

Effective Presentations



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1. Power Up Your Brain

- **MEMORY**

Presenters waste a lot of time delivering information that audiences either already know or will forget.

We remember.....

- 10 % of what is read
- 20 % of what is heard
- 30 % of what is seen
- 50 % of what is heard and seen
- 70 % of what is said and written
- 90 % of what is said as it is done

Twenty-four hours after a presentation our recall falls rapidly, we usually forget 75% of what we have heard. So for us as presenters, we need to find ways of making a lasting impact.

Remember that information is stored in different ways and we need to plug into all available channels, especially VHF !

- V**isuals Pictures, Images, Logos, Diagrams, Drawings, Graphs,
- H**earing Words, Music, Sounds, Accents, Conversations
- F**eeling Emotions, Smells, Tastes, Tactile Experiments, Pain, Comfort

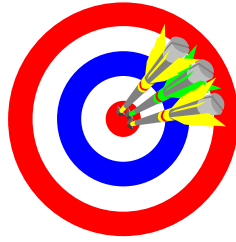
In addition, it is important to think about your own personal style as a presenter and what you feel comfortable with; giving a lecture, demonstrating, teaching, involving participants in the discussion.

*I hear and I forget
I see and I remember
I do and I understand*

Ancient Chinese Proverb

2. PREPARING YOUR PRESENTATION

- **SETTING OBJECTIVES**



Be clear about the purpose of your presentation

Before you start be clear about why you are making this presentation. You should define your objectives as what results you want to **achieve** rather than what you will say. They should focus on what the audience wants to hear rather than what you have to say. It may seem obvious, but if you are not clear and can not distil your purpose into a few lines your audience never will be clear.

Objectives can cover changes in **KSA** - Knowledge, Skills and Attitude. You should be able to sum up whether your presentation is designed to:

Inform	Instruct
Change attitudes	Demonstrate a process
Motivate	

Having a clear idea about what you are trying to do and how is key to a focused and effective presentation.

A PRESENTATION OBJECTIVE can be stated in the FUTURE PERFECT tense and determines what the audience will know as a result of the presentation.

Examples: Members of the audience will be able to identify the applications of the programme process cycle, or will be able to complete a log frame for human rights case study



THE EVIDENCE CHALLENGE: to test whether an objective is truly measurable, try: what will I see, hear or feel as evidence that I have achieved my objective ? This is not always easy in presenting. Think about how you get feedback from your audience.

KNOW YOUR AUDIENCE

"Never overestimate an audience's knowledge, never underestimate their intelligence." *G.K.Chesterton*

It is important to know who your audience is in order to be able to adapt your topic to their interests and level of understanding. Things you should know about your audience before starting are;

- Their professional and educational background.
- Their current knowledge of the subject/topic
- Their interest or concern in the topic – so that you can establish what's their primary interest.
- The likely size of the audience.

Think about what the audience wants ? expects ? thinks ?

In addition, most presentations tend to overload their audience with information so we ask yourself:

How much does your audience already know ?

What is the minimum your audience needs to know ?

Or think in terms of what they **must** know, **should** know, and **could** know.



Exercise One: Setting your purpose and knowing your audience

1. Who is the intended audience for your presentation? (audience it was originally written for)

2. What are their concerns in relation to the topic – i.e. what about your topic will be of most interest to them?

- 3. What do you want your audience to know, be able to do, understand by the end of your presentation ?** Complete this sentence in relation to your presentation:

“By the end of my presentation I want the audience to

If you can't complete the purpose of your presentation in one sentence, chances are that the scope of our topic is too wide and you need to narrow it down.

3. STRUCTURING YOUR PRESENTATION

“Tell people what you’re going to say, say it and then tell them what you said”

“If you want me to talk for ten minutes I’ll come next week. If you want me to speak for an hour, I’ll come tonight” Woodrow Wilson

- **PUTTING THE MESSAGE TOGETHER**

The day after a ten-minute talk, the average member of the audience is unlikely to remember more than one or two major points. Too much detail hinders the success of your presentation. For a 20 minute presentation you should have no more than 3 - 5 golden nuggets of information.

Your presentation should be structured around these golden nuggets and although it may seem unnecessary, always repeat these nuggets as it reinforces memory. If you are communicating 5 important points save the most important for last.

- **STRUCTURING YOUR MESSAGE**

The key to planning your presentation is outlining; the ideas you want to present, the timing, where supporting evidence is needed, determine suitable visual aids, pinpoint areas where a story, quote, humour or audience involvement would be appropriate. A good outline will organise your ideas in a logical sequence.

The framework of your presentation should assist you in your delivery and help the audience remember your most important points. In structuring your presentation consider a basic plan:

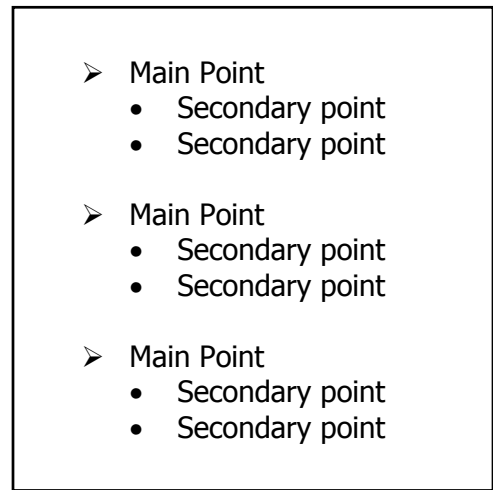
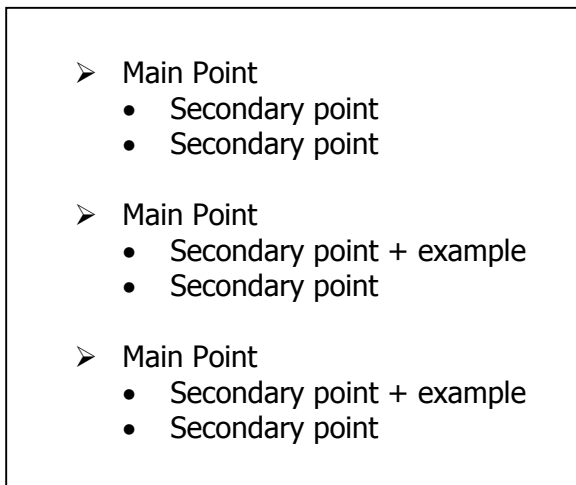
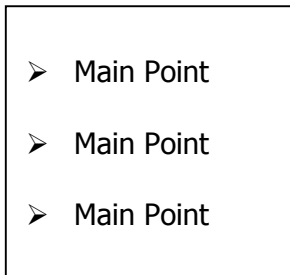
- Introduction and overview - state the problem or situation and your position briefly.
- Body of presentation - describe your main points and include supporting examples. Propose possible actions.
- Review and conclusion - Summarise your main arguments and end with a conclusion.

The narrative should contain supporting evidence for your points using a vivid and appealing language. Getting the topic of your presentation across clearly and briefly is important, but even more important is the wording/phrasing utilised in doing so. The use of visual adjectives and adverbs help establish credibility and a sense of openness and receptiveness in the audience.

A systematic approach to putting the message together helps ensure that your message is easier to deliver. Find a way to structure your presentation so as to make it easy to follow. Here are a couple of options on how to do that:

Option 1:

1. Determine the purpose of your speech in relation to your audience. Is your purpose to inform, persuade or entertain them? Or some other purpose i.e. present them options so that they can make a decision.
2. Break your topic up into the three most important parts or arguments.
3. Break down your main points into sub-points. Think of each point or argument as a mini-speech. In other words brainstorm on the purpose of your argument in relation to the audience and find evidence to support it.
For example,



Option 2:

If you are making a lecture about a current situation that you believe needs to change, your structure may follow the 4 Ps plan:

- **Position** – Outlines the present situation (e.g. low morale among staff)
- **Problem** - Describes the effect of the situation on the organisation (absenteeism, lack of motivation, rumours). Or it describes the reason why the audience should be interested in the topic.
- **Possibilities** – evaluates alternative solutions and their pros and cons (e.g. salary increase, equitable system of placement and promotion, training etc).
- **Proposal** - recommends one alternative or the other for solving the problem.

- **STARTING WITH A BANG**

Remember the saying “ First impressions last” so your introduction should help to establish some sort of creditability and rapport between you and the audience. It needs to get your audience’s attention; set the scene, state the topic and WHY the audience should listen to you (remember WIIFM).

Some of the elements of an introduction are: welcoming, courtesies, introductions, purpose of the presentation, how questions will be handled, what you expect from the audience. If you have prepared handouts or copies of your speech to distribute at the end than this is also the time to say so, so that the audience know what to expect.

The introduction should also include an **overview** of the structure of your speech. In other words the overview should tell the audience your (three – five) main points in order e.g. Today I’d like to tell you a little about best leadership practices in UNICEF. Specifically, I’d like to explore the three most important attributes that I feel contribute to good leadership – vision, creativity and humility.

You can get your audience’s attention in a number of ways:

News

A Question

A Quotation

A Story or anecdote

A Fact

Drama

A gesture

History

Silence

- **BODY OF YOUR PRESENTATION**

The body of your presentation should constitute 80 % of your speaking time and deliver your key message. Yet research shows that although your audience's attention span usually starts high, it usually drops sharply after the first 10 minutes (it reaches its lowest point after about 30 minutes in a 40 minute period) and starts to rise again for the last 5 minutes. Therefore it follows that:

1. A shorter presentation over around 20 – 30 minutes contains a higher percentage of high attention. Don't be tempted to cram in too much information, it will be counter productive.
2. Your most important points should be given at the start and end. Signal that they are the most significant points.
3. You should devote the greatest attention to VHF in the main body of your presentation. You need to make it interesting; use visuals, quotes, surprising facts, stories or anecdotes and questions, drawings, cartoons. Reinforce you message with proof e.g. references what others have said, factual evidences, figures, visual proof.
4. 'Tell them, tell them, tell them" it may seem repetitious to you but your objective is to make your message stick.

Ward off nodding heads with signposts and summaries which help your audience follow where you are, see the linkages between your points and where you are heading. It also serves as a useful way to connect to your audience and prevent the presentation being an unbroken string of facts.

- **THE CONCLUSION**



" A speech is like a love affair: any fool can start one, but to end it requires considerable skill" Lord Mancroft

“Make sure you have finished speaking before your audience have finished listening” Dorothy Samoff

Just as an introduction is the first impression, your conclusion is the last impression on the audience. An effective conclusion will:

- Signal the end of the speech
- Reinforce the residual message (your last chance to restate your key message to the audience)
- Collects any loose ends
- It may need to link back to key points
- Make clear any actions now required
- Provide a sense of closure.

Use your conclusion to review points, referring to your opening remarks might be a way to do that. Like the start to your presentation your closing sentence should leave hold their attention and end on a high. Think about a story, a quote or questions that you can use.

• **ORGANISING YOUR IDEAS**

To develop a cohesive and organised set of ideas that naturally flow together try the following sequence of thinking:

1. Listing : jotting down without sequence or structure every key point free style around the page (rather than write a list that tends to get you to think sequentially)
2. Arranging: in a more logical fashion, circle the key points and use arrows (much like a mindmap)
3. Sorting : the sequence and precise arrangements. This becomes the main skeleton in terms of structure and content
4. Reviewing : think whether you are trying to squeeze too much in, there shouldn't be more than 3 – 5 key points and should stand out.

As most people's tendency is to have too much to say rather than too little, start by creating a skeleton and then add the 'flesh'

- **USING NOTES**

You should avoid writing a speech word for word and then memorising it. Nevertheless, if you want it to be lively and authentic clear notes are important. You should find a format that you are most comfortable. Think about:

- Are my notes visible, large enough and clear enough ?
- Spacing so that its clear and you don't become confused
- Just mentioning the key and sub points (this will deter you from reading)
- Use colour to distinguish points or words of emphasis. Indicate timing so that you can check you are on track (you should rehearse to ensure you don't run out of time and rush and confuse your presentation or vice versa)
- Symbols to indicate need for visuals, another slide, dramatic pause etc

This is a good way to structure your notes. You can use index cards, print big, only use keywords, number cards or pages and use colour coding

 **Exercise Two: Putting the message together**

- Prepare your message, outlining the key points, the secondary points and evidence or examples to support your message. You do not need to worry about delivery, only the points to be made.

Starting with a bang !

- How you will get your audience's attention

The body

- What examples can you find to support the key messages of your presentation ?

Concluding

- How will you leave a lasting impression and get them thinking ?

4. DELIVERING YOUR PRESENTATION

Three things matter in a speech; who says it, how he says it, and what he says - and of the three, the last matters least"

The listeners understand and judgement comes from:

- * 7 % from words
- * 38% paralinguistic (the way something is said, i.e. accent, tone, inflection)
- * 55% facial expressions,

What a speaker looks like while delivering a message affects the listener the most.

• **FOUR E'S MODEL TO DELIVERY**

Ease stance, gestures, choice of words, eye contract

Empathy tone, choice of words, anecdotes, facial expression, inclusive

Energy pace, voice projection, pitch, variation, eye contact

Expertise demonstrating real knowledge

And Rehearse! Rehearse! Rehearse!

Without practice you are dooming yourself to a mediocre speech.

Not only do you need to practice your speech, you also need to practice it out loud, standing up, and in front of an audience if possible, your family, or the mirror. Simply going over the speech in your head doesn't give you an idea of what it is like to actually say the words.

It is also important to learn how to listen to your own voice. It is very hard to determine if you need to slow down, speak louder, or avoid saying "um" or "ah" if you never say your speech aloud. Try taping yourself delivering the speech and listen to your speed.

In addition, you need to practice how you are going to stand and what your arms are doing while you are speaking. Always make sure that you eliminate any excess body movement that might distract the audience.

If you are going to use visual aids – rehearse with them, for timing and familiarity. A good pace for matching visuals with your narration is one visual for every two minutes of talk.

14 TIPS FOR EFFECTIVE DELIVERY

1. Don't keep your eyes on your notes
2. Never read anything except quotation (even then can get a member of audience to read if small group)
3. If you're not nervous there's something wrong
4. Exaggerate body movements and verbal emphases
5. Perform (don't act); perform from 'founir' to supply and 'per' for
6. Pause often - silence is much longer for you than for the audience
7. Use humour, a laugh is worth a thousand frowns
8. Be enthusiastic: if you're not why should they be !
9. KISS, keep it short, simple (& sweet) !
10. Use the Lighthouse eye contact technique: sweep the audience with your eyes staying 2 -3 seconds on each person
11. Speak loudly enough so that people in the back can hear you. If people are too far away, ask them to move closer before you start.
12. Vary the speed of your talk, vary the level of your voice, use gestures and tone and volume of voice to emphasise key points.
13. At the conclusion, summarise your main points and tell the audience what action they should take (or at least what you expect them to have learned, or want them to believe).

14. Add your own tips

1. _____

2. _____

3. _____

- **USING VISUAL AIDS**

Remember **MURPHY'S LAW**: if something can go wrong it will.

So the only way to beat Murphy is to prepare, prepare, prepare!

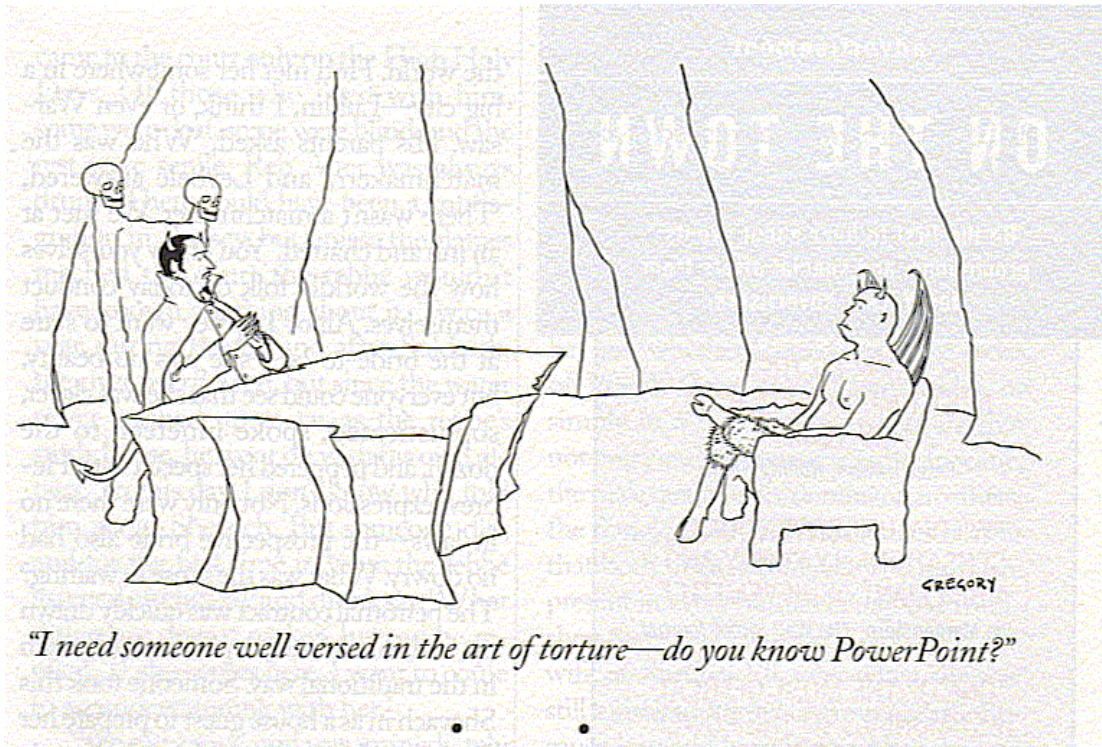
Using visual aids can make you or break you in delivering a lecture. If well used, visual aids can help provide punch and focus to your presentation. They also serve to reinforce your verbal message and to facilitate understanding and retention. If poorly used they can be a huge distraction, and serve you no purpose at all. Once a visual aid has made its point it should be removed, otherwise it becomes a distraction. Here are some tips:

Make sure that the technology you choose is appropriate to your audience, and be selective in your choice of tool. Powerpoint is extremely popular but if you are one presenter among many you may make more of an impression if you vary your method. Flipcharts and VIPP can be just as effective in delivering a presentation. You may be tempted to impress your audience with technology but consider: Flipcharts and VIPP boards have the advantage that you can leave them up and you can refer back and reinforce messages that you have already stated, that you can build up a story with a visual gallery of your presentation, you can add or involve the audience in adding.

Make sure that they are the most suitable for the size of your audience.

Check list

Visual Aid	Audience size				Needs dark room	Needs power
	50	100	200	1000		
Chalk board	Yes	No	No	No	No	No
VIPP or display board	Yes	No	No	No	No	No
Video tape	Yes	No	No	No	Yes	Yes
Overhead transparencies	Yes	Yes	Yes	Yes	No	Yes
Slide	Yes	Yes	Yes	Yes	Yes	Yes
Poster	Yes	No	No	No	No	No



GOLDEN RULE OF VISUALS

Make sure that everyone in the audience can see them – less is best!

1. Check for 'blind spots' in the room prior to starting.
2. Always stand to the side of your visual aids never in-front.
3. If you need to point to something on the slide, use a laser pointer, or a pencil on the overhead transparency and move away to the side again. Do not go up to the screen to point, use your finger or stay next to the OHP as you're sure to obstruct the view.
4. If using several different tools throughout the day (VIPP boards, OHP, flip chat..), manage the space so that your audience can see the tool you are talking to at anyone time. Check with them to make sure that all can see before you start.

Never take anything for granted.

5. Before preparing a visual aid make sure that the equipment needed will be available to you on the day .
6. Make sure that you yourself know how to use the medium you are proposing for your visual aid (Power Point especially).

7. Arrive early and test the equipment and rehearse in the room you are going to give your presentation in, if possible.
8. Always come prepared. If planning on a Power Point presentation – come with it copied onto a set of overheads as well in case the Projector isn't working. Ensure you have a spare bulb for the overhead projector if planning to use transparencies. Markers and paper for flip chart etc.

Vary your visual aides, as rule of thumb you should change the learning environment every 10 minutes to avoid auto shut off so change; the pace, voice pitch, volume or your medium of presentation etc

Tips for Flip Charts

- Prepare your flip charts in advance
- If you are unsure of your writing, write lightly in pencil first
- If using more than one paper, bookmark your papers using Post-it notes for easy reference.
- You can write notes to yourself on these Post-its; no one will notice
- Never write and talk - write, turn and talk !
- Remember ABC
 - A** attractive - give each flip chart a title, use bullet points, use at least 2 colours
 - B**ig and bold - use thick markers (carry your own), it should be legible from 10 metres
 - C**apital keywords - never write in sentences

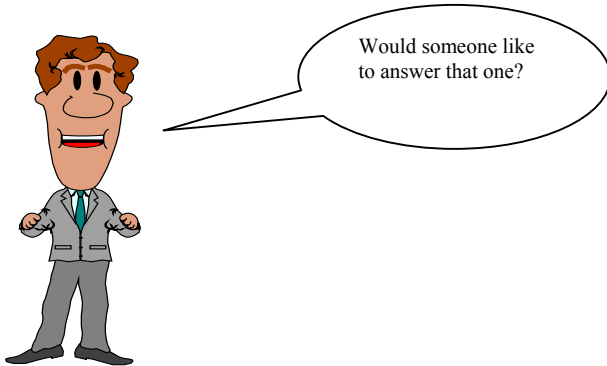
Tips for OHPs/Powerpoints

- One transparency/slide per chapter heading
- One transparency/slide per point/topic
- Use consistent design
- Concentrate message in centre
- Use only 2/3 of the space for the message
- Use large legible letters: titles = 1 - 2 cm and text = 0.5 - 1 cm
- Use 2 -3 complementary colours
- KISS: only one idea per transparency, max 6 lines of text, max 6 words per line, or one simple graph or diagram
- To test legibility prior to your presentation, hold the slide at arms length and read it - if you can't than chances are your audience won't either.

Handouts

- Let people know that you brought them to hand out prior to starting and give them an idea of their content so that they can take notes accordingly if needed.
- By preference don't give them out until the end or they will not need to listen to you.
- Giving a handout during the presentation can help to emphasise a specific point, but usually distracts the flow of a presentation and is best used sparingly if at all.
- Handouts should not be used as the subject of your presentation. Don't give them out as a tool for the audience to follow what you are saying. Reports are best given out a few days prior to the presentation so that the audience can come prepared. A table can be reproduced on an Overhead or slide and this allows you ensure that audience attention is simultaneously focused on the point you are illustrating.

• MANAGING DIFFICULT QUESTIONS



In answering questions you first need to understand what is being asked or what the person's concern is before you are able effectively to respond.

For example, a person may ask a simple question such as, "When can you implement this?" You might rush to respond by saying, "Tomorrow, no problem." Meanwhile, next-day implementation would not be a cost-effective option, and you know that you will have to pull strings to make it happen. But this information may not even be what the person is trying to uncover. The person may have asked the question only to find what the implementation timeframe would be.

The Managing Difficult Questions Model is a reliable process to help you effectively handle a person's questions. It has five steps: encouraging, questioning, confirming, providing, and checking.

Step One: Encourage

Encouraging is the most important and difficult step because it runs counter to what most people do when they feel they are being "attacked," they defend themselves.

Encouraging does not necessarily mean agreeing, but rather using responses such as "tell me more," or "I hear you," or "I understand." You must put yourselves in the person's position. Whether one-on-one with a person, or in front of a group, encourage the individual to elaborate on his or her concern. Focus your eye contact and body posture on the person.

The key points to remember during the encouraging step are:

- Ask the person to elaborate
- Although encouraging is the first step, it is a skill the presenter must use throughout the process of handling questions.

Step Two: Question

After encouraging the person to express his or herself, ask questions to clarify the issue. Sometimes, the real issue is different from what the person first expressed. Then, listen to what the person is saying. Do not show signs that you are already formulating a response; watch your body language.

The key points to remember during the questioning step are:

- You should not immediately *assume* that you understand the issue. Only after you are sure you have heard the real issue should you move on to the next step.
- Do not belabour the questioning phase or appear to cross-examine the person.
- Continue to encourage the person throughout the questioning phase to keep him or her involved.

Step Three: Confirm

Once the individual has started to talk about the issue and you think you understand it, check your understanding of the problem with the individual who brought it up before responding.

You must know what the person is thinking – and demonstrate that you understand – before you go on. The rule of thumb is simple: Be sure you understand the question before you provide a resolution.

Specifically, you should:

- Summarise what you heard
- Check your understanding with the person.

Step Four: Provide

Having uncovered the nature of the person's question, you are now ready to respond.

You should answer the question as specifically as possible. Difficult questions and their appropriate responses usually fall into one of four general categories, which are listed below.

- A *misconception* – you should clarify and explain
- An instance of *scepticism* – you should prove that your message is valid through examples, references, demonstrations, and other solid evidence
- A *real drawback* – you should show how the advantages outweigh the disadvantages
- A *real complaint* – you should show your responsiveness with a plan to address the complaint

Step Five: Check

Check with the individual who originally raised the issue to ensure that you have provided an adequate response and handled the question. If not, start the process again by encouraging the person and by asking questions to draw out the real issue.

Be sure that the issue has been thoroughly resolved:

- Ask the person directly if he or she is satisfied with the resolution
- If not, repeat the five-step process

It is very important to pay attention to your eye contact during the process. If you are in front of a large group or an audience and one individual raises a difficult question, focus your eyes on that individual and listen actively to him or her. Encourage, listen to, focus on, and confirm with that individual, but then provide an answer back to the group as a whole, not just to the individual with the question.

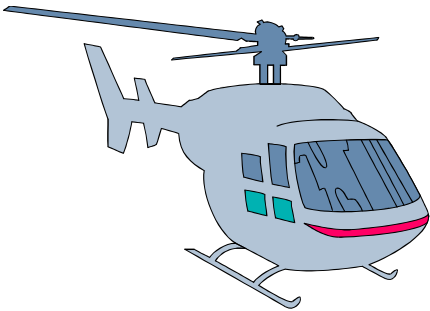
Include everyone in the response by directing 25 percent of your eye contact to the individual and 75 percent to the rest of the group. When you do the final check, move your eye contact back to the individual who originally raised the question.

This is not a lock-step process in which a great deal of time must be spent on each step; the key is to encourage the person to clearly explain the issue before you respond.

- **GROUP MANAGEMENT ISSUES**

Difficult situations can also arise due to group management issues. This may require you to manage one or more individuals in a more tactical manner in order to maintain control.

Remember there is no such thing as a difficult participant there are only difficult presenters! Whenever you find you are faced with someone who appears to challenge you first step is to STOP, BREATHE and think to yourself "why does this person find me, the others, or the presentation difficult?"



Often we over react to challenges and react to our own feelings rather than think of the challenger. A technique to overcome this is to get up in your imaginary helicopter and look down at yourself asking, "how can I best channel this extra energy so that we can all meet our objectives?"

You will be amazed at how small and insignificant your challengers look from the helicopter.

 **Exercise Three: Managing Questions and the Group**

1. Imagine the three most challenging questions you could get following your presentation how would you respond using the 5 step model

2. Think about how you would handle the following situations and fill in the following table. An example of the first situation “dominating or talkative individual” is provided.

Process Issue	Process Techniques	Examples
Dominating or talkative individual	<p>e.g. Invite the group’s participation as soon as the speaker pauses for a breath.</p> <p>Acknowledge the value of the contribution, then move on to other speakers.</p> <p>Open the discussion up to the group.</p> <p>Have the group write down ideas before speaking.</p> <p>Break the group into subgroups; give everyone a chance to participate.</p>	<p>“What do others think?”</p> <p>“Those are all good thoughts. Who can add to them?”</p> <p>“Maybe we’d all like to brainstorm about this.</p>

Aggressive or combative individual		
Disagreement or argument among individuals		
Interrupting		
Presenter or process is challenged or questioned		
Discussion wanders off subject		
Ideas are not thought out fully; speaker rambles		
Time constraints		
Wrong conclusion		
Inappropriate issue or one individual's isolated issue		
Quiet individual(s)		
Side conversations		

- **MANAGING NERVES**

How do I calm my nerves?

You'll always be a little nervous and stage fright is a good thing – it acts as a stimulant giving you a burst of energy which helps you give a good performance. The thing about nerves is that they need to be controlled so that they don't control you. Two techniques that can help are;

- Breathing and voice exercises.
- Relaxation exercises.

Other tips for nerves are these:

- Always rehearse and practice before hand.
- Experience helps to reduce stage fright.
- Deep breathing.
- Set realistic goals – you know you won't be able to captivate everyone all the time no matter how good you are – someone will always be sleeping, writing a letter... aim for the majority – 90% or even 75% - as a realistic measure of success.
- Give yourself credit – the reason you were invited to give a presentation is because the person who asked you thinks you have something to offer that will be of interest and value to the audience.
- Don't expect to know everything – often people get nervous worrying about the questions they may get and fear not being able to answer them. No one can be expected to know everything about any one topic. So if you don't know the answer say so and then offer to find out, Only make sure that you later do find out and get back to the individual concerned.
- Visualise success – many actors, dancers and sports figures 'rehearse' in their minds and visualise success. This often helps them achieve success!
- Control your self-critical inner voice – you're inner voice may tell you all kinds of things and undermine your confidence, especially if you've had a poor experience before. Just because it happened once, doesn't mean it will happen again or that you weren't made for public speaking. You can always do better and only through practice will you become perfect!
- Before speaking, take a very deep breath. Then exhale very slowly, making a strong "f" sound.

My mouth always gets dry before speaking!

Roll a small piece of paper into a ball and stick it between your gum and cheek at the back of your mouth. Practice a little bit with the ball of paper in your mouth until you are familiar with the feel of it in your mouth.

I have such a soft voice – I find it hard to project.

- Practice in a large room with someone at the back to give you feedback.

- Aim your voice to the back of the room.
- Practice calling out phrases to increasing distances. Support the call from the diaphragm. Visualise the vibration of the sound of your voice surrounding or penetrating your audience.
- Exercise your tongue by stretching it out. This relieves vocal tension and creates flexibility. Stretch for articulation by placing a cork length wise between your top and bottom teeth and read aloud, over enunciating. This helps you to improve diction and clarity.

Tired or strained voice?

Massage your vocal chords with an easy hum, making an 'M" or "V: sound. Keep it light and concentrate on the easy vibration on your lips.

Breathing Exercises:

You have to learn how to support your breath. You use the breath to support your speaking, so that you don't end up gasping for breath in the middle of phrases, as you hear frequently on television and radio.

Improper breathing can get in the way of what you are trying to say. When you learn to control your breath, you breathe only where a phrase ends naturally. It also gives lovely support so you have a full, resonant voice.

Often, if you tell people to take deep breaths, they heave their chests and raise their shoulders. That is totally useless.

Think of the diaphragm as a balloon. Lie down on the floor and put a book on your diaphragm. When you blow air into a balloon, it expands. When the air is blown out, the diaphragm then slowly moves in, or collapses. Make sure it is the diaphragm and stomach that are moving, not the chest and shoulders.

Try this one: Start by inhaling, making sure the diaphragm and the stomach are moving up. Then count out loud to five as you exhale. The next time you practice, increase that count to 10. Every time after that, add two more counts until you can comfortably count to 25. This enables you to say a long phrase or a long sentence without gasping for breath.

Relaxation Exercises:

If you cannot go off to somewhere private before your speech – if you are stuck right there in front of everyone – then you can do this relaxation exercise while sitting behind a desk.

It works by creating artificial physical tension in your body. Tense up your muscles, starting at the tips of your toes. Bring it all the way up to the legs, into the buttocks, into the stomach, and through the hands. Tense and then release the body five or six times. It gets the adrenaline going and helps you lose that clammy feeling in your hands. It energises at the same time.

If you can go to another place – a washroom, perhaps – you can tense all the way up, right through to your face. Then fall over, relaxed, into a rag doll position. Do that several times. Couple it with breathing and voice exercises, and you are ready to go.

Smile!

A relaxed smile adds warmth to your voice. Its infectious.

Process Issue	Process Techniques	Examples
Dominating or talkative individual	<p>Invite the group's participation as soon as the speaker pauses for a b breath.</p> <p>Acknowledge the value of the contribution, then move on to other speakers.</p> <p>Open the discussion up to the group.</p> <p>Have the group write down ideas before speaking.</p> <p>Break the group into subgroups; give everyone a chance to participate.</p>	<p>"What do others think?"</p> <p>"Those are all good thoughts. Who can add to them?"</p> <p>"Maybe we'd all like to brainstorm about this."</p>
Aggressive or combative individual	<p>Stay calm. Ask for the group's input.</p> <p>Support one or more of the individual's points, if possible.</p> <p>Speak to the individual offline as a last resort.</p>	<p>"Who wants to share a thought?"</p> <p>"That's a great idea. Can anyone build on that?"</p>
Disagreement or argument among individuals	<p>Encourage listening</p> <p>Clarify different points of view.</p> <p>Acknowledge each individual's input and emotion.</p>	<p>"Let' listen to one person at a time and hear what everyone has to say."</p> <p>"Let's hold off discussing that point until everyone has had a chance to contribute."</p> <p>"[Name of Individual] seems to have strong feelings about this issues. Do you all understand [name]'s point? Yes? Then let's keep moving."</p>

	<p>Encourage alternative approaches.</p> <p>Check for alignment.</p> <p>Identify points of commonality.</p> <p>Focus on process, not people.</p>	<p>"Who has a different point of view? Let's get all the different ideas and perspectives out on the table."</p> <p>"[Name of individual], you asked how we will attack the problem. How do you suggest we do it?"</p> <p>"Time out. Are we all on the same track?"</p> <p>"Here's where we all agree."</p> <p>"Let's look at the 'what,' not the 'who.'"</p>
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<p>Interrupting</p>	<p>Establish the speaking order of those who will contribute.</p> <p>Ask the interrupter to wait.</p> <p>Ask the interrupter to write down his or her idea.</p> <p>Use body language.</p> <p>Maintain eye contact with the interrupted speaker.</p>	<p>"Let's hear from [name of interrupting speaker], then from [name of interrupting speaker]."</p> <p>"Could you please hold your point for a moment."</p> <p>"Will you write your idea down so we don't lose it?"</p> <p>Extend your arm and signal the interrupter to wait.</p>
<p>Presenter or process is challenged or questioned</p>	<p>Seek the group's input and support.</p> <p>Identify issues and surface lack of commitment.</p> <p>State the situation and ask the group for their opinions.</p> <p>Repeat the challenger's question.</p>	<p>"What do others think?"</p> <p>"There seems to be some question about the value of this process. Let's talk about it."</p> <p>"Is there concern about management commitment?"</p> <p>"It looks like [name of challenger] has some issues about this and doesn't want to continue. How does the rest of the group feel?"</p> <p>"That's a fair question. What do others think?"</p>
<p>Discussion wanders off subject</p>	<p>Summarise.</p>	<p>"The ideas we've heard so far include ... Is that an accurate summary?"</p> <p>"Let's record that idea for a later discussion and</p>

	<p>Demonstrate that you heard the speaker, then refocus the discussion.</p> <p>Note the discussion has gone off course.</p> <p>Handle the speaker outside the meeting.</p>	<p>move on now.”</p> <p>“It seems we’re drifting. Can we get back on track?”</p> <p>“It seems we’ve gone off the topic. Have we?”</p> <p>“Are we focused enough here?”</p> <p>“Can we talk about this offline?”</p>
<p>Ideas are not thought out fully; speaker rambles</p>	<p>Be supportive. Ask the team for help.</p> <p>Restate.</p> <p>Ask how the speaker’s remarks relate to the discussion.</p>	<p>“Great start. Who can build on that?”</p> <p>“Let me see if I understand.”</p> <p>“Can we connect your ideas with the rest of the discussion?”</p>

Time constraints	<p>Establish a stopping point.</p> <p>Ask if continued discussion is appropriate.</p>	<p>"Let's hear two more opinions and then decide if we can move on."</p> <p>"We have [amount of time] left. How do we want to spend it?"</p> <p>"Let's put that issue on a to-do list for our next meeting."</p>
Wrong conclusion	<p>Listen to all individuals' comments and ask for others.</p> <p>Seek supporting data.</p>	<p>"That's one perspective. Are there any others?"</p> <p>"That's an interesting conclusion. What data do you base it on?"</p>
Inappropriate issue or one individual's isolated issue	<p>Suggest discussing the issue at another time.</p>	<p>"Let's discuss that when we have time to deal with it in-depth."</p>
Quiet individual(s)	<p>Seek the group's input.</p> <p>Name the issue or problem and ask for assistance.</p> <p>Make eye contact with reticent individuals.</p> <p>Prepare direct questions before the meeting. Ask them of quiet individuals in the meeting.</p>	<p>"Those are all good ideas. Who else has something to add?"</p> <p>"It's very quiet in here. Can anyone help us move along?"</p> <p>"What should we do now?"</p>

<p>Side conversations</p>	<p>Ask for the group's input.</p> <p>Ask for the disruptive individuals' attention.</p> <p>Make eye contact with disruptive individuals to communicate your dissatisfaction.</p> <p>Pause. Remain silent.</p> <p>Call on a disruptive individual for input. Summarise the discussion, so that he or she can rejoin it without embarrassment.</p>	<p>"Looks like you have some ideas to share. Take a minute to write them down and then share them with us."</p> <p>"What do others think?"</p> <p>"[Name], we have just been discussing"</p>
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