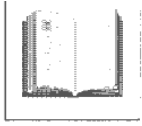


UNIT 1: PREPARING FOR THE PRESENTATION



Read Text

INTRODUCTION

This Unit deals with preparations for presentation.

The word prepare sounds familiar to most of people, yet it plays such an important role to the success of any activities or duty. Therefore, this unit links very well with information from module 10 which covered the procedures for successful meeting which involve among other things the following:

- agenda
- venues
- ground rules.

Unit 1 discusses areas you, as an education manager, need to note when preparing for presentation. These include:

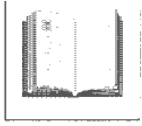
- gathering information and research
- identifying the outcomes
- knowing your target group
- time limit
- environment - venue, area, availability of electricity
- sound system
- writing materials
- room setting.

OBJECTIVES

After going through the unit you will be able to :

- identify information relevant for the presentation
- describe the audiences
- state areas to note when preparing for a presentation
- identify the outcomes of the presentation.

CONTENT



Read Text

GATHERING OF INFORMATION AND RESEARCH

Information is the message we receive in order to be informed. By gathering information for presentation we mean, that the presenter will collect data relevant to the topic. We can get the information from the following sources :

- libraries
- discussion with friends and colleagues
- print and electronic media
- handouts from previous presentations
- magazines
- internet
- journals.

Once you have gathered the information arrange and re organize it orderly. Your information should be informative and educative.

It is important to do a little bit of a research about the area where presentation will take place. Things to consider on a research are:

- area
- route map (direction)
- transport
- people's style of living
- venue
- availability of electricity
- sound system
- room setting
- time limit
- target group.

One of the strengths in women leaders is that they can make sure that the place of work is clean and in order, so in making the preparations for effective presentation make sure that the venue has:

- suitable space
- clean and orderly
- furniture, chairs and tables
- enough space to move along when necessary
- adequate light
- short distance between the toilets and presentation room should not be far.

You should also consider the following:

Grounds : Things that can cause disturbance like noise. If the venue is next to the playground, come out with strategies that can be used to address the problem.

Agenda: Check the agenda: see if there is time allocated for teas and lunch.

Time: Check whether the presentation is going to be long or short.

REFRESHMENTS

As a presenter, you should see to it that the audience is catered for regarding refreshments; if not, shops should be within a walking distance and the audience should be notified in good time.

AVAILABILITY OF ELECTRICITY

Consider the equipment you are going to use and determine whether the equipment to be used will need electricity or not. If there is electricity find out how reliable it is. In the remote rural areas where electricity is not available you can provide yourself with a generator.

SOUND SYSTEM

The effectiveness of a presentation is determined by the strength and flexibility of the voice, of course a tool to achieve this skill is through practice. This favours women in management well since they are talkative by nature. Find out whether the sound system is available. Practice speaking in a sound system before hand. You must be able to position yourself well in front of the sound system and be well acquainted with it before the audience arrives to avoid surprises. It is advisable to have someone responsible for the sound system.

ROOM SETTING

Room setting is determined by the following :

- furniture
- space
- size of the audience
- activities
- materials.

As a presenter, you have to ensure that room setting is done in advance. It becomes easier if there is a diagram indicating various specifications pertaining to room setting.



Self Evaluation

SELF-EVALUATION ACTIVITY 1

What do you consider to be the important things in preparing for a presentation?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

WRITING MATERIALS

After selecting the topic, the first step is to identify the area you want to cover and focus on those areas. You must avoid ambiguity. In a short talk of less than 5 minutes in duration you can cover one or two main points. In a longer talk of up to thirty minutes you can cover four or five main ideas. Whenever you use names of people in the audience make sure that it is associated with positive achievements. When this is used effectively you can be sure of audience attentiveness. When reference is made to people in the audience that have performed poorly, it causes embarrassment, negativity, resentment and hostility.

You must at this point say now the material needs more detail. How can you get more details? The following technique assists in flashing materials. Answer the following questions in your main points:

- when ?
- where ?
- who?
- who ?
- what ?
- why ?

“If you follow this formula of writing materials your presentation will have life and colour.” (Carnegie 1962 : 76).

When preparing for presentation, you must consider strategies to use in to order to make your presentation as interesting as possible to the audience.

Some of these strategies are:

- using dialogue
- visualisation and dramatising.

Dialogue usage is not always used by presenters, yet it plays a major role to keep audience awake. Considering that one of the qualities of women in management is that they are good in dialogues, therefore this strategy is going to act as a motivator in utilising the skill you already have. The results of dialogue usage are that it portrays what the presenter is, it makes a presenter sounds like a real person talking about a familiar topic, in a familiar environment with a familiar audience.

We acquire most of our information through visualisation. Presentation is a visual art. It is, therefore, important that you consider where to include visualisation by demonstration in your presentation. This is one of the tools used to enrich presentation. In order to be a good visualised demonstrator, the following qualities help:

- creativity
- activity
- flexibility
- fitness.

Your visualisation and demonstration of the presentation is not only informative but will also make the audience remember. Therefore the impact of your presentation is long lasting.

SELF-EVALUATION ACTIVITY 1.2



Self Evaluation

What do you consider to be the important things in preparing for a presentation?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

IDENTIFYING THE OUTCOMES

Outcomes are the results achieved after the activity has been conducted. They are the products and fruits reaped after performance. It is where you, as a presenter, assess yourself whether objectives were met or not. The outcomes act like a draw card of the audience. If the objectives of the presentation are not clearly articulated in an invitation, the audience might not be willing to attend. It is a way of assessing the valuability of the speech. You can be an eloquent speaker, prepare thoroughly but if you fail to clearly state your outcomes in your invitations it will mean you are presenting for the sake of presenting without any goal in mind.

In most cases the topic covers too little about the content. As a manager and presenter, you should scrutinise and discuss the outcomes you want to address. Specify the key learning objectives. The learning objectives focus on the value adding aspects of the presentation. In this way the person can make a better informed decision about the appropriateness of the programme. An added value benefit of the speech content is that it will make the audience to attend more of your presentations.

In your preparations stress and identify objectives that you hope to achieve in your presentation. Once you have in mind what your objectives are, try to identify benefits to what you are proposing.



Assessment Task

SELF-ASSESSMENT ACTIVITY

Women in management are expected to have great contributions in assisting you to develop writing materials in preparing for a presentation. In order to achieve this you will identify factors that are problematic in preparing presentation materials and state some of the problems that you have noticed in the presentation.



Important-take note!

The possible points to include as your answers are given at the end of the Unit.



Practise Activity

PRACTICE ACTIVITY

Imagine that you have been grouped in a team with some of women in management who are demotivated because of lack of skills in presentation. Explain the process you would go through to motivate them.



Important-take note!

Possible points to go into the answer to this question are to be found at the end of the Unit.



Summary

SUMMARY

This unit has managed to emphasize the importance of persuasion and influence in a well prepared presentation. It will help you to note strategies and techniques mentioned to assist you in being an effective presenter. A successful presentation can do wonders for your credibility, confidence and success.

Successful presentation can play a major role in developing future presenters. Effective presentation requires you to be an eloquent speaker. To be an eloquent speaker is a skill, that is acquired through practice. This unit

has equipped you with skills for effective presentation, that is where you will be evaluated by people who do not work with you. Practice makes perfect, therefore by continuously reading and implementing what you have read from this unit and communicating with others, surely you will be one of the effective, dynamic presenters.



Reflection

REFLECTION

After reading this unit, think of how you can improve your performance as an effective presenter.



Unit Test

UNIT TEST

Having gone through this unit, outline the strategies you would use to sustain effective presentation.



Important-take note!

The possible answers to the test question is given at the end of the Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITY

SELF – EVALUATION ACTIVITY 1

Please note that the answer to this activity will vary well depending on your experience as a woman in management. You can consider the following on your answers :

- gathering information
- research
- environmental analysis
- time management.

SELF – EVALUATION 2

In listing key areas to consider when preparing writing materials you may consider the following :

- limiting your subject
- filling in illustrations and examples
- humanizing your talk
- personalising your talk by using names for positive achievements
- filling your talk with details
- being specific
- use of dialogue
- visualising and demonstrating.

SELF-ASSESSMENT ACTIVITY

There is no single right answer to this activity on problematic areas in preparing for effective presentation. However, you may wish to consider some of the following :

- lack of experience
- presenting for the sake of presenting
- lack of skills in determining audience needs
- failure to articulate objectives clearly
- lack of thorough preparations.

PRACTICE ACTIVITY

You may consider the following points for your answer :

- observing presentation of women in management
- consultation with women in management presenters to identify problems
- motivating women in management.
- providing them with additional support that will uplift their skills and motivate them.

The following are some of the support :

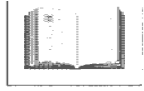
- video tapes of other effective presenters
- material writings and hand-outs
- regular positive feedback.

UNIT TEST

As a women in management, you may consider using the following strategies to sustain effective presentation :

- provision of information materials such as textbooks, magazines and video tapes
- recognition and celebration of achievements
- training and workshops.

UNIT 2 : GETTING OVER STAGE FRIGHT



Read Text

INTRODUCTION

This Unit does not only introduce you to strategies valuable to overcome stage fright, but also reminds you about important points covered in unit 1. Unit 1 discussed major factors pertaining to preparation for effective presentation. The important factors covered in unit 1 include :

- gathering information
- research
- writing materials
- identifying outcomes.

It is clear from these factors that effective presentation is a major critical area that needs to be handled with care. The important questions you might ask yourself are :

- How do I overcome stage fright ?
- What causes fear of speaking in public ?
- Is it possible to be yourself when you are a victim of stage fright ?
- Does the audience become aware that the presenter is experiencing a stage fright ?
- What are the signs of stage fright ?

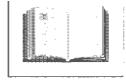
These questions are answered in greater details in this unit.

OBJECTIVES

After going through after this unit you should be able to :

- list signs of stage fright
- get facts about fear of speaking in public.
- identify strategies and assist women who are experiencing stage fright in management.

CONTENT :



Read Text

ACTING CONFIDENTLY

To act confidently means that, as a manager, you should be :

- self-assured
- self-possessed
- self-reliant
- bold
- cool
- cocksure
- fearless
- courageous
- secure
- sure
- certain
- assured
- positive
- convinced
- trusting
- satisfied.

Fear is a natural thing that we acquire as we grow up. Naturally we all fear the unknown. This becomes a big stumbling block when you do presentation to the unknown audience. This is perpetuated by the fact that human beings are unique. Some of the following qualities can pause as a threat to you as a presenter and a manager :

- unfriendly audience
- not connected to the presenter
- not social
- unappreciative audience
- uncertainty
- hatred
- anger.

The following techniques can assist in developing confidence :

- determine whether there is a need for an ice – breaker or not be yourself
- be well prepared
- take your position boldly and take a deep breath to ease the tension; enough oxygen in your body will give you courage
- look to the audience straight into the eyes, behaving as if they are all your friends
- be creative
- determine whether there is a need for an ice – breaker or not
- pause where necessary by having a glass of water
- accept failures and challenges.

It is said that overcoming fear of public speaking has a tremendous transfer value to everything that we do. Those who answer this challenge find that they are better persons because of it. They find that their victory over fear of talking before groups has taken them out of themselves into a richer and full life. (Carnegie 1962 ; 42).

Knowing the following signs of stage fright can work as a clock to wake you up :

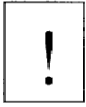
- sweating
- shivering
- stammering
- long pauses
- unnecessary repetition
- failing to look at the audience
- uneasiness
- unnatural voice
- drying lips.



Self Evaluation

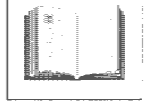
SELF-EVALUATION ACTIVITY 1

From your experience as a women in management, which of the above factors do you consider to have great effect on effective presentation ?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

FACTS ABOUT FEAR OF SPEAKING IN PUBLIC

It is easy to address the problem if you can identify causes of problem.

The following facts about fear speaking of in public will assist you to address stage fright :

- **You are not unique in your fear of speaking in public.**

This statement acts as, a consoling factor to all women in management. It therefore influences you to learn from others through their success and failures. What is important is how you overcome failure. This you can do by identifying presenters who had similar problems and discovering how they conquered those problem. This also can be much easier if you are accompanied by someone who would evaluate you during your presentation and give feedback thereafter.

- **A certain amount of stage fright is useful.**

It is true that we all learn by mistakes and that no one is perfect.

It is a nature's way of preparing us to meet unusual challenges in our environment. So when you notice your pulse beating faster and your respiration speeding up, do not become alarmed.

Your body, ever alert to external stimuli, is getting ready to go into action. If these physiological preparations are held within limits more fluently, and generally speaking with great intensity than under normal circumstances. (Carnegie, 1962 : 26).

- **Speakers never completely lose stage fright.**

Stage fright is present before you speak and will remain being there in the first few sentences of your introduction. Many of the presenters usually ignore these signs as if they are not there, but the fact is, they are there. Presenters who are experienced are those who practice and the have ability to deal with failure. As Carnegie (1962 :30) puts it :

You should expect a certain amount of fear as a natural adjunct of your elusive to speak in public, and you should learn to depend on limited amount of stage fright to help you give a better talk. If stage fright gets out of hand seriously curtails your effectiveness by causing mental blocks, lack of fluency, uncontrollable ticks, and excessive muscular spasm, you should not despair. These symptoms are not unusual in beginners. If you make the effort, you will find the degree of stage fright soon reduced to the point where it will prove a help and not a hindrance.

- **Rehearsing your talk with your friends.**

This is the easy way of dealing with the stage fright. When preparing for your presentation, identify the main ideas in your speech and talk about them in your everyday conversation with your colleagues and friends. Listen to their feedback as they may have interesting ideas that can help you to improve your presentation. You may not show to them that you are rehearsing but just behave as if it is a natural daily conversation. Try and identify friends who are knowledgeable and interested in the subject.

- **Discuss what you have learned in the subject.** Through this you may discover facts that are wrongly interpreted and points of argument that have been unrealised.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

What do you consider as key areas to note in avoiding stage fright ?



Important-take note!

Possible answers to this activity are to be found at the end of this Unit.

BELIEVE IN YOURSELF



To believe in yourself means you should be :

- positive
- knowledgeable
- able to express your feelings
- accept yourself as you are.

There are three ways to achieve this :

- **lose yourself in your subject**

To lose yourself in your subject means understanding the subject and have feelings about it, and also believing in the subject. This will help you a lot to overcome stage fright as you will live the subject.

- **be positive**

Thinking negatively about your presentation can make you lose confidence before you start. It is important to think positively about yourself before you even start speaking. Listen attentively to what other speakers before you are saying, then you will be able to cool down your nervousness.

- **give yourself a pep talk.**

A pep talk according to “Chambers 20th Century Dictionary,” 1982, means, “a strongly – worded talk designed to arouse enthusiasm for a course or course of action”.

It is natural that speakers experience moments of doubt about the subject matter, they will start asking question whether the topic is right and interesting for them. When this mind talk continues you will lose confidence. In order to deal with these, the presenter must identify true, false and unknown facts. In this case the fact is false because of the fact that topic’s involve some of your experiences in the working situation and daily life. Tell yourself that you are more knowledgeable in the subject than any member in the audience. Tell yourself, you are the best and you are going to do your best.



Assessment Task

SELF-ASSESSMENT

Women in management are tasked with the role of reducing stage fright during their presentation. State some of the stage fright signs you have noticed in their presentation.



Important-take note!

The possible points to include in your answer are given at the end of the Unit.



Practise Activity

PRACTICE ACTIVITY

During the course of the year you have attended women in management workshops. At these workshops you have noticed lack of skills attributed to stage fright in their presentations. Explain the process you would go through to help them overcome stage fright.



Important-take note!

Possible answers to these questions are to be found at the end of the Unit.



Summary

SUMMARY

Stage fright is one of your daily fears as a woman in management. It lives with you with unforgettable memories. It displays your management qualities. It makes you realize yourself. It makes you to be independent. It makes you to celebrate on your success and accept your failures. This unit highlighted some of the causes of the stage fright, some of which are :

- unfriendly audience
- audience not connected to the presenter
- uncertainty
- fear.

It has tried to come up with ways of overcoming stage fright. The following are some of the ways :

- rehearse your talk with your friends
- lose yourself in your subject
- accept yourself as you are
- be positive

It is clear that all people suffer form stage fright. This unit will assist with tools to use in reducing stage fright.



Reflection

REFLECTION

After reading this unit, think of your performance as a woman in management. Think of how you can improve your stage fright.



Unit Test

UNIT TEST

After reading this unit mention the strategies you would use to reduce stage fright.



Important-note!

Possible answers to this activity are at the end of this Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

PLEASE NOTE : Answers to this activity will vary depending on your experience as a woman in management. You should consider following in your answers :

- act confidently
- identify facts about fear of speaking in public
- never memorize your talk word for word
- believe in yourself.

SELF-EVALUATION ACTIVITY 2

In listing key areas to consider when reducing stage fright, you may consider the following :

- you are not unique in your fear of speaking in public
- a certain amount of stage fright is useful
- all people suffer from stage fright
- rehearse your talk with friends
- be positive and be yourself

SELF-ASSESSMENT ACTIVITY

There is no single right answer to this activity involving stage fright. However, you may wish to consider some of the following :

- dry lips
- sweating
- shivering
- stammering
- long pauses
- uneasiness.

PRACTICE ACTIVITY

You may consider the following points for your answer:

- observing presentation of women in management suffering from a stage fright
- consultation with women in management to identify stage fright problem
- counsel
- providing them with additional support that will reduce stage fright.

The following are some of the ways of supporting :

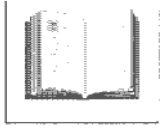
- video tapes of other suffering from stage fright
- material writings and hand out
- regular positive feedback.

UNIT TEST

As a woman in management you may consider using the following strategies to reduce stage fright :

- provision of informative materials such as textbooks, magazines and video tapes
- recognition and celebration of achievement
- training and workshops.

UNIT 3 : TYPES AND STYLES OF PRESENTATION



Read Text

INTRODUCTION

This unit does not only introduce you to the next unit but also reminds you about some very important topics covered in Unit 2 which include :

- developing confidence
- facts about fear of speaking in public
- believing in yourself
- being positive.

The above listed topics aim at offering assistance and support to women in management like yourself in order to ensure effective presentation. As one of the women in management, you are tasked with the duty of identifying and using strategies mentioned in unit 2 in order to reduce stage fright. More information dealing with types and styles of presentation is included in this unit.

They are listed as follows :

- short presentation
- informed presentation
- convincing presentation
- impromptu presentation
- exchange of information and feedback.

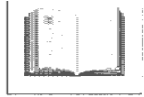
It is hoped that the unit will assist you to be an effective presenter.

OBJECTIVES

After working through this unit, you should be able to :

- identify the short talk
- describe the talk to inform
- describe impromptu talks
- describe the talk to convince
- list styles of presentation.

CONTENT



Read Text

SHORT AND INFORMED PRESENTATION

All presentations whether long or short have a purpose to :

- persuade or get action
- inform
- impress and convince
- entertain.

As a presenter, you must start by analyzing the audience before choosing the purpose. The choice of the purpose is determined by the audience and the occasion. It is also important to note that the audience is not interested in your apologies or excuses whether real or unreal but they only want action.

Usually a short talk is allocated five to ten minutes. There are strategies that you must consider when presenting the short talk. They are listed as follows :

- **Start your talk with a detail of your example.**

To start your talk with a detail of your example will make it more practical to the audience and this will capture their attention.

- **Fill your example with relevant detail.**

A talk with relevant detail will serve to emphasize the point and a reason of the talk. Since you are presenting a short speech, you are governed by time therefore it is important to include relevant details. Most people are time conscious and therefore when a talk is assigned five minutes they expect it to be five minutes not more.

- **Relive your experience as you relate it.**

When you consider the duration of your talk , it is advisable that you must be as energetic as possible. Try to be lively and dramatise where possible.

- **State clearly what you want the audience to do.**

Always remember that you have few minutes to use; therefore to be more detailed will waste time, this is time for forthright and direct assertion.

This action is based on three rules :

- make the point brief and specific
- make the point easy for listeners to do
- state the point with force and conviction
- give the reason or benefit the audience may expect.

This is an important part of the presentation, it determines whether the audience has made the right choice or not. It will indicate whether objectives of the presentation are met. It is in this section where you can start measuring your outcomes. The following points serve as a guideline:

- be sure the reason is relevant to the example
- be sure to stress one reason and one reason only

Have you experienced a situation where you listen to the presenter and at the end you start wondering what the presenter was trying to say ? Such situations are experienced from most of the presenters. We always communicate for a purpose. The following guidelines will assist you in making the effective informed speech:

- restrict your subject to fit the time at your disposal
- arrange your ideas in sequence
- enumerate your points as make them
- compare the strange with the familiar
- avoid technical terms
- use visual aids.



Self Evaluation

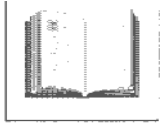
SELF-EVALUATION ACTIVITY 1

As a woman in management you have been involved in a number of presentations which witch strategies do you consider as most important for effective short and informed presentation?



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

CONVINCING AND IMPROMPTU PRESENTATION

As a manager one of your objectives is to get a favourable reaction from the audience. You want the audience to have a feeling of agreement with you, friendliness with you and a willingness to be interested and moved. The following signs from the audience can assist you to determine whether you are determined or not :

- make little noise
- expression in the eyes
- smile
- head nods
- control of space.

If you want to convince, the audience you, as a presenter must first be convinced first. Therefore, you must try and win confidence by deserving it.

You must strive to get a yes – response from the audience. This is not easy since every person has a right to express their feelings and make a choice. You can achieve this by trying to get common ground of agreement at the opening, then it is possible to win an argument. As you continue with your presentation take your audience with you in an honest search for the answer. Whilst on that level try to put your facts as clearly as possible and as you draw never to the end, feel the connection between you and your audience. Allow them to express their feelings freely and to discover the truth for themselves. Sometimes controversy might arise, to consider what (Carnegie : 1962 : 164) says can help you.

In every controversy, no matter how wide and bitter the differences, there is always some common ground of agreement, on which a speaker can invite everyone to meet”.

To speak with command and enthusiasm is another way to use in order to be convincing. If you want to convince, it is important to stir emotions then arouse thoughts. To arouse feelings you need to be honest. You can have a good voice and a good grace of gestures but if you are not honest in what you are saying it means you are lying to yourself. How can you expect your audience to be convinced when you fail to convince yourself? To impress your audience, start by impressing yourself. Allow your audience to feel your warmth and your spirit shining through your eyes, and portrayed through your manner. The moment you feel the bond between you and the audience then it becomes easier to determine whether they are convinced or not.

All people like to be loved, therefore, try to be friendly and show respect and affection for your audience.

As a woman in management you also have to develop the skill of being an effective convincing presenter of impromptu speeches. (Carnegie 1962: 177), comments :

“the ability to assemble one’s thoughts and to speak on the spur of the moment is even more important, in some ways, than the ability to speak only after lengthy and laborious preparation.”

The impromptu speech requires you to organize your thought fast and communicate fluently. The following points will assist you :

- **practice impromptu speaking.**

There are different ways to improve your fluency when called to say a few words. One of them is practice. Practice will build up your confidence. It will develop you in fast thinking, and will prepare you to deal with long prepared presentation.

- **be mentally ready to speak impromptu.**

Usually when you are called to speak without preparation, you are expected to perform at the same level of prepared presentation. Therefore always note that your audience is expecting you to remark about the subject upon which you speak with authority. One of the best ways to adapt into this is to prepare yourself mentally for these situations. When attending any occasion gear and prepare yourself for an impromptu speech. Think about things you might need to mention. Even if you are not called, the fact is you have developed your skill through practice. Are you aware how dynamic and effective you can end up being when applying this method ? Conditioning yourself mentally to speak impromptu on all occasions, is the bit of the first advice you should take. In most cases with the impromptu speeches the subject is known to the audience and, therefore, your problem is that of organising and fitting the time and the occasion. The following points can be of use :

- decide what aspect of your topic would fit the situation
- don’t apologize because, for your lack of preparation
- launch into your topic as soon as possible
- get into an example immediately.

The following reasons assure you why it is important to use an example immediately in your impromptu speech :

- you will be practical and be relaxed to think about next sentence
- you will develop confidence
- you will capture audience attention.

It is because of these reasons that Carnegie 1962: 183 says: “The rapport thus established between the speaker and the audience is the key to all successful speaking without it true communication is impossible”.

To be energetic, alive and forceful gears and awakens you mentally. If you want your audience to be attentive, start by being lively yourself. speak with animation and force.

On other occasions when you talk about an impromptu speech we mean a situation where you are told at the last moment, but the principle of here and now means you are told just immediately before the last speaker finishes his speech, sometimes you are told when your name is being announced to the audience as the next speaker. To have the following reaction is normal.

- feel like running away
- drying lips
- responding with shock openly
- anger
- frustration
- confusion.

The best way to do is to remain calm. Take a deep breath to calm your nerves. The moment you start addressing the audience remember breathing in and out as you address the chairperson. Stay close to the meeting in your remarks considering the fact that the audience are interested in themselves and what they are doing.

The following four sources can assist you in getting facts for an impromptu speech:

- the audience itself
- the occasion
- indicate pleasure on specific comment said by the audience
- don't talk impromptu give an impromptu talk.

When you read this statement it sounds as if there is a contradiction, where as there is none but it only emphasizes the importance of talking with a goal in mind.



Self Evaluation

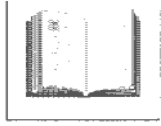
SELF-EVALUATION ACTIVITY 2

As a woman in management, what do you think can help you to improve your impromptu convincing speech?



Important-take note!

Possible answers to this activity are to be found at the end of the Unit.



Read Text

EXCHANGE OF INFORMATION AND FEEDBACK

Good presenters balance exposure and feedback. This is easily achieve when you have confidence in your presentation, and as a result you feel at ease to communicate ideas and opinions with your audience. You will also be more interested in feedback. Of course you should be writing to supplement your own lack of knowledge by accepting feedback.

The following methods are useful to get feedback:

- a tear-off slip can be attached or circulated to the audience. It will provide for questions to be answered or suggestions made
- a presenter can invite a group of people who were present during the presentation for a cup of coffee and exchange ideas about the subject and presentation
- well structured questionnaire

There are two types of feedback:

It can either be verbal or non-verbal but it should indicates whether the message was correctly understood or not.

Indirect Feedback

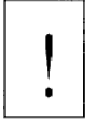
It is noted in the receiver's reaction to the message.



Assessment Task

SELF-ASSESSMENT

As a woman in management you watch people who were presenters and notice problems they face. List some of the factors that are causing ineffective impromptu speech.



Important-take note!

Possible answers to this activity are to be found at the end of this Unit.



Practise Activiy

Imagine you have received in your section a woman in management who is unable to do short talk successfully. Explain the process you would go through to address the problem.



Important-take note!

Possible answer to this question is to be found at the end of the Unit.



Summary

SUMMARY

This unit has explained very well the purpose and characteristics of the prepared and impromptu talks, from the beginning to the end, The following points were emphasized:

- persuasion
- information
- entertainment.

It is believed that you will be motivated by the success of others, who used the following ideas :

- starting talk with an example
- talking examples with relevant details
- reliving experience as you relate it
- giving the reason or benefits the audience may expect.

Success in the use of some of the ideas is guaranteed when you clearly formulate in your mind the general purpose of the talk. It is only through practicing ideas from this unit that you may say you can really know and display the art of communication.



Reflection

REFLECTION

Having gone through this Unit, think how you can improve your performance as an effective impromptu speaker.



Unit Test

UNIT TEST

Having gone through this Unit, outline strategies you would use to sustain effective short talk.



Important-take note!

Possible answers to the questions are given at the end of the Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

Please note that answers to this activity will vary depending on your experience as a woman in management. You can consider the following as your answer :

- give your example or incident from your life
- build your example upon a single personal experience
- start your talk with an example
- fill your example with relevant details.

SELF-EVALUATION ACTIVITY 2

In listing factors that can develop you to improve your impromptu speech you may consider the following :

- practice impromptu speaking
- be mentally ready to speak impromptu
- get into an example immediately
- speak with energy and force
- use the principal of the here and now
- don't talk impromptu – give an impromptu talk.

SELF-ASSESSMENT ACTIVITY

However, you may wish to consider the following :

- inferiority complex
- lack of experience
- lack of assertiveness
- lack of practice
- lack of skills needed in presentation.

PRACTICE ACTIVITY

You may consider the following points for your answer :

- observe presentation of women in management
- consultation with women in management presenters to identify problems
- motivating women in management
- providing them with additional support that will uplift their skills and motivate them.

The following are some of the support :

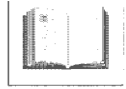
- video tapes of the other presenter
- material writing and hand – outs
- regular positive feedback.

UNIT TEST

As a woman in management you may consider the following :

- revision of information materials such as textbooks, magazines and video tapes
- recognition and celebration of achievements
- training and workshops.

UNIT 4: ORGANISING A LONG TALK



Read Text

INTRODUCTION

This unit deals with the climax of presentation; long talks. It challenges you to use the skills of effective presentation. This Unit links very well with Unit 3 which includes:

- making the point brief and specific
- stating the point with force and conviction
- being sure to stress one reason
- being sure that the reason is relevant to the example
- giving the reason or benefit the audience may expect.

In this Unit you are going to deal with getting relevant information for a long speech. Since you have read about most of the skills and types of presentation in previous units, this unit will assist you to prepare and deliver a long talk. The following ideas will be highlighted :

- getting attention immediately
- avoiding getting unfavourable attention.
- supporting your ideas
- appealing for action.
- summarizing.

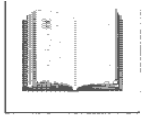
The information in both Unit 3 and 4 plays a great part in levelling the ground for this Unit.

OBJECTIVES

After working through this unit, you should be able to :

- state three major phases of the longer talk
- identify time – tested methods of developing each phase
- listed factors that can assist you to support your main ideas
- identify questions to be asked before using the testimony of experts
- tabulate factors to be considered when informing audience into an action
- listed ideas that can help you avoid getting an unfavourable attention.

CONTENT



Read Text

GETTING ATTENTION IMMEDIATELY

A talk is a journey with a purpose, that you should take with caution. You may find that some of the rules mentioned are not rigid. At any rate you may consider the following phases of the longer talk :

- the attention step.
- the body.
- conclusion.

There are also methods that can assist in developing each phase. One of them is :

- **getting attention immediately.**

This means having a catching opening, something that will interest and draw the attention of your audience immediately. You may consider the following, which if used, will give life to your opening :

- begin your talk with an incident example.
- arouse suspense.
- state an arresting fact.
- ask for a show of hands.
- promise to tell the audience how they can get something they want.
- use an exhibit.

The second method for developing attention step, the body and conclusion is :

- **avoid getting unfavourable attention.**

To capture the attention of your audience is not enough .In addition to that you must also capture their favourable attention.

In presenting a long talk you must avoid the following :

- opening with a apology.
- using “funny” story opening.
- imitating others –be yourself.
- ambiguity.
- creating a tense atmosphere.
- being harsh.
- showing stage fright.



Self Evaluation

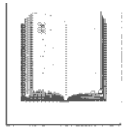
SELF-EVALUATION ACTIVITY 1

Which of the factors mentioned above would you use to get attention immediately?



Important-take note!

Please note that suggested answers for this activity are at the end of the Unit.



Read Text

SUPPORTING YOUR MAIN IDEAS

In the longer talk you need several points to get action.

You may consider the following points :

- using statistics
- using the testimony of experts.

Testimony can be tested by answering the following questions :

- Is the question I am about to use accurate?
- Is it taken from the area of the person expert knowledge?
- Is the question from a person who is known and respected by the audience?
- Are you sure that the statement is based on first – hand knowledge, not personal interest or prejudice?

USING APOLOGIES

An **analogy**, according to Carnegie, (1962 : 246) is a “relation of likeness between two things considering in the resemblance not of things themselves but of two or more attributes, circumstances, or effects.” This is a fine technique. For a main idea. Consider the following methods:

- **Use of a demonstration with or without an exhibit.**

In a longer talk to secure, your action you might make three main points, but to mention them like that might be boring and dull to the audience. It is the support material you use that gives your talk the following qualities :

- lively
- interesting
- capturing
- informativeness
- persuasion
- entertaining
- convincing.

Another method useful in developing phases is :

- **appeal for action.**

As a presenter try and create a relaxed conducive atmosphere, try to make your audience laugh and sometimes cry if need be. These are some of the techniques of successful communication. This atmosphere is monitored to be at this level from the beginning of the speech up to an end.

An ending is as important as an introduction. You may consider the following ideas in your ending :

- ending should be good.
- the conclusion of a talk is the part towards which all that precedes it must reasonable move if an audience is to be impressed.
- the ending is the strategy point in the talk.
- final words are likely to be remembered longest.
- ending has to be planned.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

From the points mentioned above to support main ideas, list any points that can be suitable to you.



Important-take note!

Possible answers are to be found at the end of this Unit.



Read Text

SUMMARISING YOUR PRESENTATION

The question is how to bring your talk to a climatic close. Here are few suggestions :

- summarize.
- recipe for making a speech, emphasises the importance of a summary, listed as follows :
 - tell them what you are going to tell them.
 - then tell them.
 - then tell them what you have told.

This sounds confusing, but it merely states how important a summary is. Why is a summary important?

The following points may act as your guideline:

- the audience sees what you have done.
- the audience can feel it and see it without having heard the rest of the talk.
- emphasize the key points.
- clarify key points.
- link the topic with the content.
- instil the understanding of the audience.

The final question is how to summarize? The following can act as your guidelines:

- emphasize main points
- clarify main points
- keep it simple
- keep it short
- keep it interesting.

At the end of your speech ask for action ending. You may consider any of the following actions. Tell your audience to:

- join
- contribute
- vote
- write
- telephone
- buy
- boycott
- enlist
- investigate
- acquire.

The following ideas will assist you to obey these caution signs:

- ask them to do something specific
- ask the audience for some response that is within their power to give
- make it as easy as you can for your audience to act on your appeal.



Assessment Task

SELF-ASSESSMENT ACTIVITY

As a Woman in Management use the KISS (keep it short and simple) analysis. Using KISS analysis indicate challenges that women in management are facing.

What can you do as a manager to ensure that women in management use one of the challenges.



Self Evaluation

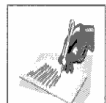
Possible answers to the above activity are to be found at the end of the Unit.



Practise Activity

PRACTICE ACTIVITY

You have been invited to lead a group of woman in management on a topic “organising a talk” list key points you will include in your talk.



Self Evaluation

Possible answers to the above activity are to be found at the end of the Unit.



Summary

SUMMARY

In this Unit you covered techniques used by woman in management for organizing longer talks. The unit further dealt with strategies that managers like you can use to enhance their effectiveness. These strategies were listed as follows :

- getting attention immediately
- avoiding getting unfavourable attention
- supporting your main ideas
- appealing for action

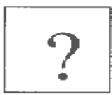
To consolidate your understanding of the content of the unit you undertook a variety of activities.



Reflection

REFLECTION

As a woman manager in education, what can you do to enhance the effectiveness of your presentation ?



Unit Test

UNIT TEST

Why is effective summary and action important in a longer talk ?



Important-take note!

Answers to the unit activity are at the end of the Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

The answer to this activity would depend on the individual manager's consideration on how to get attention immediately.

The answer may have included the following:

- begin your talk with an incident
- arouse suspense
- state an arresting factor
- ask for a show of hands
- promise to tell the audience how they can get something they want
- use an exhibit.

SELF-EVALUATION ACTIVITY 2

The answer to this activity requires that you look at yourself and identify these points that are relevant to your considering your environment.

You may have considered the following in your answers:

- use statistics
- use the testimony of experts
- use a demonstration with or without an exhibit

SELF-ASSESSMENT ACTIVITY

You may consider the following ideas:

- emphasize main points
- clarify main points
- keep it simple
- keep it short
- keep it interesting.

PRACTICE ACTIVITY

You may consider the following points :

- get attention immediately
- begin your talk with an incident
- arouse suspense
- state an arresting fact
- ask for a show hands
- use an exhibit
- avoid getting unfavourable attention

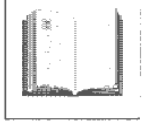
- do not open with an apology
- avoid funny the funny story opening
- support your main ideas
- use statistics
- use the testimony of the experts
- use analogy
- use a demonstration with or without exhibit
- appeal for action
- summarize
- ask for action.

UNIT TEST

In your answer to the unit test on the importance of effective summary and action you may wish to include the following :

- importance of a summary
- think the topic with context
- clarify important points
- emphasize important points
- in still understanding of the audience
- importance of action
- involve the audience
- implement one of your objectives
- assess your presentation.

UNIT 5: HOW A PRESENTATION IS DELIVERED



Read Text

INTRODUCTION

This unit does not only introduce you to the next unit but also reminds you about some very important points discussed in unit 3. The relevant points covered in Unit 3 include :

- types of presentation.
- styles of presentation.

The aim of unit 3 was to describe how the different types of presentation can persuade, inform and entertain.

Unit 4 will discuss areas to note when preparing for presentation. These include :

- dress and body language.
- voice quality.
- delivering a well prepared and organized speech.
- use visual aids.

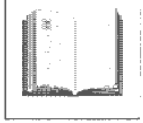
In order to be a good presenter you should take note of some of the above listed points.

OBJECTIVES:

After working through this unit, you should be able to :

- state the appropriateness of language used.
- describe the signs of an unprepared speech.
- explain the use of resource when presenting.

CONTENT



Read Text

DRESS AND BODY LANGUAGE

As a woman in management you should always be presentable. It is said that the first impressions last longer. If you dress like a clown, the audience will never take you seriously. They will always think of you as a clown. Very bright colours are not recommended because the audience will concentrate on your dress and not the presentation. It is advisable to dress in a simple way, suitable for the occasion. Wear something comfortable that builds up confidence.

BODY LANGUAGE

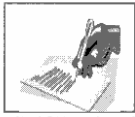
Body language refers to the position and the movement of the body that conveys messages to the others. If you move very often, the message that you present would not be effective. Swaying your hips and body in front of the audience, and folding your arms across your chest while presenting affects your presentation. Facial expression also counts if you do not show a friendly face in front of the audience, the atmosphere will be tense and you are not going to get that connectedness. The posture also counts. Stand straight in front of the audience and relax. The audience will listen attentively to what you are saying. Tilting your head when presenting can affect your presentation negatively.

VOICE QUALITY

The voice quality makes your presentation either effective or not effective. How do you project your voice? Do you speak loudly or do you speak so softly that people often ask you to repeat your statements? The quality, pitch, volume and note of your voice affect your presentation. Shyness contributes to voice quality. It is observed that shy people tend to speak very lowly and softly. This can be done with the aid of a tape recorder.

On the other hand, call your friends and do a short presentation, and then ask them to evaluate you, and see where you could change.

When you are presenting try and pour yourself into your talk, concentrate your whole being on making a mental and emotional impact on your audience and you will have nine out of ten chances to speak with more authority, emphasis and force than you could ever think of.



Self Evaluation

SELF-EVALUATION ACTIVITY 1

From your own experiences as an woman in management state instances that you feel your presentation was not effective or not well delivered.



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

DELIVERING A WELL PREPARED AND ORGANISED SPEECH :

As you have seen, you need to have a clear audible voice so as to capture the attention of your audience. It is advisable that as you present we should form new ideas, try and recover facts from our memory. At times you find when questions are asked and the presenter does not know the answers they try to give vague answers instead of throwing the question back to the audience. This action disturbs the presenter. The presenter starts to show signs of hesitations; there are unplanned pauses and thus the presenter loses confidence. Such actions disturb the presenter and the audience.

It is important to speak with what Carnegie (1962:166) calls “contagious enthusiasm,” that is, the excitement and spirit that you display in your voice, and your speech must be felt and experienced by your audience.

Every time when you deliver a speech show a positive attitude. What you do and say determines the attitude of the audience. If you are lukewarm so will be the audience. Some topics are naturally more interesting than others.

As a presenter, at times you are to discuss a matter of valuable significance that will affect the members of the audience. They will all, therefore, listen attentively even if your presentation is not introduced in a good manner. The introductions of your presentation, however, should always attempt to capture the attention of the audience. The presenter should see to it that always there is a connection from the topic to the listeners’ needs and interests.

The presenter should arrange the ideas in sequence. Almost all subjects can be developed by using a logical sequence based time, space or special topics. In the space sequence, you

arrange your ideas according to some central point and go outward from there. Enumerate your points as you make them. One of the simple ways to keep a talk shipshape in the minds of your listeners is to mention plainly as you go along that you are taking up first point and then the other. Compare the strange with the familiar if there is a point you want to discuss with your audience. Relate to something they know and then to the one they are not familiar with. As a presenter you should turn a fact into picture. Try and make your audience visualize what you are talking about to keep them absorbed.

Avoid the use of technical terms. For example if you are a doctor or a lawyer or in highly specialized line of business be careful when you talk to outsiders, to express yourself in plain terms and to give details. At times presentations become ineffective because the presenter becomes unconscious of the general public's profound ignorance regarding their particular specialties. They use phrases fit into their experience which have meaning to them but not to their audience.

USE OF VISUAL AIDS

It has been observed that most of the times we give attention to eye suggestions as we do to ear suggestions. "One seeing", says an old Japanese proverb, "is better than a hundred times telling about".

It is advisable that when you are using a chart or diagram, be sure it is large enough to be seen. The diagrams and the writing on the chart should be done in bold writing. When you are using a flipchart adhere to the following :

- write largely and legibly
- keep talking as you draw or write
- keep turning to your audience.

When using visual aids you should adhere to the following :

- use exhibits large enough to be seen from very last row. Your audience cannot learn from any exhibit unless they see it
- when you show an exhibit, hold it up where your listeners can see it
- do not stare at the exhibit as you talk, you are trying you communicate with the audience not with the exhibit.

Visual materials are becoming more popular as a devices to promote clarity. As technology advances, more equipment is invented to assist the presenter.

To mention a few, there are slides that can be used to make the presenters job much easier. When using a slide the presenter should avoid the following :

- avoid presenting one list after the other
- avoid reading points off the slide one by one and leaving it at that.

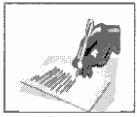
The content of the slides has two key purposes, that is :

- it is to provide you with cues about what you want to say
- the other is to illustrate to your audience the point that is made.

Some useful hints that you may follow when doing slides include the following :

- have every slide background a different colour.
- make your text large enough to be read, recommended font size of not less than 24 pt :
- make your slides colourful and interesting.

When you are presenting talk to the audience and not to the slide. Try to maintain as much eye contact as possible with your audience. Try and speak clearly and assertively. Your voice should easily be heard by the people at the back of the room. When presenting and when using the slides, be natural, move around and use your hands, point at the pictures. This will help to control the audience.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

What do you consider to be the important points in delivering a presentation ?



Important-take note!

Possible answers to this activity are at the end of this Unit.

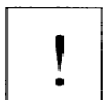


Assessment Task

SELF-ASSESSMENT ACTIVITY

Women in management are expected to be well informed about effective presentations. They should also be able to design good charts and use the latest slides and visual aids, where possible, in their presentation. In order to do this they need to address factors that are problematic in preparing visual aids.

State some of the problems that you have noted from some presenters using slides.



Important-take note!

Possible points to include in your answer are given at the end of the Unit.



Practise Activity

PRACTICE ACTIVITY

Imagine that you have been grouped in a team with some women in management who have not been presenters before who are to present in local women's conference. Explain the steps you would go through to motivate them.



Important-take note!

Possible points to go into the answer to this question are to be found the end of the Unit.



Summary

SUMMARY

This Unit has explained how a presentation is delivered. Dress and body language have been discussed. You are being reminded not to wear things like new shoes because at times you will feel uncomfortable and you, therefore, would not deliver well. Without a smile you create unnecessary tension to your audience. When presenting, you should try and pour yourself into your talk, concentrate your whole being on making a mental and emotional impact on your audience. Whenever you deliver, it is advisable to have a pass time attitude, because what you do determines the attitude of the audience. When ever presenting it is also advisable to arrange your ideas in sequence. Almost all subjects can be developed by using a logical sequence based time, space or special topics. It is suggested that you avoid use of technical terms when presenting. Try and use simple language.



Reflection

REFLECTION

Reflect on your experiences as a presenter, do you think you used most appropriate strategies?

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

Answers will vary according to your experience. You can consider the following on your answer :

- dress unpreventable.
- failed to use body language properly.
- failed to project the voice.

SELF-EVALUATION 2

There is no single right answer. You may consider the following as important points when delivering presentation:

- positive attitude.
- arrange ideas in sequence.
- use of usual aids.

SELF-ASSESSMENT ACTIVITY

There is no single right answer to this activity on problematic areas in preparing for effective presentation. However you may wish to consider some of the following :

- lack of thorough preparations
- lack of experience
- lack of commitment lack of exposure.

PRACTICE ACTIVITY

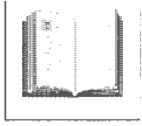
You may consider the following points for your answer:

- observing other presentation conducted by other people.
- read and research about effective presentation.
- consult with other presenters.

The following are some of the support bases could be used :

- books on effective presentation
- regular positive feedback
- evaluation forms.

UNIT 6 : THE SPEAKER AND THE AUDIENCE



Read Text

INTRODUCTION

The purpose of this unit is to assist to know the major role-players when delivering a presentation. It also helps you to control your audience and deliver an effective presentation.

In Unit 5 the following points were discussed :

- body language gestures
- keeping audience alive
- use of visual aids.

Unit 6 will be dealing with the following points :

- earning the right to talk
- vitalizing the talk
- sharing the talk with the audience.

OBJECTIVES

By the end of this Unit, you should be able to :

- to identify the strength and the weakness of speakers
- suggest ways of how to control your audience when presenting
- suggest ways of how to vitalize the talk when presenting.

CONTENT



Read Text

EARNING THE RIGHT TO TALK

When you are presenting, the audience should have an interest in your presentation. The presentation should not be boring, but should rather be lively. Other ways of capturing the interest of your audience may include:

- limiting your subject
- filling your talks with illustrations and examples and including strategies such as
 - humanizing
 - pacifying
 - personalizing
 - dramatizing
 - visualizing.

Limiting your means that once you have your topic, you must try to stake out the area you want to cover and stay strictly on those limits. Another thing is try to select the speech in advance and narrowing your subject down to the time frame that you have been allocated. Fill your talk with illustrations and examples. Carnegie (1962 : 72) state that: “ there is no denying the power of a story to hold attention talking before groups as well as writing for magazines.” There are ways of using illustrative material. These are discussed below:

- **Try to humanize your talk**

A speech would appeal if it is sprinkled with interesting stories involving people. The speaker should make an attempt to illustrate some of the points with concrete cases. This would positively help you to get and hold the attention of the audience.

- **Personalize your talk by using names**

When you are telling stories involving others, use names. If you want to protect identity you may use fictitious names. Names are more descriptive and absorbing.

- **Be specific**

You must try and fill your talk with necessary details, at the same time do not fill your talk with too much detail because your audience will lose focus and reduce attention.

Visualize by demonstrating what you are talking about. According to Carnegie (1962:79):

“Psychologists tell us that more than eighty – five percent of our knowledge comes to us through visual impression. No doubt this accounts for the enormous effectiveness of television as an advertising as well as entertainment medium . Public speaking, how is a visual as well as auditory art.”

One of the best ways to enrich a talk with details is to incorporate visual demonstration into it. At times you might spend hours telling the audience how to fill in from and they might be bored by it. If you let your audience to do it practically will enjoy it. Another thing is that visual details makes speech more memorable.

Use concrete, familiar words that create pictures. In order to capture the audience’s attention, try to use words that create pictures. You must use pictures that create images floating before your audience.

“Pictures. Pictures. Pictures. They are as free as the air you breath. Sprinkle them though your talk, your conversation, and you will be more influential”
(Carnegie 1962 : 81).

Point out a mental picture that stands out and clearly this will capture the attention of the audience. It is that makes the speech spark.



Self Evaluation

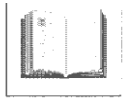
SELF-EVALUATION ACTIVITY 1

As a presenter identify ways of how to control your audience.



Important-take note!

Possible answers to this activity is to be found at the end of this Unit.



Read Text

VITALIZING THE TALK

In order to vitalize your speech try to follow the following steps :

- put life and spirit in your speech.
- try and use gestures.
- be vital and alive.

Choose the subject you are earnest about. When presenting, try to select topics that are exciting to you because of long experience such as hobby and recreational pursuit. As a presenter, once you have chosen a topic you must research it and learn more about it.

Relive the feeling you have about your topic, when you speak in public. Try to :

- generate excitement
- cultivate interest in your speech
- do not repress your honest feelings
- show your listeners how eager you are to talk about your subject.

Act in earnest; you walk before the audience walk with confidence. This gives the audience assurance that you have something good you want to deliver. When you are at the front just before you do the following :

- take a deep breath
- keep away from the furniture

- keep your head high and chin up
- make some gestures they will help to stimulate you.

SHARING THE TALK WITH THE AUDIENCE

When presenting a speech, prepare it with the audience in mind. Try to talk in terms of your listener's interest, that is visualize your audience as people who are eager to hear what you want to say. As a presenter try to give honest and sincere appreciation. You should always bare your mind, that audience are composed of individuals. There are some things that you should guard against :

- do not criticize an audience openly.
- do show appreciation when they have done something good.
- avoid using phrases like ‘ this is the most intelligent audience I have ever addressed.’ Because they are regarded as exaggerating statements by most audience. Also avoid statements like I am glad to be here because I love each one of you.

Identify the audience and use the names of people in the audience. This helps to open lines of communication. Consider the following:

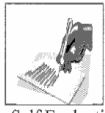
- new names which have been learned through inquiries made for the presentation
- be sure you have them exactly correct.

Make your audience partner in your talk, when try and select some members of the audience to assist you to demonstrate or dramatize an idea. This will increase the attention of the audience. Ask questions from them so as to get the desired responses.

Play yourself down, some of the audience are quick at measuring a speaker who assumes that he is superior, intelligent, rich and superior in social standing. The following are some of the things that antagonize the audience :

- to consider yourself to be above them when you speak
- displaying authority
- display of your personality facet.

Modesty inspires confidence and good will.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

Suggest ways of how you could go about sharing the talk with the audience.



Important-take note!

Possible answers to this activity are to be found at the end of this Unit.



Assessment Task

SELF-ASSESSMENT ACTIVITY

You have been requested to make a specific presentation. Explain how you could vitalize your talk.



Important-take note!

The possible points to include in your answer are given at the end at this Unit.



Practise Activity

PRACTICE ACTIVITY

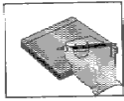
You have been requested to a presentation on “sexual Harassment”.

State the key points you will include in your presentation.



Important-take note!

Please note that the possible answer to this activity at the end of this Unit.



Summary

SUMMARY

This Unit has introduced you to a number of very important issues. You have seen the effect of a good presentation. It is important to note that for good results you should limit the subject to fit the time frame that you have been allocated. There is a need to humanize your talk. The audience enjoys hearing stories. This will assist you, as the presenter, to capture their attention. At times you find that presenters speak in general, try to be specific. Incorporate visual demonstrations and make your audience partner in your speech. The presenter may have feelings of nervousness at the beginning, which maybe overcome through the following:

- walk to the front as if you have springs below your shoes
- take a deep breath
- keep away from the furniture.

When presenting a speech have the audience in your mind; and always identify with them.



Reflection

REFLECTION

Having gone through this Unit, think of how you can improve in controlling and promoting the audience attention.



Unit Test

UNIT TEST

Having gone through this Unit state why speech, speaker and audience are of vital importance when making a presentation?



Important-take note!

The possible answer to the test question is given at the end of this Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

Please note that the answer to this activity will vary depending on your experience as a presenter.

Your answer, however, may include the following:

- be task oriented
- plan presentation well
- humanize talk
- personalize your talk
- be specific
- paint a mental picture.

SELF-EVALUATION ACTIVITY 2

There is no single answer to this activity, however you may wish to consider some of the following :

- prepare the speech with audience in mind
- Identify with the audience
- make your audience a partner in your talk
- play yourself down.

SELF-ASSESSMENT

You may consider the following key ideas :

- let your speech be living
- use gestures
- be energetic
- make sure that you are earnest with your topic
- generate excitement
- cultivate interest in your speech
- do not repress your honest feeling.

PRACTICE ACTIVITY

You may consider the following:

- articulate objectives clearly
- consult people who are sexually harassed
- motivate people who have been sexually harassed.

The following include some support bases:

- material writings and hand-outs
- regular positive feedback
- video tapes on harassment stories.

UNIT TEST

As a woman in management you may consider using the following strategies to sustain effective presentation:

- seminars and workshops
- effective communication
- provision of information materials such as magazines and textbooks.

UNIT 7 : CHALLENGES OF EFFECTIVE SPEAKING



Read Text

INTRODUCTION

The speaker must be able to arouse the curiosity of the audience. The presenter should speak effectively. The presenter's voice should be pleasant, clear and audible. There are barriers which affect presentation which the presenter should be aware of. The relevant functions covered in Unit 6 are:

- organising the longer talk
- supporting your main ideas
- appealing for action
- getting attention immediately.

Unit 7 will be dealing with the following issues :

- challenges of effective speaking
- barriers to effective presentation.

OBJECTIVES

By the end of this unit you should be able to :

- identify the strengths and weaknesses of effective speaking
- suggest ways of how to improve your voice when presenting
- state factors important for demonstrating enthusiasm and vitality.



Read Text

EFFECTIVE SPEAKING RULES

IMPROVING YOUR SPEECH SKILLS

When preparing an effective presentation the presenter should adhere to the following guidelines :

- identify the potential and learn key facts about them

- know more about their level of education and their attitudes concerning the topic research and learn more about the topic
- develop good and interesting information as well as a good conclusion
- adhere to time frame.

You must develop a pleasant tone of voice. It is not what you say, but how you say it, that is important. To address this, consider the following:

- increase the volume of the voice
- change pitch
- talk fast or slow as the occasion and the material may dictate
- speaking clearly so that the audience can hear what you are saying
- avoid using a dull, lifeless, boring voice – it is difficult to stay interested
- vary voice volume, change pace, and modify your style periodically to emphasize, key points and keep group's attention
- use pleasant voice and friendly tone
- demonstrate enthusiasm and vitality.

Focus on your goal, that is:

- know the subject thoroughly
- connect the purpose and content to the needs and desires of the audience
- limit the scope of the topic
- restrict the number of main ideas
- too many ideas given at once overwhelm people and defeat your purpose
- avoid beginning the talk with a joke and also restrict your jokes so that if they fell flat they have still served a useful purpose
- make the content of the talk lively and humanize it
- be sure to adopt style, content, and examples suitable to the particular audience and occasion
- speak to express, not to impress.

Listed below are several admonitions for a presenter to follow when presenting:

- avoid using too many statistics
- avoid distracting practices as juggling chalk, jiggling change and playing with a watch
- be alert to negative emotional overtones of your words, especially with a diversified audience and when using words with multiple meanings
- assure understanding by appealing to all the senses of the audience and by drawing on their own personal problems.

The guidelines listed below can help enhance one's effective presentation:

- accept introduction graciously with a smile and add little or no consent
- strive to develop commonality and rapport with the audience immediately
- provide a good image by being appropriately dressed and by acceptable mannerism
- use correct grammar, proper pronunciation and careful articulation

- use motions and gestures effectively to emphasize your main ideas
- watch members of the audience carefully to observe nonverbal cues which provide valuable feedback
- try and end your presentation promptly, with a strong conclusion and finish your speech while interest is still strong.

Express your sincere feelings in the talk of acceptance. Part should be shorter than the presentation speech. It certainly should not be anything you have to memorize, but you should be ready to make it. If you know that you are to be given present after your presentation, you should not be at loss for words of acknowledgement. Do not exaggerate for instance do not say: “it has been the greatest day in my life, and that this is the most wonderful thing that has ever happened to me,” just express heartfelt gratitude in moderate terms. Here is a suggested format:

- give a warmly sincere “thank you” to the audience
- give credit to others who have helped you, that is friends, family or associates
- say what the gift or award means to you
- tell the audience how useful or decorative it is and how you intend to use it.



Self Evaluation

SELF-AVALUATION ACTIVITY 1

As a woman in management, state how you can go about presenting an effective speech.



Important-take note!

Possible answers to this activity are at the end of this Unit.



Read Text

BARRIERS TO EFFECTIVE PRESENTATION

The presenters should always bare it in mind that there are barriers that could affect presentations. Some of these barriers are discussed below :

- a tired and discouraged audience will not concentrate to what is being said
- language usage: if you do not use good grammar and good diction that can also be a barrier for example: Say “yes” not “yeah”

- speaking quickly and too fast could also be a hindrance
- shyness contributes to voice quality and could have a negative impact
- do not fill pauses with ‘um’, ‘uh’, or ‘ah.’

Below are suggested guidelines for presenting a successful speech :

- be relaxed
- shoulders should be rolled back into a comfortable position
- never let your audience know that you have made a mistake
- keep gestures between waist and shoulders
- keep the audience relaxed
- keep hands and shoulders to your side when not gesturing
- try and maintain good eye contact with the audience.

When presenting a speech it is important to capture the audiences attention. Poor listening can be due to the following reasons :

- if both the speaker and the listener are not actively involved in listening there might be a problem in message interpretation
- insensitive use of language can discourage people from listening attentively
- polluted environment
- negative emotions of the speaker and listener can contribute to poor listening
- in presentations, people come with different cultures. If these are not tolerated, there can be breakdown in active listening
- status difference. Refusing to listen to people whom you think are inferior to you
- non – verbal behaviour
- different cultural background
- message unclear due to insufficient information
- assuming that the audience know more than they really do.

Listed below are suggestion how to overcome some barriers that can hinder active listening :

- listen empathically, that is, see, the message from the speaker’s point of view
- avoid biases and prejudices about the speaker as you listen
- ask questions wherever you want clarification
- identify and correct your listening errors.

In order to overcome common barriers to effective communication the presenter should use simple and understandable language. One’s voice must be pleasant, clear and audible. The audience must be well researched and known. The presenter must be well groomed and known. The presenter must be well groomed and be of good posture and poise because first impression are very important. The topic must be well researched therefore presented in an orderly fashion.



SELF-EVALUATION ACTIVITY 2

As a manager, what do you think are the barriers of effective presentation?



Important-take note!

Possible answers to this activity are found at the end of this Unit.



Assessment Task

SELF-ASSESSMENT ACTIVITY

As a co-ordinator of women in management identify challenges that face them in their presentations.



Important-take note!

The possible points to include in your answer are given at the end of this Unit.



Practise Activity

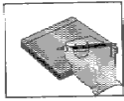
PRACTICE ACTIVITY

As a manager you are leading a group of women in your organization, you have discovered their weaknesses and strengths in their presentations. Explain the process you will go through to address the problem.



Important-take note!

The possible points to include in your answer are given at the end of this Unit.



Summary

SUMMARY

This Unit has introduced you to number of very important issues and concepts to effective presentation. The presenter should know all the facts and possible question from the audience. The presenter should also research and learn more about the topic. The presenter as we have said should speak clearly, avoid using a dull and lifeless voice. A pleasant and friendly voice surely will be welcomed by the audience. When presenting try and familiarize yourself with the topic. Try and restrict numbers of facts. Accept introduction graciously with a smile. End your presentation with strong conclusions. It is advisable to capture the audiences attention when presenting. Barriers to effective presentation are the following :

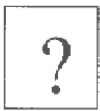
- language problem
- lack of confidence
- lack of communication skills.



Reflection

REFLECTION

As a woman in management, reflect on what you want to see improved, in order to enhance your effectiveness?



Unit Test

UNIT TEST

Why is effective presentation important to an organisation ?



Important-take note!

The possible answers to the test question are given at the end of this Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

The answer to this activity will depend on the individual manager's perception on effective presentations :

The answer, however, may include the following :

- identify the potential audience and learn key facts about it
- know more about their level of education and their attitudes concerning the topic
- research and learn more about the topic
- develop a good interesting as well introduction as a good ending
- adhere to time frame
- connect the purpose and content to the needs and desires of the audience
- limit the scope of the topic.

SELF-EVALUATION ACTIVITY 2

The answer to this activity and identity requires you to look at yourself and identify barriers of effective presentation

You may be consider the following in your answer to this activity :

- language usage
- speaking quickly and fast
- speaking softly
- shyness
- posture and poise
- restlessness
- tension
- incorrect use of visual aids
- sweating
- insecurity
- dress code
- unfamiliar with the subject
- lack of practice.

SELF-ASSESSMENT ACTIVITY

You may consider the following as barriers for effective presentation :

- lack of preparation
- lack of enthusiasm
- lack of persistence
- lack of practice
- unable to focus on your goal

- lack of knowledge concerning facts about fear of speaking in public.

PRACTICE ACTIVITY

Weakness and strengths which you identify will depend on the organisation for which you work.

You may consider the following keys ideas :

- lack of confidence
- imitation of others
- getting unfavourable attention
- begin in a friendly way
- be mentally ready for a speech
- be your real self.

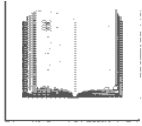
If you examine the above points closely, you notice that the first three are weaknesses and the last three are affecting the manager on the working environment.

UNIT TEST

In your answer to the unit test on the importance of effective presentation you may consider the following objectives :

- persuasion
- information
- entertainment.

UNIT 8: APPLYING WHAT YOU HAVE LEARNED ABOUT EFFECTIVE PRESENTATION



Read Text

INTRODUCTION

The aim of this Unit is to help you with the implementation of what you have learned in this module and also share and reflect those techniques as a woman in management. It gives you a chance to do an introspection on how you manage both yourself and others.

OBJECTIVES:

After working through this unit, you should be able to :

- list factors involved when you use specific details in everyday conversation
- describe how to use effective speaking techniques in your job
- describe how to speak opportunities to speak in public
- state how to persist
- identify important factors used to help certainty of reward before you.



Read Text

USE OF SPECIFIC DETAIL IN EVERYDAY CONVERSATION

As a manager, you are interested in a quick and easy way to speak effectively . The only way you can achieve results quickly is to have one right attitude that will be of help achieving your goal and establishing firm foundation of principles to build upon.

Concentrate your attention on what self – confidence and the ability to talk more effectively will mean to you.

Consider the following positive effects of a good conversation:

- improve your social skills
- increase your acceptance
- increase your acknowledgement
- recognise your strength.

In other words, it would help others recognise your leadership skills.

The ability to communicate effectively with others and gain their co-operation is a sign of an effective leader.

Be confident in developing your conversation skills. Once you are geared to express your ideas even on a limited scale, you will begin to widen your knowledge and experience base.

Your ability to give instructions in clear, concise language will indicate your effective use of specific communication techniques. The skill for effective speaking is not only required in formal speaking but also in your everyday conversations.

Try and use the following techniques for effective speaking:

- be sincere and honest in your thoughts and ideas
- be clear and concise in presenting your thoughts and ideas
- be yourself.

Some benefits of using these techniques are listed as follows:

- your confidence strengthens
- your whole personality grows warmer and better
- you are better off emotionally
- you are better off physically
- you are more acceptable.



Self Evaluation

SELF-EVALUATION ACTIVITY 1

As a woman in management which of the strengths mentioned above do you have ?



Important-take note!

Answers to this activity are at the end of this Unit.



Self Evaluation

SELF-EVALUATION ACTIVITY 2

Now consider and List your weaknesses as a woman manager. How would you address these?



Important-take note!

Answers to this activity are at the end of this Unit.



Read Text

SEEK OPPORTUNITIES TO SPEAK IN PUBLIC

How do you seek opportunities to speak in public ?

Some of the following ideas can assist you :

- join a club where public speaking of some sort goes on, and volunteer to speak
- do community work
- practice being programme chairperson
- develop a twenty – to – thirty minute talk
- let your club or organization know that you are prepared to address them
- offer your services to a special fund – raising campaign
- apply the principle of here and now
- create opportunities to speak on all sides
- do not take a back seat departmental meetings.

When you learn anything like speaking publicly, you never advance rapidly. You do, however, improve gradually. Benefits of being persistent will make you to :

- remove initial fear
- have control of yourself
- use words correctly
- speak with enthusiasm
- set the tone right
- talk effectively
- keep your address brief and to the point
- encourage feedback

- have self-assurance
- believe in yourself
- develop professionally
- unlock your potential
- develop the ability to get others to understand you.

It is worth ending what Carnegie (1962 : 21) said when asked how he learned to speak so effective in public, “I did it the same. I learned to skate – by doggedly making fool of myself until I got used to it.”

Whilst still presenting, you may consider the following suggestions when relating to others :

- cheerfulness is important
- physical appearance.



Practise Activity

PRACTICE ACTIVITY

List some points that may assist you when seeking opportunities to speak in public.



Important-take note!

Some possible answers are to be found at the end of this Unit.



Read Text

REWARDING YOURSELF

How well you succeed, is in most cases determined by thoughts that you have, prior to speaking. It is of paramount importance to be positive. Believe that you will succeed and you will.

The most important thing for you to do is to increase confidence in yourself, to gain an additional faith in your ability to achieve.

It is vital that, whatever achievement you acquire, or celebrate, reward yourself for what you have achieved, more especially when considering the great effort you went through in preparing and presenting. Rewarding yourself for a job well done can be fully justified.

It is a challenge to focus all your talent and power in pursuit of effective communication with your fellow woman. Effective communication will earn you the following:

- self-reliance
- assurance
- well-balance
- sense of mastery
- competence in self expression.

Once you achieved the above you will find that you long for the following to:

- undertake and accomplish things that you never dreamed possible
- addressing small and large groups
- take active part in business and professional and community activities
- develop towards becoming a leader.

If you really need to achieve the above, you should be dedicated committed to achieve your goals.



Assessment Task

SELF-ASSESSMENT ACTIVITY

You have been invited to lead a discussion on, “How to remember to reward.” List key points you will include in your talk.



Important-take note!

Possible answers to this activity are at the end of this Unit.



Summary

SUMMARY

Business, social and personal satisfaction depend heavily upon our ability to communicate clearly with others. Thorough preparation and consideration of your audience is essential for effectiveness.

In an atmosphere of constant stress, fears and insecurities, we need channels of communication among people.

This Unit also highlights the initiative factor, that is, you as a manager should seek and create opportunities for you to be involved in public speaking. Rewarding yourself and others for a job well done helps to motivate your team members. The unit ultimately assists you in implementing what you have gained from the preceding Units.



Reflection

REFLECTION

As a woman manager in education, reflect what you want to see changed in order to enhance your effectiveness ?



Unit Test

UNIT TEST

Why is effective presentation important ?



Important-take note!

Possible answers to the unit test are at end of this Unit.

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

The answer to this activity would depend on the individual Managers perception of stronger.

The answer, however, may include the following :

- confidence
- practice
- doing things immediately
- remove initial fear
- effective communication skills
- right tone
- positive
- self-control.

SELF-EVALUATION ACTIVITY 2

The answer to this activity requires you to look at yourself and identify your weaknesses and also identify factors that help you to address your weaknesses. In identifying weaknesses answers will vary in accordance with women managers' experience.

You may consider the following suggestions in trying to address above.

- seek opportunities to speak in public
- practice being a programme chairperson
- make your presence felt at meetings
- offer your services to fund-raising and other public events.

PRACTICE ACTIVITY

You may consider the following key ideas ;

- celebrate successes
- reward yourself and others for achievements
- organise functions to recognise individually
- organise meetings and workshops
- establish support team.

SELF-ASSESSMENT ACTIVITY

Benefits you identity will depend on your organization.

As a manager, your role is to get things done timeously and effectively. This, you will do by indicating the following points in your discussion :

- importance of cheerfulness
- develop the ability to get others to understand you
- talk effectively
- control yourself, avoid becoming emotional
- remember feedback
- importance of being present
- keeping the certainty of reward before you
- importance of finding a support system.

UNIT TEST

In your answer to the importance of effective presentation you may include the following :

- keep your goal before you
- seize every opportunity to practice
- act confident at all times
- engage in thorough preparation
- be eager to share your talk with listeners
- limit your subject
- use visual aids wherever necessary
- arrange your ideas in sequence
- manage your time effectively
- be warm and encouraging
- persevere and be determined
- talk to your audience and
- allow them to participate in your presentation.

UNIT 9 REPORT WRITING



Read Text

INTRODUCTION

In the previous units you were exposed to the techniques of oral presentation. This last unit will take you through written communication, especially report writing because as a manager in Education, you are also expected to write reports all the time – reports on various subjects and to various people. For this reason, it is important for you to know as much about report writing as possible. This unit attempts to help you do just that.

AREAS COVERED INCLUDE:

- Definition of a report
- Purpose of reports
- Types of reports
- Format of a report
- Road map to report writing
- The five Cs of report writing
- Samples of reports.

OBJECTIVES

After working through this unit, you should be able to:

- Define a report
- Differentiate between various types of reports
- Write a report
- Train others how to write a report.



Read Text

CONTENT

Definition

The Oxford Advanced Learners' Dictionary defines a report as 'spoken or written account of something heard, seen, done, studied, etc. This unit is restricted to written reports. For our purposes therefore, we can say that a report is a written document that gives an account of a task, project, study or investigation.

A report can take different forms depending on the purpose of the report written.

Different organisations write different reports ranging from short memos to long documents. Sometimes they are written freestyle and at other times they are done by filling in standardised forms. Whatever the length or type, reports are extremely important documents on which organizations base their decisions.



Self Evaluation

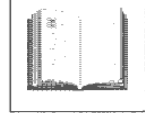
SELF – EVALUATION ACTIVITY

We have defined a written report. Think about the reports that you write in your particular work situation.. Make a list of these. When you have read the next section of this unit, it might be interesting to see how your list and the list provided by the unit compares.



Important-take note!

Possible answers to this question are found at the end of this Unit.



Read Text

PURPOSES OF REPORTS

Whenever you write a report, it is important to know the reason for writing that report. Below are some of the common purposes for which reports are written in the Education Department:

- to cascade information
- to assist with planning
- to provide information for decision making
- to provide information to base proposals on
- to improve on tasks that might have not been executed
- to monitor progress for projects
- to keep records of events, tasks, projects
- to share ideas and information
- to inform the employer about performance of employee
- to inform management on steps to take
- to inform the Education Department about effectiveness of policies
- to serve as a control unit
- to inform management on steps to take



SELF-EVALUATION ACTIVITY

You have read about some of the purposes for report writing. What are the common purposes for which you write reports in your institution?



Possible answers to this question are to be found at the end of this Unit.

TYPES OF REPORTS

There are as many different types of reports as there are purposes for writing reports. Some of these are:

- committee reports
- quick memos
- teacher assessment reports
- interim project reports
- technical reports
- evaluation reports
- investigation reports
- situation reports
- research reports
- progress reports
- working reports learning reports
- tax reports.

If you can think of others, you are welcome to add them to this list.

For convenience, the various reports can be classified into three major topics. There are:

INFORMATIVE REPORTS

These give factual information about a given situation. For example:

- Quarterly report: This is a document of an institution's productivity and achievements or lack thereof for the quarter.
- Interim report: This records the work done so far and the work remaining on a project
- Trip report: This shares what the writer learned at a place visited.

ANALYTICAL REPORTS

These reports are analytical and tend to be technical in nature. They interpret data but do not recommend action. Examples are:

- An audit report – documents and interpreters the facts revealed during an audit
- Provincial matric results report – documents all the data in terms of subjects, passes, failures, averages.

RECOMMENDATION REPORTS

These reports recommend action as solution to be taken. Examples are:

- Investigation report – this is written because the writer has been instructed to investigate a problem, draw conclusions from the facts obtained and recommended action. For example, as a Superintendent of Education – Management, you might be asked to investigate the case of a principal who has been accused by the SGB of having misappropriated school funds
- Feasibility report – it evaluates two or more alternatives and recommends the one that the institution should choose. For example, you may be instructed to report on the feasibility of repairing the institution after damages. You would be expected to draw conclusions and recommend whether the building should be rebuilt or not
- Justification report – it justifies the need for the purchase of equipment, the appointment of a new staff member or a special holiday because of a major strike.



Assessment Task

SELF-ASSESSMENT ACTIVITY

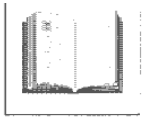
Classify all the various reports that we labeled on the previous pages (plus those that you might have added to the list) under the following three major headings:

Informative	Analytical	Recommendation



Important-take note!

Possible answers to this question are to be found at the end of this Unit.



Read Text

THE FORMAT OF A REPORT

Depending on the type of report, a report usually has the following sections:

TITLE PAGE

This contains:

- The title of the report
- Whom the report is prepared for
- Whom it is prepared by
- The report date

Below is a sample of a title page:

Investigation into the feasibility of repairing the
Funda school building damaged by fire on 20 August 1999

Prepared for: Mr. Zulu
Director Education Provision Service
Ladysmith
3970

Prepared by: Mrs P.N.Ngcobo
Gender Co-ordinator
Ladysmith
3970

30 August 1999

INTRODUCTION

The introduction prepares the reader for the report. It contains a statement of purposes and the scope of the report. It answers the questions:

- Why was the report written? (purpose)
- What areas are covered by the report? (scope)

BODY

It presents and interprets data in words and visuals. It also analyzes causes of the problem and evaluates possible solutions. Specific heading will depend on the topic of the report.

CONCLUSIONS

Conclusions summarize points you have made in the body of the report. They are based on the facts gathered. They are the implications of the facts, or the insights that the writer has gained. At this stage you should not introduce any new information.

RECOMMENDATIONS

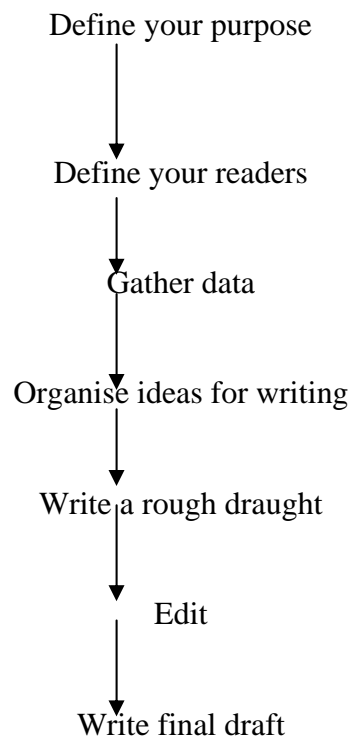
At the end of the report, the main recommendations contained in the report are listed out in a concise form and in the order in which they appear on the report. The reason for this is to enable the reader to make quick references whenever there is little or no time to read the whole report. These recommendations also serve as check list for implementation. There are action items which would solve or ameliorate the problem. (see annexure 4 for the format of the report).



Read Text

ROAD – MAP TO REPORT WRITING

Here are simple steps to take you through when writing a report:



Read Text

THE FIVE C's OF REPORT WRITING

Have you ever had the experience of writing your ideas down, reading them and realizing that the words of the pages fail to convey your message? To avoid this and to improve the quality of your report writing, you should follow the five C's of report writing. Make your writing concise, complete, concrete, correct and coherent.

CONCISENESS IN REPORT WRITING

Report writing should be concise. To achieve conciseness you have to avoid excess words and phrases. Example of words to be avoided in report writing are:

INSTEAD OF	USE
♦ A large number of	Many
♦ Through the medium of	By
♦ In the course of	During
♦ In the event of	If
♦ In view of	Because
♦ Altercation	Dispute
♦ Remuneration	Pay
♦ Imperfection	Fault
♦ Admonition	Warning

COMPLETENESS IN REPORT WRITING

A complete document is a report which answers all questions that a reader may ask on the topic being reported on.

Below are short reports to show you the difference between a complete and an incomplete report.

Incomplete report

A meeting of school principal was held on Friday. It was postponed. The next meeting will be on Thursday. Bring forms with you.

This report is not reader-based. The reporter assumes that a reader have some information about the report or the meeting.

Complete report

A meeting of school principals was held on 18/05/2000 at Swelihle High School at 12h30. The purpose was to discuss Education Management Services (EMIS). Attendance was poor. The meeting was therefore postponed to 21/05/2000 at Swelihle High School at 13h00. Bring EMIS Forms with you.

CONCRETENESS IN REPORT WRITING

Always avoid expressions that are vague or overworked.

INSTEAD OF	USE
♦ Implement	Carry to
♦ Utilize	Use
♦ Prior to	Before
♦ Terminate	End
♦ Optimum	Best
♦ Facilitate	Ease
♦ Demonstrate	show

Ask yourself questions about words you have in your report. What do you mean by saying a thing is “good” or “bad.” By defining words as a revision of your report, you may reach more concrete details in your report. Your ideas will become clearer both to you and your reader.

CORRECTNESS IN REPORT WRITING

Being the manager of an organisation, correctness in report writing is essential. You need to develop the ability to:

- ♦ use correct grammar
- ♦ select correct words
- ♦ punctuate correctly.

COHERENCE IN REPORT WRITING

There are two fundamental strategies in report writing which may help to achieve coherence.

- ♦ Method 1: Transitional words
- ♦ Method 2: Repetition of key terms

In order to have more information we will look at these methods separately.

TRANSITIONAL WORDS

The use of connectors is the most commonly recognised method for achieving unity in report writing. They indicate various stages in your writing which promote unity.

Examples of some transitional words:

- ♦ Beginning : first
- ♦ Continuation : during
- ♦ Ending : finally
- ♦ Classification : can be categorized
- ♦ Conclusion : finally
- ♦ Contrast : although
- ♦ Comparision : as well as
- ♦ Example : for instance

REPITITION OF KEY WORDS

Another method of achieving coherence in a document is by repeating key words.

Example:

The electric heat pump **System** is a heater **System** that pumps heat from one temperature to another by means of a compressor- driven refrigeration cycle. The System is made of Outdoor Unit and Indoor Unit. During the winter the outdoor unit absorbs heat from the outside air, and the Indoor Unit distributes that heat to the structure being treated.

The key words: “system”, and “door” have been repeated most of the times to indicate unity and coherence in report writing.



PRACTICE ACTIVITY

Take one report from those that you have written in the past. Edit (check) it, using the information that you have gained in this section. Then re-write it. You should end up with an improved version of your original report.



Important-take note!

Possible answers to this question are at the end of the Unit.



Read Text

CHECKLIST FOR REPORT WRITING

Below are some ideas that can help you write reports effectively:

- ◆ Be clear about the goal of your report. Exclude any information that will detract from your objective.
- ◆ Know what you are writing about and who you are writing to: Imagine what they want to find in the report.
- ◆ Use simple language, do not confuse people or try to impress upon them with words difficult to understand.
- ◆ Be brief. Cut out any words that do not make a sentence clearer or more concise.
- ◆ Avoid phrases or words that can cause confusion, including:
Slang-and jargon e.g. hit the road; chilled out; raised hell
Cliches- owing to the situation; at this point in time
- ◆ Make the report believable:
 - avoid generalization
 - don't exaggerate
 - avoid exclusionary language
- ◆ Address reader as if you are talking to them
- ◆ Maintain a positive tone.
- ◆ Simplify your sentences. Ask yourself after each sentence.
“is there an easier way of expressing what I have written”.
- ◆ Use bullets to list points.
- ◆ Use headlines and subheadings whenever possible to allow the reader to scan and grasp key concepts.
- ◆ Use graphics where possible to help clarify what you are trying to explain.
- ◆ Key paragraphs as short as possible. Divide paragraphs that are more than 10 lines long.

- ♦ Create as much white space as possible to convey a user-friendly style.
- ♦ Start a new sentence for each thought. Avoid using 'and' or 'but'.

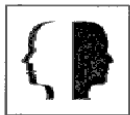
You have read a lot about how to write reports. We have attached annexures at the end of this unit. These are few samples of reports/ report forms so that you can get a visual picture of what you have been reading about. You can refer to, use or adapt them to suit the needs of your situation.



Summary

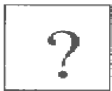
SUMMARY

This unit has taken you through steps which are all aimed at enabling you to write a good report. You should by now be able to differentiate between the various types of reports, their format and points to keep in mind when writing the report. We have also attached some examples of reports for your perusal. Remember that, the more you engage in writing reports, the better your skill will be.



Reflection

Having worked through this unit, think of strategies that you need to include in a work plan which you might use to develop the report writing skills of your teachers.



Unit Test

On the following page is a specimen of a report form. Look at it and then answer these questions:

- ♦ What type of a report is it - informative, analytical or a recommendation?
- ♦ What is the purpose of the report?
- ♦ Comment about the format of the report.
- ♦ If you were to use this report form what adaptations would you make so that it is suitable for your institution?.

**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE
SITUATION REPORT FORM: UMLAZI SOUTH DISTRICT**

REGION : _____

SCHOOLS: _____

INCIDENT AND CAUSE:

PARTY/IES INVOLVED:

EFFECT OF INCIDENT:

STEPS TAKEN:

ASSISTANCE REQUESTED:

REGIONAL CHIEF DIRECTOR

N.B. Secretary to Deputy Director-General (Education Provision, Planning and Development)
Please send copies to:

1. MEC: Education and Culture
2. Superintendent-General
3. Director: Communications

ANNEXURE 1

DAILY OCCURENCES REPORT FORM

DURBAN SOUTH REGION

This form serves to get the Regional Offices and the Head Office informed and about the events taking place in the Districts particularly at school level. Kindly fill in this and return it to the Communication Division, Malgate Building or fax it to the Regional Chief Director for the attention of Z.V. Lombo (Mrs) at (031) 321 0465.

1. DISTRICT :
2. CIRCUIT :
3. SCHOOL :
4. EVENT – What :

When :

Where :

Who :

Why :

How :

5. Comments by the SEM:

6. Recommendations of the CSEM:

SEM:

CSEM:

DATE:

DATE:

ANNEXURE 2
NONGOMA PRIMARY SCHOOL
MEETING / WORKSHOP REPORTS

Date of workshop/meeting :
Venue of workshop/meeting :
Title/Objective of workshop/meeting :

Strengths of workshop/meeting:

Weaknesses of workshop/meeting:

Recommendations:

EDUCATOR : _____
SIGNATURE : _____
DATE : _____

ANNEXURE 3

TO : District Manager: Mrs V. Zulu
Durban South

From: Ms S. Singh
SEM – Pinetown District

Re : Alleged use of Corporal Punishment by Mr L. Mkhize against Sipho Ngidi – Gr 10
Learner

Date : 29 July 2000

Your report dated 20 June 2000 and which I received on 25 July 2000 bears reference.
Please be informed that a preliminary visit was made to Luana Secondary School on 28 July in
respect of the above allegation.

OBJECTIVE OF VISIT

- 1) To inform Principal of the allegation.
- 2) To establish certain basic facts with Principal in keeping with a preliminary
Investigation.
- 3) To inform educator, in the Principals' presence, of the allegation and his rights to
representation.
- 4) To inform stakeholders of the subsequent.

PROCEDURE

STEP 1

1. Principal is accordingly informed (objective).
2. The credentials of educator, learner and complainant established.
3. Either way, the Principal is informed that a full investigation shall be conducted by the
Department.

STEP 2

1. The educator is made aware of the allegation (objective).
2. He is informed of his rights to representation, as well as the Department's obligation.
3. The educator is given the right to speak and informed that he will not be questioned
during the preliminary investigation.

STEP 3

Both Principal and Educator are informed that a full investigation will follow shortly. This
will be determined by the substantive nature of the allegation which would be established
during the initial meeting with Principal.

RECOMMENDATIONS

It would appear that some form of corporal punishment did occur. A full investigation is therefore necessary.

OR

There is no educator or learner by such names as indicated in the allegation at Luana Secondary School. The allegation appears to be the work of a mischief maker and should therefore be discarded.

The educator is unco-operative and wished to pursue the matter with his attorney. My recommendation, therefore, is that the Department continues its investigation.

.....
S. SINGH (SEM)
2000-07-29

ANNEXURE 4

INVESTIGATION OF STRUCTURE, CONTENT
AND IMPACT OF EDUCATION MANAGEMENT
DEVELOPMENT TRAINING PROGRAMME

PREPARED FOR: Human Resource Education Manager
 KZN-Education Department
 ULUNDI

PREPARED BY: J.Q.HLATSHWAYO
 District Manager
 Nkandla District Manager
 NKANDLA

29 July 20000

INVESTIGATION OF STRUCTURE, CONTENT AND IMPACT OF EDUCATION MANAGEMENT DEVELOPMENT TRAINING PROGRAMME.

1. TERMS OF REFERENCE

On 30 June 2000, the Human Resource Manager of KwaZulu-Natal Education Department requested an investigation into the relevance and effectiveness of the present Education Management Development (EMD) training programme being given to School Managers. The objective of the report is to assess whether the present programme adequately provides for the needs of the KZN School managers and to recommend any changes and improvements that may be necessary.

2. PROCEDURE

2.1 One hundred and twenty school managers who attended the programme were asked to fill in a questionnaire.

3. AREAS INVESTIGATED

The investigation is divided into five main sections:

- Content of course
- Training methodology
- Implementation after training/application
- Facilitation
- Support.

EVALUATION OF THE TRAINING PROGRAMME

The school manager trainees are all at one stage of this programme. All of them are in module 4 of the 8 modules. The following points emerged from their questionnaires.

4.1 Views Of the School Manager trainees.

- (i) The content of the course is relevant as it matches the learning outcomes and the experiences of education managers. The content is also factually accurate, and knowledge development and teaching methods are integrated.
- (ii) The material of the course is interactive. The learner is encouraged to apply what has been learned in the course. This is maintained by a number of activities.
- (iii) Facilitation: Facilitators create opportunities for activities, self-assessment and the application of knowledge during the workshop sessions.
- (iv) Weaknesses of the training programme:
 - No support from the region, district and head office
 - The management of time is a problem.
 - No follow up to see whether the school managers apply what they were learning.

- No training for the district officials.
- No training for the teacher on curriculum improvement
- Women Managers are not supported as they are new in management.

CONCLUSION

1. The training programme prepares school managers adequately for the whole school development. However, certain improvements can be made.
2. The training is gained by school managers where experience is seem to be practical and relevant.
3. Facilitators seem to know their job; and the content is relevant.

RECOMMENDATIONS

1. The district, region and head offices should work collaborately to support the programme.
2. The district officials should also manage school managers.
3. To develop the whole school, there should be a teacher training in the curriculum development.
4. Follow-up should be done to see whether the school managers apply what they have learned.
5. A special training programme is desirable for women in management as they are new in management positions.

J.Q. HLATSHWAYO
DISTRICT MANAGER
NKANDLA DISTRICT OFFICE
NKANDLA
3855

SUGGESTED ANSWERS TO UNIT ACTIVITIES

SELF-EVALUATION ACTIVITY 1

You will obviously give different answers, depending on your particular work situation. Common reports that you might mention are:

- learners' end-of term reports
- ...financial reports
- workshop evaluation reports
- school unrest report.

SELF-EVALUATION ACTIVITY 2

The answer will vary depending on particular experiences. Your answer might include some of these:

- situation reports
- educator appraisal reports
- annual school reports for the parents
- end-of term learner reports

SELF-ASSESSMENT ACTIVITY

You will add to this list. Note that some of reports can overlap between two major types, e.g. research report can give both information and recommendation.

INFORMATION	ANALYTICAL	RECOMMENDATION
Memos	Technical	Evaluation
Interim		Investigation
Situation		
Progress		
Workshop/reports		
Learner reports		
Committee reports		

PRACTICE ACTIVITY

The answer will obviously vary, depending on the report being edited. Basically the chosen report is being checked for conciseness, completeness, concreteness, correctness and coherence.

UNIT TEST

- It is an information report.
- To give information on an incident that has taken place.
- We think the format is good because it allows for precise key information to be given
- Your ideas may differ from ours, but here are some ideas:
- Remove Umlazi South District and replace it with the name of your institution
- Replace “schools” with “institutions”
- Add two more lines under “Assistance Requested.
- Replace SEM, CSEM, Director and RCD with the portfolios relevant to your institution.

Your school, what adaptations would you make so that it is suitable for your institution?

- If you like, practise filling in this report form.

MODULE TEST

1. Why is preparation important for presentation?
2. As a women manager, you are tasked to address stage fright as a barrier to presentation. State which factors you would identify to overcome stage fright.
3. List types and styles of presentation.
4. As a learner in the organisation, you have to make an effective presentation. List ideas that you might include on how presentation is made.
5. List challenges of effective speaking.
6. Identify the roles of the speaker and audience in a presentation.
7. As a manager you have organized other women managers to practice presentation. Listed factors they are supposed to note when preparing a presentation.
8. Discuss the steps vital for writing an effective report.

GLOSSARY

assertiveness	-	ability to genuinely express your needs
barriers	-	elements that cause managers to be reluctant to delegate
exhibit	-	to show something openly or publicly in order to be admired
stumbling block	-	it is a problem which stops you from achieving something
self-reliant	-	to be able to do things and make decisions by yourself, without needing other people
contagious	-	to spread or pass over
hindrance	-	preventing progress
pep talk	-	strongly worded talk designed to arouse enthusiasm for a cause or course of action
counselling	-	advice which an expert gives to someone about a particular problem
resemblance	-	to be like, compare or depict
controversy	-	dispute or oppose
rapport	-	understanding
ambiguity	-	vagueness
individuality	-	separate and distinct existence

REFERENCES

- Atkinson, R. Senkhane, A. Wyatt, L. (1993): Effective Principal. Volume 2 Cape Town (Teacher opportunity Programme).
- Carnegie, D. (1962): Effective Speaking. New York. Dale Carnegie and Associates.
- Cronje, J. Smith, P.J (1962) Management Principles. Kenwyn Juta and Co. Ltd.
- Fenton, B. (1999): A Presentation to Remember (Black Management Forum, Magazine) issue 22. Sandton.
- Fenton, B. (1999): Training for Training Sake (Black Management Forum, Magazine) issue 22. Sandton.
- Little, P. (1983): Communicating With People at Work. New York, Longman.
- Van der Westhuizen, E.D. (1991): Effective Educational Management. Pretoria, Haum.