

Module 1

Language and
Communication

Unit 1.3

Presentation and
Communication

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Contents

Introduction	1
About this unit	1
How to use this manual	1
How you'll be assessed	2
Finding your way	2
Competency	3
Learning outcomes	3
Assessment criteria	3
 INTRODUCTION	 5
 SECTION 1 THE PRESENTATION	 7
1.1 A communication event	7
Audience Analysis	7
<i>Activity 1</i>	8
Communication Channels	9
The "Visual Revolution"	9
Two Categories of Visuals	10
The Importance of Visuals	10
Choosing Effective Visuals	11
 1.2 Why should we use different presentation methods and techniques?	 12
How to choose methods and techniques	14
<i>Activity 2</i>	15
 1.3 Presentation Methods and Techniques	 16
Printed documentation and handouts	16
Whiteboard or blackboard	16
Overhead projectors	18
Computer projections	20
Charts	24
Realia	24
Slides	26
Audio graphics	26
Slide/sound sequences	27
Film	28
Video	28
Summary	29
Check your progress	30

SECTION 2: PRESENTATION SKILLS	31
2.1 Oral Delivery – Voice and Language	31
Voice Production.....	31
<i>Activity 3</i>	32
<i>Activity 4</i>	32
<i>Activity 5</i>	33
Projection.....	33
Pitch.....	34
<i>Activity 6</i>	35
<i>Activity 7</i>	36
Pace.....	36
Pause.....	37
Articulation.....	37
<i>Activity 8</i>	38
Language	39
Style	39
<i>Activity 9</i>	40
Word usage and pronunciation.....	41
<i>Activity 10</i>	42
Use of jargon and colloquial expressions.....	43
<i>Activity 11</i>	44
2.2 Non-Verbal Delivery	45
Personal appearance and grooming	45
Eye contact	45
<i>Activity 12</i>	46
Facial expression.....	47
<i>Activity 13</i>	48
Personal grooming.....	48
Posture.....	49
Appropriate dress.....	50
<i>Activity 14</i>	52
Projecting confidence.....	53
<i>Activity 15</i>	54
Strategies for building confidence	55
<i>Activity 16</i>	57
Summary	57
Check your progress.....	60
SECTION 3: CONDUCTING EFFECTIVE NEGOTIATIONS ..	63
Cooperative negotiations	64
Competitive negotiations	64
<i>Activity 17</i>	66

3.1 Preparation	67
Knowing the client	67
Developing a clear understanding of the points to be negotiated.....	68
Empathy	70
<i>Activity 18</i>	72
 3.2 Conducting the Negotiation	72
The negotiation process.....	72
Listening skills	75
Eye Contact	75
<i>Activity 19</i>	76
Repetition	76
Clarification	77
Assertiveness	78
Submissive behaviour	78
Aggressive behaviour	78
Assertive behaviour.....	79
<i>Activity 20</i>	80
Matching verbal and non-verbal signals	82
<i>Activity 21</i>	83
Summary	84
Check your progress	85
 Suggested solutions to activities	87
 Assessment	92
Written Assignment.....	93
Practical Assignment.....	93

Introduction

About this unit

Welcome to this unit on *presentation* and *communication*.

We hope you find your study of this topic informative and interesting.

This unit identifies techniques that you can use to enhance the communication process when you are in entrepreneurial situations. The unit also covers skills that you can apply when making presentations or when you are involved in entrepreneurial negotiations. The practical activities give you the opportunity to apply these skills.

How to use this manual

The manual is designed in a sequential manner. Skills acquired in one section will be developed further in the next or subsequent section. You should work through at your own pace in the order presented.

As well as information on presentation techniques and skills and negotiation skills, the unit includes a number of *practical activities*. These are designed to reinforce the information given and to give you an opportunity to apply the information in a practical way.

Answers to the activities are provided at the back of the unit. Check your answers as soon as you complete an activity. Some activities don't have a correct answer but provide some suggested responses for you to consider.

Assessment tasks are included at the end of this unit. It is these assessment tasks that will determine whether you have met the *learning outcomes* for this unit.

At the end of each section you can check your understanding by completing the **Check your progress** section.

How you'll be assessed

Your assessment for this unit will be an assignment.

When you are ready for assessment, please contact your tutor.

Finding your way

As you work through the text you'll see symbols in the left margin of some pages. These 'icons' guide you through the content.



Read



Important—take note!



Check your progress



Activity



Competency

The resources of the TVET curriculum are competency based. The competency for each unit is expressed as a number of **learning outcomes** and **assessment criteria**.

The assessment criteria specify what you must be able to do to show you have gained the knowledge and skills needed to achieve each learning outcome.

Each unit has its own assessment criteria specified. ***Recognition of prior learning*** is encouraged. If you feel confident you have the necessary level of competence to successfully complete the elements shown below, you may be able to take the assessment without studying the unit. Recognition of prior learning is encouraged.

Learning outcomes

When you have completed this unit you should be able to:

- identify and discuss skills which enhance the potential success of any interview or presentation;
- identify and discuss the skills necessary for effective presentation in negotiation;
- demonstrate effective voice, language and presentation skills in presentation of a short address or lesson.

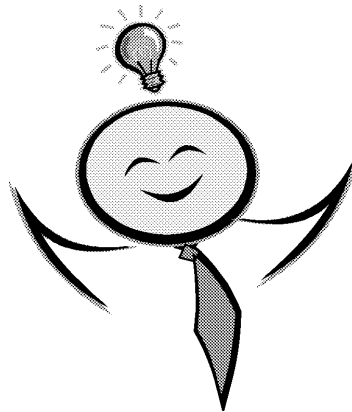
Assessment criteria

- Identify six presentation skills that enhance the potential success of interviews or presentations.
- Identify six skills necessary for effective negotiation.
- Demonstrate via video or in person to a seminar group, effective use of voice and language skills in presentation of a short address or lesson.
- Identify, from a given case study presented on video, the presentation skills being applied, and discuss the efficiency of their use and merit.

Introduction



Entrepreneurial skills are those that generate new ideas and create change. Skilled teachers and entrepreneurs have many characteristics in common as both are involved in ideas and change. They also both need to have good presentation skills to communicate the information or idea they wish to promote and the energy to carry them out.



Many times in your professional life as a teacher, you will want to implement a scheme or project. This may involve you in face-to-face negotiation with others whom you will have to persuade to support your ideas, or, it may require you to present information formally to a group of people about the changes that you want to implement.

An important aspect of your professional life as a teacher will not only be in passing on information and skills to your students, but also in **providing information and guidance to your students** on how to use their skills after they have completed their courses. This could involve assisting them with the skills required to establish enterprises of their own and encouraging them to apply their skills of entrepreneurship, which would include presentation.

Module 9, '**Entrepreneurship**', will examine in great detail the skills required of successful entrepreneurs. In this Unit, we will examine a range of communication skills that skilled teachers and entrepreneurs apply in practical situations involving presentation of information or face-to-face negotiation.

In this unit we will:

1. Examine the presentation process as a communication event.
 - We look at the importance of Audience Analysis to ensure that the communication process is both interactive and effective.
 - Next we will consider how human beings share information through the senses or *communication channels*. We will discover the importance of making maximum use of the channel/sense of sight, which is our primary channel of communication.
 - We go on to explore the importance of using visuals in our presentations and strategies for choosing effective visuals.
 - Our next step will be to look at a range of presentation methods and techniques that you can use to enhance the success of entrepreneurial activities.
2. We will also explore a range of **personal presentation skills** that successful presenters use to improve the presentation process.
3. The last section is devoted to examining ***face-to-face negotiation skills*** and how to apply them in entrepreneurial situations.

All the skills discussed in this unit build on the language and listening skills already discussed in ***Unit 1, Listening and Writing***. I will refer to these Units from time to time, so it will be useful for you to be able to access them to refresh your memory.

As in the earlier units, there will be a number of activities for you to complete to practise the skills that we are discussing. You will find that the activities are useful to demonstrate some of the skills and techniques described in this unit particularly different presentation methods and techniques in Section 1 and aspects of personal presentation in Section 2.



Section 1 The Presentation

1.1 A communication event

A good presentation does not happen by accident. It has to be carefully planned. It begins with a thorough understanding of the communication process. A presentation differs from a speech. A speech is generally a formal, one-way flow of information from a sender (the speaker) to the receivers (the audience). A presentation is often more informal in atmosphere and encourages interactivity between sender (presenter) and receivers (the audience).

The notion of communication as a one-way flow of information from a sender to a receiver has long been discarded. The process is now recognised as an interactive process – a reciprocal relationship between a sender (who initiates the message) and a receiver. The process is reciprocal because the roles are reversible. Even as you deliver your presentation you will be receiving a host of verbal and non-verbal messages from the audience. The verbal messages may include questions or comments; the non-verbal messages often include appreciative nods, quizzical stares, and raised eyebrows, all of which “communicate” something which you, the presenter, would do well to note.

Audience Analysis

From the first stage of planning a presentation, every presenter must be aware that the most essential element in a presentation is the audience. You come to a presentation full of creative ideas and projects about which you are enthusiastic. The problem is that group of people sitting before you may not be as enthusiastic as you are. They have other things on their minds and other priorities. Even if they share your concern for the particular topic, they are different people with different likes and dislikes, preferences and biases.

The first stage in the planning of your presentation must, therefore, involve an analysis of your audience. You need a *profile* of your audience so you can know how to *slant* your presentation. Slanting means selecting the appropriate examples and

illustrations that will help you to connect with your audience. eg. swimming in a river at summer time and your audience is largely urban born, you may alienate your audience. This is the last thing you want to do, especially if the purpose of your presentation is to persuade your audience.

AUDIENCE ANALYSIS

SPEAKER		AUDIENCE	
Gender	Female	Gender	80% Female
Education	College	Education	Secondary
Family Life	Unmarried: No children	Family Life	Married: Children
Upbringing	Rural	Upbringing	Rural
Occupation	Teacher	Occupation	Teacher

The Table above shows a sample audience analysis list. It also shows that before you begin to construct a profile of your audience you must construct a *self-profile*. This will help you to identify areas where you have a lot in common with your audience and where you have strong differences.



Activity 1 - Use of presentation methods

Using the table above answer the following questions

1. Which areas does the Speaker have in common with her audience?
2. Which areas have the strongest differences?
3. From which areas should the speaker draw most of her examples/illustrations?
4. List three methods that you think would be effective in finding out information about your audience or client.
 - i. _____
 - ii. _____
 - iii. _____

Turn to page 87 for suggested solutions to this activity

Communication Channels

The interaction of presenter and audience is facilitated through *channels of communication*.

People receive information through any combination of their five senses. When we accidentally pick up a hot object we “know” the object is hot through the *channel* of sense of touch. The blind person reading a Braille document has learnt to understand words through the channel of touch. The saltiness of a potato chip is communicated to us through the *channel* of sense of taste. We know something is burning in the kitchen through the *channel* of sense of smell.

Sight and sound are, however, the primary channels for the communication that concern us here (although the use of touch, taste and smell may be useful in a number of aids to your presentation). It is through sight and sound that human beings assimilate much of the information from our environment.

The “Visual Revolution”

Human beings are “visual” beings. This means that we respond primarily to what we “see”. Some research suggests that about 80 per cent of what we learn is assimilated through the channel of sight. While much of what we see and learn from are words and text, an increasing proportion of our visual stimulus comes from graphic images – *visuals*.

The latter half of the twentieth century has witnessed a revolution of images. As information and communication technologies have increased and developed, so has the power of images. Televisions, the combination of sound and sight, and computer technologies, have maximised opportunities for the use of images in the process of communication and information dissemination. The increased popularity of “visual” media has forced text-based media like newspapers, magazines and books to strive for visual impact through “visuals” – photographs, illustrations, graphics, pictograms etc.

I. TWO CATEGORIES OF VISUALS

Visuals can be considered as belonging to two categories: tables and figures. Tables arrange information – numbers or words in parallel columns or rows for easy comparison of data. The category we call figures covers every visual that is NOT a table. This may include pie charts, organizational charts, pictograms, graphs, photographs, cartoons, illustrations etc.

II. THE IMPORTANCE OF VISUALS

Not only are visuals important for supporting text, they are also vital for supporting sound. Oral presentations depend a great deal for their effectiveness on visuals.

There are at least six reasons why you need to use visuals in your presentation.

A. Visuals arouse interest

Visuals attract audiences and help secure their attention

B. Visuals help the audience to understand important concepts

Visuals “show” whereas words can only “tell.” Visuals are particularly important if you have to explain a technical process. In addition, they help to simplify statistical and financial data.

C. Visuals are important where the audience’s command of the spoken language is limited

Visuals can enhance the communication process for people who have problems interpreting the spoken word or who speak a different language.

D. Visuals are important to show the relationship of key ideas in the presentation

Visuals can very quickly show difference, similarities, trends etc. They easily show the relationship of parts in a whole.

E. *Visuals summarise large amounts of information*

Visuals save words. Audiences get bored easily in the face of a continuous stream of orally delivered information.

F. *Well designed visuals can have tremendous persuasive appeal***III CHOOSING EFFECTIVE VISUALS****A. *Only use visuals when they are relevant for your purpose.***

If your point has already been clearly made, it is redundant to use a visual.

B. *Determine what type of visual will best meet your readers' needs.*

This is where your audience profile will come in handy. Your audience's educational level and background will help you select appropriate visuals.

C. *Visuals should work with the spoken word.*

Only in rare instances should visuals stand alone. While a video programme may be clear and easily understood it will generally be necessary to provide some background or to explain some of the information.

D. *Do rough drafts of several different visuals to determine which one will work best.*

Your best visual evolves out of a number of "drafts" or stages of design. In the same way that you draft and revise written work, be prepared to draft and revise your visuals.

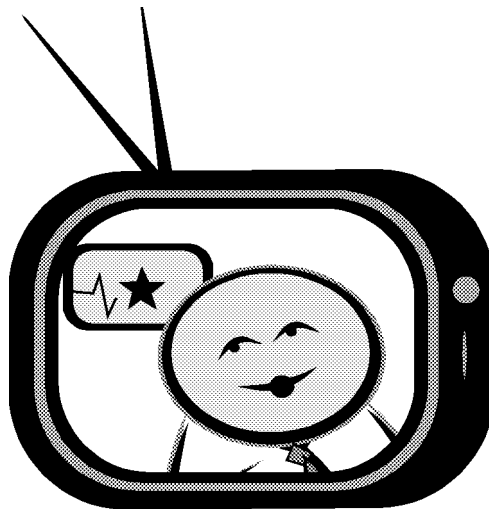
E. *Ensure that the quality of your visual is high. Visuals that seem rough and amateur will detract from your image as a professional*

1.2 Why should we use different presentation methods and techniques?

A presentation is a communication event. The primary channels of communication in a presentation are sound and sight. The presenter's voice is the main vehicle for the information that will be shared during the presentation. A presentation that consists primarily of the speaker's voice without the support of presentation aids would be ineffective in securing audience attention and therefore understanding.

Imagine watching a news bulletin that did not have film clips to accompany each story. What would you see? Only the newsreader. The success of the news bulletin would depend on the skill of the newsreader to hold your attention for the full 30 minutes of the news. Do you think the newsreader could hold your attention for that length of time? Probably not!

Can you imagine reading a newspaper or a magazine that had only word, words, and more words? The next time you are in a supermarket, pharmacy or any other store that has a magazine stand, pause for a minute to scan the stand. What do you notice about the covers of the magazines and newspapers?

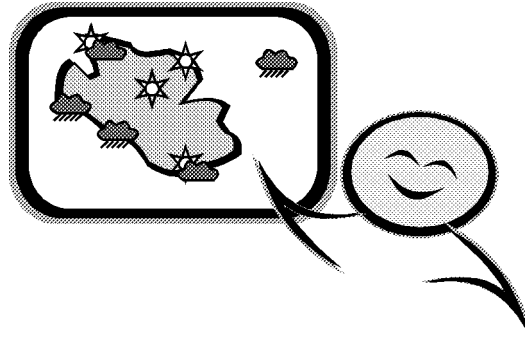


Why do news bulletins use film clips in their telecasts?

There is an old saying 'A picture is worth a thousand words'. If the newsreader is trying to tell you of the devastation caused by a flood or an earthquake, this can be much more graphically illustrated by film of the event which shows the damage and the heartbreak caused. This has a much greater impact on the audience than a verbal description.

Some information is best presented in a **visual form**. Take the nightly weather report, on the TV news program, for example. Talking **about** the weather map is much less effective than **showing** a map with the main weather features marked on it.

The presenter then can talk about the weather patterns while the audience can see for themselves what is happening. This is reinforcement while much more information can be presented in the same time.



An audience is much more likely to choose a news telecast that stimulates more than one of the **senses** (sight and hearing) when presenting the news. A news bulletin without **visual stimulation** is likely to be thought cheap and boring by audiences while one with film clips and graphics is likely to be considered interesting and professional in its presentation of the news.

These same general principles hold true for your presentations. Using different forms of presentation methods:

- adds interest and variety to your presentation by stimulating more than one sense;
- avoids the 'talking head syndrome' which can turn off an audience;
- helps an audience remember the key aspects of your presentation;

When presentation methods are used effectively, they enhance the credibility and professionalism of the speaker.

How to choose methods and techniques

There are a number to factors which will influence the presentation method that you use. These are:

- appropriateness for audience

Always ensure that the language and layout of a handout is suitable for your audience. The number of handouts left to litter a hall after a presentation is an indication that the presentation method was inappropriate.

- the size of the audience

An excellent video production will not go down well with a large audience if the television set or monitor being used is too small.

- the size of the venue and the infrastructure

Be sure to check the site of the presentation before you turn up for your speaking engagement. You need to be sure that electrical outlets are available and that they are suitable for your equipment. A site lacking in appropriate facilities will oblige you to use non-electrical presentation methods.

- the information and technology you have access to!

You may want to work with more sophisticated presentation methods but you can only work with the information and technology that you have. This is where you have to be creative with simpler methods and techniques.

When choosing a presentation method remember that visuals and presentation aids should be planned as a part of your presentation. They should not be used merely as gimmicks. If you roll a television set into the room, remember that audiences will anticipate that the television will form an essential part of the presentation. If you show a brief 30 second video clip that isn't obviously relevant to the presentation, it disappoints the audience and detracts from the effectiveness of your presentation. Presentation methods should *support* your presentation.

Some presentation methods can replace the presenter. They take over the role of presenting material to the audience. Video, film, slides can become the presenter, making the presenter's role passive. Use videos and films strategically. Make your presentation, introducing the main ideas and key points, then culminate with the video presentation. In this situation the video would provide amplifying materials for the points you would most like your audience to remember. When you use videos or film, be prepared to fulfil another vital role in the presentation process. You should be able to answer any questions that result from the video or film presentation. Audiences like to comment on what they have viewed. Using this strategy enhances your image as a presenter and does not make it seem like you are hiding behind the technology.



Activity 2

Use of presentation methods

Select any one of the following...

a popular magazine

a newspaper

Select an article from the magazine/newspaper you have chosen. Be sure to select an article in which “visuals” have been used.

- Write down the types of visuals used eg. photos, illustrations, tables etc.
- Do you think the visuals improved the article? Why?
- Were there any visuals that you thought were not successful?
- Can you identify the audience the article is trying to reach just by looking at the visuals?

Turn to page 87 for suggested solutions to this activity.

1.3 Presentation Methods and Techniques



Let's now look at each of the presentation methods or techniques and consider their advantages, disadvantages and some tips for using them effectively. We have mentioned these briefly so far, but just to remind you, these are the presentation methods we will be discussing:

- printed documentation and handouts
- white/blackboards
- overhead projections
- computer projections
- charts
- realia
- slides
- audio graphics including slides, film and video

Printed documentation and handouts

Handouts are usually summaries of the main points of your presentation that your audience can take home for future reference.

Brochures are a form of advertising that gives information about a particular product or service that you are promoting.

Other types of printed handouts could include **maps** or **diagrams**, financial **reports** or analysis of information relevant to your presentation.

To help you decide what to use in a presentation, let's look briefly at the advantages and disadvantages of printed documents and handouts.

Here are some useful tips for using printed documents and handouts.

Do:

- Use handouts that are relevant.
- Keep the information brief and summarised.
- Consider the presentation of handouts and brochures so that they are eye-catching and appealing and professional looking.
- Consider the most appropriate time to hand them out. Will they cause unnecessary distraction or do they contain information that would be useful during the presentation? Generally, handouts are given at the end of a presentation as a method of summarising the major points of your speech.
- Make sure you have enough for everyone!

Don't:

- Bore your audience by giving out handouts with lots of information. They will not be read.
- Give too many handouts or brochures. One or two well-produced, relevant handouts are best.



We have looked at printed documents and handouts and now we'll consider whiteboards and blackboards.

Whiteboard or blackboard

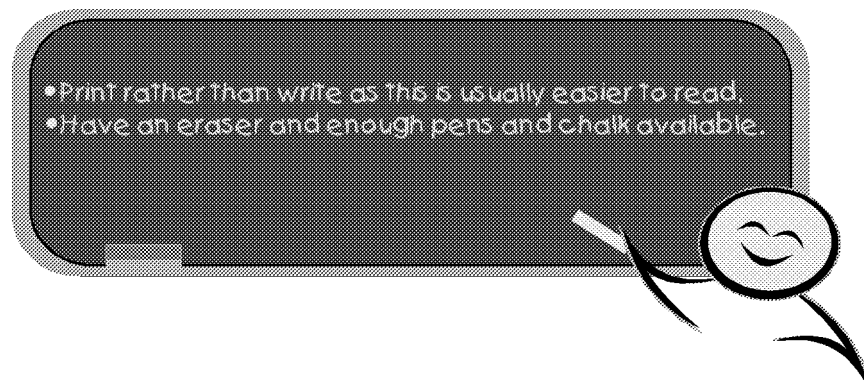
The whiteboard has a glossy white surface on which you write with special whiteboard pens. Whiteboards may be fixed on a wall or freestanding and movable.

Blackboards have a green or black dull finish on which you write with chalk. These boards are either fixed to the wall or freestanding and movable.

Here are some tips for using a white or blackboard effectively.

Do:

- Plan what you will write on the board. Think about the amount of board space you have and think about what you will write down.
- Use key points and abbreviations that your audience will understand.
- Use a numbering or lettering system as signposts to your audience.



- Print rather than write, as this is usually easier to read.
- Have an eraser handy.
- Make sure you have enough pens or chalk available.
- Make sure you give your audience time to take notes if they wish before you erase the notes.
- Ensure you have the correct type of pens for the whiteboard or you may find yourself in the embarrassing position of not being able to erase what you have written.

(Hint: If this does happen, use methylated spirits to clean the board, OR, write over what you have written with a proper whiteboard pen and this should dissolve the permanent ink you have used. Erase in the usual way.)

- Use visible/strong colours for the main points.
- Use different colours to emphasise key points - but don't overdo it!
- Talk to your audience - don't turn your back to the audience when writing on the board.
- Check for reflections from the board by moving it to different parts of the room. Put yourself in the audience seats.

Don't:

- Use the board as a notebook. Stick to your plan.
- Talk to the board. Once you have written something down, stand to one side of the board so your audience can clearly see what you have written. Turn and face your audience before you speak. If necessary, use a pointer to point to the board.
- Use colours on the board that are hard to read. Experiment before the presentation to make sure that the colours you are using can be clearly seen by all of the audience.

**Hints:**

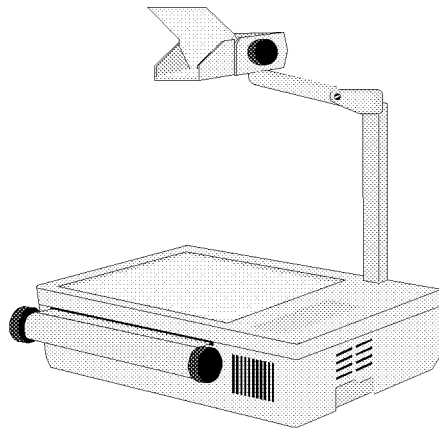
As we mentioned before, it may be difficult to write in parallel lines across a board without lots of practice. Some whiteboards are divided into faint squares and this makes the task easier. One technique that may help on blackboards that have no lines is to take the eraser before the presentation and clean the board in parallel stripes. Do this by dragging the eraser across the surface of the board starting at the top of the board and working down to the bottom. This will create faint lines that you can see and use as a guide. Make sure the eraser you are using is NOT clean when you do this!

Most people find that their blackboard/whiteboard writing skills improve with practice. Let's now look at using an overhead projector, one of the simplest and most effective presentation aids.



Overhead projectors

An overhead projector is a device that uses bright light, a magnifying lens and mirrors to project an image from clear acetate (a type of plastic) film onto a white projection screen. The acetate film is called a *transparency*.



There are lots of ways of producing effective overhead transparencies for projection, in black and white, in single or multi-colour, using a word processor or presentation software.

Special ***pens*** are available and you can use these to write directly onto clear acetate. Water-based pens are non-permanent and easily erased. Spirit-based pens are ‘permanent’ but can be erased with an appropriate solvent.

Some computer printers can print overhead transparencies. Ensure you have film labelled as suitable for photocopier or Laser Printer. It is recommended that you check the manual for the photocopier or printer before proceeding. Check with the manual or with an experienced operator for the type of acetate that marks with the equipment. The wrong type acetate could melt on to the drum causing expensive repairs!

Here are some hints for using an overhead projector more effectively.

Do:

- Use summaries and key points only.
- Use print that is about 1/4 inch or 6 mm high. Try to have only four to five words in a line and have about six lines per transparency.
- Create transparencies from cartoons, drawings or diagrams. They are ideal for these purposes.
- Use solid colours for main points - red, blue, green and black work best.
- Use colour to create impact - multi-coloured transparencies can be very attractive.
- Position the projector so that it doesn't block the view of those trying to see the screen. Place it on a low table and angle the projection head up so that it fills the screen.

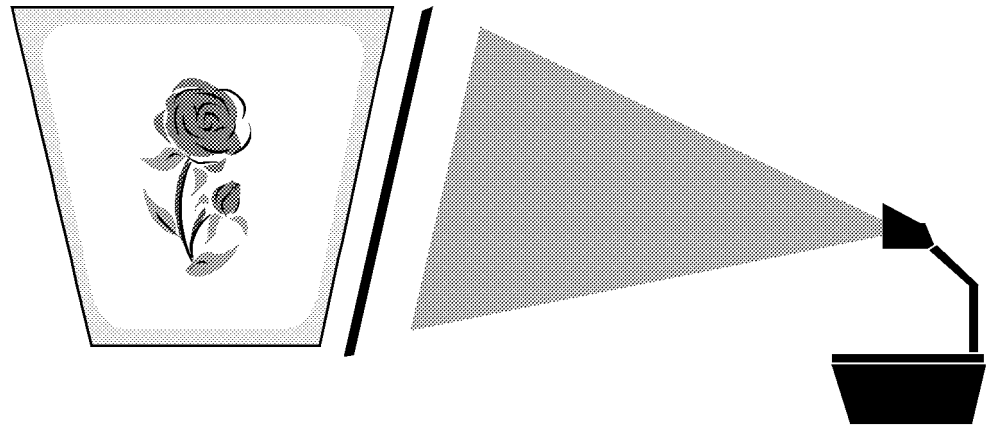
Don't:

- Use large amounts of printing on the transparency. Photocopying a page out of a book and making it into a transparency is not making effective use of the equipment. It will distract your audience from what you are saying as they struggle to read the transparency.
- Talk or point to the screen. Having placed your slide on the projecting surface, turn and face your audience. A pencil laid across the transparency will act as a pointer if you need one.
- Leave the machine running for long periods of time, as this is a sure way of overheating the machine and blowing the bulb. In addition, the image on screen can be a distraction that takes away from the effectiveness of your talk.
- Have too many slides. A few well-produced slides can add visual interest. Use too many and you risk distracting your audience from what you are saying and boring them.

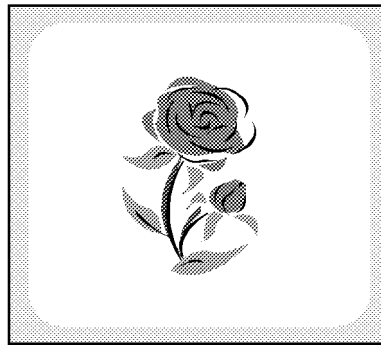


Hints:

- Most transparencies are about the same size as a standard writing page. Use as much of this surface as you can to create a large image to project.
- Store your transparencies between layers of tissue paper so that they do not become scratched.
- If you are using a number of slides, number each transparency and use those numbers in your session plan so that you can keep track of them.
- If you want to display your slide point by point, place a piece of plain paper under the transparency on the projection plate. As you want to reveal a point, slide the piece of paper down. Light will not pass through the plain paper and will leave the information hidden until you choose to reveal it. Alternatively, you can stick strips of paper to the edge of the transparency slide and fold each of them back to reveal each point.
- Position the transparency on the 'stage' before switching on the projector - you can avoid the embarrassment of transparencies that are upside down or the wrong side up.
- Use overlays to build up key points/steps. This requires careful planning. Fix the base transparency to the cardboard frame/mount, and then hinge the overlays/additional transparencies to the frame in a sequence that works for you. Use colour here and a maximum of four overlays - the image gets dimmer with each overlay.
- Turn the machine off first and then remove the transparency when you have finished with it. This saves the audience from the glare when there is nothing on the lit projector plate.
- Try not to have power leads trailing over the floor to power your projector as these can present a hazard during your presentation.
- An effect to be aware of when using transparencies on an overhead projector is the 'keystone effect'. This is a distortion of the image projected on a **vertical screen**. (The graphic below illustrates the vertical keystone effect. Horizontal keystoneing occurs when the projector is not set up directly in front of the screen.)



The only way to stop this effect is to tilt the **screen** slightly so that the upper edge projects out further than the bottom edge. (You will then have a 'square' image on the screen as in the diagram below).



Remember

An overhead projector and transparency are useful, inexpensive presentation aids that can be used in conjunction with other methods to enhance the professionalism of your presentation. The machine is easy to use. There are literally hundreds of techniques available and some excellent presenters able to assist you.



Computer projections

Computer projection uses images stored on computer and then displayed through a special unit that is placed on an overhead projector. Another method allows the image to be projected directly without the need for a separate overhead projector. Computer projections can be used to replace the traditional black or whiteboard, chart or overhead projector. Video and animation sequences can also be produced. Their use is limited only by the user's imagination and computer skills!

Here are some hints for using computer projections more effectively.

Do:

- Get expert assistance when setting up the equipment or finding suitable computer programs if you are not confident enough of your own skills.
- Practise with the equipment before using it in your presentation.

Don't:

- Use this complex technology if all you really need is an overhead projector/video player. Match the technology with the need or effect.

Computer projection can be a very impressive presentation technique if it is used effectively.



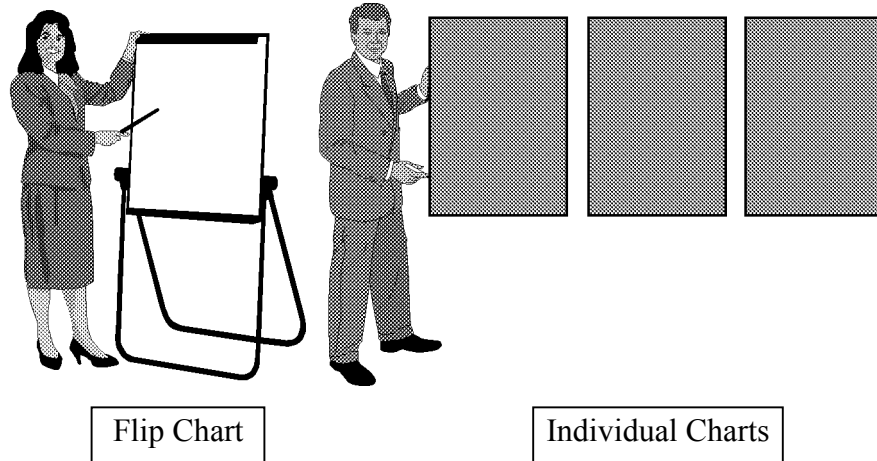
Charts

There are lots of different types of charts. You can make your own charts using pens, stencils and large sheets of plain white paper. Charts can be professionally prepared on gloss paper. Charts also include maps and large advertising posters.

Charts are an alternative to using the black or whiteboard or an overhead transparency to present or summarise information. They can also be for eye-catching visual displays.

Most charts are made from newsprint or other inexpensive paper and usually measure about 3 feet x 3 feet (900 mm x 900 mm).

Charts can be individual sheets that are attached to the wall or any vertical space using 'Blu Tak', drawing pins or a rod and hanging wire. They can be 'flip' style charts that require an easel so that the top chart can be flipped over the back when it is no longer needed.



Here are some hints for using charts more effectively.

Do:

- Use large lettering so that the chart can be clearly seen.
- Use a lettering stencil if you are making your own charts. This gives a more professional finish to your letters unless you are a good artist!
- Use colour to provide visual impact.
- Use a pointer to highlight the important information on your chart and avoid standing in front of the chart.
- Write any summaries on the chart very lightly in pencil ***before*** your presentation. You will be able to see the pencil but your audience won't. This gives you a chance to plan the layout of your chart in advance and, by tracing over the lines, might help with the nervous 'wobbles' in your printing.

Don't:

- Try and cram too much information onto the chart. Stick to key points.
- Stand in front of the chart.
- Talk to the chart - face your audience.

Once again, if planned carefully, the chart can be an interesting addition to your presentation and provide your audience with visual stimulation.

**Realia**

Realia is the name given to any 'real' object that you may choose to use as a presentation technique. Let's consider some of the things that could be included.

- If you are discussing a particular piece of equipment, then have it with you so you can show it off.
- Have samples of products that might be part of a small business you are promoting.
- Distribute 'headache tablets' (or sweets packaged to look like tablets) for your audience if you are dealing with an issue that has become a 'pain in the neck' as a way of establishing rapport.

Slides

Slides are a type of still photograph that are projected onto a white screen using a special projector. 35 mm slides are the most common. They are an alternative to the overhead projector. They give a 'real life' image rather than drawings or diagrams that you use on an overhead projector. You can purchase slides already prepared or you can prepare your own with special slide film and a 35 mm camera.

Here are some hints for using slides effectively.

Do:

- Store slides carefully in a covered storage box. Slides make a huge mess if they are dropped!

- Label and number each slide so that they are easier to place in sequence. A dot in the corner of a slide makes loading a simple matter.
- Practise before your session so that you know you have loaded the slides the right way up.
- Make sure that all power cords are out of the way.
- Limit the number of slides that you use as too many can start to turn your audience off.
- Try and get a projector with a remote control so that you can face your audience as you talk about each slide rather than have your back to the audience operating the machine manually.

Don't:

- Talk to the slide - face your audience.
- Keep the projector on too long, as the equipment gets very hot and can easily 'blow' the projection bulb. The equipment has its own internal cooling fan and can be quite noisy for those sitting close to it.
- Remove the last slide until you turn the projection lamp off. The sudden glaring white light can be an uncomfortable distraction to your audience after they have been sitting in a darkened room.

Audio graphics

This includes audiotapes or compact discs, slide/sound sequences, video and film. We will cover these separately in the next few pages.

Audiotapes and CDs can be a useful addition to a presentation to add interest and make a change from listening to your voice. They have a variety of uses including:

- providing appropriate background music before your presentation begins; and
- introducing other experts to 'speak' at your presentation

Slide/sound sequences, video and films are ***substitutes*** for the presenter. They take over the role of the presenter for at least part of that session. This means that they must be relevant, well produced and your audience must know why the material is being included in your presentation.

Slide/sound sequences

Slide/sound sequences are another example of audio graphics. Here audiotapes are combined with 35 mm slides to produce a synchronized slide sequence with its own taped voiceover.

Consider these hints for using slidetape sequences.

Do:

- Seek advice when preparing your sequence. There are some simple techniques that you should follow.
- Check your library or local resources to see what slide-tape sequences are already available.

Film

This is the third type of audio graphics. The most common types of film are similar to those used at the movies; a large reel of images that are passed through a special projector to produce motion pictures with integrated sound.



Hints:

The film must be relevant to the topic of your presentation. Make sure you highlight to the audience the relevant points to look for before the film and review it with them on completion



Video

This is the fourth and last example of audio graphics we will examine. Video has the same ***advantages as film***. You may find that video recorders or playback units to play videos are now available almost everywhere as videos are now so common.

Video has the ***added advantage*** that you can make your own. It is much easier and far less expensive to make a video program instead of a film.

The one major ***disadvantage*** is that videos come in a wide variety of formats and you will need to check what type of equipment the venue provides before selecting your video. Most venues now have VHS machines as VHS has been adopted as the standard format.

You should now be well aware of the variety of presentation methods available that you can use to enhance your entrepreneurial presentations. The following activity asks you to select appropriate methods in different situations.

Summary

A presentation is a communication event; this means that it is an interactive process involving a reciprocal relationship between a sender and receiver(s). The first stage of a good presentation, therefore, involves an audience analysis. The presenter should have a profile of his/her audience. The analysis should also include a self-profile of the presenter. This helps the presenter to identify the areas in which he/she differs from the audience, and the areas of similarity with the audience. This helps the presenter to *slant* the presentation, making use of relevant examples and illustrations. The audience analysis is also useful for selecting appropriate presentation methods.

Because sight and sound are the primary channels of communication for human beings, a good presenter seeks to make use of a variety of presentation methods that use these channels. Visuals of a high quality are particularly effective because people are visually oriented; this means we assimilate more from what we see than what we hear.

The audience, the site of the presentation and the technologies to which you have access are major factor that determine your choice of presentation methods.



CHECK YOUR PROGRESS

1. Explain what is meant by the term *channel of communication*
2. What are the two categories of visuals
 - i. _____
 - ii. _____
3. List three reasons why you would use visuals in your presentation.
 - i. _____
 - ii. _____
 - iii. _____
4. What four factors would influence your choice of presentation method or technique?
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____
5. Briefly (in no more than two sentences) explain the importance of an audience analysis to the success of a presentation.

Remember that there are no answers given so check your responses against the information in Section 1.

Section 2 Presentation skills



We have already looked at the variety of presentation methods that you can use to enhance your professionalism. The most important element in your presentation, however, is you, your oral delivery (voice production and diction) and your non-verbal delivery (body language).

2.1 ORAL DELIVERY – Voice and Language

Your voice is your primary presentation tool. An array of sophisticated presentation tools and equipment cannot replace the effective use of the human voice. Your voice is a formidable communication instrument. You can modify the sound of your voice, the volume, the rate at which you speak and the pitch to create the kind of effect you desire.

Voice Production

Talking seems easy enough. We do it every day without thinking. The essential elements of voice production are the *breath stream* and the *speech organs*.

1. *The Breath Stream*

Breathing is basic to speaking (and singing). This is why so many professional actors, public speakers and singers devote much time to breathing exercises. When we prepare to speak or sing we release a stream of air from the lungs. This is called the *breath stream* and it passes up from the lungs to the throat and nasal cavities. All human voice sounds are the end result of the breath stream interacting with the speech organs.

2. *The Speech Organs*

The human voice is produced by the elaborate interaction of the speech organs with the breath stream. The speech organs are the vocal cords, the tongue, the lips and the roof of the mouth. The speech organs modify the breath stream producing a great variety of sounds which we combine to make words and “meaningful sounds that are not necessarily words e.g. a scream/shriek.

There are six aspects of voice production that are crucial to good oral delivery, *breath control*, *pitch*, *projection*, *pace*, *pause* and *articulation*.



Activity 3

Voice production - breath control

1. Stand up and with the tips of your fingers find the bottom edge of your rib cage. With your hands still on your rib cage, breathe deeply in and out and feel how far your ribs expand with each breath. Being able to move your rib cage when you breathe is a sign of ***efficient breathing***.
2. Now place your hands on top of your shoulders as you breathe in and out. Do your shoulders lift up when you breathe? Rising shoulders is a sign of ***inefficient breathing*** - using only the top parts of the lungs. Practise breathing in and out without raising the shoulders.
3. Repeat this exercise frequently to ensure that you are breathing deeply.



Now that you have practised your breath control techniques, let's look at using the vocal chords.



Activity 4

Voice production - pitch and projection

1. As you breathe out, try making a sound - 'aah'. Be aware of using your vocal chords to change the ***pitch*** (how high or low the sound is). Use your breathing to make the sound louder or softer (***projection***). Place your fingers lightly on the middle of your throat and feel the vibrations of your vocal chords as they change shape and vibrate. You will notice that there are some sounds that are not accompanied by any vibration of the vocal cords. With these sounds e.g. the "h" sound the vocal cords are completely open. These are called *breathed* sounds.
2. Having practised pitch and projection, let's try improving the ***articulation*** of the sound (making your words as clear as possible).



Activity 5

Voice production - articulation

1. As you expel the air use your mouth and jaw to say this simple sentence, 'How now brown cow'. Try and say it without moving your jaw. Then try saying it without moving your tongue and then without moving your lips. How did the words sound?
2. Now try saying it as slowly and as clearly as you can. Be aware of how you use your tongue, the roof of your mouth, lips and jaw to make this sound. This is called **articulation**.

Discuss your responses with your tutor or a colleague.



The activities you have just done are about helping you feel how sound is made and how you can change and shape that sound to produce different vocal effects. There were five different aspects of voice production that we practised in those activities:

- projection
- pitch
- pace
- pause
- articulation

Let's now briefly consider each of these aspects of voice production and how you can improve these skills to improve the use of your voice.

Projection

Projection is about speaking so that your voice carries to your audience from the front row to the back row. It is not about shouting, as this is very tiring and after about an hour of speaking too loudly you will find you start to run out of voice.

Projection is about controlling your breathing, and using your body posture to carry the sound.

Some techniques to aid projection:

- Keep your head up with your face towards your audience. If you speak with your head down, your words will be lost. Your feet will hear them clearly!
- Speak over the heads of your audience. Aim your voice at the back wall of your venue.
- Take deep breaths between sentences. Try and control your breathing so that you have plenty of breath to say the words, phrases and sentences in your speech. Breathing out too quickly means that your voice will have a husky, breathy quality to it and will not project as far.

Pitch

This is the second voice production skill.

Pitch is the technique of varying the sound of your voice to make it interesting to listen to.

Have you ever listened to someone read and thought how boring they sounded? This was probably because they were not varying the pitch of their voice; concentrating instead on the words they were reading and not their meaning. Speaking in a monotone (not varying the pitch of your voice) makes you sound boring or depressed and quickly turns an audience off.

Have you ever listened to storytellers read to a group of children? Listen to the way they use their voices. They make the story come alive for the children by using both the words they are saying and the sound of their voices to tell the story.

Let's try these techniques.



Activity 6

Voice production - changing pitch

Choose an exciting passage from a book or find a children's story and read into a cassette recorder.

1. Read the story and try NOT to vary the pitch of your voice. Listen to the recording. ***How did you sound?***
2. Read the story again and this time try to make the story as interesting as possible. Listen to the recording. ***How did you sound this time?***



You may have to practise a couple of times until you get the sound right for the story. It may seem as though you are exaggerating the expression in your voice but this will produce a better sound on the tape.

Some techniques to consider for changing the pitch of your voice:

- Decide that you are going to be enthusiastic and animated when you are making your presentation. This will be reflected in your voice.
- As we have already demonstrated in the activity, record your speech and listen to the way you speak. Practise varying the pitch of your voice.
- Listen particularly to the way you start and end sentences. Most people start their sentences with a slightly higher voice pitch and then finish the sentence with the voice pitch falling. A poor speech habit, and one which makes the speaker sound nervous and unsure, is to have the voice pitch rising at the end of a sentence.

Let's test this out in the following activity.



Activity 7

Voice pitch - rising and falling pitch at the end of sentences

1. Say this sentence out loud. When you say it for the first time, use a falling pitch at the end of the sentence.

"I believe good public speakers are made, not born"

2. Repeat the sentence but using a rising pitch at the end of the sentence.

"I believe good public speakers are made, not born."

3. Can you hear the difference in tone between the ways you say the two sentences?
4. What do you think an audience will assume about the speaker of the second sentence?

Turn to 88 for suggested solutions for this activity.

So far we have examined both projection and pitch as aspects of voice production. Let's now look at pace, the third voice production skill.

Pace

Pace is about how quickly or how slowly you speak.

When we are nervous or excited we tend to speak more rapidly. When we are angry we tend to speak more slowly. Controlling the pace of your speaking is important. It helps you to control projection, pitch and articulation.

Again, practise speaking out loud or into a tape recorder. Deliberately slow down the pace at which you normally speak. Concentrate on each word or phrase. This will be useful if you are prone to nerves when you are speaking in public. When you begin your talk, be aware of the pace of your presentation. Slow yourself down so that you sound in control.

Vary the pace of your presentation to create interest. Changing the pace of your presentation can also be a signal to your audience during your session. Emphasise important points by speaking more slowly and deliberately. Light-hearted comments can be delivered at a conversational pace or a little faster.

Let's now look at the fourth production skill - pause.

Pause

Pause is related to pace. This is a technique that you can use to pace your presentation.

Nervous public speakers are intimidated by silences and feel they have to fill them by continuing to speak. You can however use pauses to:

- Emphasise important points. A short pause can be a non-verbal signal to the audience to take note of the information.
- Slow down your pace. Pause between sentences to get your breath, gather your thoughts and glance at your notes.

Pauses are particularly important in negotiation situations. This allows time for both parties to assimilate information and to consider their relative positions.

Articulation

This is the fifth and final voice production skill.

Articulation is all about actively using your mouth and jaw to make the words you say as clear as possible. This ensures that your audience understands what you are saying and will also help to project your voice to fill a large room.

Let's see you apply these to the following activity.



Activity 8

Articulation

To help with your articulation, practise using ‘tongue twisters’. Such as:

Peter Piper picked a peck of pickled peppers.

Or

She sells sea-shells by the sea shore.

If you can, use a tape recorder and do the following exercises.

1. Choose a tongue twister and then say it slowly and clearly, making sure each word is properly formed. Gradually increase the speed at which you speak until you can still say each word clearly and distinctly. Find a pace that feels comfortable to use and allows you to say each word clearly.
2. Using the same tongue twister, say it as quickly as you can into the tape player. Listen to the difference that the increased speed makes to the clarity of the sound.



Exaggerating the movements of your mouth and jaw will help you to form the words. As you get more used to speaking clearly and slowly you can reduce the amount of movement of your mouth and jaw and still achieve the same sound.

Articulation is very important when using a microphone. Microphones will emphasise your voice no matter what it sounds like. Mumbling in a microphone only sounds like loud mumbling.

Using all these techniques - projection, pitch, pace, pause and articulation - will improve the quality of your voice and produce a more pleasant and professional sound.

Let's now move on to consider the type of ***language*** that is appropriate for making presentations or conducting negotiations.

Language

The aspects of language that we'll examine are:

- style
- word usage and pronunciation
- use of jargon and colloquial expressions

Style

Style is the way that you choose to communicate with different people in different situations. It's a combination of the words you choose and the tone you use.

You will choose different words and tone depending on whether you are talking to a group of friends or to your boss at work. If the subject you are discussing is serious, you will use more formal words and a serious tone. If you are talking informally to friends, your style will be open and friendly.

We all adjust our style according to the situation we find ourselves in.

Let's examine choosing language style in this next activity.



Activity 9

Language style

For the following scenarios consider the style you would be likely to adopt. Would your tone be **serious** or **relaxed**? Would your words be **formal** or **informal**? Circle your response from the two sets of choices.

1. There is a new person joining your work team. You are to meet him/her for the first time this morning and introduce the person to the rest of the team.

Formal/Informal

Serious/Relaxed

2. While travelling in a bus, you strike up a conversation with a fellow passenger.

Formal/Informal

Serious/Relaxed

3. You are at a party with close friends.

Formal/Informal

Serious/Relaxed

4. Your boss has asked you in to discuss a possible new work project.

Formal/Informal

Serious/Relaxed

5. The police have asked for your assistance in solving a crime.

Formal/Informal

Serious/Relaxed

Turn to page 88 for suggested solutions for this activity.



Is there an appropriate style to adopt when you are involved in entrepreneurial negotiations?

This is not an easy question to answer and will vary according to:

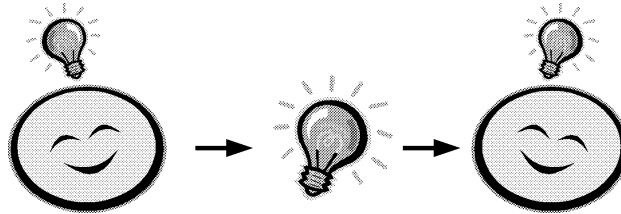
- the purpose of the negotiation
- your audience and how much you know about them
- your own feelings and comfort level

Begin with a relaxed, formal style. Be prepared to adapt your style as the negotiation progresses.

Word usage and pronunciation

This is the second aspect of the use of appropriate language.

In Unit 1.1 of this communication module, ***Listening and Writing***, we discussed the benefits of keeping communication simple and direct. This applies equally to the language you use when you are involved in entrepreneurial situations.



Sometimes it is tempting when we are using a formal language style to use complex words and phrases to make ourselves sound more credible.

Unless you are very sure of a word and its meaning, do not use it. Using the wrong word or not pronouncing a word correctly may only confuse and distract your audience and does not add to your professionalism.

The modern trend in business writing and speaking of all types is towards simple expressions that can be clearly understood. Old-fashioned or unnecessarily complicated words and phrases are slowly being 'weeded out' of business language.

Here are some examples of words and phrases to be avoided:

- new beginning
- at the end of the day
- when all is said and done
- the great majority
- in fact
- it is important to note that
- each and every
- actually
- in general
- to great effect

There are lots of others. Start your own list. Listening to politicians speak is a good place to start!

If you want to check the meaning and the pronunciation of a particular word, use both a dictionary and a thesaurus.

Follow the general rule of:

‘**Keep It Simple for Success**’ (the **KISS** principle).

Think about some more appropriate replacements for the following phrases in this activity.



Activity 10

Appropriate word usage

1. Re-read the list of examples of old-fashioned words and phrases and try to replace them with a simple word or term.

new beginning	
at the end of the day	
When all is said and done	
the great majority	
in fact	
it is important to note that	
each and every	
Actually	
in general	
to great effect	

Turn to page 88 for suggested solutions to this activity.



Successful presenters and negotiators are careful when selecting words. They choose words that are familiar to them and that they are confident they can pronounce.

Stick to simple and direct communication to make sure that the message you intended to send is the message your audience gets.

Use of jargon and colloquial expressions

This is the third and final aspect of selecting appropriate language for entrepreneurial situations.

Jargon is the language that is peculiar to a profession, trade or group. It may not be clear to people outside that group or profession. We discussed the use of jargon in **Unit 1.2, Processing Information, Section 3.3 Use of Language**. It may be useful to quickly re-read this section now before moving on.

Be careful when using jargon. Use only those terms you are sure your audience will understand.

Colloquial expressions are informal or slang words and phrases that are part of everyday speaking. Here are some examples:

You can say that again!

No problem.

Go on - make my day.

Have a nice day.

Irregardless

Yinna

Musse

Hey dere

Does this type of language have a place in an entrepreneurial situation? Do you think so?

They can be used effectively to lighten the tone or to add impact but should be used sparingly.

Use *jargon* or *colloquial* expressions if:

- Your audience will understand what you are saying.
- The audience will not be offended by their use.
- They suit the tone of the presentation you are making.

Be careful of some colloquial expressions as they may make you sound lazy or uncaring in a formal situation.



Activity 11

Colloquial language

Make a list of the colloquial expressions that you use frequently. From that list consider those that you think might be appropriate to use during a formal presentation.

There are no suggested solutions to this activity. I would suggest that you discuss your responses with your tutor or a colleague to get their opinion.

2.2 Non-Verbal delivery

Personal appearance and grooming

Professional salespeople talk about the ‘vital 30 seconds’. This is the amount of time you have to make a favourable first impression on your client or audience. In that first glance at you, your client assesses your dress, grooming and your appearance, including the body language signals you are sending out. Anything that looks out of place will be noticed by your audience and can be very distracting. ***You have to be as professionally presented as your talk.***

Let’s look at some ways that you can make the most of those first 30 seconds.

When you meet someone for the first time, what are you aware of? Some of the important factors that people find most striking in those first few seconds and which contribute to positive appearance and grooming are:

- eye contact
- facial expression
- general grooming
- posture

We’ll deal with dress as a separate issue in Section 2.2 of this Unit.

Let’s examine the four factors listed, beginning with eye contact.

Eye contact

More is assumed from eye contact than any other body language. Looking a person ‘straight in the eye’ is generally taken to mean that the person is honest and trustworthy, while looking away when you are introduced to someone can be taken as either indifference or hostility. The importance of eye contact was also discussed in ***Unit 1, Listening and Writing***, Section 1.2. It may be useful to quickly review that section before reading on. Here are some ***hints*** for effective use of eye contact when you are making a presentation or involved in a negotiation situation.

Do:

- Look directly at your client or audience, particularly if you are greeting them or meeting them for the first time. Direct eye contact is seen as an indication of confidence.
- Even if you do not personally meet the members of your audience, acknowledge them by looking at them directly.
- As you are speaking, look at your audience or client. Scan the room from side to side and try to briefly make eye contact with everyone.

Don't:

- 'Lock' eyes with your audience. Too much eye contact is almost as off-putting for your audience as too little. It is often tempting if there is someone in the audience who is giving lots of listening body language to focus on them and forget the rest of the audience. Be very conscious of moving your eyes across the whole room.

There are many clichés of common sayings about eye contact. Let's try to identify some of these.

**Activity 12****Eye contact**

1. Think about all the clichés or common sayings about eyes. Can you think of three examples? Here's one to start you thinking:

'Shifty-eyed' meaning someone who cannot be trusted.

- (1) _____

- (2) _____

- (3) _____

Turn to page 89 for suggested solutions to this activity.



Facial expression

The second important factor that makes an impression in those first few seconds is facial expression.

- *Does this person look pleased to see me?*
- *Are they smiling?*
- *Do I believe that smile?*

A broad smile is the most effective expression in most situations. It will help put your audience at ease and give the impression that you are happy to be there. But change your expression from time to time.

Smiling broadly all the time is hard on the facial muscles and you will find your smile 'slipping', which does not give you a genuine appearance.



As with eye contact, you must be conscious of your facial expressions and 'manage' your expressions.

Let's see what you have learnt about the first two factors.



Activity 13

Eye contact and facial expression

Find a news bulletin on television. When you are watching the bulletin, observe the type of eye contact and facial expressions used by the newsreader.

1. Comment on the eye contact used. Does the newsreader appear to look at the audience all the time? When does he/she look away?

2. List three different examples of facial expressions used by the newsreader and give reasons for the changes.

Turn to page 89 for suggested solutions for this activity.



Personal grooming

This is the third aspect of personal appearance and grooming.

Have you ever been talking to people and noticed that instead of looking you in the eye they are staring at some other part of your face? After a while this starts to make you uncomfortable and you start to worry about what it is that they are being distracted by. You rub your nose, or run your tongue over your teeth, or smooth your hair down to try and remove the distracting object.

This 'looking elsewhere' is a 'game' that you can try on someone as long as you don't mind if they never speak to you again!

Before you begin your presentation, check carefully in a mirror or have a friend check that your grooming is intact.

Make sure that your hair is neat and in place.

Check teeth to make sure there is nothing stuck to them (you know, that last annoying piece of food or lipstick smudges).

Make sure that your clothes are neat and uncreased, all appropriate buttons and zips are done up, shoes are clean.

Dry your hands on a hand towel if you are prone to sweaty palms when you are nervous.

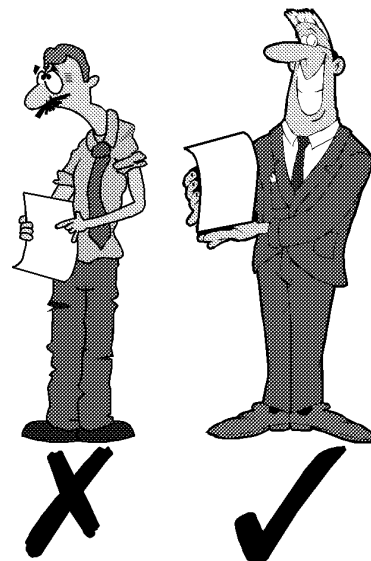
Use the bathroom before your presentation so that you feel as comfortable as you are trying to look!

Posture

This is the fourth aspect of personal appearance and grooming which will make an impression on your audience.

Try these simple techniques:

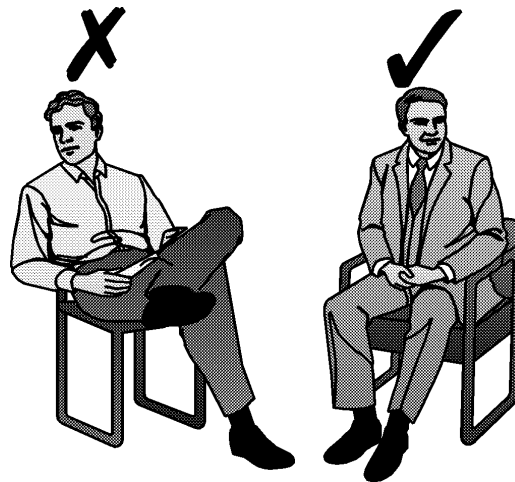
- *Stand up straight.*
- *Lift your chin.*
- *Put your shoulders back.*
- *Tuck your tummy in.*
- *Tuck your bottom under.*



Now, relax! You don't have to maintain military stiffness, but you do need to stand upright comfortably.

Upright posture not only conveys a positive impression but will also help your breath and voice control when you are speaking.

When you are standing, stand with your feet slightly apart and with one foot slightly in front of the other. This helps you to maintain your balance.



If you are seated, don't slouch. Again, this can be seen as a defensive posture, which will not help your audience have confidence in you.

Decide whether or not you intend to shake hands with members of your audience before the presentation. This may be a particular consideration for women if it is not an accepted part of your business culture. Be prepared to respond with a firm, positive handshake if a member of your audience offers a handshake first.

Let's now consider how you should dress for your presentation. As you read earlier in this Section, we have decided to treat dress as a separate issue.

Appropriate dress

Having considered your general appearance and grooming, let's now consider the type of dress that is appropriate.

There are no formulas that describe exactly how you should dress for presentations. The care you demonstrate in your dress and general grooming can express to your audience your interest and commitment to your task.

Choosing appropriate dress relies on:

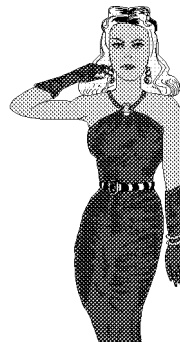
- what you know about your audience
- what makes you comfortable,
- some practical considerations.

Let's consider your audience first.

- *What do you know about them?*
- *What do you know about the type of clothes that they will be wearing?*

Most speakers want to wear **clothes** that are similar to their audience. If you don't know how your audience will dress, it is probably better to dress up rather than down.

This may be going to extremes.



Now we'll think about what makes you feel **comfortable**.

Think about what your clothes say about you - relaxed and casual, formal and conservative, sense of humour - and then decide if this is the image you want to convey.

Dressing for comfort means selecting clothes that you know look good on you and that you feel good wearing.

Here are some practical considerations when choosing your clothes.

- Check in a mirror first that you can safely and comfortably raise your arms to write on a blackboard or to flip charts over a stand.
- Consider the background colours in your venue so that you can stand out from your surroundings. Wearing dark colours and then standing in a darkened room to show slides or standing against a blackboard may mean that your audience loses you!

- Dark clothes are also difficult if you have to use a blackboard as they will show up the chalk dust!
- Avoid loud patterns or colours unless you deliberately want to make an impression.
- Wear fabrics that will not crush.
- Keep jewellery discreet.
- If in doubt about the clothes that you have chosen ask a friend whose opinion you trust to give you some advice.

Let's consider these issues in the next activity.



Activity 14

Appropriate dress

When you are next in a crowded place, such as a school, college campus or shopping centre, take some time to observe the different types of dress that people are wearing.

Can you group people together by the types of clothes they are wearing, such as students wearing similar clothes and staff wearing something else distinctive?

1. See if you can find three examples of different types of clothing.

Choosing clothes that are appropriate to both your audience, your venue and the physical demands of your presentation will make you feel more comfortable and in control.

So far we have looked at using your *voice* effectively and the type of language to use. We have looked at personal appearance and grooming and selecting appropriate dress. The next presentation skill to consider is projecting an air of confidence and establishing rapport with your audience.

Projecting Confidence

If you can project an *air of confidence* then your audience will relax with you believing that you are capable and in control. It lays the foundation for establishing rapport with your audience. If you appear nervous and agitated then your audience will feel the same way. Positive body language is all about *appearing confident and in control*.

In Section 2.2 of this Unit, *Facial expression*, we talked about the importance of a smile to make your audience feel welcome and using eye contact to acknowledge your audience and to include them as you speak.

Some other positive body language strategies include:

- being conscious of your body language and trying to remain relaxed and comfortable
- showing your interest and enthusiasm through your voice, gestures and facial expressions
- speaking to your audience and not reading your notes
- standing in front of barriers such as tables or lecterns, rather than behind them
- being prepared before your audience arrives so that everything is ready to begin
- being confident in your use of any equipment

If anything does go wrong, remain calm. Acknowledge the problem and then decide how to deal with it. Advise your audience about what is going on. If they are informed, they will be patient, especially if they have confidence that the problem will be fixed.

Another factor that can create positive feelings with your audience is to begin speaking in a confident and interesting way so that you gain their attention and interest.

Let's look at some strategies for gaining their attention.

- State an interesting fact or tell an interesting story related to your presentation.
- Ask a question related to your topic that requires some kind of response from the audience.
- Make a startling statement relevant to your topic.

- Use an audio or visual cue such as a loud fanfare or a segment of video.

Should you use humour?

Yes, ***IF***:

- You can find a joke or humorous story that relates directly to your topic.
- The audience is not likely to be offended.
- You are good at telling jokes!



Activity 15

Establishing rapport - gaining the attention of your audience

Consider the effectiveness of these opening lines. What message do you think they convey to the audience about the speaker?

1. Ummm - excuse me, if everyone is ready can we begin?

2. Hello, hello, hello! A funny thing happened on the way to the presentation today.

3. Ladies and gentlemen! Your attention please.

4. Good afternoon everyone. Thank you for your attendance here today. I am going to tell you why....

5. There was a survey conducted in the United States recently that asked people to nominate what they were most afraid of. Does anyone here know what people feared the most?

Turn to page 90 for suggested solutions for this activity.



Establishing rapport with your audience is an important step in ensuring the success of your presentation. Being nervous is a natural reaction to speaking before an audience or beginning a face-to-face negotiation.

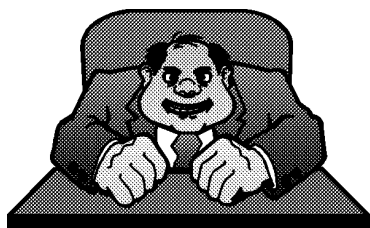
Let's now consider some techniques that you can use to build your confidence in these situations.

Strategies for building confidence

Listed below are six strategies that will help build your confidence.

1. ***Be organised.*** Knowing that you are organised and that everything is ready is the greatest confidence booster there is.
2. ***Rehearse.*** Practise, using a mirror or, if you can, using a video recorder or a tape recorder. This will allow you to polish your presentation. Using a video recorder to video yourself is also quite stressful so you will have some practise speaking when you are nervous.
3. ***Visualise.*** When you think about delivering your presentation, focus on being successful. Imagine walking into the room and feeling confident, delivering your presentation flawlessly and with enthusiasm. Think about answering questions with confidence and the feeling of satisfaction you will have when the presentation has finished.
4. ***Breathe correctly.*** Practise the deep breathing technique discussed in Activity 9. Concentrating on your breathing and slowing your body down will take your mind off your nerves.
5. ***Relieve tension.*** Your body's reaction when it is under stress is to tighten all the muscles in preparation for 'fight or flight'. Fighting or fleeing are not options that are open to you when you are about to make a presentation so you have to have some means of relieving the tension in your muscles.

A simple exercise involves concentrating on muscles that are especially tight, such as those in your legs, and hands. Tighten them as much as possible and then relax. Repeat this exercise several times so that you can feel the difference when they are tense and when they are relaxed.



- tighten muscles
- release
- repeat several times

The advantage of this exercise is that it can be done without anyone else knowing.

6. ***Move around.*** This works in the same way as the simple tightening and relaxing exercise mentioned previously. Moving helps to keep muscles from becoming too tense. Use hand gestures and head movements to keep your upper body from becoming too stiff and tense.

Most of us have habits or gestures that we use when we are nervous or tense. Some of them may be running fingers around the insides of collars, clearing your throat frequently, jiggling one knee up and down.

The following activity asks you to identify your own nervous gestures so that you can be conscious of them and hopefully eliminate them.



Activity 16

Building confidence - identifying nervous gestures

Do you have any habits that give you away when you are nervous? Do you, for example, put your hands in your pockets or fiddle with a pen? Each of us has some mannerism that we instinctively use when we are tense.

Think for a few moments about what your particular nervous gestures are. If you are unsure, ask a friend or relative. List them below.

Think of a strategy for each gesture so that you can make sure you don't give yourself away.

Discuss your responses with your tutor or a colleague.

Summary

In this section we have discussed presentation skills that relate to how well you present yourself. The aspects that we have considered are:

- voice production and use of language
- personal appearance and grooming
- appropriate dress
- establishing rapport
- building confidence

The five techniques that contribute to voice production are:

- projection
- pitch
- pace
- pause
- articulation.

Voice production:

The physical mechanisms with the human body that produce sound are:

- breath control
- use of vocal chords
- movement of mouth and jaw.

Three aspects of the use of language to consider are:

- style
- word usage and pronunciation
- use of jargon and colloquial expressions.

Four factors that contribute to effective personal appearance and grooming are:

- eye contact
- facial expression
- general grooming
- posture

Choosing appropriate dress depends on:

- what you know about your audience
- what makes you comfortable
- practical considerations

Rapport is the process of making a positive connection with a person or group of people.

Two ways to help establish rapport with an audience are to:

- learn about your audience
- use positive body language to appear confident and organised

Six strategies for building confidence were discussed:

1. be organised
2. rehearse
3. visualise
4. do deep breathing exercises
5. do tension relieving exercises
6. move around

So far in this unit we have discussed the use of different presentation techniques and personal presentation skills that you can use in entrepreneurial situations. In Section 3 we will apply some of these skills and techniques in negotiation situations and examine some strategies for more effective negotiations. Let's check your progress on Section 2.



Check your progress

1. Explain the importance of eye contact and facial expression in making an impression on your client/audience.

(a) eye contact

(b) facial expressions

2. What three factors should you consider when choosing clothes for an entrepreneurial situation?

(1) _____

(2) _____

(3) _____

3. List the five aspects of voice production and briefly explain each term.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

4. What three factors do you need to consider when considering appropriate language?

(1) _____

(2) _____

(3) _____

5. Explain the term '*rapport*'.

6. Outline two strategies that you can use to establish rapport with your client/audience.

(1) _____

(2) _____

7. List four techniques for building personal confidence.

(1) _____

(2) _____

(3) _____

(4) _____

Remember that there are no answers given, so check your responses against the information in Section 2.

Section 3 Conducting effective negotiations



Negotiation is the process of two parties working together to achieve agreement on an issue. It is a communication process we are involved in every day at home, socially and at work. In the process of negotiation our communication skills are put to the test.

Consider these examples of everyday negotiation situations:

1. *'I need this report to be finished as soon as possible. What time frame do you need to get it done?'*
2. *'If you take the garbage out to the bin, I'll clean up the breakfast dishes.'*
3. *'OK, we'll go to see the movie you want to see on Saturday and then we can visit the museum on Sunday.'*

Each of these statements forms part of a negotiation process.

Example 1 is a statement of *need* made by one party to the negotiation process. The other party can now state what their needs are. The negotiation process will continue until agreement on a time frame is reached.

Example 2 is a *proposal* put forward by one party to the negotiation process. The other party will now consider this proposal and either an agreement will be reached or an alternative proposal made.

Example 3 is an *agreement* reached after negotiation with the other party. The parties have each requested specific action from each other and in this case have reached a compromise that satisfies both their needs.

Your goal in any negotiation situation is to achieve the best outcome you can. But do you achieve that by competing with the other party to win at all costs *or* do you seek to find a cooperative solution that best meets the needs of both parties?

Examples 1, 2 and 3 are of a cooperative approach to negotiation where the needs of both parties are considered and an agreement that suits both parties can be reached. This is called the *win/win* style of negotiation.

At the other end of the scale is competitive, or *win/lose*, negotiation where each party seeks to satisfy his/her needs without regard to the needs of the other party. There are many points in between and the negotiations you undertake may fall at any point on this scale.

Before we go on to examine the negotiation process in detail, let's look at some of the characteristics of these two different styles and the relative advantages and disadvantages of each.

Cooperative negotiations

Win/win

- Focuses on problem solving.
- Involves working cooperatively to define issues.
- Both parties agree to a process to work through to reach a solution.
- Achieves mutually satisfactory solutions after bargaining and compromise.
- Process is driven by the desire to solve a problem.

Advantages:

- Greater chance that your needs will be met.
- Preserves a positive relationship between the two parties.
- Less likelihood of conflict arising between parties.

Disadvantages:

- More time-consuming in preparation and conduct.

Competitive negotiations

Win/lose

- Focuses on defending each party's position.
- Relies on both parties preparing a list of demands.
- Use of tactics and strategies to outwit or frustrate the other party.
- Agreement reached after bargaining and concessions.
- Process is driven by the egos of the participants.

Advantages:

- 50:50 chance that you will win more of the concessions than your opponent.

Disadvantages:

- Greater chance of conflict and damage to long-term relationships.

In this section we will concentrate on the positive end of the negotiation scale, *cooperative negotiation*, because it brings the most satisfying outcomes to all parties.

Before proceeding, complete this activity, which will help you to distinguish between competitive and cooperative negotiation styles.



Activity 17

Negotiation Styles

Read the following scenarios and answer the questions that follow each scenario.

Scenario 1

Tom is negotiating on behalf of his work team for additional staff members to relieve some of the work pressure they are under. He has never been in a formal negotiation situation before. Tom has decided that he will begin by asking for much more than he can get in the hope that he can bargain down to what he really wants. He knows that if he wins this he will be very popular with his work team. He has spent a lot of time preparing his arguments for this meeting.

1. Is this an example of competitive or cooperative negotiation?

2. List three events in the scenario that lead you to this conclusion.

(i) _____

(ii) _____

(iii) _____

Scenario 2:

Betty is negotiating for additional staff resources as well. She knows from speaking to the personnel office that the budget for staff is very limited so she has drawn up a proposal based on what the organisation can reasonably afford but which also meets her need for extra staff. Betty has already been in contact with the person with whom she will be negotiating to make arrangements for the meeting and to establish some goodwill before they meet face-to-face.

1. Is this an example of competitive or cooperative negotiation?

2. List three events in the scenario that lead you to this conclusion.

(i) _____

(ii) _____

(iii) _____

Turn to page 90 for suggested solutions for this activity.



So far we have looked at what negotiation is and contrasted two very different styles of negotiation. Let's now examine in detail the negotiation process.

There are two major phases in the negotiation process:

- preparing for the negotiation; and
- conducting the negotiation

At each stage there are specific skills you need to be able to use. Let's start with the preparation phase.

3.1 Preparation

Preparation for the negotiation process is at least as important as actually conducting the negotiation itself. Allow plenty of time for this preparation phase.

The skills needed during the preparation phase are:

- knowing the client
- having a clear understanding of the concepts or points to be negotiated
- feeling empathy

Knowing the client

This skill has already been discussed in Section 1 of this Unit, *Learning about your audience*. It may help to re-read this section including your answers to the Activity before you move on.

Some other questions you should consider about your client in entrepreneurial negotiation situations are:

- What kind of relationship do I already have with this client?
- What kind of long-term relationship do I need to maintain with this client?

If you already have a positive relationship with your client and you want to continue this, then you will need to work harder at your win/win strategy.

What is the rank of the client or audience and will this affect the negotiation process?

Differences in status or power between two parties to a negotiation may be seen as a barrier to the communication process. Someone in a senior position may find it difficult if he/she has to make concessions to someone of lower rank. Equally, someone of lower rank may have difficulty asking questions about the needs and wants of someone who they perceive has higher status. This issue may need to be addressed early in the negotiation process so that both sides feel comfortable conducting the negotiation.

Developing a clear understanding of the points to be negotiated

This is the second phase in the preparation stage of the negotiation process.

Before beginning the negotiation, both sides must be absolutely clear what is being negotiated. This means *defining the problem* clearly or defining the goal of the negotiation. Confirm this detail in writing with the other party to the negotiation process.

Why? Because it benefits both parties by:

- setting achievable goals for the process
- allowing the negotiation to focus on the major issue and not get side tracked
- enabling parties to focus on achieving an outcome

Before you go to the negotiation, consider *your* position in relation to the problem to be negotiated. One useful method you can use to do this is to draw up a '*must/should/could achieve*' chart. This involves thinking about all the outcomes that you want from the negotiation and then ranking them in order of importance. The list below shows the basic structure of the chart.

Must achieve	<i>These are the items that are essential to you in the negotiation process that you cannot compromise on.</i>
---------------------	--

Should achieve	<i>These are items which are important but on which you have some flexibility. Be sure to define just how flexible you can be!</i>
-----------------------	--

Could achieve *These are 'the nice to haves'. If you can achieve these - great! But it won't affect the success of your outcome if you don't get them.*

Let's consider an example:

You are involved in a negotiation about resources to develop a new subject to teach. The resources that you might need to put this program together are:

- **Staff** - 2 new teachers, one full-time and one part-time.
- **Time** - 6 months to develop the curriculum materials and 6 months trial program.
- **Money** - for development costs and to trial the program for 6 months.
- **Space** - classroom allocation for 30 students and staff room allocation for 2 new staff members.
- **Students** - maximum 30 enrolments for trial period of 6 months.
- **Library resources** - textbooks and reference material for this new subject.
- **Computer resources** - 10 networked PCs with new software.
- **Additional equipment** - scanner, 2 new overhead projectors, 2 mobile whiteboards, computer projector.

Now, how can we break this up into our ***must/should/could achieve chart?*** The next table shows what I think. You may produce your own modified version.

<i>Must achieve:</i>	<p>Staff - 2 new teachers, one full-time and one part-time.</p> <p>Time - 6 months to develop the curriculum materials and 6 months trial program.</p> <p>Money - for development costs and to trial the program for 6 months.</p> <p>Space - classroom allocation for 30 students and staff room allocation for 2 new staff members.</p>
-----------------------------	---

Should achieve: **Students** - maximum 30 enrolments for trial period of 6 months. (I might compromise here and allow a trial of up to 40 students to make for a greater financial return to the college.)

Computer resources - 10 networked PCs with new software. (Ten PCs might be a little ambitious. I can compromise down to 5.)

Could achieve: **Additional equipment** - scanner, 2 new overhead projectors, 2 mobile whiteboards, computer projector

Library resources - textbooks and reference material for this new subject. (Both of these would be great but might be unrealistic given the other items I must achieve. The program could still go on without them.)

Take a chart like this with you to the negotiation as your reminder and to share with the other party in the negotiation.

Empathy

This is the third and last aspect to be considered in preparing for the negotiation.

Empathy must *begin* in the preparation phase but must be *sustained* throughout the negotiation. Showing empathy means thinking about the negotiation process from the point of view of the *other party* and considering what they desire to achieve.

Questions that you should ask yourself before you begin are:

- What are the needs of the other party?
- What will be the factors that are important to them?
- What are their fears about the problem or about the negotiation?

Why use this approach? Because it can benefit in three ways:

- (1) Empathy enables you to view the other party in the negotiation not as competitors but as collaborators in a problem-solving situation.
- (2) Areas of common agreement can be identified early, as will issues that will have to be sorted out during the negotiation.
- (3) It takes the focus away from the tactics of negotiating and on to solving a mutual problem.

Empathy should be sustained all the way through the negotiation process. Do this by:

- Asking for information from the other party about his/her needs and wants when new situations arise.
- Volunteering information about your side's needs and wants.
- Expressing your feelings about the situation and allowing the other side to do the same.
- Respecting the other party to the negotiation and actively demonstrating this during the negotiation.

In section 3.2 we will discuss some more skills that will enhance this empathetic approach such as listening skills, assertiveness, eye contact and use of other body language signals.

Before we move on, consider this activity, which asks you to think about how you can use empathy to reduce conflict during a negotiation.



Activity 18

Using Empathy

During a negotiation, one of the parties becomes very angry. He is threatening to leave the negotiation because he claims that the other party is not taking his proposals seriously.

1. List three ways that you can use empathy to help defuse this situation.

(1) _____

(2) _____

(3) _____

Turn to page 91 for suggested solutions to this activity.



In review, these are the major aspects of the preparation phase of the negotiation process:

- knowing your client
- developing a clear understanding of the concepts or points to be negotiated
- empathy

We'll now look at the skills involved in *conducting the negotiation*.

3.2 Conducting the negotiation

This is the second phase of the negotiation process and usually involves some kind of face-to-face meeting with the other party to the negotiation.

As well as stating your position and outlining your arguments as part of the negotiation process, there are important skills to apply here, which will keep the communication channels open between the parties and ensure that both parties reach a mutually satisfactory outcome.

In this section we will outline a process that can be applied in entrepreneurial negotiations and then we will examine the communication skills that you can apply to keep the negotiation process open and constructive.

Let's begin with an outline of the negotiation process itself.

The negotiation process

A simple negotiation process you can use is outlined in the following table. There are other options for conducting this process. Check in your local library for books on negotiation techniques, which will outline alternatives to this process.

Whatever process you decide to use, make sure that both parties understand how the negotiation will be conducted and agree on the steps to be used. Display the steps on a chart or blackboard (as outlined in Section 1 of this Unit) so that everyone can assess progress as you go.

Step one	Restate the issue to be negotiated.	<ul style="list-style-type: none"> • Ensure that everyone is clear about the issue or the issues to be negotiated. • Display this clearly using a chart or a white/blackboard
Step two	Establish positions of each party	<ul style="list-style-type: none"> • Use the must/should/could analysis outlined in Section 3.1 of this unit. • Each party clearly states their goals/needs from the negotiation process. • Display these clearly.
Step three	Explore options for meeting needs	<ul style="list-style-type: none"> • Look for areas of agreement or overlap in the needs of both parties. • Display these clearly: "We agree..." • Identify areas that require further discussion. • Display these clearly. • Generate, without discussion, a list of possible strategies for meeting these needs.

Step four	Evaluate this list of strategies	<ul style="list-style-type: none"> • Rank the list of strategies generated in step three according to how well each party agrees that they meet their needs. • Display these clearly. • Decide from this list which strategies meet the needs of both parties and which needs remain unresolved. • Display these separately
Step five	Establish areas of compromise	<ul style="list-style-type: none"> • Examine the list of outstanding items and decide what compromises both parties able to make to reach agreement. • State proposals this way: ‘if you do (specific action), then I will (specific action)’ • Listen for a response. • Continue this process for all unresolved areas. • Record and display clearly when agreement is reached.
Step six	Develop an action plan	<ul style="list-style-type: none"> • Review all areas of agreement. • Determine processes for implementing the agreements reached.
Step seven	Circulate action plan	<ul style="list-style-type: none"> • Make a permanent record of all agreements reach and action plans agreed. • Circulate to everyone who participated in the negotiation

This process is an example of a cooperative negotiation process that focuses on solving the problems and tries to remove as much potential conflict as possible. To ensure that the process is successful requires the use of a range of communication skills.

These skills are:

- listening skills
- assertiveness
- matching of verbal and non-verbal signals

Let’s look at each of these in turn.

Listening skills

In Section 1 of Unit 1, *Listening and Writing*, we examined in detail the skills of listening. Take some time now to review this section in Unit 1 to refresh your memory paying particular attention to the segments titled *'Eye contact'* and *'Repeating'*.

Listening is the physical process of hearing sounds through your ears and then interpreting them so that you understand the message being sent to you.

Listening is not a passive process. There are lots of ways you can demonstrate you are listening and techniques you can use to improve your listening skills.

The particular listening skills that apply to negotiation situations are:

- eye contact
- repetition
- clarification.

Let's now move on to consider these skills specifically in negotiating situations.

Eye contact

Maintaining ***appropriate*** eye contact with the other party to the negotiation process achieves two positive outcomes:

- it reassures the other party that you are paying attention to the message
- it is a non-verbal signal that you are interested in understanding the other party's position

Consider the impact of eye contact in the following activity.



Activity 19

Eye contact during negotiations

Read the following scenario and answer the question that follows.

Scenario:

You have been negotiating for resources to conduct a course for local students. As you are stating what you want to achieve from the negotiation process (Step 2 in the negotiation process), you notice that the person you are directly negotiating with is not looking at you but is fidgeting with a pen and has his chin cupped in his hand.

1. List two possible interpretations for this behaviour.

(1) _____

(2) _____

Turn to page 91 for suggested solutions to this activity



Remember that eye contact is very powerful body language. Too much or too little can be interpreted in negative ways.

Let's now examine the second listening skill, **repetition**.

Repetition

As explained in Unit 1, **Listening and Writing**, Section 1.2, **repetition** is the skill of taking the main ideas that you have heard and repeating them back to the speaker. It is a valuable listening skill because:

- it demonstrates that you have heard and understood what the speaker is saying to you
- it gives the speaker a chance to correct any misinterpretation you may have made

Repetition also allows you to not only repeat the content of the message back to the speaker (the words they have used) but also the non-verbal part of the message. This continues the process of *empathy* that we discussed in Section 3.1. A person may be getting very angry or frustrated during the negotiation process and you can acknowledge this when you are repeating their message.

Consider the example below.



Repetition of both the message and the emotional content is useful because it allows you to deal with emotions before they interfere with the negotiation process.

Let's now look at the third and final listening skill - clarification.

Clarification

Clarification is the skill of asking questions of the speaker so that you can understand their message better.

Clarifying means *to make clear* and you can use questions such as the following to achieve this:

- Could you give me a little more detail?
- Can you give me an example of what you mean?

For negotiations to be successful, both sides need to clearly understand the needs and goals of the other party. Asking questions gives both sides in the negotiation an opportunity to understand the position of the other side and to ensure that they are continuing to negotiate about the same issue.

We have just discussed listening skills and will now consider the second communication skill that successful negotiators use.

Assertiveness

This is the second communication skill that successful negotiators use.

Assertion is about meeting your needs and defending your position while at the same time respecting the needs of, and position of, other people. It is the basis of the cooperative negotiation style outlined at the beginning of this section.

It might help to explain assertion more clearly if we contrast it with **submissive** and **aggressive** behaviour.

Submissive behaviour

The submissive communicator:

- does not express their needs or feelings clearly
- uses body language that indicates submission or shyness - lack of eye contact, soft, hesitant speech
- will deny his/her own rights rather than stand up for them
- will say yes when they would rather say 'no'.

Aggressive behaviour

The aggressive communicator:

- expresses needs and rights clearly but does not listen to other people's needs or wants
- uses aggressive body language - shouting, abusiveness, physical domination
- must always win and will deny the rights of others when doing so

Assertive behaviour*The assertive communicator:*

- expresses their needs and feelings clearly but listens with respect to other people's needs and feelings
- uses body language that encourages communication between the parties - appropriate eye contact, active listening behaviour
- pursues the fulfilment of his/her needs but NOT at the expense of the other person.

Let's see if you can recognise the different types in the following activity.

**Activity 20****Recognising assertive, aggressive or submissive behaviour**

Read the following scenarios. Fill in the blanks in the statement that follows each scenario.

Scenario 1:

Marion is sitting in a movie theatre. The people behind her are talking and Marion cannot hear the dialogue clearly. Marion turns to the people and says *'If you don't shut-up immediately, I will report you to the manager and have you thrown out!'*

1. This is an example of _____ behaviour.

Scenario 2:

David is a delivery driver for a local hardware company. They are very busy at the moment and David's boss wants him to work all day Saturday to fill all their orders. David had planned to take his family to the movies as a special outing but says yes to the boss as he doesn't want to risk being unpopular at work.

1. This is an example of _____ behaviour.

Scenario 3:

Jenny and Dianne provide reception and secretarial support to two lawyers in a busy legal firm. Dianne has been late back from lunch three days in a row. This means that Jenny is late going for her lunch break and has to hurry to be back at her scheduled time. Jenny decides to speak to Dianne about the situation. Jenny says *'When you are late back from lunch, it makes me angry as I am not able to take my full lunch break. Please try and be back on time or let me know in advance so we can change the arrangements for the day.'*

1. This is an example of _____ behaviour.

Turn to page 92 for suggested solutions to this activity.



In review, assertiveness combines many of the skills that we have already discussed, such as listening skills, eye contact, and empathy, and is an essential part of the cooperative style of negotiating.

Assertive people focus on:

- *The behaviour of the other person and its effects rather than the person him/herself.* So rather than saying, “You’re a slob!” the assertive person would say “When you don’t clean up the kitchen after making a snack, I feel angry.” This focuses on the behaviour that you want to change rather than making it a general personal attack.
- *His or her own feelings.* Instead of saying ‘You make me so angry!’ the statement becomes ‘I am so angry!’ This means that the person feeling the emotion ‘owns’ the emotion. The other party is less likely to feel accused and defensive.

Assertive behaviour can be used to defuse aggressive situations.

‘I can see you are very angry. Is there something I can do to help solve the problem?’

Hopefully, the other person will respond to the opportunity to express their own feelings or at least respond to having their feelings acknowledged. Thinking about the problem takes their mind off being angry and refocuses on the problem to be solved.

Assertiveness is a useful technique to use in all life situations but especially in face-to-face negotiations. It is ideal because:

- it displays respect for the other person
- it focuses on changing behaviour
- personal disclosure builds rapport and develops greater understanding

Let’s now consider matching verbal and non-verbal signals.

The first two communication skills discussed were listening skills and assertiveness. This last communication skill also contributes to the success of the negotiation process.

Matching verbal and non-verbal signals

We have already considered some aspects of verbal and non-verbal communication in Sections 2 and 3 of this Unit.

The specific skill we are going to examine in this Section is ***matching verbal and non-verbal skills***.

We tend to feel most comfortable with people who speak and dress as we do. We are not asked to move outside our personal comfort zone to deal with new or difficult situations.

We have already considered the importance of matching dress standards in Section 2.2 of this unit. Dressing in ways that are similar to the other party helps to create a feeling of comfort and rapport.

It is also important to match verbal signals with your audience. Listen to the way the other party speaks and try and use language that is similar so that you are both operating in the same comfort zone. (See Section 2.3 of this Unit, *Language and style*.)

Other factors that contribute to a positive non-verbal environment are:

- a mutually agreed time to conduct the negotiation, including time limits
- a location that is suitable for negotiation with as few distractions as possible
- comfortable surroundings with all the appropriate facilities
- no physical barriers that will interfere with the negotiation

Mismatching verbal and non-verbal signals is a great source of tactics in negotiation situations, and involves trying to make the other side as uncomfortable as possible.

Let's see how devious you can be. Consider the next activity, which asks you how you could manipulate the non-verbals in a negotiation to unsettle the other party.

**Activity 21****Manipulating non-verbals**

You are one of a party of three negotiating with a similar sized party. The meeting time and place has been arranged. The room contains a rectangular table and 6 chairs, a stand for flip charts and a freestanding whiteboard.

1. List three things that you do which could make the other party uncomfortable in this situation.

(1) _____

(2) _____

(3) _____

Turn to page 92 for suggested solutions to this activity.



But of course you wouldn't do this would you? The consequences may be unfavourable.

- Your rapport and relationship with the other party would be ruined.
- This behaviour would establish a climate for the negotiation to continue in a negative way.
- The process could drag on as both sides would now want to win at all costs.
- They might just be as sneaky as you and beat you at your own game!

Having a verbal and non-verbal environment where both sides feel comfortable is the outcome that you should be aiming for.

Remember that in any negotiation process there are two parties with two sets of needs and goals. The success of the negotiation can be most fairly judged by how closely those two sets of needs and goals can be brought to overlap. Applying the skills that we have discussed in this final session will help you to successfully negotiate in entrepreneurial situations.

Summary

In this section we have examined the skills and processes for conducting successful negotiations.

Negotiation is the process of two parties working together to achieve agreement on an issue.

Win/win or cooperative negotiation promotes:

- a focus on problem solving
- mutually satisfactory solutions after bargaining and compromise

The major advantage of this style of negotiation is that it establishes or preserves positive relationships with the other party.

Win/lose or competitive negotiation tend to:

- focus on defending each party's position
- use tactics and strategies to score points and win concessions for your party

The major disadvantage of this style of negotiation is the chance of conflict and disintegration of relationships.

There are seven steps in the win/win negotiation process:

- **Step one:** Restate the issue to be negotiated.
- **Step two:** Establish positions of each party.
- **Step three:** Explore options for meeting needs.
- **Step four:** Evaluate this list of strategies.
- **Step five:** Establish areas of compromise.
- **Step six:** Develop an action plan.
- **Step seven:** Circulate the action plan.

There are two important phases in the negotiation process:

- Preparation
- Conducting the negotiation

The skills required for **preparation** of the negotiation are:

- knowing the client
- having a clear understanding of the concepts or points to be negotiated, including the must/should/could analysis.
- Feeling empathy

The skills required for **conducting** the negotiation are:

- Using listening skills
- Being assertive
- Matching verbal and non-verbal skills



Check your progress

1. What is negotiation?

2. List three features of **win/win** negotiation

(a) _____

(b) _____

(c) _____

3. List three features of **win/lose** negotiation.

(a) _____

(b) _____

(c) _____

4. Outline the seven steps in the negotiation process.

(a) _____

(b) _____

(c) _____

5. List three skills required during the preparation phase for an entrepreneurial negotiation.

(a) _____

(b) _____

(c) _____

6. List three skills required during the conduct of an entrepreneurial negotiation.

(a) _____

(b) _____

(c) _____

7. Explain the term “assertiveness” as it applies in negotiation situations.

(a) _____

(b) _____

(c) _____

Remember that there are no answers given, so check your responses against the information in Section 3.

Suggested solutions to activities

Activity 1 – Page 8: Use of presentation methods

1. Areas “in common” are upbringing and gender.
2. Area of strongest difference is “Family Life.”
3. The speaker should draw most of her examples and illustrations from areas common to women and people of rural background.
4. Three methods for getting information about the audience:
 - a. Talk to the organisers of the event, or someone who knows about the participants, and get information about them.
 - b. Phone one of the participants and ask them about their expectations of the event.
 - c. If the participants come from business or government departments, find any printed information about the business OR if they come from a particular community pay a visit to the community BEFORE the presentation.

Activity 2 – Page 15: Use of presentation methods

The important thing in this activity is to detect whether the visuals used in the articles help you to understand the article and add to your understanding of the information. Some visuals are merely used to attract attention e.g. a smiling fashion model in an automobile ad. The type of photograph or drawing can indicate whether the audience being targeted comprises teens or mature adults.

Activity 3 – Page 32: Voice production - breath control

There are no suggested solutions to this activity.

Activity 4 – Page 32: Voice production - pitch and projection

There are no suggested solutions to this activity.

Activity 5 – Page 33: Voice production - articulation

There are no suggested solutions to this activity. Discuss your responses with your tutor or a colleague

Activity 6 – Page 35: Voice production - changing pitch

There are no suggested solutions to this activity.

Activity 7 – Page 36: Voice pitch—rising and falling pitch at the end of sentences

The rising pitch at the end of the sentence makes it sound like a question rather than a statement of belief. This takes away from the credibility of the speaker, as they **don't** sound as though they 'believe'. The speaker sounds timid and uncertain.

Activity 8 – Page 38: Articulation

There are no suggested solutions to this activity.

Activity 9 – Page 40: Language style

1. Formal but relaxed to make the other person feel welcome but introduce them to the appropriate type of language in the workplace.
2. Informal and relaxed.
3. Informal and relaxed.
4. Formal and relaxed.
5. Formal and serious.

Activity 10 – Page 42: Appropriate word usage

new beginning	This is a redundant phrase. A beginning IS new. Use one word or another
at the end of the day	The speaker means <i>eventually</i> .
when all is said and done	The speaker means <i>ultimately</i> .
the great majority	The majority <i>is</i> the great number.
in fact	The audience expects that what you are saying <i>is</i> fact.
it is important to note that	Do not overuse. "Please note" is an alternative.
each and every	Use one word or the other.
actually	Avoid this expression. Just make the statement.

in general	Do not overuse. Substitute 'generally' or 'usually'.
to great effect	Use 'effectively' instead.

Activity 11 – Page 44: Colloquial language

There are no suggested solutions to this activity. Discuss your responses with your tutor or a colleague.

Activity 12 – Page 46: Eye contact

- There are no correct answers to this activity but here are some more examples of clichés, or common sayings, about eyes.
- 'Eyes too close together' -- person can't be trusted.
- 'Can't look you in the eye' – person is lying
- '*Don't see eye to eye.*' – having a disagreement with someone.
- 'Eyes are the windows of the soul' – eyes reveal character.
- '*An eye for an eye.*' – a biblical quotation about revenge.
- '*The apple of his/her eye*' – someone who is a favourite.
- '*Went into the situation with their eyes wide open*' – people venture into a situation knowing exactly what the consequences would be.

Activity 13 – Page 48: Eye contact and facial expression

1. Generally, the newsreader will not appear to look at the audience all the time. Newsreader will look down at the notes and will turn to speak to others who are helping to present the news.
2. The newsreader's facial expression will probably change with the different types of news stories being presented. The facial changes will be subtle but will be more serious while reading the 'heavy' news stories and more open and friendly when delivering news of sports or the light-hearted stories that are often included in the news. The newsreader may even smile for these lighter stories.

Activity 14 – Page 42: Appropriate dress

There are no suggested solutions to this activity. Discuss your responses with your tutor or a colleague.

Activity 15 – Page 54: Establishing rapport – gaining the attention of your audience.

1. Whimpy. Sounds timid and will not inspire great confidence or interest from the audience.
2. Risky! If the funny thing that happened on the way to the presentation is actually funny, you might get away with it, BUT you would need to be very confident of your ability to carry this off.
3. Predictable. Audiences don't usually respond to this one quickly and you need to be able to grab their attention quickly or you will lose it.
4. Traditional. OK but not very original.
5. Interesting. This has possibilities, as your audience may be curious to know what people did fear the most. (Incidentally, there was a survey and people were most afraid of speaking in public!)

Activity 16 – Page 57: Building confidence – identifying nervous gestures

There are no suggested solutions to this activity. Discuss your responses with your tutor or a colleague.

Activity 17– Page 66: Negotiation styles**Scenario 1:**

1. Competitive negotiation.
2. (i) Tom is preparing his case for much more than he thinks he can get and preparing to bargain.
(ii) His ego is on the line with his work mates.
(iii) He has spent a lot of time preparing his arguments for the negotiation without reference to the other party.

Scenario 2:

1. Cooperative negotiations.
2. (i) Betty is preparing an argument based on what the organization can afford.
(ii) She has already started to establish rapport with the other party.
(iii) Betty has considered this negotiation process from both her own side and that of the organisation.

Activity 18 – Page 72: Using empathy

Here are some suggested answers based on the techniques outlined in the text.

- Let him express his angry feelings, and acknowledge that he is angry and that this is OK.
- Ask him to outline his side's position. Use listening skills covered in Unit 1 of this module and to be reviewed in Section 3.2 to summarize their position so that he knows you understand.
- State clearly your feelings about the situation; offer your side's position and reiterate your commitment to achieving a mutually desirable situation.

Activity 19 – Page 76: Eye contact during the negotiations

There are many different interpretations you could put on this behaviour. Here are some possibilities.

The other party is:

1. Listening intently and doesn't have very good attending behaviour.
2. Bored.
3. Trying out competitive tactics.
4. Doesn't agree with anything you are saying.
5. Not interested in what you have to say because he has already made up his mind.

This situation would require you to make a statement such as:

I am feeling very confused. I can't tell from your behaviour whether you are listening to me or not. Can you please tell me what you are thinking and feeling at the moment.'

Activity 20 – Page 80: Recognising assertive, aggressive, or submissive behaviour

Scenario 1: Aggressive

Scenario 2: Submissive

Scenario 3: Assertive

Activity 21 – Page 83: Manipulating non-verbals

There are lots of sneaky things you could do. Here are some suggestions. You may have thought of a whole lot of devious strategies as well.

- Seat yourselves in the room first and take up most of the space on the table.
- Place the whiteboard and flip chart stand at your end of the table so that it is difficult for the other team to use them.
- Keep all the whiteboard and chart pens at your end of the table so that you have total control of these resources.
- Arrange as many distractions as possible (such as phone calls, interruptions) to break up the flow of the negotiation.
- Drag out the time to complete the negotiation way beyond that originally agreed to put the other party under pressure.

Assessment



Your assessment for this module will consist of a **written assignment** and a **practical assignment**. Check with your tutor to organise a suitable time to complete the assignments.

You are now ready to complete your assessment for this Unit.

Written Assignment

1. List and briefly describe in 2 – 3 sentences six (6) presentation methods that enhance the potential success of an interview or presentation. **12 Marks**
2. Identify five (5) presentation skills that are appropriate to effective negotiations. **5 Marks**
3. **Negotiation skills.** Read the following questions before listening to the audiotape supplied by your tutor. Now answer the questions.
 - (a) Describe the different styles of negotiation Ann and Eric are using. **2 Marks**
 - (b) Who do you think has the greatest chance of success?
 - (c) Why? **2 Marks**
 - (d) Describe the different styles of negotiation between Eric and Tom. **2 Marks**
 - (e) Do you think Tom was being unreasonable?
 - (f) Why? **1 Mark**
 - (g) Using the information supplied in this case study, describe how the process should have been conducted when both were preparing for and conducting the negotiation. **6 Marks****Total 30 Marks**

Practical Assignment

Deliver a **ten minute** address or lesson to demonstrate effective voice, language and presentation skills.

Negotiate with your tutor/supervisor to organise:

- a suitable topic for the presentation
- a suitable venue for the presentation
- whether you will deliver the presentation live or via a video. **20 Marks**

