from behind the podium, be natural when moving from one spot to another, taking a couple of steps, stopping and then take a few more steps while allowing your audience to see you

iv. **Don't Slouch**

Slouching makes you appear less confident and like you are carrying the weight of the world on your shoulders. If you are physically able to stand straight, then be sure to do so the next time you are giving presentation.

You will appear more confident and get more energy during presentation if you stand tall with your shoulder pull back and your stomach tucked in.

v. **Assume a Power Pose**

As asserted by a professional speaker Cuddy and cited in Lucas (2020) that a power pose can help you to establish authority, it is a great reminder that body language helps you to come across as confident in your content. An example of a power pose is standing width apart, with hands on your hips, and chin lifted up.

vi. **Maintain eye contact**

As you make your presentation, try to maintain eye contact with your audience and face them. Doing so will make them feel like you are talking to them directly and will help keep them interested in your presentation.

Avoiding eye contact or turning your back to them will come off as rude and break the connection with the audience.

vii. Facial Expression

Facial expression does wonders for keeping your audience interested and convincing them to believe in your cause. Your presentation is not the time or the place to bring on your poker face as you will come off as a robot.

By letting your passion for topic shine through with your facial expressions, your audience will be able to connect with you and trust you.

viii. Minimize nervous habits

Habits such as arms crossing, feet shuffling and hands in pockets are visuals of nervousness that can distract presentation. As you practice how to speak body language, try to avoid these gestures.

10.3.4 Types of Body Language

From the above tips of body language for effective presentation, it is necessary to identify the different types of body language commonly used in presentations.

1. Eye Contact

Studies have revealed sharp differences among cultures concerning the meaning and implication of eye contacts. Eye contact behavior varies from one socio-cultural environment to another. Psychologically and socially, when you are talking to someone and you cannot look directly into the eyes of the person you are talking to, it suggests that you are either trying to hide something or you are not being honest.

However, in another cultural environment, it is considered rude to look into somebody's eyes, especially an older person when speaking. There are so many other cultural diversities and variations in relation to eye contact.

But in presentations as earlier mentioned, eye contact helps you to establish and maintain a personal connection with your audience. This notwithstanding, you should be mindful so that you don't look at each person in the eye as this can be misconstrued with large audiences.

Instead, focus your eye contact on few people in different parts of the room will help to establish and maintain that contact. If they look at you, hold their gaze for a few seconds but avoid staring as long eye contact can make people feel uncomfortable.

Eye contact can also help you to get a feel of how the audience is receiving your presentation. If you catch them yawning or trying to stifle a yawn or if they're looking

around, it is a sign that they're losing interest in your presentation, then, eye contact can help you bring their attention back and re-engage with the presentation.

2. Head Movements

The way you move your head signals different things. For instance, when you lower your head you send signal of being tired or waiting for the right moment to speak. Looking up at the ceiling or a way may signal you're bored or that you are hiding something from your audience as you're avoiding eye contact. Nodding signals agreeing with someone

3. Hand Gestures

These are also important to successful presentations. The more you gesture with your hands, the better the likelihood of your presentation appreciation.

Therefore, use your hands to communicate different points in your presentations. The most effective way to do this is to use your fingers to count the points you're explaining.

4. Facial Expressions

Facial expressions are crucial in presentation because they help us to convey our emotions to the audience or mask them when you feel uncertain about the person you are talking to. Some of the emotions that facial expression signals are fear, nervousness, confidence and acceptability

5. Body posture

The way you hold yourself during presentation speaks volume of you. Poor posture such as slouching gives your audience the impression that you're not confident of yourself or the topic.

Note that when your back is tense, they'll sense your tension and probably wonder what is causing it. Therefore, try to relax yourself throughout your presentation and straighten up when you start to slouch.

10.3.5 Physical Appearance

Most times, first impressions are formed based on the physical appearance. An individual's physical appearance is made up of the dress, body shape, type of hair, look and general composure.

Then further impressions are formed from behavior, speech, accents and manner. All of these sum up to determine whether the individual is a likeable person, whether he or she can get other peoples' attention. If you can attract other people's attention, then they will be willing to listen to you.

When you walk into a room to make a presentation, members of the audience will notice how you are dressed. Therefore, it is important that you take on your best on the day of presentation. No matter how best dressed you may be, if you are unable to impress the audience with your presentation, you may lose credibility.

Note then that appearance is no substitute for the substance of your presentation.

Guidelines are available to help you appreciate the need for good appearance at the venue of presentation.

- a. Looking good will not only give the audience a positive impression of you, it will also give you a psychological boost.
- b. Your dressing should not in any way distract the attention of your listeners. Your choice of shoes or dress should not isolate your listeners.
- c. Avoid accessories that you may be tempted to fiddle or play with, such as scarves or jewelry worn round the neck as these may serve as distractions.
- d. Your appearance should be in harmony with your message.
- e. Wear what the audience expects you to wear. If you are making a presentation at a formal occasion, be dressed up in a formal outfit. Wear what the occasion demands. Remember: “You are addressed the way you are dressed”

10.4 Conclusion

There is a saying that ‘first impressions are half the battle’. When you are invited to make your presentation, as you walk to the podium, the audience will form their first impression based on your physical appearance. If your physical appearance is appealing, they will look forward to listening to you. They may even be compelled to agree to your point of view. When this happens, the rest of the battle is won.

However, it is important to emphasize that appearance is no substitute for the substance of presentation. Your appearance, body language, gestures and body movements and eye contact are all important features of any type of presentation including speech delivery.

10.5 PRACTICE QUESTIONS

10.5.1 Multiple Choice Questions (MCQs)

1. Communication without the use of words is technically referred to as
 - A. Soliloquizing
 - B. Body language
 - C. Intrapersonal communication
 - D. Personal appearance
2. Proper use of body language in presentation could manifest in the following **except**
 - A. Smiling
 - B. Maintaining eye contacts
 - C. Slouching
 - D. Gesticulation
3. Which of the following is not a type of body language?
 - A. Facial expression

- B. Head movement
 - C. Local accent
 - D. Eye contact
4. In which of the following ways does your physical appearance as a presenter speak negatively about you?
- A. Gives you a psychological boost
 - B. Makes you to be in harmony with your audience
 - C. Enhance the audience attention and comprehension
 - D. Distinguishes you from your audience
5. Emotional signals of facial expression include the following **except**
- A. Physical discomfort
 - B. Confidence
 - C. Nervousness
 - D. Fear

10.5.2 Theory/Essay Questions

1. How do you know when your gestures influence the audience positively?
2. Why are eye contacts with the audience considered important?
3. How can your dressing disconnect you from the audience?
4. Explain the different types of body language and how you can effectively use them during presentations
5. What are the various tips that can be useful in demonstrating your body language?

10.5.3 Solutions to the MCQs

1. B
2. C
3. C
4. D
5. A

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CHAPTER ELEVEN

VOICE CONTROL AND PRONUNCIATION

11.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Reckon with the voice as a powerful instrument of communication;
- ii. Produce and articulate proper voice sounds for presentation;
- iii. Identify the elements that affect articulation of words; and
- iv. Make adjustment to improve word articulation and delivery.

11.2 Introduction

Some presenters spend more time gathering material in preparation for presentation. They succeed in having a good volume of contents. But at delivery time, they fail to do well because they hardly concentrate on proper voice and word articulation. How your voice sounds is of critical importance in public speaking and presentation making. Without adequate preparation and practice, problems with voice modulation, articulation and pronunciation will mar what is supposed to be an excellent presentation, all things being equal. This chapter examines voice control as an instrument of communication; speech composition as well as the challenges of articulation. The chapter also introduces how to overcome these challenges.

11.3 MAIN CONTENT

11.3.1 The Voice as an Instrument of Communication

The voice reveals a lot about the speaker. Most people may react negatively to how they sound if they have the opportunity of listening to a recorded speech they made earlier.

The voice is a regulatory instrument of communication. You can vary your voice to get the effect you want. You can raise your voice to call someone to order; you can also soften or lower your voice to quell frayed nerves. Thus, the voice is indeed a powerful instrument of communication as it can be used to bring about a change in character (Aman & Mahamod, 2022). Similarly, you can use your voice to elicit a desired response either by action or by verbal reaction.

The sound of the voice may keep the audience alert throughout a presentation, just as it may also bore the audience and send them off to sleep throughout the presentation. Furthermore, it may provoke them to walk out of the presentation or speech venue.

The most common complaints about the presenter's voice are:

- i. Poor articulation.

- ii. Speaking too fast.
- iii. Not sounding confident.
- iv. Not very audible.
- v. Not having enough expression.

11.3.2 Speech Composition

According to Lucas (2020) Speech production is made up of two separate but related mechanisms. These tend to enhance the articulation and production of words and expressions.

We will examine each of them briefly as follows:

- a. **The Voice Producing Mechanism:** Voice production involves the passage of air from the lungs through the trachea into the larynx. The sound first goes through a process of resonance in which qualities are added to the sound as it passes through a series of air chambers in the throat and head. The principal resonators of the sound are the upper part of the larynx, the throat, the nasal cavities and the mouth.
- b. **The Mechanism of Articulation:** The tongue, teeth, lips, jaw and the soft palate modify the resonated sound, enabling the individual to articulate it in form of distinct speech. The movement of these articulators produces the quality of the spoken words expressed in different vocal characteristics that add variety to speech.

Four characteristic elements can either make or mar your presentation. These are loudness (audibility), poor posture, pitch and pace.

- i. **Loudness (Audibility):** If you cannot be heard by the audience, the speech will be of little or no benefit to the audience.
- ii. **Poor posture:** Whether you are sitting or standing, poor posture limits the effect of voice production.
- iii. **Pitch:** This refers to the modulation of the sound produced by the tightening and the loosening of your vocal cords. It is important to vary the pitch of your voice as this can make the presentation interesting. A monotonous pitch, especially a low pitch can bore the audience.
- iv. **Rate (Pace):** This refers to how fast or how slowly a person speaks. Under the pressure of giving a speech or making a presentation, you may find yourself rushing through. Speech tension may affect your normal pattern of speaking. Being deliberately slow tends to communicate trust, authority and control.

In order to adjust your rate of speech delivery to your advantage, you may do the following:

Choose an appropriate rate: Choose a rate appropriate for the ideas being expressed and for the setting. For example, it is acceptable and professional when a medical doctor speaks to close relatives of a patient in a slow and deliberate manner, to inform them of the diagnosis of a terminal disease.

Vary your rate of speech: You need to vary your speech to express different thoughts and feelings. Speak slowly for the sake of emphasis when you are introducing something new or something that is technical. It may even be something that is complex. You need to speak slowly so that the audience can follow your line of thoughts and reasoning step by step. However, you may speak faster when you are telling your audience what they already know.

Use a tape recorder: During practice, use a tape recorder to monitor your rate of speech. You can also do this as you read a book aloud. Play back your speech and make adjustments for effective delivery.

Other techniques that can equally help you to perfect your delivery include:

- v. **Pauses:** When used moderately, pauses can add power and control to your speech. A deliberate pause communicates self-confidence and helps you move from one topic to another. It commands attention and adds colour and feelings to speech.
- vi. **Emphasis:** A word can communicate two to three different meanings depending on how it is uttered and accentuated.
- vii. **Padding:** Padding refers to unnecessary verbal expressions that can ruin a speech. When they become repetitive, they are boring to the audience who are eager to hear something new. They add little or nothing to the content of your speech. They include expressions such as ‘that is’, ‘you know’, ‘so’, ‘you see’, ‘as I am saying’ and many others like these. You need to be aware of this problem to be able to get rid of it. You can record your conversation with friends or business associates and listen to it later to identify padding.
- viii. **Regional dialects:** This may influence the way words are spoken.
- ix. **Racial, ethnic, educational and socio-economic factors:** These also have an influence on the way words are spoken.

11.3.3 Articulation and Pronunciation Problems

Some pronunciation patterns usually arise from regional dialects. For example, some Yorubas from the Western Region in Nigeria will pronounce an English word differently from the way the Hausas from the North and the Ibos from the East will do. Most of these speakers are influenced by their local dialects.

However, other pronunciation patterns are as a result of mistakes in articulation and pronunciation. Articulation and pronunciation problems can leave listeners with a bad impression of the speaker’s/presenter’s ability. Sanja, P. (2016) asserts that it will also prevent them from understanding your message.

These problems identified by Sanja will be examined one after the other, hereunder:

a. **Articulation Inadequacy**

Articulation inadequacy is a problem identified in speaking among learners of English (Sanja, 2016). Articulation problem is failure to produce a word properly. Some

articulation problems are linked to regional dialects. Let us examine some examples of articulation problems that are linked to regional dialects in Nigeria.

- Some native speakers of Yoruba remove the “h” sound from many words and say: “Iave a book” instead of “I have a book”, “appy new year” instead of “happy new year”.
- Some native speakers of Ibo replace the “t” sound with an “r” and say: “Oh, that girl is beauriful” instead of “Oh, that girl is beautiful”.
- Native speakers of Hausa, on the other hand, replace the “p” sound with an “f” sound and say “I faid fifty thousand” instead of “I paid fifty thousand”.

These are a few examples of articulation problems arising from the speaker’s native language phonology. It is important that you try not to allow these pronunciation patterns interfere with your speech delivery when you are in a formal situation, especially when making a presentation to an audience.

Your articulation must be precise. Though there is always the tendency for these pronunciation patterns to interfere with our speech, you must try to be conscious of them. Articulation problems that are linked to regional dialects can be improved upon by travelling and living in other parts of the country for some time. **Accents can be refined by listening and paying attention to television and radio newscasters, actors, motivational speakers and entertainers.**

b. Mispronunciation

Mispronunciation problem arises from lack of knowledge of how to say a word, and this results in saying the word wrongly. It has nothing to do with regional dialects or accent. Let us examine few examples.

- i. Egg yolk -mispronounced as egg ‘yoke’
- ii. Library -mispronounced as ‘libery’
- iii. Bungalow -mispronounced as ‘boongalow’

You can find more examples. If you are not sure of how a word is pronounced, check the dictionary and practice the correct pronunciation repeatedly. Read books, magazines or newspapers aloud several times in a week and make conscious effort to pronounce each word with precision.

11.4 Conclusion

Good word articulation is important in public speaking. The voice is a powerful instrument of communication. Pronunciation, articulation, audibility, pitch and speech rate can all be varied to get the desired effect we want when making a presentation. You can use your voice to emphasize a point or bring about a desired human response.

The sound of our voice plays a very crucial role in communication. Therefore, it is important that strategies for dealing with articulation problems and mispronunciation problems are employed for good performance at presentation.

The voice as a powerful instrument of communication was examined in this chapter. The chapter also reviewed components of speech which include producing mechanism and articulation mechanism. With reference to articulation mechanism, the movement of the articulators of speech produces a voice with several characteristics. We identified a number of characteristics such as pitch, audibility and speech rate among others. We also learnt that there are certain problems that tend to interfere with speech making. These problems were grouped into articulation and pronunciation categories.

11.5 PRACTICE QUESTIONS

11.5.1 Multiple Choice Questions

1. Which of the following **cannot** be used to achieve the purpose of voice modulation as a regulatory instrument of communication?
 - A. Raise the voice to call someone to order
 - B. Soften the voice to quell frayed nerves
 - C. Shout to correct an audience
 - D. Vary your voice to elicit a desired response
2. Which of the following characteristic elements of speech articulation can **positively** affects your presentation?
 - A. Appropriate pace
 - B. Low audibility
 - C. Body language
 - D. Monotonous pitch
3. The use of repetitive verbal expressions to drive home your points is referred to as:
 - A. High rate of speech
 - B. Padding
 - C. Articulation inadequacy
 - D. Monologue
4. The two separate components of speech production mechanisms are Voice articulation and _____
 - A. Voice production
 - B. Regional dialects
 - C. Sensory organs
 - D. Respiratory organs
5. Mispronunciation of words can embarrass presenter in presentation. Which of the following is not a common reason for mispronunciation?
 - A. Regional mispronunciation
 - B. Reading difficulty
 - C. Nonstandard spelling
 - D. Vocabulary building

11.5.2 Theory/Essay Questions

1. What do you understand by speech padding?
2. What are articulation problems and how can you overcome them?
3. State and explain at least 4vocal characteristics that articulation mechanism produces.
4. How can you improve bad pronunciations?
5. Distinguish between Voice production mechanism and Mechanism of articulation.

11.5.3 Solutions to the MCQs

1. C
2. A
3. B
4. A
5. D

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CHAPTER TWELVE

OVERCOMING STAGE FRIGHT AND GAINING CONFIDENCE

12.1 Learning Objectives

At the end of this chapter, you should be able to:

1. Recognize anxiety cues and know how to deal with them;
2. Identify the causes of stage fright and determine to overcome them;
3. Employ strategies to gain control over stage fright; and
4. Show a level of confidence for control over stage fright.

12.2 Introduction

For most people, making presentation or public speaking can be a nightmare as creates anxiety and tension. But it is one of the most desirable skills. For those who have mastered the act of public speaking, they look forward to it as they cherish the spotlight, and desire to be seen and heard.

However, nervousness affects almost everyone at one point in the course of their career. Lecturers, preachers, business executives, administrators, professional actors, politicians and musicians among others have had to deal with stage fright in the course of their career engagements. This chapter discusses stage fright, causes, how to overcome it and how to gain confidence.

12.3 MAIN CONTENT

12.3.1 Stage Fright or Speaker Anxiety and Causes

In very simple terms, stage fright refers to nervousness at facing the audience and performance anxiety. It is a type of anxiety that describes feeling anxious when speaking or performing in front of a group of people. It is the fear of public speaking. It is a natural phenomenon that affects many people all over the world irrespective of age, gender, race or profession.

Public speaking is one activity that causes the greatest fear among people in America as over 40 million Americans fear performing in front of the audience (Lucas,2020). However, studies have shown that no matter how nervous a speaker may be, most members of the audience do not realize that the speaker is actually nervous.

On the contrary, some communication experts emphasize that feeling nervous is natural as total absence of anxiety may communicate apathy, insensitivity and lack of responsibility to the

audience. Thus, anxiety is a common phenomenon that cannot be avoided. Nevertheless, it can be turned to the advantage of the speaker or presenter.

12.3.2 Causes of Stage Fright

Nicole, (2023); Lucas, (2020), James, (2020) & Vanessa, (2023) refer to presentation stage fright as a **communication anxiety**.

Anxiety symptoms could be either physical or emotional. They pointed out that the focus should be on the sources of the anxiety rather than the location (stage fright). They defined communication anxiety as lack of confidence.

Therefore, **the main cause of stage fright is lack of confidence**, and this is manifested in the following ways:

1. Irrational and mistaken thinking of being perceived as not sounding intelligent enough by the audience who are judging your performance.
2. Thinking more of yourself than what you are going to say.
3. Desire to the approval of all members of the audience
4. Seeking perfection, which is not being realistic.
5. Excessive worry about the event
6. Feeling a sense of numbness
7. Perspiration
8. Desire to escape and leave the scene
9. Fear of rejection or judgment
10. Fear of failure or embarrassment

These factors trigger reactions all over the body. Consequently, a rush of adrenaline causes several anxiety cues such:

1. Breathing is quickened (you tend to breathe faster than is normal).
2. The pupils of the eyes widen.
3. The saliva in the mouth dries up.
4. Trembling of the voice, stuttering or stammering and loss of words.
5. Trembling of the arms and tension.
6. Dizziness, stomach knots and in some worst cases, nausea is displayed (wanting to vomit).

12.3.3 Overcoming Stage Fright

The most commonly recommended ways of dealing with anxiety are:

1. Breathing slowing and deeply;
2. Relaxing the muscles;

3. Establishing eye contact with the audience and;
4. Involving the audience in the presentation by asking questions.

Rather than fighting your stage fright, working it out is the best solution. You have to expect and accept the fact that you will feel anxious, especially during the first few minutes of your presentation.

The more you resist your anxiety, the more it will work against you. The overall solution is to focus on your presentation and the anxiety will slowly ease off.

Below are also strategies for working out and overcoming stage fright which have been discovered by several writers and communication experts:

- i. **Prepare well:** Put your speech together ahead of time and not at the last minute. Practice as many times as possible, reading your speech aloud, till you know remember your points. Know your content and know your audience too.
- ii. **Dress appropriately:** Wear comfortable shoes, suit or dress that will make you feel at ease and confident. Your choice of clothes should not isolate you from your listeners. Your appearance should be in harmony with your message.
- iii. **Avoid drinking caffeine before a presentation:** Studies have shown that drinks containing caffeine can make one nervous in addition to the extra adrenalin that is already flowing when you are about to make a presentation (See Nicole, 2023).
- iv. **Arrive early to the venue of the presentation:** It is important to arrive at the presentation venue so as to check the auditorium arrangement, and to familiarize yourself with the whole environment. Arriving late may heighten your anxiety.
- v. **High anxiety:** Where there are other presenters in line, if your anxiety is high, you can request the instructor or organizer or master of ceremony to allow you speak first or second: If you are among the first to speak, you have less time to worry as anxiety usually increases if you have to wait to speak later.
- vi. **Remember that it not about you, it is about the message and getting across to the audience:** You need to focus on the message. When you have something to share with the audience, you should think about communicating this important message, rather than focusing on yourself. Usually, the fear of public speaking arises from the presenter's fear of failure, exposure and judgment.
The presenter exhibits the feeling that the audience is out to laugh at him or her, criticize or judge. There will always be avenues or opportunities for criticism. Do not rule out criticism, but if you have prepared and performed very well with confidence. No one will mock you. Rather, you will receive good appraisal and commendation.
- vii. **Remember that the audience is made up of people like you:** Fear of public speaking and presentation is a commonly shared experience among members of the audience. If you are nervous, you will make your listeners ill at ease and embarrassed.

- viii. **Focus on getting through the first five (5) minutes:** Focus on just getting through the first five minutes by imagining that your entire presentation is only for five minutes. This will make it less stressful. It will also help to calm you down.
- ix. **Visualize the outcome:** Picture yourself doing well. Imagine and reflect on yourself doing well. Imagine yourself walking to the podium, speaking to a responsive audience, giving a perfect presentation and speaking, filled with humor, warmth, confidence and intelligence and receiving positive response from your listeners. This is a visual image of success.
- x. **Take several deep breaths on the way to the podium:** Nervousness can lead to increase in respiratory rate, resulting ultimately in shortness of breath and obstruction of good vocal production. Taking several deep breaths can break this cycle as well as calm down your nerves.
- xi. **Do not rush your presentation:** Start slowly and allow yourself time to get into a comfortable pace. You need time to get used to the audience and the audience also needs time to get used to you.
- xii. **Pick out friendly faces and make eye contacts with them:** An encouraging and supportive expression on a listener's face can do wonders to promote confidence and reassure a presenter that he or she is on the right track.
- xiii. **Never apologize for being nervous:** Most of the time, no one may notice that you are nervous, so there is no need to acknowledge it. You may feel yourself shaking and shivering, but your audience might not be aware of it. Therefore, do not mention it.
- xiv. **When things go wrong:** In case you cannot recall a particular line or word or point that you originally intend to use, you can replace it with another. The audience will not notice it as they do not know your lines. If, for instance, your microphone stops working, do not be worried about it. Just simply carry on with a louder voice.
- xv. **Give yourself a reward after your speech/presentation:** Congratulate yourself for having succeeded. Even though your speech/presentation may not have been perfect, remind yourself that you were able to do it.
- xvi. With each individual performance, it will get easier and better as you go along. Before long, you will no longer be conscious of any form of nervousness on stage.

12.3.4 Gaining Confidence for Presentation

A number of techniques on how you can successfully control stage fright have been discussed. These include breathing exercise, muscular relaxation and visual imagery among others. Once you have mastered how to work out the stage fright, the next stage is to gain confidence for effective presentation.

Communicating effectively is one of the keys to successful presentation. To be able to speak well and confidently, you have to believe in yourself, speak slowly and carefully. You must also have strong convictions about what you are saying.

Gaining confidence for presentation requires the following:

1. **Always practice positive self-talk:** Do not make negative expressions about yourself such as: 'I can't do it, 'I am nervous,' etc. These negative expressions feed you with fear and make it worse than it is already. Praise yourself every day. This will promote confidence in you. Remind yourself of all the great things you have accomplished and worked hard for.
2. **Gain Experience:** Mainly, your speech should represent you as an authority and as a person. Experience builds confidence, which is the key to effective speaking. Just getting into the habit of giving speeches or speaking publicly will also help you succeed. Even if you just want to speak confidently in front of friends or strangers, the more you do it, the better you will become at it.
3. **Expand your vocabulary:** Read as much as you can. The more you read, the more you will know and the more expansive your vocabulary will be. You will learn new words and understanding new phrases. Soon, you will just discover you are using new words and expressions in your speech.
Having a larger and current vocabulary is necessary if you really desire to speak well.
4. **Know your material:** As previously pointed out, you need to know your material. Pick a topic you are interested in. Know more about it than you include in your presentation. If you know a lot about your subject, you will feel more confident in the presence of the audience.
5. **Speak loudly enough for everyone to hear:** While you do not want to shout, you should speak loudly enough so that people will not have to ask you to repeat yourself. Speaking quietly or softly will make people think you are shy. It may also portray you as someone who has no confidence.
6. **Have and exhibit confident body language:** Body language can go a long way in making you appear confident. Having confident body language requires that:
 - i. You have a good posture.
 - ii. You avoid slouching.
 - iii. You don't fidget with your hands.
 - iv. You avoid pacing around too much.
 - v. You look ahead of you instead of down at the floor.
 - vi. You keep your face and body relaxed.

12.4 Conclusion

The conclusion we draw from this topic is that almost everyone suffers from stage fright. Stage fright is fear of standing before the audience to present a speech or meet certain purposes which include speaking.

Stage fright is a natural phenomenon that affects many people irrespective of age, gender, profession or race. The main cause of stage fright is lack of confidence.

Several strategies were highlighted in the chapter for working out and overcoming stage fright. **One of the most important strategies is demonstration of confidence, which can only be acquired through regular practice with speech-content delivery, good preparation and mastery of the presentation subject.** Embarking on positive self-talk and regular practice before every presentation will help to gain confidence.

12.5 PRACTICE QUESTIONS

12.5.1 Multiple Choice Questions (MCQs)

1. Which of the following techniques would you **not** recommend for a presenter with stage fright problem?
 - A. Positive self-talk practice prior to presentation
 - B. Appropriate use of technical vocabulary to express oneself.
 - C. Speak fast during presentation to meet up with time.
 - D. Good knowledge of the subject matter and preparation.
2. Stage fright is a common feature among amateur speakers. Which of these can be used to overcome stage fright during presentation?
 - A. There should be no pause during presentation
 - B. Involving the audience by asking questions
 - C. Taking caffeine intermittently during presentation
 - D. Maintaining eye contact with certain section of the audience
3. One of the major causes of stage fright is lack of confidence by the presenter. How can this be manifested in presenters?
 - A. Relaxing the muscles
 - B. Perceiving as not sounding intelligent
 - C. Establishing eye contact with the audience
 - D. Embarking on regular practice prior to presentation
4. One strategy you can adopt to overcome initial nervousness when delivering a presentation is to:
 - A. Disclose your identity and get to know the audience.
 - B. Drink a lot of water before and after the presentation.
 - C. Obtain your pre-empted questions from the audience
 - D. Walk into the presentation venue just before the presentation.
5. Which of the following is NOT recommended for confidence building for presentation?
 - A. Expand your vocabulary for effective communication
 - B. Always take coffee to gain more energy
 - C. Build confidential body language
 - D. Always practice positive self-talk

12.5.2 Theory/Essay Questions

1. How can a presenter tell that he or she is nervous before and during a presentation?
2. What are the methods you can adopt to control nervousness when getting ready to make a presentation?
3. Explain the various strategies you can adopt to build confidence in preparation for a presentation.
4. What do you understand by Stage fright and its causes?
5. Explain how you can use body language to overcome stage fright during presentation.

12.5.3 CASE STUDY

Chief Okoh Tunde has agreed to speak at his community Town hall 100 million naira Launching ceremony as a mark of honor. In spite of his status, Chief Okoh Tunde is a bit nervous. He has no problem being the life of the ceremony at the community gatherings – he's known as a bawdy cut-up. But speaking in front of large crowd gathering feels different and scary. Also, he's not sure that his sense of humor is sophisticated enough for such much talked about, celebrated and well-attended ceremony. And he needs a little help organizing his thoughts.

In the assessment, it becomes immediately clear that Chief Okoh Tunde has a lot to say, and a lot of love for his community. He does have a natural gift for gab, even if he feels shy about it with strangers. We notice, however, that when he “makes his speech”, he immediately gets more wooden and less interesting than when he was just “speaking” to the instructor.

You are required to:

1. Identify the major problems of Chief Okoh Tunde.
2. Suggest and discuss the various ways in which Chief Okoh Tunde can overcome the problems identified in ‘a’ above.
3. “*And he needs a little help organizing his thoughts*” How would you help Chief Okoh Tunde in this statement with respect to planning and structure of presentation?

12.5.1 Solutions to the MCQs

1. C
2. B
3. B
4. A
5. B

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CHAPTER THIRTEEN

CONTROL OF ENVIRONMENT AND INFORMATION DELIVERY

13.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Apply the strategies for controlling the environment during presentations;
- ii. Identify and control environmental distractions and their causes;
- iii. Explain how you can deliver messages in unusual environment; and
- iv. State the features of information delivery.

13.2 Introduction

The setting in which presentation is to take place can have a significant effect on the process of presentation. This effect can be either negative or positive. Every form of communication is made up of sender and receiver(s), message, channels, feedback, noise and setting. There are different environmental factors that can therefore affect sending and receiving of information. These factors may be elements in the physical/external environment or elements in the internal environment (the psychological make-up of an individual). The internal environment has to do with the individual. Both the sender and the receiver have internal noise that may affect how a message is delivered, how the message is received, processed and connected to knowledge. Factors in the physical environment include among others the size of the room, the arrangement of furniture and sitting arrangement.

This chapter discusses the strategies for controlling the environment, environmental distraction, causes, delivery of information in non-standard/unusual environment and the features of good information delivery.

13.3 MAIN CONTENT

13.3.1 Strategies for Controlling the Environment

A speaker or presenter should be able to control the setting in which information is to be delivered to members of the audience. Control over the environment during presentation is the presenter's ability to take charge, manage and influence situations with skill and expertise in such a way that nothing within the internal or external environment can affect the delivery of information.

There are several strategies for controlling the environment, and they are examined below:

1. Preparation

The level of preparedness of the presenter influences to a great deal the extent to which the presenter can be in full charge. It will also determine how skillfully the presenter is able to navigate through the process.

As discussed in previous chapters, preparation requires that:

- i. You know and understand your material as a presenter. This will help you to identify clear main points and construct a strong linear argument that can aid your communication of complex details to the audience.
- ii. You need to map out your performance by planning your presentation in advance to identify what you will need to have a clear understanding of your performance as a whole, including the pace of delivery and how you plan to use your visual aids.
- iii. You need to understand your venue by visiting the venue beforehand to explore the physical layout and the audio-visual equipment.
- iv. You also need to visualize yourself presenting at venue.
- v. You need to envisage issues that may arise and how to control them.

2. Reducing anonymity

It is important to avoid anonymity. The presenter's identity must be disclosed to members of the audience. This is the internationally accepted ethical standard. On some presentation occasions, the presenter is usually introduced by an anchor person. Irrespective of that, you still need to make a statement or two about yourself as a presenter.

Where you are asked to make your presentation without any formal introduction, you will need to introduce yourself with the subject of your presentation.

Display a slide with your name on it (refer to chapter 8, on the need to establish contact with the audience). **It is an important element to break psychological distance.**

3. Presentation Style

The nature and content of your presentation equally determine how you control presentation. The key issues here are ensuring that the audience is following your presentation; avoiding distractions; keeping things moving at an average pace; waiting until everyone is settled before you start to speak; announcing the start of your presentation and waiting for some quietness (calmly and politely assert your control by asking for quiet if this is not forthcoming); and the introduction of visuals to support your presentations.

You also need to control your talking to avoid tiredness, dehydration and audience boredom.

4. Stage Craft

It is important to take note of the impact of the physical size of the presentation venue.

Issues related to stage craft that must be attended to include:

- i. Sightlines: This relates to the ease with which you can make eye contact with the audience.
- ii. Audibility: It is important to make sure that you can be heard by everyone at the venue.
- iii. Attention spans: Vary your delivery pattern to incorporate new and interesting stimuli for audience attention.
- iv. Audience behavior: It is not easy for all members of the audience to give full unhindered attention throughout the presentation occasion. Expect this to happen, and try not to be too sensitive to audience behavior or any noticeable irrational side response.

5. Using Visual Aids

Visual aids are important tools for improving the effectiveness of presentations to large groups. They are particularly useful during key stages of presentation (during the introduction, at the stage of main points and at the stage of your conclusion).

However, it is important that you make your images as visually appealing as possible. For the incorporation of images, you need to go back to your study of Microsoft PowerPoint. It is strongly recommended that you familiarise yourself with the use of this tool.

13.3.2 Environmental Distractions and Causes

Distractions are things that cause an individual in the audience to think about something different from what a presenter is presenting or saying at the moment. Mitchel (2021) identified two causes of distractions which are:

- a. Environmental distractions/factors.
- b. What the presenter says and shows.

a. Environmental Factors

Environmental factors that distract the audience and the presenters can be discussed under the following:

- i. **Physical Discomfort**
 - a. It is difficult to pay attention to a speaker or presentation when one is not physically comfortable.
 - b. Physical discomfort could arise from:
 - c. **The room temperature:** Either it is too cold or too hot.
 - d. **Frequent toilet:** Frequent use of the toilet makes one to lose concentration.
 - e. **Lighting/visibility:** Poor lightning and visibility in the room can affect the level of concentration.

- f. **Hunger:** Where an individual is hungry, focus is shifted to food. The shift in focus affects concentration. If the presenter goes beyond the time for tea break or lunch break, some members of the audience will stop listening to him.
- g. **Size of the venue:** Either the room is comparatively too small or too large can affect the concentration of the audience and the presenter.
- h. **Quality of the sound system/microphone:** Poor quality of the sound system impairs communication between the audience and the presenter thereby making the presentation very unappealing.
- i. **Poor ventilation:** This makes the venue very uncomfortable and forcing the audience to lose concentration.

ii. Hot Buttons

These are issues that are important to people which they feel strongly about. For instance, there are some minor or irrelevant elements in the environment that some people may find irritating. Such elements can distract their attention. For example, a repetitive phrase or word which you may not be aware of as a presenter irritates some people. Examples include: “you know”, “ideally”, etc.,

Some noise making elements such as keys, coins, jangly earrings and necklaces can cause irritating noise. If you are wearing a lapel microphone, remove any necklace so that it does not bang into it.

Another different kind of distraction is the physical nature of the presenter. If the presenter is good looking, especially in the case of a woman, some male members of the audience may get distracted as they are likely to concentrate their attention on admiring the beautiful female presenter.

iii. Inability to see the proceedings

It is important that all members of the audience see you and your slides clearly from their seats. Inability to see what is going on stage can make any member of the audience lose interest and stop listening. They may be sitting around waiting for the lunch break.

It is important to ensure that, as a presenter, you do not get in the way of the projector and screen. This may obstruct some members of the audience from seeing the slide.

If the screen is in the middle of the room, it means you have to stand off to the side. It is better to place the screen slightly off-center so that you can stay nearer the center more of the time.

iv. People in the audience

Other people in the audience can be doing things which distract others. For instance, some may be engaged in receiving calls, some allow their cell phones to ring, yet an individual may be involved in whispering to another next.

There is a delicate judgment to be made in these instances about when or whether to intervene. If you intervene too soon, the whole of your audience may perceive you as coming down too hard. On the other hand, if you leave it for too long, you may be seen as lacking some leadership qualities.

b. What the presenter says and shows

What the presenter says and shows may in several ways distract the audience. The presenter may say something and show a different thing in his or her gestures (body language). The meaning of whatever the presenter is saying at that point in time is distorted and the audience may begin to lose interest as they may feel that the presenter is not credible. (Refer to chapter 10 on physical appearance and body language).

Endeavour to read up how what the presenter says and shows can cause distractions.

13.3.3 Delivery of Information in a nonstandard or unusual Environment

As presenter gains experience in the course of making presentations, some unusual circumstances will be encountered. It is necessary to know how to control such circumstances. Such unusual circumstances as identified by Simon (2018) include:

Being called upon to speak on sensitive issues

Sensitive issues are very controversial. They attract a lot of emotional feelings. Some tact is therefore required in handling such issues. For instance, issues such as gender inequality, child labour, early marriages, abortion, religion, culture and racial matters attract so much sentiment. It is not possible to have everyone agree or express the same points of view.

Where the issue advocates a clear-cut position, it is likely that you will confront some unfriendly individuals in an average audience. All you need to do is to relax as nobody will come on stage to hit you or throw things at you.

You need to appreciate the fact that it is interesting as well as challenging to address those with other points of view. You can survive through hostile audience if you employ some sense of humour in dealing with diverse views.

When the audience demonstrates good knowledge of the subject matter

In a situation where the audience tends to demonstrate good knowledge of the subject matter than you do, in order to put the audience in a suitable frame of mind to entertain the rest of the presentation, you may need to remark on the fact that:

- a. Nobody is a sole repository of knowledge (a very common cliché) and as individuals we are all ignorant of certain subject areas.
- b. You are aware that most members of the audience are better informed of the subject under discussion than you are, but you are only taking advantage of the opportunity extended to you to make a presentation.

- c. There are ways they can benefit from your views and experiences despite their own knowledge and experiences.

When called upon to speak but unprepared

You can be thrown off balance when you are not prepared but you are called upon to make a speech without knowledge of what to say. You can do any of the following:

- a. Be always prepared for such situations by having at four or five points that might be reasonable to make in such a situation.
 - b. You can refer to the business of the day, by making a remark on what you have learnt and how every other person present can equally benefit from the presentation already made.
 - c. You can comment on how you have enjoyed the occasion. Comment on the integrity of the audience of which you are a member and how it would be your great pleasure to address them formally in future.

Speaking in a large stadium

When speaking in a large auditorium, it is advisable to utter short sentences because you may run into echo in such locations. If you talk too fast, the words will float back to you. Thus, in a large auditorium, making long speeches is not necessary. Make short sentences which communicate a whole lot, thereby making the speech short and keeping off the stress of thinking of what to say next.

Debating

If the occasion calls for a debate in which case you have to argue your points:

- a. Be knowledgeable about the subject and take time to construct your case.
 - b. Refer to recognized authority on the subject. If your audience is made of economists, you can refer to Karl Marx, David Ricardo, etc. If the audience is made up of psychologists, you can refer to Sigmund Freud, B.F. Skinner, etc. Refer also to other recognized authorities in other disciplines, depending on the subject of debate.
 - c. Understand your position fully. Grasp the other person's side of the case before hand.
 - d. You can listen while your opponent is talking and take notes of any point on which you think your opponent is vulnerable.

13.3.4 Features of good information delivery

There is a sense of satisfaction that a speaker derives from communicating ideas effectively. Presentation and communication skills do not really come naturally. They are learnt and practiced. As you are engaged in more practice, you get better at it.

At the end of presentation, a presenter would like to know if he or she met the audience expectations.

To know whether a presentation delivery is good, watch out for the following features:

i. Attentiveness

Attentiveness means focusing on the moment. It means saying to yourself that you have come to tell the audience something important that will be of benefit to them. Attentiveness requires:

- a. Picking a topic that is important to you.
 - b. Doing all the work necessary to prepare the best speech as possible.
 - c. Individualizing your audience member.
 - d. Focusing on the audience rather than yourself.

ii. Immediacy

This is also related to attentiveness. Immediacy occurs when the speaker is completely focused on the communication. It happens when speakers are thinking of the best way to make their words have impact and how the audience is responding to what they say. The questions that readily come to mind are:

- a. Am I understood?
 - b. Does the point need to be clearer?
 - c. Can the people at the back hear?
 - d. How do I convince them that I really believe what I am talking about?

iii. Directness

Directness is also related to attentiveness and immediacy. Directness means being natural and straightforward. One does not need to choose words with complex meanings if a simple word can explain your idea better. The goal is to communicate and not to intimidate or dazzle your audience with your complicated grammatical structure.

Being straightforward requires selecting specific purposes and a strong central idea. When a speaker is indirect, it results in a series of questions listeners in an attempt to understand what is meant.

iv. Conversational quality

When speakers are attentive, immediate and direct in most cases, they will sound conversational. When you demonstrate a conversational quality, you will talk to your audience in much the same way that you talk when you are having a conversation with another person.

The value of sounding conversational is that you give the impression that you are talking with the audience, and not to it.

To achieve a conversational quality, you do the following:

- a. When making a presentation, imagine that you are speaking to someone you know or small group of people in a room.
 - b. Use contractions such as don't, can't, isn't and weren't. They are more conversational.
 - c. Use words everyone will understand.
 - d. Use an outline rather than writing your speech in full text.

13.4 Conclusion

There are different environmental factors that can affect the sending and receiving of information. These factors are elements in the physical or external environment as well as elements in the internal environment or psychological makeup of an individual. Mastering how to control these elements for effective delivery of information is essential. This chapter examined different strategies for controlling the environment.

It also identified several factors in the environment that could distract the delivery and assimilation of presentation. Some of the strategies identified for controlling the environment include adequate preparation, presentation style and reducing anonymity among others. Environmental factors that were identified that could distract both the presenter and the audience during the delivery of information include: physical discomfort, room temperature, frequent toilet breaks, lighting, hunger, and inability to see the proceedings.

There are indeed strategies for making presentations in unusual circumstances. A number of such unusual circumstances were examined accordingly.

13.5 PRACTICE QUESTIONS

13.5.1 Multiple Choice Questions (MCQs)

1. Environmental factors that affect effectiveness of presentation can be classified as:
 - A. Internal only
 - B. External only
 - C. Internal and external
 - D. Psychological and physiological
2. How would the effects of presentation environment be reduced to achieve the presenter's object?
 - A. Reducing the anonymity of the presenter
 - B. Ensuring good stage craft
 - C. Adequate preparation by the presenter
 - D. All of the above
3. Which of the following is **not** considered as a physical environmental distraction during presentation?
 - A. The presenter's accent
 - B. The venue temperature
 - C. Hungry individuals
 - D. Poor lightning
4. The following are strategies to control presentation environment **except**:
 - A. Identity disclosure
 - B. Audience profile

- C. Presentation style
 - D. Use of visual aids
5. Stage craft as a strategy for controlling presentation environment has the following instruments except:
- A. Audience behaviour
 - B. Audibility
 - C. Identity disclosure
 - D. Sightlines

13.5.2 Theory/Essay Questions

1. As a presenter, how would you ensure that you have the setting of presentation under control?
2. Identify the causes of distractions during presentation.
3. Explain some unusual circumstances that may arise during presentation.
4. Identify and explain the conditions for good information delivery.
5. During your presentation, you discovered that some members of your audience have more knowledge of the topic than you have. Demonstrate how you can handle the situation.

13.5.3 Solutions to the MCQs

1. C
2. D
3. A
4. B
5. C

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CHAPTER FOURTEEN

POWERPOINT PRESENTATION TECHNIQUES

14.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Identify the main features of PowerPoint software;
- ii. Understand the importance of PowerPoint for making presentations;
- iii. Create some stimulating features in PowerPoint presentation; and
- iv. Apply the techniques for running PowerPoint.

14.2 Introduction

Use of PowerPoint for presentation is common in recent times. Using PowerPoint, however, requires the presenter to have adequate practice in order to master the tool and the various techniques it offers.

PowerPoint is a software package that allows users to outline, arrange and organize both texts and data with animation and other visual communication effects. It is a package that is sold along with the Microsoft Word (MS word) software.

Once you have a computer system Microsoft package, PowerPoint is usually part of the package. This chapter examines PowerPoint as a computer software tool and discusses the techniques involved in its use.

14.3 MAIN CONTENT

14.3.1 PowerPoint as Formatting Tool

Advances in computer technology have introduced several computer software packages for making presentations. Microsoft PowerPoint is one of the most popular presentation tools and it is found useful in many ways:

- a. PowerPoint allows you to select a background template which is used to format your slide. Titles and phrases are automatically indented. It makes provision for the selection of appropriate sizes for texts, figures and shapes.
- b. PowerPoint allows for professionalism in presentation. It allows you to make useful handouts for members of the audience.
- c. PowerPoint allows a speaker to generate charts, graphs and pictures which have been digitized by a scanner. Such items can also be downloaded from the Internet. By means of PowerPoint, drawings and clips can be organized into a neat format.

d. Microsoft PowerPoint can stimulate the interest of the audience and persuade them to think or act in a way that aligns with your presentation objectives.

14.3.2 PowerPoint Techniques

Outlined below are 11 techniques for creating your PowerPoint presentation

Follow the 10-20-30 rule

This means that your presentation should have ten slides and should not last more than twenty minutes. Also, it should contain no font smaller than thirty points. However, you may need to over-run the 20-minute rule in some circumstances (a university lecture), but it is advisable to use the additional time for questions and answers.

Start with a summary

Make sure you write out or at least outline your presentation before trying to put together slides. If you cannot summarize your presentation topic in 10-15 words, then it is probably too long or too vague.

Summarizing your presentation in a single slide at the beginning gives your audience a clear idea of what they are going to learn. Moreover, it will stimulate anticipation of the whole story. It is also good discipline for you, as a presenter, to keep the topic succinct.

Write a script, like you are telling a story

You might find writing an initial ‘script’ away from PowerPoint helpful before you go diving into slides. Telling a story does not mean that you should start your presentation with “Once upon a time” Human beings have used stories to achieve objectives since the dawn of time and it is still a great means of communicating. Even if you have to deliver a long series of facts, remember that it is the underlying meaning or outcome of those facts that will impact the audience.

See it from the audience perspective

Getting the tone and content of your presentation right starts with being honest about what members of the audience really want to hear and what they can realistically absorb. If you care about your audience, and you want them to understand you perfectly, you have to be an advocate of their learning needs, not your own agenda. If that means simplifying your content, do so.

Present what you know and care about

Good presenters know their subject so well that they do not even need notes or slides. Slides are still important because what some members of the audience see on slides may register in their memory longer than what you say without slides. If you do not know enough about an issue or a subject matter, and do not care about it, it is better not to present.

Avoid too much text

Using too much text is one of the most common presentation mistakes. Presenters often think they need to include everything in their slides. This often manifests itself in over-use of bullet point lists, paragraphs of text and tiny font sizes. A

Few sentences per slide should be ideal. Remember that members of the audience have come to hear you speak not read.

Use images

A picture tells a thousand words and good images are far better than volumes of text. Choose pictures that directly illustrate or support what you are saying.

Customize your template

The standard blank PowerPoint template is commonly used by presenters. PowerPoint comes with several template and font alternatives to improve appearance. It is also easy to create your own custom PowerPoint template with your own logo and font.

Do not over-use animations

Subtle slide-ins or fade-ins of the next slide can add a bit of style to a presentation but sliding-in every last bullet point becomes irritating in a longer presentation. Keep it short and simple.

Present data clearly

It can be tempting to pack raw data into a spreadsheet and try to explain it figure by figure when a chart or graph can highlight the significance of your data far better.

Be sure to pick the right sort of chart for your data. Typically, you would use a histogram to compare quantities, a pie chart for percentages and a line chart to show change over time.

Use the slide sorter

Inspirational ideas for slide content do not always come out in a sensible order for the presentation itself. Once you have written your main slides, use the slide sorter (View Menu > Slide Sorter) to put the slides in an order that fits the overall order of your presentation. Audience retention is improved by having sub-topic material within your presentation. So, try to bring slides together in mini-segments.

14.4 Conclusion

Advances in computer technology have introduced some flexibility to presentations. Presentation software is available in portable computer which the presenter can move around with ease.

Microsoft PowerPoint is one of the most popular software presentation tools. It is useful in many ways. It allows for professionalism in presentation. It enables presenters to provide useful handouts. It is also useful for the generation of charts, graphs, pictures and other illustrations.

The effectiveness of PowerPoint depends on using the right techniques for its application. The chapter examined the Microsoft PowerPoint as a computer software tool, the importance of running a PowerPoint presentation and the techniques involved using the tool more effectively.

By means of PowerPoint, a presentation can be made livelier, more attractive and captivating.

There is, however, need to apply moderation in the use of text, animation, colours and data.

14.5 PRACTICE QUESTIONS

14.5.1 Multiple Choice Questions (MCQs)

1. In PowerPoint presentation, a 'Slide' is best described as a-----
 - A. simple communication box
 - B. single screen of a presentation.
 - C. Large number of transitions
 - D. combination of templates

2. The PowerPoint view that display only title and bullet text is known as
 - A. Slide sorter
 - B. Slide show
 - C. Outline view
 - D. Note page view

3. The slide that is used to introduce a topic and set the tone for presentation is called
 - A. Title slide
 - B. Bullet slide
 - C. Slide layout
 - D. Slide show

4. In creating PowerPoint presentation, the 10-20-30 rule implies:
 - A. Ten slides, not last more than 20 minutes and contain no font smaller than 30 points
 - B. Ten slides, should last a minimum of 20 minutes and contain a minimum font size of 30 points
 - C. Ten slides, last for 20 minutes and contain font size of 30 points

- D. Ten slides, should last for more than 20 minutes and contain font size of more than 30 points
- 5. The purposes of using PowerPoint presentation include the following **except**:
 - A. It allows presenter to make useful handouts for members of the audience
 - B. PowerPoint allows presenters to generate digitized charts, graphs and pictures
 - C. Microsoft PowerPoint stimulates interest of the audience
 - D. Makes provision for the selection of presentation title

14.5.2 Theory/Essay Questions

1. What reasons would you give for choosing to run a PowerPoint Presentation?
2. Use PowerPoint to create at least five slides for an essay on 'Entrepreneurship as a Tool for Economic Empowerment.' Write your essay and convert it to PowerPoint slides.
3. State and explain the techniques for creating PowerPoint presentation
4. Explain the 10-20-30 rule of creating PowerPoint presentation and state the exemption to the rule if any.

14.5.3 Solutions to the MCQs

1. B
2. C
3. A
4. A
5. D

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CHAPTER FIFTEEN

REPORT WRITING

15.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Define a report and the essential features of a report;
- ii. Explain the importance of report writing;
- iii. Identify the components of a report and the order in which they should appear; and
- iv. Master the style for writing a good report.

15.2 Introduction

Executives of corporate organizations, educational and professional institutions have come to realize that most graduates and applicants lack good presentation and communication skills.

Two or more reasons may be responsible for this; one is the poor reading culture among students and the second is that most higher institutions in the developing countries do not teach or offer presentation and communication skills as a core subject or a course in their syllabus, unlike the developed countries where it is a core part of the curriculum and students make frequent presentations so as to master the art of public speaking.

The third reason for poor communication skills especially when it comes to writing skills is that in recent times graduates, undergraduates and youngsters have all gotten used to a particular style of sending text messages via mobile phones, where they do not type letters of a particular word in full.

This style of sending short messages has overtime affected their writing skills as they have so mastered it that even when writing formal letters such as application letter or to write an official report, they tend to write like sending short messages.

Some adults too are not left out, as most of type and post short and vague messages on face book, twitter, WhatsApp, etc., that sometimes you cannot tell whether the individual actually knows the correct spelling of the word or that he or she is merely trying to be brief.

This chapter discusses report writing, the features, the importance, the structure or format, as well as the style.

15.3 MAIN CONTENT

15.3.1 Report Writing and Features of a Report

Cambridge Advanced Learners simply defined a report as a description of an event or a situation. It may be a news report on politics, weather or any issue. It may be a report of a company's

financial or annual report, an employee's report on his or her weekly activities submitted to his supervisor, a student's report of a completed research work submitted to his or her teacher.

There are indeed different types of report. However, whatever the type of report one is writing, it must be organized in a systematic manner, defining and analyzing the problem or the situation for which the report is being made.

This means that a report must have the following features arranged systematically in the order in which they should appear and they are:

- a. The record of sequence of events.
- b. Interpretation of the significance of these events.
- c. An evaluation of the facts or results of the research presented.
- d. Discussion of the outcomes of a decision.
- e. Conclusions.
- f. Recommendations.

15.3.2 Importance of Report Writing

Whether it is for business or academic purposes, the need to acquire skills for writing and communicating one's ideas is imperative in order to attract the interest of the audience as well as convince them of your viewpoint or concept, to exchange ideas or to communicate your findings from a research exercise etc.

Report writing as a communication skill required in the business or academic setting is important because:

- a. There can be no team effort without communication, as it is necessary to coordinate the efforts of everyone. It is through official memos that information is communicated to the employees of an organization to take action on a certain issue or operation.
When the findings of an academic research are disseminated through a report and submitted to the right quarters, the recommendations from the report can be put into action to effect economic, social or structural changes in the economy.
- b. Mastering the art of writing a good report can save an organization's human, material and financial resources expending.
Bad communication can waste valuable time and effort. When the information is not clear, a task that would have taken 30 minutes to perform may take a whole working day, wasting time and efforts.
- c. If a team member discovers a short cut or solves a problem, that information needs to go out to every team member so they can benefit from it and reach their goal quicker.
It is through effective communication such as clearly written emails, memos, etc. that this information can be disseminated.

15.3.3 Structure of a Report

Depending on the setting whether academic or business, there are different interpretations of what a report should look like.

The format and content of a business report may differ from that of an academic research report, a technical report, and newspaper report.

The focus here will be on business and academic report. **As an aspiring HR practitioner, after you have passed all the qualifying examinations and you become a certified and licensed HR practitioner, from time to time you may be required by your Chief Executive Officer to submit a report of the activities in your department.** On the other hand, some of you may be interested in conducting research for an academic degree, hence the focus on these two types of report.

There is not much of a difference between the structure of business report and that of an academic research report or essay.

However, in respect of the structure of a report and especially in the two types of report being examined here, it is important that you do the following before you begin:

- a. Firstly, it is important that you analyze the assignment or the instruction carefully, making sure that you fully understand the topic, question or case, that you know what the purpose of the report is, and who it is being written for. It is easier to write the report if you understand these details.
- b. Secondly, it is important that you have the main purpose of the report at the back of your mind all the time while you are researching, planning and eventually writing. You need to establish your objective in writing the report, whether it is to inform; to argue; to persuade or to evaluate.
- c. Next, you need to decide your basic framework. With your main topic or question as a central focus, you can jot down your initial thoughts and start to group these together to give it a structure.
- d. When you start writing the main notes, always try to summarize the main points as concisely as possible, rejecting any information that is not 100% relevant and making a comprehensive record of any sources consulted in order to be able to correctly reference these sources.

15.3.4 Structure of a Standard Report

This is the structure of a standard report, which can be used in a business organization for business communication (official reports), and also in academic institution for term papers or in essays.

- a. **Title Section:** If the report is short, the front cover can include any information that you feel is necessary including the author(s) and the date prepared. In a longer report, you may want to include a table of contents and definitions of terms.

- b. **Summary (Executive Summary):** There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and skip the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.
- c. **Introduction:** The first page of the report needs to have an introduction. The contents of the introduction are the explanation of the problem, the reason why the report is being made, how the details of the report are being arranged and the definition of terms.
- d. **Body:** This is the main section of the report. The previous sections have to be written in plain English, but this section can include jargon from your industry. There needs to be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first. If you wish, a “Discussion” section can be included at the end of the Body to go over your findings and their significance.
- e. **Conclusion** - This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

15.3.5 Structure of an Academic Research Report

Below is strictly the structure of an academic research report:

Title page

This should normally include the title, your name and the name of the tutor to whom it is being submitted, date of submission, your course/department, and if applicable, the name of the person and/or organization who has commissioned the report.

Acknowledgements

Where appropriate you may wish to acknowledge the assistance of particular organizations or individuals who provided information, advice or help both within and outside your institution of learning.

Summary (Abstract)

The summary describes the content of the report. It covers the aims of the report, what was found and what, if any, action is called for. Avoid details or discussions; just outline the main points. The summary is the first thing that is read so it should provide the reader with a clear, helpful overview of the content of the report.

Contents (Table of Contents)

The contents page lists the different chapters and/or headings together with the page numbers. Your contents page should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report.

You can number chapter headings and subheadings in addition to providing page references. Whatever numbering system you use, be sure that it is clear and consistent throughout.

Introduction

The introduction sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations in the scope of the report should be identified, and a description of research methods, the parameters of the research and any necessary background history should be included.

Main Body

This is the substance of your report. The structure will vary according to the nature of the material being presented, with headings and sub-headings used to clearly indicate the different sections. It is made up of the conceptual, theoretical and empirical framework on which the study or the research is built on. A "situation>problem>solution>evaluation" approach may be used as well as a critical analysis approach when appropriate. It is not sufficient to simply describe a situation.

Charts, diagrams and tables can be used to reinforce your arguments, although sometimes it may be better to include these as an appendix (particularly if they are long or complicated).

Methods

Information under this heading may include: a list of equipment used; explanations of procedures followed; relevant information on materials used, including sources of materials and details of any necessary preparation; reference to any problems encountered and subsequent changes in procedure.

Results

This section should include a summary of the results of the investigation or experiment together with any necessary diagrams, graphs or tables of gathered data that support your results. Present your results in a logical order without comment. Discussion of your results should take place in the main body titled –‘Discussion of the report’

Discussion

The main body of the report is where you discuss your material. The facts and evidence you have gathered should be analyzed and discussed with specific reference to the problem or issue.

If your discussion section is lengthy, you might divide it into section headings.

Your points should be grouped and arranged in an order that is logical and easy to follow.

Use headings and subheadings to create a clear structure for your material.

Use bullet points to present a series of points in an easy-to-follow list.

As with the whole report, all sources used should be acknowledged and correctly referenced.

Conclusion

In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the

report or highlight what you consider to be the most central issues or findings. However, no new material should be introduced in the conclusion.

Recommendation / Implication of findings

These should follow on logically from your conclusion and should be specific, measurable and achievable. They should propose how the situation/problem could be improved by suggesting action to be taken.

References or Bibliography

Your bibliography should list, in alphabetical order by author with the surname first, all published materials consulted (whether cited or not) during the write up of your report.

References on the other hand consist of only materials consulted and cited in the report; and they must be arranged in alphabetical order by author with the surname first.

There are different styles of using references and bibliography. For example, we have the Harvard referencing style, American Psychological Association referencing style (APA), Modern Language Association (MLA) which is most commonly used to write papers and cite sources within the liberal arts and humanities, etc.

Appendices

Under this heading, you should include all the supporting materials/information you have used that is not published. This might include tables, graphs, questionnaires, surveys or transcripts. Refer to the appendices in the body of your report.

Glossary/Definition of Technical Terms

This is usually at the top of the page; however, it is optional and not used all the time or in all cases. It is useful to provide an alphabetical list of technical terms with a brief, clear description of each term.

You can also include in this section explanations of the acronyms, abbreviations or standard units used in your report.

15.3.6 Style for Writing a Report

Your style of writing should reflect your command of the English language - your accuracy, level of literary and technical accuracy, organization and the general content. Therefore, your style should be:

1. **Accurate:** Good grammar and punctuation is important. You should be extra careful with verb tenses.
2. **Concise:** You should use clear and concise English, avoiding jargons and colloquial language.
3. **Clear:** Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report.
4. **Well Structured:** You should develop each paragraph sufficiently.

15.4 Conclusion

Report writing is defined here as a description of an event or a situation. It may be a news report on politics, weather or any issue. It may be a report of a company's financial or annual report, an employee's report on his or her weekly activities submitted to his supervisor, a student's report of a completed research work submitted to his or her teacher.

Various courses require you to write reports and also various organizations require that their employees should possess good communication skills – speaking and writing skills. The features of a report are stated here to include; the record of sequence of events, interpretation of the significance of these events, an evaluation of the facts or results of the research presented, discussion of the outcomes of a decision, conclusions and recommendations.

The structure of a standard report, which can be used in a business organization and the structure of academic report for reporting research findings as well as the style adopted for writing these reports were discussed in this chapter.

15.5 PRACTICE QUESTIONS

15.5.1 Multiple Choice Questions (MCQs)

1. The aspect of a report that contains the supporting materials and information is known as
 - A. References
 - B. Bibliography
 - C. Appendices
 - D. Executive summary
2. An effectively communicate writing style must **not** be
 - A. Accurate
 - B. Concise
 - C. Clear
 - D. Repetitive
3. Which of the following is **not** commonly included in an academic report?
 - A. Executive summary
 - B. Acknowledgement
 - C. Appendices
 - D. Methodology
4. In crafting the structure of a report, the following are considered **except**.
 - A. Purpose of the report
 - B. Basic framework
 - C. Clarity of the topic
 - D. Respondents' bio-data
5. The description of an event or a situation is known as

- A. Report
- B. Abstract
- C. Main body
- D. Title page

15.5.2 Theory/Essay Questions

1. What is the essence of report writing?
2. How would you structure an academic report?
3. State and explain the necessary guidelines you would follow in writing any type of report.
4. Explain briefly the differences between References and Bibliography.
5. State and explain the structure of a standard of a report.

15.5.3 Solutions to MCQs

1. C
2. D
3. A
4. D
5. A

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CHAPTER SIXTEEN

DEALING WITH QUESTIONS AND ETHICAL ISSUES

16.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Explain the purpose of question-and-answer session of presentations;
- ii. Understand different types of questions used in presentation;
- iii. Envisage the nature of questions that are likely to be asked at a presentation session;
- iv. Adopt a diplomatic way of handling trivial questions from an unusually difficult member of the audience;
- v. Handle controversial questions and those you don't have answers to at the moment.

16.2 Introduction

Often, after a presentation, what follows next is the question-and-answer session. This period provides an opportunity to clear up uncertainty and respond to objections. It is also an occasion to entertain questions. By keeping the specific purpose of your presentation in mind, the question-and-answer session is an opportunity to reinforce your message.

You should therefore prepare ahead of the presentation to answer probable questions at the close of your presentation. This is the stage where your ability to interact effectively with the audience will be evaluated. This chapter introduces you to the purpose of the question-and-answer session, how to prepare for it and guidelines on how to handle questions from the audience skillfully.

16.3 MAIN CONTENT

16.3.1 The purpose of the question-and-answer session

The question-and-answer session of a presentation is the part which influences the audience most because:

- a. It is the opportunity that the members of the audience have to establish their own relationship with you after you must have established yours by speaking to them.
- b. The question-and-answer session is where your ability to interact with the audience will be tested, assuming the presentation you are making is part of a particular course of study.
- c. The question session is also an opportunity for the audience to seek clarification on issues that were not too clear to them during the presentation.
- d. The question-and-answer session is the period that the presenter will ascertain if his or her presentation is perfectly understood. Indirectly, the presenter also assesses himself or herself. This is where the presenter will know whether he or she has indeed made additional contribution to the already existing body of knowledge.

- e. It is also a period of audience analysis, when the presenter will better understand the audience, their background, profile, expectations, level of knowledge and understanding. This information serves as a useful tip for preparation towards future presentations.

16.3.2 Types of Question and Answer

1. Types of Questions

In presentation, different types of questions are available to both the presenter and the audience to seek clarifications to issues. These questions are categorized into ‘*Structured*’ and ‘*Unstructured*’ (Jamie, 2022).

a. Structured or Closed-ended Questions

These are simply referred to as closed questions and are questions that require focus answers; and which are usually easy to answer as the choice of answer is limited. They can effectively use early in conversations to encourage participation as well as fact-finding scenarios like research.

Structured questions can further be classified into:

- a. Two-way or Dichotomy questions.
- b. Multiple Choice questions.
- c. Likert-scale questions.

Two-way Questions

These are questions that simply require ‘Yes’ or ‘No’ answer; for example: ‘Would you like a cup of coffee?’ ‘Did you deliver the letter?’ Do you take alcoholic drink?

Multiple Choice Questions

These are questions that require a choice to be made from possible options provided. For example, ‘Would you like coffee, Bournvita tea or lemon tea?’ ‘Did you travel to Abuja by train, flight or by car?’

Likert-scale Questions

These are questions that enable respondents to indicate the intensity of their responses such as “Agree”, “Strongly agree, Disagree”. For example, ‘The present government policies encourage local production’.

b. Unstructured or Open Questions

In contrast to structured questions, unstructured questions allow respondents to freely express their opinions about an issue raised; and therefore, potentially generating more creativity and information. For example, ‘What is your take about the government policy on poverty alleviation?’

There are different types of open questions that serve different purposes in presentation. They include:

i. Leading Questions: A leading question subtly points the respondent's answer in a certain direction. For example, asking the factoryworkers, 'How are you coping with the new shifting schedule in the factory? In a subtle way this question raises the prospect that maybe the workers are not finding the new schedule so good. Another example, 'How was the afternoon session lectures? This again points towards thinking about good things that happened in the afternoon session lectures.

ii. Recall Questions

These are questions that require something to be remembered or requiring some deeper thought and/or analysis. Recall question requires respondents to recall some information from the memory.

For example, 'What is your mother's maiden name?' 'What skills can you bring to this organization that the other applicants cannot?' 'What are the advantages and disadvantages of democratic system of government?'

iii. Rhetoric Questions

These questions are often used by presenters to get the audience to think. Rhetoric questions are also used by lecturers, politicians and other public speakers when addressing large audience to keep attention.

They are by design used to provoke thinking. For example, 'Who would not want to retire from service at 70 years old? 'Who would like to own his/her personal business?'

iv. Funneling Questions

This is where series of questions are asked to elicit responses from the respondents. The questions are more or less restrictive in nature at each stage, starting with open questions and ending with closed questions or vice-versa. For example:

- a. "Tell me about your last place of employment"
- b. "What were your duties there?"
- c. "Were there overtime allowances paid?"
- d. "Were salaries/wages paid as at when due?"

The questions in the above example become more restrictive, starting with open questions which allow for open answers/responses, at each steps the question become more focused and the answers become more restrictive (closed responses).

2. Types of Answers/Responses

Just as we have different types of questions, so we have different possible answers or responses to questions. Different responses propounded by theorists that people may have to question include:

- a. **A direct and honest answer:** This is the type of answer the questioner would usually want to achieve from asking their question.
- b. **Out of content:** This is where the respondent may say something that is completely irrelevant, different and unconnected to the question or attempt to change the topic. It may be appropriate for questioner to reword the question in this case.

- c. **Avoiding the answer:** This is very peculiar to the Politicians and some top management officials when asked a ‘difficult question’ which would probably have an answer that would be negative to the politician or their political party or the organization’s corporate image, avoiding can be a useful strategy. Answering a question with a question is another way of avoidance.
- d. **A lie:** This where the respondent may lie in response to a question. The questioner may be able to pick up on a lie based on plausibility of the answer but also on the non-verbal communication that was used immediately before, during and after the answer is given.
- e. **Stalling:** Although similar to avoiding answering question, stalling can be used when more time is needed to formulate an acceptable answer the question.
- f. **Partially Answering:** People can often be selective about which questions or parts of questions they wish to answer.
- g. **Distortion:** People can give distorted answer to questions based on their perceptions of social norms, stereotypes and other form of bias.

16.3.3 Guidelines on how to handle questions after a presentation

Usually, after a delivery you should anticipate certain questions and prepare for them in advance, keeping in mind that the questions will be linked to audience concern. Emman. (2023) provides some guidelines for handling questions from the audience:

1. Listen carefully to questions so that you can interpret them correctly. Repeat the question so the entire audience knows what you have been asked. Ask for clarification, if in doubt.
2. Wait for the individual to finish asking the question before you begin your answer. Before you answer, take a moment to reflect on the question so that you give yourself time to be sure that you are answering the appropriate question.
3. You may tactfully interrupt the individual when he or she is rambling on, not going straight to the point and taking too much time to ask the question. You can break in to try to confirm what the member is asking through a leading question. You can therefore begin your answer to save time.
4. Try to take questions from all parts of the room. You can decide to take four (4) questions from four individuals from each row, two from the back of each row, and two from the front of each row, so that no segment is ignored.
5. If a question is difficult, maintain your composure and do not show nervousness. As you begin to respond, maintain eye contact with the individual and then extend the response to the entire audience by looking at other faces.
6. If a question is asked during the talk, and it will clarify an ambiguity, answer it immediately. However, when asked questions you cannot answer, admit it with an honest “I do not know” **Do not apologize.** You may offer to research an answer, then get back to

the individual later or you can suggest resources which would help the individual to address the question.

7. Do not feel pressed to answer questions, especially if the information is confidential. If a question is not relevant to your speech or presentation, refer the individual to anyone or authority that may answer it.
8. The language of a question usually gives out the intent, so when asked a loaded question that may lead to making controversial statements, rephrase the question using less inflammatory language. Choose your words to reduce the controversy in the question. Take time to answer and remain calm. Do not allow yourself to be pulled into emotional and controversial issues.
9. Postpone questions aimed at resolving specific problems until the end of the presentation. This is particularly important if the answer will distract either you or the audience from the flow of your presentation.
10. Avoid prolonged discussions with one-person, extended answers, and especially arguments. Do not allow yourself to be held down by an individual who questions every fact and figure. Do not waste time trying to prove your point. Deal with the question quickly by suggesting a private conversation after the presentation is over. Prolonged discussion with a particular individual can make other members of the audience lose interest in the discussion.

16.4 Conclusion

The question-and-answer session immediately follows at the end of presentation. This session allows free interaction and cross fertilization of ideas between the presenter and members of the audience as well as clarification on certain issues that members of the audience members did not understand in the course of presentation.

However different types of questions and answers as well as some guidelines that must be followed to enable the presenter respond to questions and issues that may arise from the presentation were treated. Knowledge of how to handle questions from the audience is very important. The question-and-answer session is an opportunity to reinforce your message. It is at this session that your ability to interact effectively with the audience is evaluated.

It is also the opportunity that the members of the audience have to establish their own relationship with you. It is also a period of audience analysis when the presenter will better understand the audience, their background, profile, expectations, level of knowledge and understanding.

16.5 PRACTICE QUESTIONS

16.5.1 Multiple Choice Questions (MCQs)

1. Questions that enable respondents to indicate the intensity of their responses such as “Agree”, “Strongly agree”, “Undecided”, “Disagree” and “Strongly disagree” are examples of _____ questions
 - A. Two-way
 - B. Rhetoric
 - C. Likert scale
 - D. Funneling
2. The type of questions **most** appropriate for the audience to freely express their opinions about an issue raised in presentation is _____ question
 - A. Structured
 - B. Unstructured
 - C. Multiple choice
 - D. Dichotomy
3. Which of the following is not a purpose of question-and-answer sessions in presentation?
 - A. Clear uncertainty and respond to objections.
 - B. Enable the presenter assess his/her performance.
 - C. Test the ability of the presenter to interact with the audience.
 - D. Provide opportunity for the audience to introduce themselves.
4. Which of the following is an example of an open question?
 - A. Do you want to take your launch today?
 - B. How did you sleep last night?
 - C. Can you get yourself a lecture material?
 - D. Would you like to go to your office or the lounge?
5. The questions designed to provoke thinking and draw the attention of the audience are best known as _____ questions.
 1. Rhetoric
 2. Funneling
 3. Closed
 4. Recall

16.5.2 Theory/Essay Questions

1. Why is the question-and-answer session necessary after a presentation?
2. How would you deal with questions for which you have no immediate answers?
3. How would you handle a question that may lead to controversy?

4. Explain the various types of questions available to a presenter to evaluate his performance as well as the comprehension of the audience.
5. What possible responses does the presenter expect from members of the audience to his questions?

16.5.3 Solutions to MCQs

1. C
2. B
3. D
4. B
5. A

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CHAPTER SEVENTEEN

MASTERING THE 4P'S: PLANNING, PREPARING, PRACTICING AND PERFORMING

17.1 Learning Objectives

At the end of this chapter, you should be able to:

- i. Distinguish the 4Ps of presentation;
- ii. Identify the tasks required for each of the 4P's; and
- iii. Apply the psychological principles of presentation.

17.2 Introduction

With reference to making a good presentation, different schools of thought have expressed views on what the 4Ps represent. For one school of thought, making a good presentation involves positive thinking, preparation, practice and performance.

For some others, it involves planning, preparing, presenting and performing. For others still, it involves preparing, practicing, polishing and persuading.

Some other writers focus on planning, preparing, practicing and presentation.

All of these sets of 4P's in the sequence they appear are found to be interchangeable.

Each 'P' is meaningful in practice. Several more Ps of presentation may be derived from one single 'P' in a particular set.

This chapter will focus on planning, preparing, practicing and performing which are considered to be conventional. Handling the 4Ps is influenced by dealing with human beings who are complex, having different behavioural tendencies.

There is need to be guided by theories that explain human behavior.

This chapter also discusses some psychological principles that make presentation effective.

17.3 MAIN CONTENT

17.3.1 The 4Ps of Presentation

The 4Ps of presentation being discussed here are in review of what has been studied before. You may recall that at the beginning of this study material, the processes involved in preparing for presentation were discussed.

These procedures are therefore not entirely new to you as they have been broken down into details and discussed in the preceding chapters. The 4P's (Planning, Preparing, Practicing and Presenting (or Performing)) will be examined and discussed here, but briefly.

Emphasis in this chapter is to master the 4P's of presentation and ensure that you are psychologically as well as mentally ready for the presentation process before you move to the next page.

17.3.2 Planning

Planning a presentation requires that you establish a clear objective for the presentation. It is expedient that you establish what you want to achieve or what you want your audience to do as a result of your presentation. Therefore, planning requires that you do the following:

- i.** Decide on the topic you wish to speak on.
- ii.** Decide on the primary objective of the presentation.
 - a. Is it to instruct or inform?
 - b. Is it to convince, persuade, influence or motivate?
 - c. Is it to amuse or entertain?
- iii.** Establish what you are trying to achieve.
 - iv. Know the venue to be sure of the kind of atmosphere you wish to create and how the room arrangement might affect your relationship (interaction) with the audience.

17.3.3 Preparing

Preparing the content for the presentation requires that you identify and know where to start and what you want to take your audience through.

- i.** You need to establish a central idea or concept which gives direction. Ensure also there is coherence in your content. Then decide on a title that generally captures the entire content.
- ii.** Once you have thought about the design of your presentation, you can define your main points. Try presenting no more than three main points and ensure that these points are structured logically and coherently.
- iii.** Look for supporting material, either from the Internet, physical or online libraries (data bases), or by personal observation. When choosing your supporting document, you should consider the following:
 - a. Addition of clarity to your argument (explaining complex terms, introducing any supporting theories).
 - b. Reinforcement of your argument (making connections with other people's works, quoting experts, offering evidence from your own research).
 - c. Projection of your argument (showing a video clip or a slide, using a practical example or a vibrant analogy).
 - d. Determine the aids you may require to enhance your presentation.

17.3.4 Practicing

As mentioned in the previous chapters, it is important that you know your material. Practice until you are familiar with it and can present it with ease. If you do not practice well, nervousness will creep in.

You can practice by reading your prepared material aloud, using a tape recorder to record and going back to listen to it. This will enable you to make corrections. You can practice in front of family or friends and ask for feedback. You practice by timing yourself to ensure you adhere to time.

You can also practice to identify distracting elements and to master how to put them under control before the actual presentation.

17.3.5 Presenting or Performing

The actual presentation requires that you make positive first impression, build rapport with the audience and command the attention of your audience. The delivery skills of eye contact, gestures, movement and voice modulation connect you with the audience.

Focus on the key points, demonstrate ownership of the subject and close your presentation with a favourable lasting impression.

17.4 Four Psychological Principles of Presentation

These 4Ps of presentation (Planning, Preparing, Practicing, Presenting or performing) regardless of where each appears in sequence are influenced by the expectation, interests, needs, knowledge and experiences of the audience.

When you have a presentation to make, at each stage of any of the 4Ps, you have to be conscious of the fact that you are going to deal with people – the audience. Audience is made up of complex individuals, having diverse philosophies, behavioural tendencies, and values. Therefore, the presenter needs to be guided by some psychological principles that will help to catch the attention of the audience, hold their interest and ensure that they understand the points being conveyed during the presentation.

Below are four psychological principles of presentation identified by Kruse (2016):

17.4.1 Have an excellent content

With recent and ongoing developments in Information and Communication Technology (ICT) and easy access to search engines on the Internet, a lot of people are well informed. It is important that you conduct good research to access current and appropriate knowledge of the subject matter. Have something new to tell your audience (new discoveries, something they have not heard before).

When people sit down to listen to your presentation, they demand good value in exchange for their time. This expectation demands thorough preparation, especially if you are not used to public speaking and do not have advance knowledge about your audience. It is important that you give yourself time to think about the work.

Endeavour to work out the outlines as discussed earlier.

17.4.2 Keep it simple and avoid information overload

Part of the groundwork for a presentation is researching and identifying the information that is most relevant to the specific audience. Providing valuable information is a prerequisite to successful presentation, but that does not necessarily mean you have to try to relay a huge volume of information.

You should also not pack too much text or too many bullet points into a single slide. If you have more information which you think will be beneficial to the audience, consider distributing supplementary handouts, or a list of links and resources for further study.

17.4.3 Maximize learning channels

People differ in the way they learn. This is better explained with the visual-auditory-kinesthetic (VAK) model. The model emphasizes human sensory channels for effective learning and communication. The model systematically identifies three types of learning individuals namely:

- i. **Auditory learners:** These are individuals who pick up ideas best through words and sounds. By this model, you are required to speak clearly, articulate every word, and vary your vocal pitch, volume, tones and pace. In addition, learn the art of pausing so that the audience can absorb your ideas.
- ii. **Visual learners:** These are individuals who learn most effectively through images and illustrations. By the requirement of the VAK model, you are expected to customize your power point slides, making sure each contains a simple message, visually relayed in a clear, definite and straightforward way. Use photos, illustrations, or graphics rather than huge blocks of text as you speak.
Also use gestures, facial expressions and other visual cues to help convey meanings.
- iii. **Kinesthetic learners:** These are individuals who absorb concepts best through feeling and doing. It is therefore expected that you integrate simple activities or ice breakers into your presentation (things that get your audience moving). Then invite them to share their thoughts or conclusion from the experience. Share stories to illustrate or support your major ideas.

When people hear tales, they tend to relate them to their own experiences or familiar events. All of these make the message stick faster. Presentation strategies should cater to all the learning styles since any audience will be made up of a combination of the different types of learners.

Meanwhile, in some cases, it is better to employ one or another type. For instance, if you are making presentation to a group of designers or illustrators, emphasis should be on visual communication.

17.4.4 Credibility

Authority is believed to be one of the most significant factors for persuasion. People perceive that those who behave like experts are credible. A presenter must demonstrate credibility in the following ways:

- i. **Appearance:** Generally, this refers to being well-groomed and wearing impressive but comfortable clothes. Your posture and tone should exude composure and confidence.
- ii. **Mastery of the topic:** A presenter must be conversant with the items for presentation. Practice delivery over and over to achieve effortless and natural confidence. Well-informed and well-rehearsed speakers naturally appear more eloquent.
- iii. **Prior Introduction:** A presenter should have someone to introduce him or her, may be the organizer or coordinator of the programme. Giving a brief profile of a presenter to the audience before commencement of presentation builds the presenter's credibility.

17.5 Conclusion

The 4Ps of presentation refer to the initial process prior to your presentation. The need to master the 4P's of presentation and ensure that a presenter is psychologically as well as mentally ready to handle any presentation challenge is important to every presenter.

A speech or any other type presentation must pass through this process which may be referred as the production and delivery process. It starts from the planning then moves to preparation, to the practicing and then to the presenting or performing.

The emphasis is on the need to master each of the 4Ps. Mastery of the 4Ps helps the presenter to be psychologically and physically ready.

17.6 PRACTICE QUESTIONS

17.6.1 Multiple Choice Questions (MCQs)

- a. Which of the following steps is NOT necessary in preparing presentation contents?
 - A. Creating outlines
 - B. Determining the number of slides
 - C. Selecting an appropriate topic
 - D. Drafting and editing
- b. Identify the correct sequence of presentation process.
 - A. Planning, Preparation, Practicing and Performing
 - B. Preparation, Planning, Practicing and Performing

- C. Planning, Practicing, Performing and Preparation
 - D. Performing, Practicing, Preparation and Planning
- c. The confidence and credibility of a presenter can be demonstrated by the following **except**:
- A. Mastery of the subject matter
 - B. A brief profile of the presenter
 - C. Introduction of the audience
 - D. Presenter's appearance
- d. Identify the element that is **not** included in the planning stage of presentation process.
- A. Logical sequence of the main points
 - B. Decision on the presentation topic
 - C. Stating the objective of the presentation
 - D. Determining the presentation venue
- e. Which of the following is an advantage of practicing before actual presentation?
- A. Determining the presentation objective
 - B. Ensuring that appropriate dressing will be used
 - C. Avoiding running over the allotted time
 - D. Ensuring that the presentation venue is well illuminated.

17.6.2 Theory/Essay Questions

- f. Explain the psychological principles that aid a presenter.
- g. Describe how you would go about planning a presentation.
- h. How would you maximize the learning channels during a presentation?
- i. Demonstrate how you can improve the comprehension ability of your audience members who have sight and hearing impairment.
- j. Explain how you can improve on your credibility as a presenter.

17.6.3 Solutions to the MCQs

- k. B
- l. A
- m. C
- n. A
- o. C

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CHAPTER EIGHTEEN

GLOBAL PRESENTATION AND DIVERSITY

18.1 Learning Objectives

At the end of this chapter, you should be able to:

- a. Understand the concept of global and multicultural diversity;
- b. Apply the principles of global diversity in presentation and management of corporate organization;
- c. Identify the characteristics of multi-cultural diversity;
- d. Identify the needs for diversity in presentations and our society.

18.2 Introduction

In our presentations, the audience is mostly made up of participants from different backgrounds such educational background, cultural differences, age, religions, ethnicities, races and nationalities. The knowledge and understanding of this diverse audience provide the presenter a guide on how to deal with them with a view to having a successful presentation. Though in chapters 5 and 9, we treated issues relating to audience adaptation, expectations and analysis; and how to establish relationship with the audience, the knowledge of global diversity or multicultural societies will significantly improve presenters' performance.

The multicultural educational approach to effective presentation acknowledges and celebrates the diversity of cultures, backgrounds, and perspectives in the lecture room. Within our presentation rooms, this approach creates a learning environment that is inclusive and equitable for all participants, regardless of their cultural background or identity.

This chapter examines the concept of global diversity, features of global diversity and the reasons for global diversity in presentations and effective corporate management.

18.3 MAIN CONTENT

18.3.1 The Concept of Global Diversity

Global diversity sometimes called Cultural diversity or a Multicultural society refers to the range of differences that describe the composition of a group of two or more people in a cross-cultural and multi-national context.

It is society characterized by people of different races, ethnicities, religions and nationalities living together in the same community.

In multicultural communities, people retain, pass down, celebrate and share their unique cultural ways of life, languages, art, traditions and behaviour. Thus, an organization that

believes and focuses on global diversity will adopt more inclusive practices around the world. In corollary, any presentation that recognizes the diversity of his/her audience will be more inclusive in his/her approach.

Global diversity is about understanding the differences that exist within and between countries as well as understanding one's own environment. In recent years, globalization has made diversity an important issue in many Multi-National Companies (MNCs). In particular, diversity is becoming a norm for influencing organizational outcome, such as increased global knowledge, high performance, innovation, and employee engagement.

The literature points towards two main issues that organizations face in terms of managing diversity globally. The first issue relates to a thorough knowledge about how each country differs socially, legally, and politically. The second issue is being able to understand cultural diversity of employees and the top management team.

Scott and Byrd (2021) suggested that organizations that develop cultural competence and facilitate smooth coordination and transition across employees and business units are likely to be more successful than those that neglect these issues.

Many firms prefer diverse teams because they often perform better than homogeneous teams. Particularly for complex tasks, heterogeneous teams are thought to outperform homogeneous ones.

Most organizations as well as countries of the world are internally plural, consisting of people with different backgrounds. They have people of different religions, races and cultures living within their boundaries. How can these diverse communities of people be treated as equal within the framework of justice, fairness or democracy? This is one of the questions that multiculturalism poses and seeks to answer.

Global diversity is designed to minimise discrimination of minority cultural communities to promote the ideal of non-discrimination and fairness. As more and more communities become diverse and seek democratic systems of doing things, they set aside discrimination based upon religion, gender, races among other forms of diversity.

The basic fact that recognition of cultural identities may be a source of marginalization and state actions may put minorities at disadvantage, is the most important contribution of Multiculturalism.

18.3.2 Cultural Diversity in Organizations

Cultural diversity in the workplace or organization refers to where an organization hires diverse personnel with different characteristics. It results from workers' traditions, values, practices, or beliefs grounded on race, age, ethnicity, religion, sexual orientation, or gender.

Another name for cultural diversity is multiculturalism (though mostly used in political science or setting). Multiculturalism is a cluster of diverse persons from dissimilar cultures or civilizations.

Cultural diversity contains varied persons due to ethnicity, sexual orientation, race, and gender.

Cultural diversity is employed in organizational settings by employing and hiring persons with various features such as age, religion, gender, sexual orientation, ethnicity, education, languages, abilities, and cultural background. By implementing this, the organization will become more inclusive. Therefore, creating a more accepting culture that will positively impact on the people and link everyone in a network form within the organization.

18.3.3 Characteristics of Cultural Diversity

- a. Cultural diversity reflects, most basically, a positive endorsement of communal diversity, usually arising from racial, ethnic and language differences. As such, multiculturalism as it is also referred to, is more of a distinctive political stance than a coherent and programmed political doctrine.
- b. Cultural diversity begins with the assumption that minority cultural groups are disadvantaged in relation to majority, as state policies embedded in majority culture do not take into account culture specific needs of minorities.
- c. Cultural diversity proponents advance two broad sets of arguments in favour of communal diversity, one based upon its benefits to the individual and the other based upon its benefits to society. For the individual, multiculturalism recognizes that human beings are culturally embedded and derive their understanding of the world and sense of their personal identity from the culture in which they live and develop.

Distinctive cultures therefore deserve to be protected or strengthened, particularly when they belong to minority or vulnerable groups.

- d. It leads to the idea of minority or multicultural rights, including the right to representation, the right of respect for cultural, and usually religious, practices that may otherwise be prohibited by law or regulations, and the right to recognition through the preservation of symbols that help to promote collective esteem.
- e. For society, it brings the benefits of diversity: a vibrancy and richness that stems from cultural interplay and encourages tolerance and respect for other cultures and religions, while at the same time strengthening insight into one's own culture.
- f. Multicultural theorists consider recognition of different cultural identities as first step towards recognition of specific needs of minorities.
- g. Multiculturalism argues different measures to ensure cultural diversity, for example, recognition and respect to cultures, different set of rights to minorities such as self-government rights, poly-ethnic rights and representation rights.

18.3.4 Reasons for Cultural Diversity

Intercultural Montessori Language School (2023), propounds basic reasons for embracing cultural diversity based on their core values and mission. According to them, “we value multicultural education; an educational approach that acknowledges and celebrates the diversity of cultures, backgrounds, and perspectives in the classroom.

Within our classrooms, this approach creates a learning environment that is inclusive and equitable for all students, regardless of their cultural background or identity”.

Accordingly, the basic reasons for advancing multicultural education and by extension cultural diversity are:

1. Respect for Diversity

This means recognizing and valuing each employee or student’s unique cultural background, identity, and experiences. It also means creating an environment where everyone feels safe to express their thoughts and opinions without fear of judgment or discrimination; respecting different languages, religions, customs, values, beliefs, and lifestyles.

2. Inclusive Curriculum or Presentation Content

This includes incorporating materials from a variety of cultures into lectures and activities so that all participants or students can see themselves represented in the lecture contents.

It also means teaching about different cultures in a respectful way that avoids stereotypes or oversimplifications. An example of inclusive lecture content is inviting different cultural groups in the organization to share their knowledge or expertise when it comes to certain cultural traditions, such as preparing food or cultural dance.

3. Equity-Focused Instruction

This seeks to highlight systemic inequalities in society and ensures all employees/stakeholders have access to quality training and education or benefits regardless of their background or identity. This includes using culturally responsive teaching strategies to engage students from diverse backgrounds in meaningful learning experiences.

It also means providing additional support for students who may be struggling due to language barriers or other factors related to their cultural background or identity.

4. Cultural Competency Development

This involves helping workers/participants/students develop an understanding and appreciation for different cultures through activities such as field trips to museums or cultural events; engaging with guest speakers from diverse backgrounds; or participating in service-learning projects with organizations from different communities.

By developing cultural competency skills, workers/participants/students can learn how to interact respectfully with people from other cultures both inside and outside the lecture room setting.

5. Collaborative Learning Environment

Collaborative learning environment where all members of the audience feel comfortable working together, regardless of their cultural backgrounds or identities is encouraged. This includes creating opportunities for meaningful dialogue between audience members from different backgrounds so they can learn from each other's perspectives and experiences while developing mutual respect for one another's differences.

It also means encouraging collaboration among teachers so they can share best practices for creating a more equitable learning environment for all regardless of their culture or identity.

6. Student Empowerment

In a learning organization with cultural diversity students empowerment is plausible because it involves giving students ownership over their own learning by allowing them to explore topics related to their own culture as well as those outside of it; providing them with opportunities to lead projects related to multiculturalism; and encouraging them to take part in decision-making processes within the classroom setting, such as choosing topics for discussion or deciding on group activities related to multiculturalism topics. By empowering students through these types of activities, they can gain confidence in themselves while developing an understanding of how they fit into a larger social context beyond just their own culture or identity group

7. Community Engagement

This involves connecting classrooms with members from diverse communities outside the organization so that all employees or students can gain a better understanding of how people from different backgrounds interact with one another on a daily basis.

By engaging with members from diverse communities outside the organization, teachers can help create more meaningful connections between what's being taught inside the classroom setting and what's happening out there in real life.

8. New ideas

When the team is assorted, each worker brings exclusive life knowledge to the table allowing team associates to view the similar delinquent and generate different thoughts covering a more extensive series of choices and resolutions.

9. Wisdom

An organization consisting of age-diverse member benefits from the wisdom brought about by the workers with diverse and many years of experienced in the work.

10. Flexibility

When the workplace is diverse, the organization can handle changes necessary to keep the business moving. The organization can find new customers and retain the old ones with diverse employees.

11. Conflict Management

Some employees don't respect different backgrounds and ideas, thereby affecting team performance negatively. Disrespecting another employee's intellect or belief can bring about a concentrated debate concerning trivial matters and reducing productivity.

With the presence of some experienced and knowledgeable employees in the diverse workplace, such conflicts or disrespect could be amicably resolved and bring the organization back to its path of increased productivity.

The general purpose of cultural diversity in the workplace is to permit businesses to form teams and groups that convey diverse views and talents to combine, improve innovation and productivity, and bring higher productivity and consequently improved revenues.

In the words of Intercultural Montessori Language School (2023), “Multicultural education has become increasingly important as our society continues to become more diverse each day. By implementing these seven basic characteristics into our lecture rooms, we can create more equitable learning environments where all students/participants feel respected, included, empowered, engaged, and valued regardless of their cultural background or identity”.

18.3.5 Criticisms of Cultural Diversity

Cultural diversity and its recognition of different doctrines especially those of minority rights have attracted criticisms from different theorists and scholars. Among these criticisms are:

1. At the core of these criticisms is the concern that cultural diversity emphasizes divisions among people rather than what unites them: particularism displaces universalism; minority rights take precedence over majority interests; and the stress upon ethnicity weakens national or civic unity or corporate performance.
2. Multiculturalism's model of group identity pays insufficient attention to diversity within cultural or religious groups and risks defining people on the basis of group membership alone.

Even though cultural diversity is now inevitable in modern societies, multiculturalism may also promote political instability by emphasizing particularism rather than national cohesion.

3. Multiculturalism may be incoherent in so far as it proclaims both the advantages of cultural embeddedness and holds that society benefits from exchanges among cultures that will tend to weaken their distinctiveness.
4. Conservatives view multicultural societies by their nature as being fractured and conflict ridden. As society is a fragile and organic entity, successful and stable societies must be underpinned by shared values and a common culture.
5. Since liberalism is based upon respect for individual autonomy, liberals find it difficult to extend toleration to cultural practices, such as female circumcision, which are in themselves illiberal or intolerant. In such circumstances, liberals place respect for human rights and civil liberties above a concern about group identity and traditional values. Poly-ethnic rights may require legal or civic adjustment to be made to take account of cultural distinctiveness, as in the case of exemptions from laws or regulations. While such exemptions may help to preserve the identity of cultural groups, they do so at the expense of a unifying set of civic and political values which all members of society are expected to respect. In some states in Nigeria for instance where forms of religious dress and religious symbols were allowed in schools, both in order to preserve the distinction between the church and the state, the basis of liberal secularism, and to counter gender inequality, particularly associated with the wearing of the hajib or headscarf by Muslim girls.

18.3.6 Sensitivity Training

Cultural diversity, no doubts, has some negative effects on the performance of the organization. Organizations therefore seek ways, whether informal or formal, of mitigating these effects. One of the ways is sensitivity training.

Sensitivity training is an unorganized meeting conducted amongst a few members away from the workplace to obtain a better insight into their own and the behavior of others. It helps individuals become aware of interaction dynamics and the goals and prejudices of their own and others. It is a development training program that attempts to increase the well-being of the participants.

Sensitivity training educates all employees to understand and appreciate each other concerning cultural differences. It helps guide and educate workers to behave appropriately and interconnect in commercial surroundings.

Sensitivity training sessions teach appropriate protocol and suitable language, improve communiqué skills and anti-bullying management styles, and eradicate sexual harassment inside the organization. All of these set the foundation for learning about different perspectives and backgrounds, valuing them, and developing empathy, the ability to perceive and relate thoughts, emotions, or experiences

18.3.7 Cultural Diversity Trends

The following shows trends regarding how organizations try to encourage cultural diversity in modern times:

1. The growth of the minority workforce: The workforce nowadays comprises a very diverse population of individuals across the globe, creating multicultural and interracial establishments. This multiplicity brings considerable skills, capabilities, and pieces of knowledge.
2. Significant increase of women in the labor force: The participation of womenfolk in the workforce has dramatically increased, accounting for about half of the labor force.
3. Companies embracing the addition of sensitivity training or multiplicity training: This trains the workers to behave and communicate appropriately in a communal setting.
4. Increase in aging worker pool: The generational constituents of the existing workforce comprise five diverse generations, and each of these generations has exclusive outlooks on their professional lives. They bring diverse life pieces of knowledge, voices, and skills to a business.
5. Increased transparency in goals: Companies need to set clear targets, goals, and initiatives to surge the responsibility of individuals in management positions, encouraging authentic conversations among workers and their employers hence sharing ideas and solutions.

18.4 Conclusion

Global or cultural diversity refers to societies or organizations or communities characterized by people of different races, ethnicities, religions, ages or educational backgrounds working or living together.

The understanding as well as application of the concept of cultural diversity provides presenters and managers of business organizations psychological tools as well as mental capacity to handle any presentation or management challenges.

This chapter examined the characteristics and advantages of cultural diversity as well as its trends. Criticisms of the multicultural societies were also treated.

18.5 PRACTICE QUESTIONS

18.5.1 Multiple Choice Questions (MCQs)

1. The range of differences that describes the composition of a group of two or more people in a cross-cultural and multi-national context best defines:
 - A. Heterogeneity
 - B. Global diversity
 - C. Multi-ethnicity

- D. Multinational Corporation
- 2. The following are characteristics of organizations with cultural diversity **except**:
 - A. Existence of racial, ethnic and language differences
 - B. Perception of personal identity within the organization
 - C. Equal rights and privileges among the cultural diversity are guaranteed
 - D. Marginalization of the minority cultural group
- 3. How does cultural diversity among presentation audience enhance the presenter's performance?
 - A. Inclusive presentation content
 - B. Quality training through culturally responsive strategies.
 - C. Competency development via different cultural appreciation
 - D. Preferential treatment based diverse values
- 4. The critics of cultural diversity is based on presumption that cultural diversity:
 - A. emphasizes divisions among people rather than unity
 - B. recognizes each unique cultural background and identity
 - C. promotes political stability and national cohesion
 - D. extends toleration to cultural practices
- 5. Which of the following **does not** portend trends of cultural diversity in our modern organizations?
 - A. Adoption of sensitivity training in modern corporate policy
 - B. Increase participation of womenfolk in the workforce
 - C. Increasing proportion of minority groups in workforce
 - D. Widening gap between the majority and minority cultural groups.

18.5.2 Theory/Essay Questions

1. What do you understand by Cultural diversity?
2. Of what relevance is the concept of cultural diversity in Presentations?
3. 'Multicultural settings are fundamental in our business organizations and should be appreciated'. Justify this statement.
4. State and explain the characteristics of cultural diversity.
5. Explain briefly the trends of cultural diversity in our modern organizations.

18.5.3 Solutions to the MCQs

- i. B
- ii. C
- iii. D
- iv. A
- v. D

18.6 REFERENCES/FURTHER READING

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CHAPTER NINETEEN

VARIETIES OF ENGLISH ACROSS THE GLOBE

19.1 Learning Objectives

- i. At the end of this chapter, you should be able to:
- ii. Identify the varieties of English in the world;
- iii. Apply appropriately these varieties of English presentations and general communications;
- iv. Identify and use gender-sensitive language in communication; and
- v. Define gender sensitive language and illustrate its importance in communication, especially business writing.

19.2 Introduction

It is estimated that between 1.5 billion and 2 billion people across the world speak English while between 375,000,000 and 400,000,000 people are native English speakers. Based on these statistics, English is seen to be a worldwide language. And since the English language has become so widespread, it is no surprise that different varieties of English have arisen (Grammatist, 2023). Among the varieties of English spoken in the world, the oldest is the British English, spoken in the United Kingdom. According to Grammatist (2023), approximately 60 million people are native British English speakers and the variety of English with the largest number of native speakers is American English, with 225 million native speakers.

Besides, current development of society emphasizes equal opportunities for each person. Women take advantage this of development to advocate for gender equality in all facets of human endeavours. Not only equal opportunities in education, voting, business and political advancement, international organizations that focused on human rights also raised issue of sufficient linguistic approach towards each representative of society. Consequently, the knowledge and sophistication of gender sensitive language became of great importance. “Words matter and our language choices have consequences. If we believe that women and men deserve social equality, then we should think seriously about how to reflect that belief in our language use” (Gender-Sensitive Language, 2010-2016)

In view of the above, this chapter examines the varieties of English and gender-sensitive language; and how they impact communication in the society.

19.3 MAIN CONTENT

19.3.1 Varieties of English

The major varieties of English are Canadian English, Australian English, New Zealand English, South African English and Indian English. Some linguists also recognize another classification of a variety of English known as World English.

All varieties of English share the same basic tenets of the language, but certain words, phrases or linguistic constructs may differ. For instance, in British English, one says I'm going to hospital. In American English one says I'm going to the hospital. In British English one may say he is going to the cinema, in American English one says he is going to the movies, and in South African English, the phrase is going to the bioscope.

Varieties of English may be further divided into dialects such as Anglo-Cornish or Welsh English in Great Britain, Gullah or Gulf Southern in the United States and Bengali English, Southern Indian English in India and Pidgin English in Nigeria. Whatever the variety or dialect, English speakers the world over may communicate with each other, with only occasional gaps in understanding.

19.3.2 Gender-Sensitive Language

a. What is "gender-sensitive language"?

Kutateladze (2017) defines Gender sensitive language to mean the examination of the language and selection of forms which are unbiased and neutral. He further opines that some gender dependent terminology can be used, in case the subject is a certain individual and information given in the document is not intended to be generalized. That would not make readers question linguistic equality.

Examples of gender-sensitive language include: Words that assume connections between jobs or roles and gender (like 'policeman') and language conventions that differ depending on the gender of the person being discussed (like using titles that indicate a person's marital status)

Recent linguistic studies on the topic of gender and language emphasize four gender categories in a language. These are: *grammatical gender, lexical gender, referential gender and social gender* (Olivera, Sacristan, & Fernandez, 2018). In addition to this, Hellinger & Bussmann (2021) speak about false generics.

Grammatical gender is a noun "which controls agreement between the noun (the controller) and some (gender-variable) satellite elements (the target) which may be an article, adjective, pronoun, verb, numeral or preposition" (Hellinger & Bussmann, 2021).

Lexical gender is explained to be certain words carrying gender dependent meaning: for example: mother and father, actor and actress, “which may in turn relate to extra linguistic category of referential gender” (Hellinger & Bussmann, 2021).

Referential gender is the thing which identifies linguistic expression with non-linguistic reality. More precisely, some words having gender dependent of gender specific meaning are generalized and refer to female and male agents together (Hellinger & Bussmann, 2021). For example, father and son both have lexical-semantic specification as male while in an idiomatic expression “like father, like son” they refer to parents and children of both sexes. The most interesting is “false generics” or “generic masculine and male generics”. Male generic is a terminology used for description of English language under the category that implies domination of the male words when a concept is generalized. For example: “All men are equal” here “men” refers to people in general. This category most vividly shows inferiority of females’ role and power that leads us to the last category - social gender.

Social gender refers “to the socially imposed dichotomy of masculine and feminine roles and character traits”. As words matter and show our inference and attitude towards social roles and gender, some organizations and leaders have addressed gender specific language. They took different measures to solve this problem. In particular, UNESCO adopted a resolution dealing with this issue (UNESCO Publication Board, 2011). UN gave directives to its secretariat to follow global guidelines on gender-sensitive usage (United Nations Secretariat, 1998).

It should be mentioned that inaugural speech of Obama was careful selection of gender-sensitive language. He used “fellow citizens”, “men and women” and other gender-neutral forms (The White House, 2013).

b. **How should we use "gender-sensitive language"?**

Gender sensitive language can be used in accordance with the main guidelines and structures set in English Language.

Pronouns

A pronoun is a word that substitutes for a noun. The English language provides pronoun options for references to masculine nouns (for example, "he" can substitute for "Tom"), feminine nouns ("she" can replace "Lucy"), and neutral/non-human nouns ("it" stands in for "a tree"), but no choice for sex-neutral third-person singular nouns ("the writer," "a student," or "someone").

Although most of us learned in elementary school that masculine pronouns (he, his, him) should be used as the "default" in situations where the referent (that is, the person or thing to which you're referring) could be either male or female, that usage is generally considered unacceptable now.

Therefore, what should you do when you're faced with one of those gender-neutral or gender ambiguous situations? Well, you've got a few options:

1. Use "they"

This option is currently much-debated by grammar experts, but most agree that it works well in at least several kinds of situations. In order to use "they" to express accurately gender relationships, you'll need to understand that "they" is traditionally used only to refer to a plural noun. For example, *Sojourner Truth and Elizabeth Cady Stanton were famous "first-wave" American feminists.*

OR

They were also both involved in the Abolitionist movement.

In speech, though, we early twenty-first century Americans commonly use "they" to refer to a singular referent. According to many grammar experts, that usage is incorrect, but here's an example of how it sounds in our every-day speech:

The author of the Ms. Magazine article explained the challenges faced by women professionals in the male-dominated fields of medicine, business, and law.

They argued that feminists must fight the limitations of the "glass ceiling" many professional women encounter.

Note that in this example, "the author" is singular, but it is replaced in the second sentence by "they," a plural pronoun. In speech, we often don't notice such substitutions of the plural for the singular, but in writing, some will find such substitutions awkward or incorrect. Some people argue that "they" should become the default gender-neutral pronoun for English writing, but since that usage can still sound awkward to many readers, its best to use "they" only in plural situations. Thus, one other option the gender-savvy writer may choose to employ is to make her/his sentence plural. Here's one way that can work:

Many people accept the negative stereotype that a feminist's beliefs are based on her hatred of men.

OR

Many people accept the negative stereotype that **feminists** base **their** beliefs on hatred of men.

2. Use she or he - or s/he

Another simpler, option the gender-savvy writer can use to deal with situations in which the gender of the referent is unknown or variable is to write out both pronoun options as "she or he" or "she/he". For example,

*Each Women's Studies major must take a course in Feminist Theory. **She or he** may also get course credit for completing an internship at a local organization that benefits women.*

OR

*Each Women's Studies major must take a course in Feminist Theory. **She/he** may also get course credit for completing an internship at a local organization that benefits women.*

3. Alternate genders and pronouns

You may also choose to alternate gendered pronouns. This option will only work in some situations though - usually those that refer to hypothetical situations in which the referent is equally likely to be a male or a female. For example, both male and female students use the Writing Center's services, so the author of our staff manual chose to alternate between masculine and feminine pronouns when writing the following tutoring guidelines:

- i. Respond as a reader, explaining what and how you were/are thinking as you read her texts so that she can discover where a reader might struggle with her writing.
- ii. Ask him to outline the draft to reveal the organization of the paper
- iii. Ask her to describe her purpose and audience and show how she has taken them into account in her writing.
- iv. Explain a recurring pattern and let him locate repeated instances of it.

Of course, this author could also have included both pronouns in each sentence by writing "her/his," or "her/him," but in this case, alternating use of gendered pronouns conveyed the same sense of gender variability, and is likely a little easier on the reader, who won't have to pause to process several different options every time a gendered pronoun is needed in the sentence.

This example also provides a useful demonstration of how gender-savvy writers can take advantage of the many different options available by choosing the one that best suits the unique requirements of each piece of writing they produce.

4. Eliminate the pronoun altogether

Finally, you can also simply eliminate the pronoun. For example,

Sojourner Truth and Elizabeth Cady Stanton were famous "first-wave" American feminists.

OR

***Both women** were also involved in the Abolitionist movement.*

OR

*Many people accept the negative stereotype that feminists base **their** beliefs on hatred of men.*

OR

Many people accept the negative stereotype that feminist beliefs are based on hatred of men.

Gendered Nouns and Gender-neutral nouns

Like gendered pronouns, gendered nouns can also provide a stumbling block for the gender savvy writer. The best way to avoid the lack of specificity these words can carry is simply to be aware of how we tend to use them in speech and writing.

Because gendered nouns are so commonly used and accepted by English writers and speakers, we often don't notice them or the implications they bring with them. Once you've recognized that a gender distinction is being made by such a word though, conversion of the gendered noun into a gender-savvy one is usually very simple.

Gender neutral nouns on the other hand involve the knowledge of substitutes to the gendered nouns.

"Man" and words ending in "-man" are the most commonly used gendered pronouns, so avoiding the confusion they bring can be as simple as watching out for these words and replacing them with words that convey your meaning more effectively. For example, if the founding fathers had been gender-savvy writers, they might have written "... all people are created equal" instead of "... all men are created equal ... " As you work on becoming a gender-savvy writer, you may find it helpful to watch out for the following gendered nouns and replace them with one of the alternatives listed below. Check a thesaurus for alternatives to gendered nouns not included in this list.

Gendered noun	Gender-neutral noun
Man	person, individual
Freshman	first-year student
Mankind	people, human beings, humanity
the common man	the average (or ordinary) person
Ladylike	Courteous, cultured
Chairman	chair, chairperson, coordinator
Forefathers	Ancestors, forebears
Mailman	mail carrier, letter carrier, postal worker
Man-made	Artificial, manufactured, machine-made
Brotherhood	Solidarity, human fellowship, human kinship
Manpower	Human resources
Founding fathers	Founders

Source: Maia Kutateladze (2017)

Proper Nouns

Proper nouns can also give gender-savvy writers pause, but as with common nouns, it is usually very easy to use gender-neutral language once you've noticed the gendered patterns in your own writing. And the best way to avoid any confusion in your use of proper nouns is to use the same rules to discuss of women subjects as you already use when you're writing about men.

In the examples below, notice how using different conventions for references to male and female subjects suggests a difference in the amount of respect being given to individuals on the basis of their gender.

1. Refer to women subjects by only their last names - just as you would do for men subjects.

- For example, we would never refer to William Shakespeare as just "William," we call him "Shakespeare" or "William Shakespeare." Thus, you should never refer to Jane Austin simply as "Jane," you should write "Jane Austin" or "Austin."
2. In circumstances where you're writing about several people who have the same last name, try using the full name of the person every time you refer to him/her. For example, if you're writing about George and Martha Lukeman, referring to him as "Lukeman" and her as "Martha" conveys a greater respect for him than for her. In order to express an equal amount of respect for these two historical figures, simply refer to each subject by her/his full name: "George Lukeman" and "Martha Lukeman." This option sounds like it could get too "wordy," but it actually works very well in most situations.
 3. Refer to women subjects by their full titles - just as you would refer to men subjects. For example, you wouldn't have called President Reagan "Ronald," so you wouldn't want to refer to Prime Minister (of Great Britain) Thatcher as "Margaret." Simply call her "Prime Minister Thatcher," just as you would write "President Reagan" to refer to him.

Sex versus Gender

In many Women's Studies classes, a fundamental concept the student is expected to master is the difference feminists see between an individual's sex (which feminists understand as one's biological makeup) and that person's gender (which feminists define as a social construction based on sex).

Because this principle is so fundamental to understanding much of the material in many Women's Studies courses, expressing the difference between sex and gender is an important element in many writing assignments given by Women's Studies instructors.

Essentially, all you need to express sex vs. gender distinctions accurately in your writing is a clear understanding of the difference between sex and gender, as feminists understand those two terms.

As you are writing, ask yourself whether what you're talking about is someone's biological makeup or something about the way that person has been socialized.

If you're referring to biology, use "male" or "female," and if what you're talking about has to do with a behavior or social role someone has been taught because of her/his biology, use "woman" or "man."

Generic words

Man, and Mankind have masculine forms but their meaning refers to people or humanity in general. It was traditionally correct but modern English in order to avoid

ambiguity and also express respect towards women uses people, individuals, humanity or humans instead (Wikipedia, 2015).

Job Titles

Gender neutral job titles do not specify gender. So the usage of fire fighter instead of fireman and police officer instead of policeman is becoming more and more popular. There are some distinct female job titles for example actor/ actress, stewardess/steward. In this case masculine forms are advised to use or totally new words are offered: for instance, flight attendant (Wikipedia, 2015).

Personal titles

According to Kutateladze (2017), Hayek offers us relatively neutral solution for the personal titles. He advises usage of “Ms.” with women as sometimes their marital status is vague or not known if not given special directives from the woman herself. The following table summarizes the usage of personal titles as advocated by Hayek

Miss, Mrs.	Ms. (unless the woman herself prefers the courtesy title Mrs. or Miss). A woman’s marital status is very often irrelevant to the matter in hand
Mr. and Mrs. John Smith	Mr. and Mrs. Smith; or Jane and John Smith; or Mrs. Jane and Mr. John Smith
Mrs. Michael Austen	Ms. Patricia Austen
Dear Sir	Dear Sir or Madam; Dear Editor; Dear Service Representative; Dear Officer; To whom it may concern

Source: Maia Kutateladze (2017)

Stereotyping Roles and Attributes

Stereotyping roles mean when certain jobs are presumed to be performed only by men or women, giving rise to gender biased terms. Hayek provides an example to illustrate stereotyping: John and Mary both have full-time jobs; he helps her with the housework. This sentence can be stated in other way which sounds more respectful and gender neutral. John and Mary both have full-time jobs; they share the housework.

Attributes means usage of certain words which underline stereotypic gendered attributes. For instance: women are caretakers, gentle and emotional, while men are achievers, strong and logical.

Gender sensitive language is not simply terminology and rules which should be carried by a gender savvy writer, it shows that a person or a company respects all employees, favors social equality and equal opportunity and helps avoid ambiguity.

That is one way of achieving goals and sounds accurate and logical.

Doing business aims not only achieving success and building wealth but also requires respectful treatment of people, and regard for their needs and individuality. Such treatment implies communication first of all.

Proper communication brings proper achievements. Communication can be oral or written but written one is the most important as it is not just a set of words but the reflection of your reasoning, attitudes and knowledge.

It cannot be erased easily and the impression it gives to reader can damage or advance your business. Attention to of gender sensitivity in writing is one way to demonstrate relevance, erudition and culture.

19.4 Conclusion

Gender sensitive language is not simply terminology and rules which should be carried by a gender savvy writer, it shows that a person or a company respects all employees, favors social equality and equal opportunity and helps avoid ambiguity. That is one way of achieving goals, and sounds accurate and logical.

Business writing is a tool which enables business authorities stay in touch with employees, customers and with people in general. Consideration of gender sensitivity in writing, using of non-discriminatory, inclusive forms makes employees and customers feel important and respected.

That is not only a source of business prosperity and profit but it is also a way to build solid bridge between society and business as they are interdependent.

Gender sensitivity in business English writing can boost devotion, dedication and feeling of equality, loyalty and respect in community.

This chapter examined the varieties of English, the concept of gender-sensitivity language; how and why we should use them in business communications.

19.5 PRACTICE QUESTIONS

19.5.1 Multiple Choice Questions (MCQs)

1. An examination of the language and selection of forms which are unbiased and neutral defines:
 5. Sensitive language
 6. Sex-sensitive language
 7. Gender-sensitive language
 8. Linguistic equality
2. Which of the following is NOT a classification of gender language?
 - A. Lexical gender

- B. Emotional gender
 - C. Grammatical gender
 - D. Referential gender
3. The gender-neutral noun form of *Policeman* is:
 - A. Police officer
 - B. Police force
 - C. An officer
 - D. Armed forces
 4. Which of the following is **best** suitable when referring to sex?
 - A. Masculine
 - B. Feminine
 - C. Man or woman
 - D. Male or female
 5. Which of the following is **best** suitable when referring to gender?
 - A. Man or woman
 - B. Male or female
 - C. Masculine
 - D. Feminine

19.5.2 Theory/Essay Questions

1. Explain the varieties of English commonly used in communication
2. Distinguish between stereotyping roles and attribute in the context of gender-sensitivity language.
3. Explain the term 'Gender-sensitivity language' and its categories.
4. With appropriate examples, differentiate between gender nouns and gender-neutral nouns.
5. Explain how Pronouns, Job titles and Personal titles are used in the context of gender-sensitivity language.

19.5.3 Solutions to the MCQs

1. C
2. B
3. A
4. D
5. A

19.6 REFERENCES/FURTHER READING

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