SPEECHES BY
MANAGEMENT

TOASTMASTERS
INTERNATIONAL

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**WHERE LEADERS
ARE MADE**

CONTENTS

HOW TO USE THIS SERIES

Each of the advanced manuals in this series assumes you already know the basics of speech – organization, voice, gestures, etc. – but not necessarily that your skills are fully developed. Refer to your **Competent Communication** manual if you need to review some of the principles of speech.

These advanced manuals are designed around four principles:

▶ The projects increase in difficulty within each manual, beginning with an overview of the subject and then becoming more specialized as you progress.

▶ Each subject incorporates what you have learned from the preceding ones, and it is assumed you will use these techniques whether or not they are specifically referred to in that section.

▶ The projects supply more information than you need to complete each particular assignment. This will give you ideas for future talks.

▶ It is the speech preparation and delivery that teach you, not just reading the project in the manual.

BE SURE TO

▶ Read each project at least twice for full understanding.

▶ Make notes in the margin as you read.

▶ Underline key passages.

▶ Repeat projects as necessary until you are satisfied with your mastery of a subject.

▶ Ask for an evaluation discussion or panel whenever you wish, especially if few of your club members have completed the *Competent Communication* manual.

▶ Credit up to two speeches per manual given outside a Toastmasters club if:

1) your vice president education agrees in advance

2) a Toastmasters evaluator is present, completes the written project evaluation, gives a verbal evaluation

3) you meet all project objectives.

▶ Have your vice president education sign the Project Completion Record in this manual after you complete each project.

▶ Apply for Advanced Communicator Bronze, Advanced Communicator Silver, or Advanced Communicator Gold recognition when you have completed the appropriate manuals and met the other requirements listed in the back of this manual.

INTRODUCTION

Your success as a team leader depends largely on your ability to communicate effectively in a variety of speaking situations. Today's leaders are asked to give speeches to share their knowledge in their area of expertise, and to handle the delicate task of delivering bad news. They also face the challenge of developing positive and productive relationships with team members who are more dedicated to meeting personal needs than organizational objectives.

The projects in this manual are designed to help you prepare for various leadership communication situations. You will learn how to make your presentations exciting as well as effective. You will hone your motivational skills and practice the art of influencing others with credibility and authority. You will also have the opportunity to create and explore specific communication scenarios.

When you have completed the projects in this manual, you will have gained the confidence and the skills to meet all of the demands of today's team leader.

THE BRIEFING

EXECUTIVE SUMMARY:

A briefing is the abridged presentation of a topic designed to quickly and competently inform listeners. A versatile tool, the briefing must distill details and be easily understood.

OBJECTIVES:

▸ Organize your briefing material, tailoring it to your audience's needs.

▸ Give a briefing according to a specific objective (explain, instruct, persuade, or report) so the audience will have an understanding of the information.

▸ Effectively handle a question-and-answer session following the briefing.

Time: Three to five minutes for speech; two to three minutes for question period.

Briefings often are associated with professional assemblies or business meetings, but they don't have to be business related; they can be any short commentary on a topic that's relevant to your audience. A briefing is simply a way to present information and ideas in a condensed form using easy-to-understand language.

PINPOINT YOUR PURPOSE

Your first step is to decide what it is you want to tell your audience. What is the purpose of your briefing? Once you've settled on your purpose, become familiar with your audience and know their level of interest in and understanding of your topic so you can narrow the focus of the information you will present.

Some examples of possible audiences and objectives:

▸ **Your Family** – provide information about an upcoming household remodeling project.

▸ **New Toastmasters Club Officers** – clarify their duties within the club.

▸ **Your Child's Athletic Team** – describe potential safety hazards in the public Park

▸ **Employees** – explain how an economic trend will affect the company's future sales.

STATE YOUR OBJECTIVE

The material you include should directly relate to the briefing's purpose. Customize your briefing for each specific situation or audience. Use these guidelines:

▸ What does the audience most need to know?

▸ What points will you cover?

▸ How much detail should be included?

▸ What information can be eliminated?

▸ What information can be covered during the question-and-answer period?

> Customize your briefing for each specific situation or audience. The material you include should directly relate to the briefing's purpose.

SPEECH ORGANIZATION

A well-prepared briefing should be:

▸ **Accurate** – The information in your briefing must be reliable, logic and dependable

▸ **Concise** – Keep your message simple and to the point; include on what matters to your audience.

▸ **Clear** – Use plain language and make sure every word is used as efficiently as possible.

Briefings have three main parts:

▸ **Introduction** – Compose a concise statement explaining what the briefing is about and why the information matters to the audience. Use a question or compelling statement to pique your listeners' interest.

▸ **Factual Support** – These facts clarify or expand on the content of the introduction. Your aim is to present all the details required for the audience to be informed or to make an informed decision. Use only the minimum amount of information to convey main ideas. Be sure to repeat any concept you want the audience to remember.

▸ **Conclusion** – Your closing statement summarizes the support material and may briefly identify immediate future steps. Outline what you want the audience to take away.

PS & QS FOR Q & A

Many briefings include a question-and-answer session. Sometimes the Q&A will be conducted by the person answering the questions; at other times, a host will coordinate questions before giving them to the speaker.

Tell your listeners, either in your introduction or early in your presentation, that you will have a question-and-answer period at the end of your speech.

If you are placed in the position of having to make the announcement yourself, you can handle it in the following way:

"I want all of you to be aware at the outset that a question-and-answer period will follow my presentation. I'll be disappointed if you don't have something for me, so feel free to jot down items as we go along."

The transition between the presentation and the Q&A should be made smoothly and directly. After concluding the briefing, acknowledge the applause, then begin the Q&A or yield the lectern to the host or Toastmaster of the meeting to open the session.

Plan ahead for your Q&A. Have a firm grasp of all aspects of your subject. Examine your content and think about questions the audience may ask. Prepare your own questions to ask in case the audience is slow to offer their own queries. You may wish to open the session by saying, "Who has the first question?" Look expectant after you ask the question. If no one volunteers, ask a question yourself, such as, "A question I'm often asked is...", then ask and answer the question.

When an audience member does ask a question, recognize the questioner then restate or paraphrase the question. This helps ensure you have correctly understood what the person asked.

Look at the entire audience when answering a question to make everyone feel included. As you're finishing your answer, look again at the original questioner. You should be able to tell by their facial expression if you've answered the question adequately.

Avoid indirectly evaluating questions. Stay away from remarks like, "Good question," or "That was a great question." If you don't give the same reaction to the next questioner, that person and the audience may believe you didn't like their question, which may cause others to refrain from asking questions. Try to make every person feel pleased for asking a question by saying something like, "Thank you for asking that question."

▸ **Spot loaded questions**. A loaded question is a question that contains a "pre-loaded" false assumption or misunderstanding. For example, after introducing a change in the structure of a company, you might be challenged with: "Since it is your purpose to go against tradition and

> **Look at the entire audience when answering a question to make everyone feel included. As you're finishing your answer, look again at the original questioner. You should be able to tell by their facial expression if you've answered the question adequately.**

reorganize this department, why don't you apply your program to the X, Y, and Z departments as well?" The question is "loaded" with the assumption that the only intention of reorganization is simply to go against tradition.

Be polite, positive, and professional in your answer. Defuse the question by pointing out that your intention is to improve the department and the change will effectively increase revenue and productivity.

If your answer does not satisfy the questioner, tell them you will gladly discuss it individually after the session is over.

▸ **Divide complex questions.** If a questioner raises two or more points, help yourself and your listeners by dividing it into its component parts. Then answer each part as a separate question.

Remember to stick to the question you were asked. It's easy to digress into another topic when answering questions.

▸ **Divert irrelevant questions or comments.** If a question is clearly out of place, acknowledge the speaker, and then tactfully redirect them to get back on track. You could say, "That's an interesting point, but the question doesn't fit the context of our discussion." You may also tell them you will respond either at the end of the session privately or later in writing or by phone.

WRAP IT UP

When there are no more questions and you're ready to conclude the Q&A session, don't let the strength of your presentation evaporate with a flaccid ending like, "Well, if there aren't any more questions, I guess that's it."

Instead, wrap up your presentation with a concise closing that returns to your central theme or rephrases your closing points.

YOUR ASSIGNMENT

Prepare, rehearse, and deliver a three- to five-minute briefing. Ask the Toastmaster of the meeting to advise members of their role and to encourage them to prepare questions. Be sure your topic is something you have a strong interest in and have thoroughly researched.

Remember to:

1. Pinpoint Your Purpose

2. State Your Objective

3. Organize Your Speech

4. Make Your Presentation

If you plan to use visual aids to enhance your talk, refer to the tips in the Appendix of this manual.

Before your three- to five-minute presentation, arrange with the Toastmaster of the meeting to state that a two- to three-minute question-and-answer period will follow your talk.

EVALUATION GUIDE FOR **THE BRIEFING**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The purpose of this presentation is for the speaker to deliver a three- to five-minute briefing to explain, instruct, persuade, or report. The goal of the briefing is the effective communication of information to accomplish specific objectives. The speaker may use visual aids. A two- to three 1 minute question-and-answer session should follow the presentation. In addition to your verbal evaluation, please write answers to the questions below.

▶ Did the speaker make the purpose of the briefing clear?

▶ How did the speaker tailor the briefing to the audience?

▶ Did the speaker use easy-to-understand language to explain complex or multi-faceted ideas? Give examples.

▶ During the introduction, did the speaker supply necessary background information? Was the objective clear? State the objective.

▶ Were the main ideas summarized? When during the briefing were they summarized? How many times were they mentioned?

▶ Did the briefing include an introduction, factual support, and a conclusion? Were the transitions between sections smooth?

▶ Did the briefing include information that was not essential to the purpose? If so, give examples.

▶ How well were the main ideas summarized during the conclusion?

▶ How effectively did the speaker make use of visual aids? If they were not effective, explain why and

▶ Suggest how they could have been. (It is not required that the speaker use visual aids.)

▶ How well did the speaker wrap up the Q&A session? Suggest improvements.

APPRAISE WITH PRAISE

EXECUTIVE SUMMARY:

Everyone benefits from productive feedback. If given correctly, feedback motivates the receiver to share responsibilities, complete tasks properly, and increase productivity. When the suggestions for improvement bring results and recognition, individuals are more likely to listen to future suggestions.

OBJECTIVES:

- Give a speech demonstrating the importance of how you personally use feedback techniques in your daily life.
- Use constructive evaluation to help someone improve their performance.
- Offer support to empower them to change.

Time: Five to seven minutes

It's important that you know how to express your opinions, not just in a work environment, but in your everyday life: when you review a homework assignment that your child has completed; when you follow up with your spouse or partner after he or she has volunteered to take on an extra household responsibility; when you are discussing projects with co-workers.

FEEDBACK'S FUNCTION

Feedback is a method for people to communicate, clarify, and make a plan to achieve goals. The goal for anyone offering feedback is to ensure the listener has the tools they need to remain on course, to give encouragement, recognize high performance, and motivate improvement where it's needed. It is important to ask questions like, "What tools can I provide that will help you?" and "What can we do together to meet goals or improve performance?" Unfortunately, it's often viewed as an opportunity to criticize.

FEEDBACK'S FORM

Feedback isn't about pointing out flaws; it's about motivating someone to improve. Feedback should be a dual effort between the leader and the team member that provides the team member with the tools and direction he or she needs to perform work properly.

One way to do this is to develop an action plan with the team member to prevent mistakes from recurring. Ask the individual to suggest solutions and work toward consensus instead of compromise. If the team member agrees with the plan or was involved in creating the solution, he or she is more likely to follow through with the changes.

> The goal for anyone offering feedback is to ensure the listener has the tools they need to remain on course. Give encouragement, recognize high performance, and motivate improvement where it's needed.

Likewise, feedback is more than just recognizing achievements and completed tasks. Giving feedback is an important part of clear communication. It's an opportunity for the feedback provider and recipient to work as a team – conquering challenges and setting new goals together.

AVOID FEEDBACK FOUL-UPS:

- **Share information, not advice.** Sharing information leaves a person free to change in accordance with goals and needs. When we give advice, we tell a person what we think they should do. Advice does not empower the individual to decide to change. Sharing information and offering support shows confidence in the individual's abilities and demonstrates your willingness to help them achieve goals.

▶ **Keep it Brief.** Overloading someone with pointers reduces the possibility of their effectively using what they have received. When we give more than can be used, we are more likely satisfying some need of our own rather than helping the other person.

▶ **Accentuate the Positive.** If someone hears only about their failures and weaknesses, they'll start to believe they can't succeed. If, on the other hand, that person gets support and encouragement, they'll gain the desire and confidence to keep trying. When the suggestions for improvement bring results and recognition, individuals are more likely to listen to future suggestions.

But don't ignore a problem that needs to be addressed simply because you don't want to seem critical.

▶ **Timeliness.** Feedback should be timely. Don't let the person's annual review be the first time he or she hears about a problem. Feedback should be given privately; praise should be given publicly. Excellent feedback given at a poorly chosen time may do more harm than good.

▶ **Praise progress.** The best feedback is specific. For example, if an employee met a tight deadline, tell her, "I really appreciate the extra work you put in to complete the project on time. Your effort helped the team get the customer's order delivered by the date we had promised." Make sure your positive comments are genuine or you will lose credibility.

Likewise, if an objective wasn't met, refer only to what the person did or did not do. Keep your comments focused on what actually needs to change – the person's performance, not the person. For example, if a filing assignment was not completed correctly, you could tell the person, "I needed the files to be arranged by stock number. They're arranged by description." It also may be helpful to ask the person for his understanding of the task; maybe there was a reason for it being done the way it was. Without feedback, however, mistakes will perpetuate themselves because they were never corrected.

YOUR ASSIGNMENT

Select a partner from your club and together choose a scenario to role play for three to five minutes. You will play the role of the feedback facilitator and your partner will be the person who is receiving feedback. Select the scenario of your choice. For example, you could play a sales manager whose star salesperson's performance has faltered. Your partner could play the star salesperson. Using the information in this project, conduct a feedback session.

Present a one- to two-minute introductory speech about the feedback process to help your audience better understand the presentation's objectives and to evaluate the presentation. Give a short introduction of your partner and the scenario you have chosen to role play. Then enact the three- to five-minute scene with your partner.

> **Feedback is more than just recognizing achievements and completed tasks. Giving feedback is an important part of clear communication.**

EVALUATION GUIDE FOR **APPRAISE WITH PRAISE**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The purpose of this assignment was for the speaker to work with a partner to enact an evaluation situation and use the constructive techniques discussed in this project to provide an evaluation. In addition to your verbal evaluation, please write answers to the questions below.

▸ How did the speaker's presentation about the feedback process improve your understanding of that process?

▸ Did the speaker use negative words in the evaluation? If so, suggest alternate words or phrases.

▸ Were the evaluation techniques the speaker used effective in helping his or her partner to set new goals? If they were not effective, why weren't they?

▸ Did the evaluation include information that was not essential to the purpose? If so, give examples.

▸ If the speaker used the techniques he or she demonstrated to influence you, would they be effective? Why? Why not?

EXECUTIVE SUMMARY:

Motivation is a complex conundrum. You need to recognize individuals' unique personal motives if you wish to motivate them to achieve their maximum potential. Show your listeners how their existing personal goals align with the goals of your Toastmasters club, an organization, or company. Use positive imagery, graphic descriptive language, and energetic gestures to convey your message. Conclude with a decisive call to action.

OBJECTIVES:

- Understand the concept of motivation.
- Use the described strategies to align the audience's goals with your objective.
- Deliver a motivational speech and influence your audience to a specific action.

Time: Five to seven minutes

PERSUADE AND INSPIRE

"What motivates people?" is a complex question and the answer is different for each person. To make the puzzle more complex, each individual's receptiveness and potential to be motivated changes from day to day and situation to situation. The art of motivation is to recognize the internal ideals, emotions, ideas, and needs that create true incentive within individuals and then show the individuals how their existing motives already align with those of the organization, group, or company.

TYPES OF MOTIVATORS

In order to be effective, motivation must be ongoing. Whatever you use as an incentive must be used on a continuing basis. There are two types of motivational forces – extrinsic, or external, forces and intrinsic, or internal, forces. Extrinsic motivators usually are physical things or actions such as awards, financial gain, or punishment. Intrinsic motivators are innate psychological sensibilities which are unique to every individual.

Though extrinsic motivators are frequently used, they aren't sustainable. Once the reward or threat is removed, the motivation is removed. Alternatively, intrinsic motivation is sustainable. It already exists within the individual; it doesn't need to be created or coerced, only encouraged.

> ▶ **If you don't know what motivates your audience and why, you won't be able to support and direct that motivation.**

So, if there is no way for one person to impose the driving inner-force of intrinsic motivation upon another and you can't make someone have a particular goal, how do you motivate someone?

HOW AIDA CAN HELP YOU

AIDA is an acronym that stands for Attention – Interest – Decision – Action.

- **Attention.** Before you can motivate someone, you need to get their attention. That doesn't mean just opening your speech with a bang. You need to keep their attention. This is where your knowledge of an audience's motivating factors comes in. If you don't know what motivates your audience and why, you won't be able to support and direct that motivation. If you understand what motivates individuals, you can help your audience feel inspired and be more inclined to listen and agree with you.

- **Interest.** Next, you need to keep them interested. Visualization is an effective way to keep the audience's

attention and is also a powerful motivational tool. Powerful positive imagery in your speech will stimulate your audience and help them visualize their own success and achievement.

Use metaphors, analogies, and inspirational images in your speech to illustrate concepts and help your audience easily picture them. Select material that is relevant and appropriate, and then tie it to the subject of your speech. For example, in talking about the quantity of oil consumed in the world, relate the volumes in terms of a swimming pool the size of a football field with a depth equal to its width. Such a pool would hold 700,000 barrels of oil, amounting to a little over one hour's supply for the United States.

Another effective way to hold your audience's attention is to embellish your speech with energetic gestures. Use your whole body to communicate a thought or image. Act out what you're telling them.

> **Powerful positive imagery in your speech will stimulate your audience and help them visualize their own success and achievement.**

▸ **Decision.** Don't limit your enthusiasm to gestures alone. The power of emotion directly affects our decisions, so the words you use and how you say them can encourage motivation in your audience.

▸ **Action.** Design a compelling call for action to close your speech. Be sure to emphasize to your audience how positively responding to the challenge you set for them will not only contribute to the success of the organization or team but also will help fulfill their own intrinsic goals.

YOUR ASSIGNMENT

Prepare, rehearse, and deliver a five- to seven-minute motivational speech designed to persuade and inspire by making your listeners understand that their personal goals can be reached by achieving their organization's goals. Create vivid word-pictures and use dynamic gestures; dramatize your speech. If yours is a community club, explain in advance or have the Toastmaster of the meeting tell the audience about the kind of business involved so the audience will understand the role it will play and whom you represent.

EVALUATION GUIDE FOR **PERSUADE AND INSPIRE**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The purpose of this presentation is for the speaker, as a team leader, to deliver a five- to seven-minute motivational speech designed to persuade and inspire by making the audience understand that personal goals can be realized through the achievement of organizational goals. The delivery should make use of vivid descriptors and dynamic gestures. In addition to your verbal evaluation, please write answers to the questions below.

▸ Did the speaker make his or her proposal understood? State the speaker's goal.

▸ Did the speaker establish mutual understanding? Did he or she appeal to the beliefs and values of the listeners? Give examples.

▸ Was the speaker positive? Describe how he or she showed enthusiasm.

▸ How did the speaker show the advantages of the proposal?

▸ How and when did the speaker make use of gestures? Were they dynamic? Were they effective?

▸ Did the speaker describe how his or her proposal would support the audience's intrinsic motivators? How did he or she describe it?

▸ Did the speaker inspire the audience? Describe briefly what techniques were used. Were they effective? How could they be improved?

▸ Did the speaker persuade and inspire the audience to act? Ask the audience to comment on whether or not the speaker caused them to feel an emotional commitment.

EXECUTIVE SUMMARY:

Change is the only constant in the universe. The challenge is persuading people not only to accept, but to embrace change. Open, sincere communication and empathy are the best methods of gaining support and instigating enthusiastic adoption of change.

OBJECTIVES:

▸ Introduce a new idea or change to established operations or methods.

▸ Show the audience how the change will benefit them.

▸ Overcome any resistance to the new idea and gain the audience's support.

Time: Five to seven minutes

COMMUNICATING CHANGE

BUT WE'VE ALWAYS DONE IT THIS WAY!

How many times have we heard this rallying call of the entrenched? Why do some people anticipate and embrace change, while others duck and cover? Resistance to change is common. Even if the result of a change potentially provides a significant benefit to the resistors, sometimes they just can't seem to see it. This can be frustrating, but communicators need to be able to understand the reasons behind resistance to change, overcome that resistance, and foster receptivity to new ideas.

Change, to one degree or another, is a common, frequent inevitability. For example, the sun rises in the east, changes position in the sky throughout the day, and sets in the west. Neither the sun, nor its position in our sky, is stagnant. This is change. People expect it. They aren't anxious about it. In fact, people would likely panic if this particular change didn't occur!

RESISTANCE FACTORS

If change itself isn't the problem, what is? People's resistance may have to do with:

▸ someone else dictating what is to be changed

▸ others deciding how a change is implemented

▸ not understanding how or why the change will occur

▸ not understanding how the change will affect them personally

DEVELOPING YOUR MESSAGE

Those whom the change will affect must understand the need for change, even if they don't agree with it at first. Sometimes, leaders mistakenly believe that others

> **Those whom the change will affect must understand they need for change, even if they don't agree with it at first.**

understand the issues and see the new direction as clearly as the leader. When you introduce a change you will likely encounter questions about how much (or if) the change is needed. Follow these steps when developing your message:

1. Provide a convincing need for the change – be honest, direct, and sincere.

2. Explain the nature and scope of the change.

3. Customize a description of the changes in terms that clarify benefits to your audience.

4. Be empathetic and acknowledge any resistance as legitimate but emphasize benefits.

You must address all of these issues as well as any other concerns the audience may have. Give them as much information as possible so they can decide whether to support your ideas and personally commit to making the change happen.

GAINING AUDIENCE SUPPORT

You can nudge your audience toward supporting your ideas by being sincere and enthusiastic when sharing your vision. If your audience believes in your sincerity and enthusiasm you'll gain credibility in their eyes. This credibility will help persuade the audience to accept the change you have proposed.

> You must address concerns the audience may have. Give them as much information as possible so they can decide whether to support your ideas and personally commit to making the change happen.
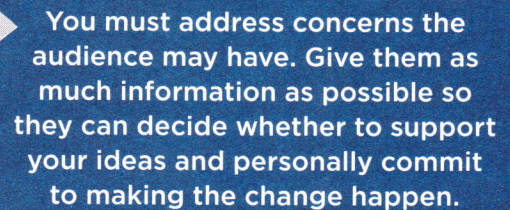
Avoid "selling" the change as a way to get the audience's support. You can't force people to accept an idea. Open, sincere communication and empathy are your best methods. Keep in mind how you react when you're pushed to accept an idea. Remember those feelings and put them into words. This will help you create a bond with the audience and show them that you empathize with them.

YOUR ASSIGNMENT

Prepare, rehearse, and deliver a five- to seven-minute speech to inform your audience about a change and persuade them to embrace the change. Use your enthusiasm to illustrate how the change will directly benefit the audience. Use empathy to overcome any resistance and gain the audience's support.

EVALUATION GUIDE FOR **COMMUNICATING CHANGE**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The purpose of this presentation was for the speaker to deliver a five- to seven-minute speech introducing a new idea or change to a group. The speaker is to emphasize how the change will benefit the audience, overcome any resistance to the new idea, and gain the audience's support. In addition to your verbal evaluation, please write answers to the questions below.

▸ Did the speaker adequately explain the nature and scope of the change? How could the speaker improve?

▸ How well did the speaker follow the four steps to develop their message?

▸ Describe how the speaker overcame any audience resistance?

▸ How did the speaker showcase the benefits to the audience?

▸ Were you convinced that the change proposed by the speaker would benefit you? Why or why not?

EXECUTIVE SUMMARY:

Not every message you deliver will be a positive one. Proficient speakers must master one of the most difficult communication skills — the art of delivering bad news. Your goal for this project is to deliver bad news in a positive, professional, respectful way. Preparation and organization are vital to successfully accomplishing this goal.

OBJECTIVES:

▶ Deliver bad news with tact and sensitivity.

▶ Organize your speech appropriately for your audience.

▶ Conclude with a pleasant note and maintain the audience's goodwill.

Time: Five to seven minutes

DELIVERING BAD NEWS

One of the most difficult skills for a communicator to master is the art of delivering bad news. Regardless of the exact nature of the bad news – a factory closing, diagnosis of a terminal illness, or denying service to a customer – the delivery is unpleasant for both the receiver and the messenger.

When someone needs to deliver bad news she will often ask herself two questions: "What do I say?" and "When do I say it?" Before you deliver bad news you will need to gather the facts about the situation. The more facts you collect the more you will be able to show that the decision was carefully considered.

Don't delay giving unpopular or unwelcome news. Like tearing an adhesive bandage from a wound, it is best done quickly. The act is still unpleasant but once it is over, everyone can move forward.

> ▶ **Don't delay giving unpopular or unwelcome news. Like tearing an adhesive bandage from a wound, it is best done quickly. The act is still unpleasant but once it is over, everyone can move forward.**

DIRECT AND INDIRECT ORGANIZATION

As with other speeches, your bad news message must be organized. Two common means for organizing bad news are the direct and indirect methods.

Use the indirect method when the audience is emotionally involved or will be displeased by the bad news.

▶ Begin with a neutral or positive statement.

▶ Logically, neutrally, and briefly explain the reasons for the bad news.

▶ State the bad news clearly and concisely. Emphasize any good news.

▶ Close with a positive, pleasant, forward-looking statement.

Use the direct approach when the audience prefers to hear bad news first, is emotionally uninvolved, or will be unaffected by the bad news.

▶ State the bad news up front.

▶ Explain the reasons for the bad news. Offer some alternatives if you can.

▶ Close with a positive statement – something aimed at soothing the receiver. Express interest or encouragement.

PRIVATE VS. PUBLIC DYNAMIC

Regardless of the method you use, remember to deliver the news immediately, considerately, and as positively as possible. If the news is for only one person:

▶ Find a quiet, private, comfortable place; avoid making the recipient feel embarrassed or self-conscious.

▶ Ensure you can be free of distraction or interruption.

▶ Speak with respect and professionalism.

▶ Come directly to the point and be specific.

▶ Try to put a positive light on the situation. Don't accuse.

▶ Ask questions to ensure the recipient has understood the facts or situation accurately.

▶ Demonstrate sympathy by listening to the person's reactions or feelings.

▶ Use a confident, soothing tone of voice.

> **Regardless of the method you use, remember to deliver the news immediately, considerately, and as positively as possible.**

If the announcement is for a group, gather everyone to hear the news at the same time – the sooner, the better. For example, a Toastmasters club working to achieve recognition in the Distinguished Club Program does not receive the expected recognition because one goal was not met.

OTHER TIPS

▶ Choose neutral words. There are trigger words that are almost certain to incite anger. Avoid using phrases such as, "You should," "You can't," "I can't," or "No." Instead, try using expressions like, "One alternative could be," "Here's what we (I) can do," "In the future you can."

▶ Express appreciation.

▶ Assure the audience that the matter was given careful consideration.

▶ Express understanding of the situation and the audience's needs.

▶ Don't build up false hopes for positive answers. Don't waver or equivocate.

▶ Avoid saying no.

▶ Avoid using a know-it-all tone or wordy, irrelevant phrases.

▶ Be brief and direct, but not harsh.

▶ Begin your sentences with inclusive language such as, "We can," "Let's do this together," or "Let me suggest."

▶ Remain calm. Use a confident, soothing tone of voice. Don't rush your words; just keep a moderate pace.

YOUR ASSIGNMENT

Prepare, rehearse, and deliver a five- to seven-minute speech delivering bad news to a group OR select a partner from your club and create a scenario to role play for five to seven minutes. In a role play you will be delivering bad news and your partner will be receiving the news.

EVALUATION GUIDE FOR **DELIVERING BAD NEWS**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker has the option of organizing a five- to seven-minute speech designed to deliver bad news to a group or to role play a scenario (with a partner) delivering bad news to an individual. It is recommended that you read the entire project before the presentation. In addition to your verbal evaluation, please write answers to the questions below..

▸ Did the speaker use the direct or indirect method for delivering bad news? How did the speaker use this method effectively?

▸ How could the speaker improve his or her use of inclusive language?

▸ What did you notice about the speaker's tone of voice? How could the speaker improve?

▸ Suggest ways the speaker could have organized his or her facts more effectively.

▸ How would you have felt if the speaker used the demonstrated techniques to deliver bad news to you? What could the speaker do to make you more receptive to the news?

USING VISUAL AIDS

Visual aids are generally considered an integral part of any technical presentation. For this reason, one of this manual's objectives is to help you learn to use them effectively. All five projects in the manual call for you to use visuals.

The most commonly used media in technical presentations are the flipchart and computer-based visuals. In this supplement are specific tips pertaining to these media, as well as general guidelines for using visuals. Most of these suggestions can apply to a number of visual aids.

Flipchart. A flipchart mounted on a portable easel can be effective when used with a relatively small audience – 20 or fewer people. With a flipchart, you can write or draw during your presentation. You can record audience responses; if necessary you can tear off individual pages and tape them to a wall. Also with a flipchart, you can remove a visual from view after it's been displayed. Flipcharts are ideal for simple visibility, however, you should avoid using a flipchart for complex graphs or tables of figures.

Flipchart visuals can be prepared in advance of a presentation. To make sure that succeeding pages don't show through the page you're displaying, write on every second or third page; use small strips of masking tape to facilitate changing from one page to the next. Use colorful crayons or felt-tipped marking pens, but avoid ink that "bleeds" through the paper. Make letters large, with plenty of spacing between words. And when delivering your technical presentation, take care not to stare at your flipchart while speaking. If you must write on the flipchart, pause, and then resume speaking when you're done.

Computer-based visuals. The technology for computer-based visual presentations is rapidly changing. Using a laptop computer, presentation software such as Microsoft PowerPoint, a screen and other equipment, you can produce and display dramatic visual aids, including animation and simulations. Computer-based visuals are becoming the standard for most presentations. They can be used for large and small audiences and can convey simple as well as complex information. If you use a remote control, you can change the visuals while walking about the room, giving you more freedom of movement. To accomplish this, the data projector, a device that accepts output from a computer and projects it onto a hanging screen or wall, is becoming an increasingly popular part of mobile computing.

Plan to devote plenty of time to creating the visuals in advance, to making sure all of the electronic components work together and to rehearsing with them. Have a backup plan in case technical problems occur during the presentation.

GENERAL GUIDELINES FOR USING VISUAL AIDS EFFECTIVELY

1. **Make them visible.** Every audience member should be able to see and read your visuals. Make letters large – at least one-half inch (1.27 cm) for every 10 feet (3 meters) between the visual and the farthest audience member. Display them high enough so all can see them and don't stand between your visuals and your audience. This may seem obvious, but you should also check to confirm that your site offers a projection screen or other suitable white space for projecting your images. Make the most of your computer-generated images by projecting them onto an adequate screen.

2. **Keep them simple.** This is the most commonly violated dictum for using visuals. Make graphs, diagrams, and tables both simple and general, with no more than two curves or bars on any graph. With writing, restrict your text to a minimum, one idea per visual, using the "seven-seven" rule – no more than seven lines and no more than seven words per line. Never display typewritten lists, computer printouts, or pages from a book. Give each visual a title. Avoid a preponderance of labels – you can explain your visuals when you speak.

3. **Make them colorful.** Use color on tables and graphs. When using background colors in tables, make sure the color you choose is light enough so that you can read the text in the foreground.

4. **Don't use too few or too many.** Experienced technical speakers recommend that each visual be displayed between 30 seconds and one minute. Those displayed more briefly frustrate the audience, because they can't assimilate the data you're showing. If yours is a fast-paced presentation with an ample amount of material, it's generally preferable to use many visuals with a small quantity of material on each than a few that are overloaded with detail.

5. **Present them smoothly.** Master both your medium and your presentation, paying special attention to practice and rehearsal. Avoid talking continuously while a visual is being displayed; most audience members can't absorb information from two sources simultaneously. At the same time, offer enough explanation to make your visuals clear and easy to understand.

6. **Use the "storyboard" approach.** A technical presentation is most effective when you match your visuals to your text. Plan and design your visuals at the same time you plan and design your spoken presentation. Build your presentation so that your visuals and your words work together to build understanding.

CREATING EFFECTIVE POWERPOINT SHOWS

Whether you use PowerPoint software or some other presentation program, these suggestions can help improve your slideshows.

First, please try to avoid these common annoyances:

1. The speaker reads the slides to the audience

2. The text is too small

3. The colors used in the slides make them hard to read

4. The slides have full sentences instead of bullet points

5. The text or graphics are flying around too much

6. The charts and diagrams are too complex and hard to see.

Plan your slides with moderation in mind. They should enhance your speech rather than upstage or replace you. While it may be useful to study all of the bells and whistles of this program, using them should always be a judicious choice. Special sound or visual effects may be entertaining, but they often detract from a presentation.

Now, try these suggestions for success with your slideshows:

1. Have mor.e to say than what appears on your slides. They should add emphasis or clarity.

2. Use the Handouts feature to create coordinated handouts that can help explain and reinforce concepts.

3. Use the Notes feature to coordinate your comments with your slides.

4. Eliminate slides that are not relevant.

5. Make all your slides match in font, background, and title style.

6. Use the "on mouse click" option for slide transitions and other timing, so that you can control when the slides change. Practice slide transitions with the equipment before your actual speech.

7. Save your presentation as a ".pps" or "PowerPoint Show" so that it displays the slideshow immediately once it's opened.

Some experts recommend selecting a "cornerstone" slide as your primary slide. It is the one slide out of the entire set that can serve as a foundation for the rest of the presentation. All other slides relate back to the cornerstone slide in some way, either to explain a detail or to add one. This may be the first slide you create, though it won't necessarily be the first one that is shown to the audience. If you could only show one slide to your audience, however, this would be the one. Creating this slide will help to focus your talk on your main theme, and keep your other slides from wandering off-course.

Doing all of this will help to ensure that your audience will understand what they see and then remember what they learned from you.

CONFERENCE CALL ETIQUETTE

Conference calls are one of many communication options available today. They are a convenient way for groups to conduct business even if distance makes face-to-face meetings impractical. But conference calls come with their own challenges. The fact that meeting participants are unable to see each other can lead to problems with message clarity as well as etiquette faux pas. These tips will help ensure your conference calls are the best possible.

If your participants will be calling from multiple time zones, be sure to take this into account when scheduling the call.

Prepare an agenda and make sure all participants have a copy at least a week before the conference call.

Around one hour is a good amount of time for a conference call. Any shorter and you may miss something, any longer and you risk losing participants' attention. An hour also allows time to conduct business and have discussions without being tedious. So it's important to prepare an agenda and stick to it.

Test equipment. If you're using a service for your conference call, make sure everyone has the dial-in number and any pass-code needed. Have a backup plan for potential technical failure.

Just as in face-to-face meetings, conference calls should begin promptly. This is a sign of professionalism. Don't wait for those who are tardy. If you wait to start you're indirectly indicating that the time of the present participants is less valuable than that of those you're waiting for.

Begin the call by having each caller introduce themselves by stating their name. With a large group it may be helpful to have each person mention what city or company they are calling from. This introduction process will also help you, the leader, determine who is not present.

It's also wise to establish ground rules at the beginning of the meeting. Include reminders about etiquette items on or with the agenda.

Some etiquette issues you may wish to address include:

▶ Turn off cell phones.

▶ Turn off call waiting.

▶ Don't shuffle papers.

▶ Don't eat or drink.

▶ No concurrent activities. You wouldn't go to a face-to-face meeting and spend your time reviewing other documents. Be polite.

▶ Pay attention.

▶ Others may not recognize you by the sound of your voice, so announce your name when it's your turn to speak (e.g., "This is Cam. Would you repeat the product name, please?")

Other helpful tips:

▶ Call from a quiet location.

▶ Don't use speakerphone unless the location is quiet. Background noise is picked up easily on speakerphones and can distract listeners.

▶ Cell phones and cordless phones are not ideal for conference calls. Cells pick up background noise and can drop calls. Cordless also are known for interference, especially as the handset moves further from the base.

▶ Never put a conference call on hold. Use the mute feature instead. Using the "HOLD" could subject everyone to music or a direct marketing message. Or participants may not realize you've stepped away and will continue addressing you while you're gone. Since no one can see you're not around, be considerate and announce if you are leaving and let others know when you return.

▶ If you need to ask a question of a specific person, remember to use their name. If you ask a general question and you don't want to have each person respond individually, you may want to rephrase the question so that silence indicates assent.

End the call. Make sure everyone knows that the meeting is formally over. Thank everyone for their input and their time. As the call initiator, you should be the last party to disconnect. If meeting participants linger after you have disconnected, you still may be responsible for any additional charges related to the call.

PROJECT COMPLETION RECORD **SPEECHES BY MANAGEMENT**

PROJECT	SPEECH TITLE	DATE	VICE PRESIDENT EDUCATION'S INITIALS
1. The Briefing			
2. Appraise With Praise			
3. Persuade and Inspire			
4. Communicating Change			
5. Delivering Bad News			

Save this page to verify your completion of the projects in this manual. Submit the Project Completion Record form from the appropriate manuals when applying for the Advanced Communicator Bronze, Advanced Communicator Silver, or Advanced Communicator Gold awards.