Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours)
Existing and Special Topics Course

OCT 19 2001
LIBERAL STUDIES
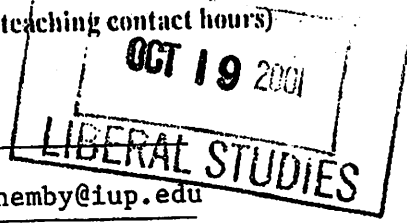
Course: BTST321--Business and Interpersonal Communication

Instructor of Record: Dr. Virginia Hemby   phone: x7-5737   e-mail: vhemby@iup.edu

Step One: Attach signed Budget Approval Form to this form.

Step Two: Department or its Curriculum Committee
The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

1. Will a qualified instructor teach the course?   ✓ Yes   ___ No

2. Will the technology serve as a suitable substitute for the traditional classroom?   ✓ Yes   ___ No

3. Are there suitable opportunities for interaction between the instructor and student?   ✓ Yes   ___ No

4. a. Will there be suitable methods used to evaluate student achievement?   ✓ Yes   ___ No

    b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)   ✓ Yes   ___ No .

5. Recommendation:
    ✓ Positive   (The objectives of the course can be met via distance education.)

    ___ Negative   _Linda F. Syul_ signature of department designee   09-27-01 date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Three: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

X Positive recommendation

___ Negative recommendation   _Gail S. Sechrist_ signature of committee chair   Nov. 7, 2001 date

Forward this form to the Provost within 24 calendar days after receipt by committee.

Step Four: Provost
✓ Approved as distance education course

___ Rejected as distance education course   signature of Provost   11/9/01 date

Step Five:
Forward materials to Dean of the School of Continuing Education.

Budget Approval Form
(Each semester a distance education course is offered,
prior budget approval of the sponsoring dean is required.)

Distance Education Course

Course and Section: _AD MS (BTST 321)_ for Semester: _Spring_ Year: _2002_

Instructor of Record: _Hemby_ phone: _X7-5737_ e-mail: _vhemby_

☑ **Initial scheduling as a distance education course**
Check all that apply:
Base compensation: _✓_ on-load _____ overload _____ Article 27

Other required payments: _____ preparation compensation _____ remote site fee(s)
_____ remote site student fee(s) _____ travel reimbursement
and Article 40 stipend

Other costs: _____ video transmission _____ marketing

OR

_____ **Subsequent scheduling as a distance education course**
Check all that apply:
Base compensation: _____ on-load _____ overload _____ Article 27

Other required payments: _____ course revision compensation (three years after
course initially taught)

_____ remote site fee(s) _____ remote site student fee(s)

_____ travel reimbursement and Article 40 stipend

_____ **Budget Approval**

_____ Funds are available in my college to subsidize the above costs for this course.

_____ Enrollment of _____ is required to cover the costs of this course.

_____ Other _____

Dean: _R Con_ _10/16/01_ Faculty member: _M. Virginia Hemby_ _10/17/01_
signature (budget approval)   date   signature   date

For the initial scheduling, attach this signed form to the Review/Approval Form.
For subsequent scheduling, send signed form to the Dean of the School of Continuing Education,
who will advise the Registrar to add the course to the schedule.

BTST321 - BUSINESS AND INTERPERSONAL COMMUNICATIONS
Spring 2002
3 credits

Dr. Virginia Hemby	Department of Technology Support and Training Eberly College of Business, 221-L 664 Pratt Drive Indiana University of Pennsylvania Indiana, PA 15705 724-357-5737 (Office) 724-357-3003 (Department) E-Mail: vhemby@iup.edu
On-Line Discussion Hours	Mondays and Wednesdays 2:00-4:00 p.m. and 7:00-8:00 p.m. (Other days and hours **by email appointment**)
IMPORTANT NOTE:	This is a writing intensive course. As such, you will be graded according to Gateway criteria. Gateway criteria specifies that you are allowed a **maximum** of three (3) errors in any writing assignment. These include errors in grammar, punctuation, improper word choice, and spelling. When the instructor is checking your assignments, she will read up to the point where three (3) errors have been noted; the remainder of your written assignment will not be reviewed.

Course Prerequisite: Junior Status, EN 101/202

Course Description: Study of communication theory and principles as applied to business situations and practices; development of communication skills in areas of communication such as speaking, writing, listening, and nonverbal communicating. Emphasis on building effective interpersonal relations in a business environment.

Course Participants: This course is designed to meet the needs of College of Business and College of Health and Human Services (Safety Science major) students with regards to communication, both oral and written, within all types of organizations, both private and public. Others who may find the course of value include those students who are interested in updating their communication skills.

Relationship of Course to Departmental Knowledge Base: The Department of Technology Support and Training has developed its undergraduate communication class around the student as a reflective communicator. Course activities, assignments, and readings reflect this theme by providing opportunities for students to engage in reflective, integrative, and critical thinking related to business and interpersonal communication. In addition, each student is asked to design and conduct a small group collaborative project.

Additional Course Information: The course will depart from the traditional approach to the course and include activities and instructions in the following areas: decision making, body language, perception, group activities, listening, oral communication, writing letters and reports.

Semesters Taught: Fall, Spring, Summer

Ober, S. (2001). <u>Contemporary Business Communication</u> (4th ed.). Boston, MA: Houghton Mifflin. Packaged with WebCT Access Code for Students.

Course Objectives: After completion of this course, the student should be able to

1. **recognize the influence of psychological factors, group dynamics, and organizational theory in business communication by:**

1.1 describing the interpersonal and organizational communication processes.

1.2 naming and describing the components of the basic model of communication.

1.3 listing guidelines for effective interpersonal communication.

1.4 listing guidelines for effective downward, upward, and lateral organizational communication.

1.5 identifying the characteristics of teams.

1.6 explaining the advantages of teams and team building.

1.7 explaining the necessity of collaborative writing.

1.8 recognizing issues critical to collaboration.

2. **identify barriers to communication and utilize the information and experiences provided in this course to overcome these barriers by:**

2.1 listing and describing barriers to interpersonal communication.

2.2 explaining the importance of listening skills in business.

2.3 describing the different types of listening behavior.

2.4 practicing active listening.

2.5 identifying the barriers to effective listening.

3. **individually and collaboratively apply the theory and methodology of formal business reporting, business research, business presentations, and business letter writing by:**

3.1 practicing empathy.

3.2 writing according to the reader's viewpoint.

3.3 producing documents with a professional appearance.

3.4 composing business messages with nondiscriminatory language, correct wording, and effective organization.

3.5 using persuasive techniques, such as a "you" attitude and positive wording.

3.6 making writing clear through unit, coherence, and emphasis.

3.7 identifying how reports are classified.

3.8 using graphic devices as well as headings and lists for clarity, if appropriate, in reports.

3.9 presenting information in an organization manner.

4. **understand how to apply business communication skills to acquire employment and increase the likelihood of achievement and promotion by:**

4.1	describing the major steps in career planning and job hunting.
4.2	conducting a self-analysis.
4.3	identifying the types and sources of information required for career planning and job hunting.
4.4	assessing available career opportunities.
4.5	conducting company analyses.
4.6	constructing an appealing and informative resume.
4.7	writing job application letters appropriate for different circumstances.
4.8	planning for a successful employment interview.
4.9	participating successfully in an employment (Mock) interview.
4.10	writing effective follow-up letters.

5. recognize the challenges in communicating with people from other cultures and adapt communication theory and methodology to international business communication by:

5.1	explaining the importance of diversity and intercultural communication in the workplace.
5.2	discussing the different aspects of diversity and intercultural communication.
5.3	describing the barriers to communication posed by diversity and intercultural issues.
5.4	suggesting guidelines for dealing with these cultural barriers.

6. recognize the ethical dilemmas in business communications and evaluate the ethical decisions made by:

6.1	explaining the concepts of ethics and laws and how they relate to each other and to business communication.
6.2	discussing the causes of unethical behavior in the workplace.
6.3	discussing ethics from the standpoint of written and oral communication
6.4	explaining how a code of ethics might serve as a model for all types of business behavior.
6.5	discussing key laws pertaining to business communication.

7. prepare and deliver oral presentations by:

7.1	planning and organizing the message.
7.2	adapting the speech to the listeners.
7.3	using appropriate vocabulary.
7.4	using proper voice control.
7.5	using appropriate gestures.
7.6	describing the different types of speaking behavior.
7.7	identifying barriers to effective speaking.

8. gain an awareness of the various technological advances in communication and identify ways in which these tools impact individuals in the business environment by:

8.1	describing and discussing various technological tools used throughout the writing process.
8.2	listing the benefits of using technology when writing and editing communications.
8.3	explaining how technological tools can enhance collaborative writing.
8.4	describing the technological tools used for storing communications.
8.5	explaining the role of communication technology in the business office of today.
8.6	describing and discussing the latest communication technology equipment.
8.7	suggesting guidelines for dealing with problems arising from communication technology.

9.   demonstrate an awareness of the role that physical behavior (gestures, posture, body movements, and facial expression), physical appearance, spatial relationships, and environment play in human interaction by:

9.1   identifying the functions of nonverbal communication.

9.2   describing the different types of nonverbal communication.

9.3   explaining the relationship between nonverbal communication and productivity.

9.4   listing nonverbal behaviors that improve leadership and motivation.

9.5   explaining the limitations of nonverbal communication.

Grading:

Tests & Quizzes	20%
Tests (15%)	
Mid-Term	
Final	
Quizzes (5%)	
Announced and Unannounced	
Guided Writing Projects	50%
Application Letter	
Conventional Resume	
Electronic Resume	
Letter Writing Examination	
Group Report	
Job Surfing Report	
Proposal	
Case Assessment	
Mock Interview Assessment	
Etiquette Dinner Assessment	
Classwork and Participation	10%
Assignments made during class	
Oral Presentations	20%
Individual	
Group	

Course Requirements: Each participant in the course is expected to:

1.   **Attend each on-line class discussion with the reading completed and prepared to participate.**

2.   **Demonstrate knowledge and comprehension of the assigned reading.**

3.   **Develop a resume and application letter.**

4.   **Develop an individual presentation.**

5.   **Participate in a small group and develop a project.**

6.   **Complete on-line activities.**

Explanation of Course Requirements:

1. On-Line class discussion attendance and participation. Per university policy, no more than three (3) absences are permitted during the regular session. **NO MAKE-UP TESTS OR ASSIGNMENTS WILL BE GIVEN AND NO LATE WORK WILL BE ACCEPTED.**

2. Demonstration of knowledge and comprehension of assigned reading. Students are expected to participate in on-line class discussions concerning materials covered in the readings assigned. You will be tested on your knowledge and comprehension in a variety of ways: tests, quizzes, case summaries. reports, etc.

3. Develop a resume and application letter.

4. Develop an individual presentation.

5. Participate in a small group and develop a project. Students will work in a group of 3-4 people to prepare a small group project. Group members will develop a complete presentation. An oral presentation of 20-30 minutes will be required of each group.

6. Complete on-line activities. These activities will be announced in on-line discussions and will consist of Internet assignments, group discussions, etc.

FAILURE TO COMPLETE THE APPLICATION LETTER, THE CONVENTIONAL RESUME, AND THE INDIVIDUAL PRESENTATION WILL RESULT IN A GRADE OF "F" FOR THIS COURSE. **NO MAKE-UP INDIVIDUAL PRESENTATIONS WILL BE ALLOWED.**

Bibliography for Business & Interpersonal Communication

Dr. V. Hemby

<u>Books</u>

Axtell, R. E. (1993). <u>Do's and taboos around the world</u>. New York: John Wiley & Sons, Inc.

Bixler, S., & Nix-Rice, N. (1997). <u>The new professional image</u>. Holbrook, MA: Adams Media Corporation.

Brody, M., & Pachter, B. (1994). <u>Business etiquette</u>. Chicago: Irwin.

Criscito, P. (1995). <u>Designing the perfect resume</u>. New York: Barron's Educational Series.

Dumaine, D. (1989). <u>Writing to the top: Writing for corporate success</u>. New York: Random House.

Fry, R. (1996). <u>Your first interview</u>. Franklin Lakes, NJ: Career Press.

Gonyea, J. C., & Gonyea, W. M. (1995). <u>Electronic resumes: A complete guide to putting your resume on-line</u>. New York: McGraw-Hill.

Guffey, M. E. (1998). <u>Essentials of business communication</u> (4th ed.). Cincinnati, OH: South-Western.

Klepper, M. M., & Gunther, R. (1995). <u>I'd rather die than give a speech</u>. New York: Citadel Press.

Lahiff, J. M., & Penrose, J. M. (1997). <u>Business communication: Strategies and skills</u>. Upper Saddle River, NJ: Prentice Hall.

Lucas, S. E. (1995). <u>The art of public speaking</u> (5th ed.). New York: McGraw-Hill.

Mitchell, M. (1996). <u>The complete idiot's guide to etiquette</u>. New York: Alpha Books.

Mock, R. T., Jr. (1996). <u>Get that interview!</u> New York: Barron's Educational Series, Inc.

Molloy, J. T. (1988). New dress for success. New York: Warner Books.

Murphy, H. A., Hildebrandt, H. W., & Thomas, J. P. (1997). Effective business communications (7th ed.). New York: The McGraw-Hill Companies.

Pachter, B., & Brody, M. (1995). Complete business etiquette handbook. Englewood Cliffs, NJ: Prentice Hall.

Varner, I., & Beamer, L. (1995). Intercultural communication in the global workplace. Chicago: Irwin.

Yate, M. J. (1995). Resumes that knock 'em dead. Holbrook, MA: Adams Media.

Journals

The Journal of the Association of Business Communication

The Business Communication Quarterly

The National Business Education Association Forum

The Office Systems Research Association (OSRA) Journal

The Journal of Business and Technical Communication

ADMS321 – TENTATIVE PLANNING CALENDAR – FALL 2001

August 27 M Classes Begin 28 T Introduction to Course 　　　Syllabus & Calendar 29 W 30 R Chapters 1 and 2 31 F	8 M 9 T　**Chapters 13 and 14** 　　　**Presentations** 10 W 11 R　**INDIVIDUAL** 　　　**PRESENTATIONS** 12 F	17-25 Thanksgiving Break
September 3 M Holiday – No classes 4 T Drop/Add Ends 　　**Continue Chapter 2** 　　**Intro GROUP PROJECT** 5 W 6 R **Career Services Visit** 7 F	15 M 16 T　**MID-TERM EXAM** 17 W　IUP Business & Technology 　　　Career Expo (3:00-7:00) 　　　Memorial Field House 18 R　**INDIVIDUAL** 　　　**PRESENTATIONS** 19 F 21 Sunday **Business Etiquette** 　　　**Dinner, Folger Dining Hall**	26 M 27 T　**Chapters 10, 11, and 12** 　　　**Report Writing** 28 W 29 R　**GROUP PRESENTATIONS** 30 F
10 M 11 T **Employment Communication** 　　　**(Chapter 15)** 12 W 13 R **Employment Communication** 14 F	22 M 23 T　**Chapter 3** 　　　**Communication Technology** 24 W 25 R　**Chapters 4, 5, and 6** 　　　**Developing Writing Skills** 26 F	3 M 4 T　**GROUP PRESENTATIONS** 5 W 6 R　**GROUP PRESENTATIONS** 7 F
17 M 18 T **Employment Communication** 19 W 20 R **Employment Communication** 21 F	29 M 30 T　**Chapters 4, 5, and 6 cont'd** 31 W *November* 1 R　**Chapters 7 and 9** 　　　**Routine and Bad-News** 　　　**Messages** 2 F	10 M – Last Day of Classes 11-18 – Finals Commencement will be held on December 16.
24 M 25 T **Employment Communication** 　　　**Business Etiquette** 26 W 27 R **Business Etiquette** 28 F	5 M Six O'Clock Series 　　　"Prepare for and Secure 　　　a Professional Position" 6 T　**Chapter 8** 　　　**Persuasive Messages** 7 W 8 R　**Chapters 10, 11, and 12** 　　　**Report Writing** 9 F	
October 1 M 2 T **Chapters 13 and 14** 　　　**Presentations** 3 W 4 R **NO CLASS (Professor** 　　　**attending EBEA Conference)** 5 F	12 M 13 T **Chapters 10, 11, and 12** 　　　**Report Writing** 14 W 15 R　**NO CLASS--Professor** 　　　attending DPE Conference 　　　**GROUP PROJECT** 　　　**WORK TIME** 16 F	

NOTE: This is a tentative calendar and is not intended to be relied upon in lieu of class attendance. Not all assignments are given therein. The instructor reserves the right to modify this calendar due to unforeseen circumstances.

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> Glossary
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Planning the Business Presentation

Chapter 13

Communication Objectives

After you have finished this chapter, you should be able to:

- Describe the important role that business presentations play in the organization.
- Plan a presentation by determining its purpose, analyzing the audience, and determining the timing and method of delivery.
- Write a presentation by collecting the data and organizing it in a logical format.
- Plan and deliver a team presentation.
- Plan and deliver a video presentation.
- Plan and deliver other types of business presentations.

Planning the Business Presentation

Chapter **13**

Lecture Outline

The Role of Business Presentations

Just about everyone in business makes some presentations each year. Therefore, the ability to speak effectively is a strategic managerial skill. The costs of ineffective presentations are immense: Sales are lost, vital information is not communicated, training programs fail, policies are not implemented, and profits and efficiency drop.

Written Versus Oral Presentations

1. *Advantages of oral presentations:*
   a. The most important advantage is *immediate feedback.*
   b. A second advantage is *speaker control.*
   c. Finally, oral presentations are *less work for the audience.* The written word presents mostly verbal clues; the spoken word is filled with verbal and nonverbal clues.
2. *Disadvantages of oral presentations:*
   a. They are *not permanent.* Much of the information presented is forgotten within hours of delivery, and listeners have only one opportunity to understand what they are hearing.
   b. Oral presentations can be very *expensive.*
   c. As a business communicator, you need to weigh a number of factors when you decide whether to communicate orally or in writing: the complexity of the material, the size of your audience, the need for immediate feedback, and the cost of the presentation, among others.

The Process of Making a Business Presentation

The process of making an oral presentation is not unlike that of preparing a written communication. It involves five steps:

1. Planning
2. Organizing
3. Developing appropriate visual aids
4. Practicing
5. Delivering

Planning the Presentation

In addition to helping you decide what to include in your presentation, the planning tasks give you important information about the degree of formality that's appropriate for the situation. Complex topics, or ones that have high stakes, demand more formal presentations. Also, the larger the audience and the greater its opposition to your ideas, the more formal the presentation. If the audience is made up of nationals from other countries, you will need to take their needs and expectations into consideration and will probably prepare a more formal presentation.

Purpose

Most business presentations have one of four purposes:

1. Reporting

2. Explaining

3. Persuading

4. Motivating

As you plan and write your presentation, focusing on its purpose helps you decide what information to include, what order to use, and which material to emphasize or subordinate. And after your presentation is over, its purpose is the most important criterion to use in judging its effectiveness.

Audience Analysis

Analyze the audience by identifying its size, age, organizational status, level of knowledge, and psychological needs. These factors provide clues to overall content, tone, examples to use, even the way to dress.

1. Consider the effect of your message on your audience and your credibility with them.
2. The size of the audience determines the formality of the presentation, the level and speed with which you speak, the gestures you use, the size of your visual aids, and the timing of questions.
3. Look for the key decision maker in the group, and then gear the level of detail to that person's understanding. Take the time to understand the decision maker's needs, objectives, and interests as they relate to your objectives.

Timing of the Presentation

Allow yourself enough time to prepare and consider the needs of your audience. Avoid times when they will be away or preoccupied with other matters. Avoid late afternoon sessions and sessions immediately before or after lunch.

Delivery Method

The length of your talk, its complexity, its formality, and the methods you're most comfortable with determine your method of delivery.

1. *Memorizing.* Unless a presentation is very short and very important, memorizing an entire speech is risky and time consuming.

2. *Reading.* Read your speech when the topic is highly complex, technical, or controversial, or when you have a lot of information to present in a short time.

3. *Speaking from notes.* This is the most common (and generally, the most effective) method for business presentations. Notes help ensure that all the material is covered in a logical order; yet the method gives you the flexibility to adapt your remarks to audience cues.

Organizing the Presentation

Start by brainstorming and writing down anything you think you might use. Later, separate your notes and research needed information.

The Opening

The purpose of the opening is to capture the interest of and establish rapport with your audience. The first 90 seconds of your presentation are crucial. To get the attention of your audience,

- Quote a well-known person.
- Ask a question.
- Present a hypothetical situation.
- Relate an appropriate anecdote, story, joke, or personal experience.
- Give a startling fact.
- Use a dramatic prop or visual aid.

The opening should lead into the body of the presentation by previewing your remarks, outlining the scope of your remarks, and letting the audience know up front what you expect of it.

The Body

In the body of your presentation you develop the points you introduced in the opening and give background information, specific evidence, examples, implications, consequences, and other needed information. For an organizational plan, you can

1. *Choose a logical sequence:*

- Introduce each criterion and compare alternatives.
- Use direct sequence (conclusions first, then supporting details).
- Use indirect sequence (reasons first, then major conclusions).
- Present points in chronological order.
- Present causes, effects, then a solution.
- Present in order of importance.
- List the alternatives, then eliminate all but one.

2. *Establish your credibility.* You must use frequent clear transitions that tell your listeners where you are, and you must support your arguments with credible evidence. Use objective language and emphasis and subordination. Avoid saturating your presentation with so many facts and figures that your audience won't be able to absorb them.

3. *Deal with negative information.* Present all important information—pro and con—and show through your analysis and discussion that your recommendations are still valid, in spite of any negative information.

The Ending

The ending is your last opportunity to achieve your objective by drawing conclusions, making recommendations, or outlining the next steps. Leave the audience with a clear and simple message.

The Use of Humor in Business Presentations

When ideas are presented with humor, the audience remembers more details and is likely to retain the information longer. Humor can be used anywhere in a

presentation as long as it is appropriate. Remember that the best stories are directed at yourself.

Work-Team Presentations

1. Whether written or oral, work-team presentations require extensive planning, close coordination, and a measure of maturity and goodwill.
2. Individual assignments should be determined on the basis of individual strengths and preferences.
3. The team leader should be organized, knowledgeable about the topic, and well-liked and respected by the team members.
4. Work backward from the presentation date in setting deadlines for all team members.
5. Be sure slides are coherent and consistent in style.
6. Do a full-scale rehearsal in the presentation room early enough to make any changes.
7. Plan transitions from one speaker to the next and remember that all team members are "on stage" even when on the sidelines.

Video Presentations

1. Dress and makeup for men and women should be appropriate.
2. Use printouts of your visuals instead of an overhead or computer projection.
3. If you are called upon to be a video camera operator, control the noise level and lighting. Have spare batteries and a tripod.
4. Zoom in smoothly on a visual when it is mentioned.
5. Pay attention to what will be viewed by the audience and frame the person in the camera.

Other Business Presentations

1. Sometimes you will be called upon to give impromptu or unexpected remarks. If so, briefly keep to the topic.
2. Request background information in advance should you be asked to introduce someone.
3. When presenting awards, provide background about the award and then the recipient's accomplishments.
4. When accepting an honor, briefly and graciously thank those who helped you.

Planning the Business Presentation

Chapter **13**

Internet Exercise

General Electric executives are much in demand as speakers to internal and external audiences. Select and analyze one of the speeches posted on the company's web site (www.ge.com/news/podium_speech.html). How does the executive open this speech? Does the speaker use the opening to preview the points he or she will make? How does the speaker organize the body of the speech? How does the speaker deal with any negatives? Looking at the ending, does the speaker summarize the main points? How does he or she add punch to the ending? What can you suggest to improve this speech?

Responses will depend on the specific speech each student chooses. In general, evaluate their answers based on how well they understand and apply the information in the chapter.

Planning the Business Presentation

Chapter **13**

PowerPoint Slides

Click to download PowerPoint Slides

Planning the business presentation

◆ Describe the role of business presentations.

◆ Plan and write a presentation.

◆ Plan and deliver a team presentation.

◆ Plan and deliver a video presentation.
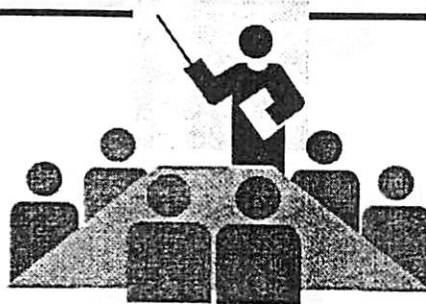
◆ Plan and deliver other types of presentations.

13.1

Advantages

◆ Immediate feedback

◆ Impact

◆ Control
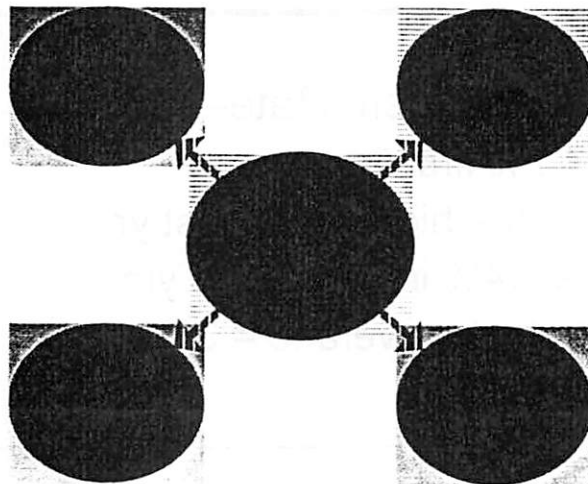
◆ Less work for audience

13.2
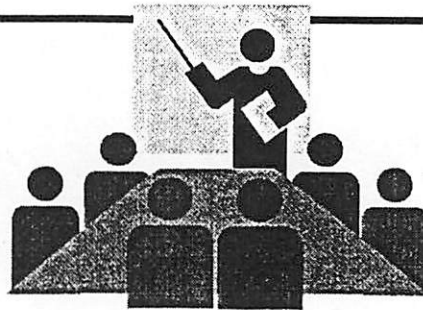
Disadvantages

- ◆ Impermanence
- ◆ Expense
- ◆ Limited audience size
- ◆ Speaker-controlled pace

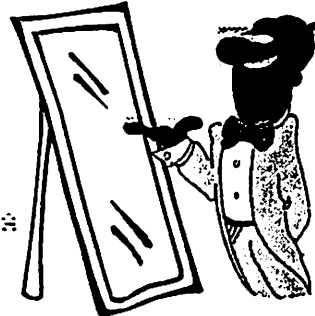# Purposes

How formal?

- The stakes
- Audience size
- Audience opposition
- Need for repeat performances
- Complexity
- Cultural expectations of audience

13.5

Use an outline—not a script

Absenteeism Rate—Slide 1
- 4.7% first 6 mo
  - 5% higher than last yr
  - 14% increase in 3 yrs
- Industry average = 3.6% (steady)

What do you want to accomplish?

|	
Reporting	Telling what happened at the OSHA meeting last week
Explaining	Showing how to complete the new expense report forms
Persuading	Convincing the executive committee to adopt a tuition-reimbursement plan
Motivating	Inspiring the employees to volunteer to become a Big Brother or Big Sister

The opening

- Quote a well-known person
- Ask a question
- Present a hypothetical situation
- Relate an appropriate story
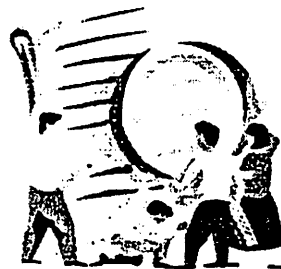- Give a startling fact
- Use a dramatic prop or visual aid

Choose a logical sequence

◆ Criteria
◆ Direct sequence
◆ Indirect sequence
◆ Chronology
◆ Cause/effect/solution
◆ Order of importance
◆ Elimination of alternatives
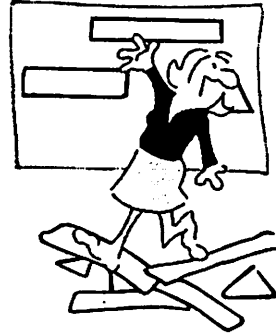
Work-team presentations

◆ Assignment of roles
◆ Leader responsibilities
◆ Unity and coherence
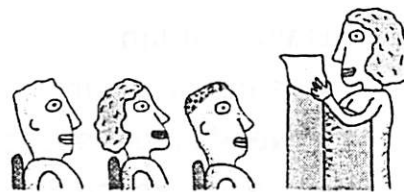◆ Introductions and transitions
◆ Nonspeaker roles

Video presentations

- ◆ Clothes and makeup
- ◆ Posture, gestures, and movement
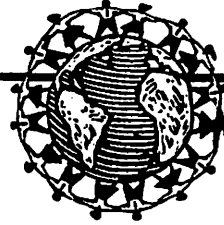- ◆ Eye focus
- ◆ Visual aids
- ◆ Operating the camera

Other business presentations

- ◆ Impromptu remarks
- ◆ Introductions
- ◆ Special recognitions

Planning a proposal

Audience

- ◆ Interested in the general welfare of the university
- ◆ Knowledgeable about university policies and procedures
- ◆ Aware that the proposal was solicited by the provost
- ◆ Interested in positive external relations for the university

Audience analysis

Jean Tate

- ◆ Requested the study
- ◆ Is Robbins' immediate supervisor
- ◆ Has considerable interest in the project

Dave Kaplan

- ◆ Is the president
- ◆ Needs more background information than Jean
- ◆ May make the final decision

- Dear Ms. Allison:

- During your remodeling ~~planning~~ **planning,** think about the amount of

- natural light in each ~~room~~ **room,** the use you make of the ~~room~~ **room,** and the

- layout of ~~it's~~ **its** furniture. Then consider what quality of light you

- need and where you need it—~~bright~~ **bright,** economical fluorescent tubes

- or ~~low-level~~ **low-level** standard bulbs.

- A combination of different lighting types ~~give~~ **gives** enormous va-

- riety. Spotlights or a ceiling pendant ~~are~~ **is** quite ~~affective~~ **effective.** You

- will also need atmospheric ~~lighting, don't however~~ **lighting. Don't, however,** overdo levels

- of light. You don't want to feel as if ~~your~~ **you're** living in a lamp

- shop; and if ~~their~~ **there** are too many lights pointed downward, a room

- can feel flat. In ~~addition~~ **addition,** fluorescent strips are unflattering in

- ~~bathrooms,~~ **bathrooms;** go for tungsten bulbs instead.

U🔔S
URBAN SYSTEMS

everything,
- Flexibility is ~~everything~~ so always choose the easy solu-

solution, which
- ~~tion. Which~~ is generally also the most economical solution.

you, Ms. Allison,
- Thank ~~you Ms. Allison~~ for this opportunity to introduce

Urban Systems'
- some of ~~urban systems~~ quality products. Please stop by our show-

8   5
- room any weekday from ~~eight~~ a.m. until ~~five~~ p.m. for help in

life."
- "lighting up your ~~life.~~

Sincerely,
- ~~Sincerly,~~

Current date: Sep 27, 2001 14:16

To begin a quiz or survey, click on the hyperlinked quiz title. If a quiz or survey is not hyperlinked, it is not available. To view the results of a quiz, click on the Completed hyperlink under Attempts.

Title	Availability	Duration	Grade	Attempts
Ch 15 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 15 Quiz	Unavailable	Unlimited	/ 0	
Ch 14 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 14 Quiz	Unavailable	Unlimited	/ 0	
Ch 13 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 13 Quiz	Unavailable	Unlimited	·/ 0	
Ch 12 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 12 Quiz	Unavailable	Unlimited	/ 0	
Ch 11 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 11 Quiz	Unavailable	Unlimited	/ 0	
Ch 10 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 10 Quiz	Unavailable	Unlimited	/ 0	
Ch 9 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 9 Quiz	Unavailable	Unlimited	/ 0	
Ch 8 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 8 Quiz	Unavailable	Unlimited	/ 0	
Ch 7 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 7 Quiz	Unavailable	Unlimited	/ 0	
Ch 6 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 6 Quiz	Unavailable	Unlimited	/ 0	
Ch 5 Language Arts Quiz	Unavailable	Unlimited	/ 0	
Ch 5 Quiz	Unavailable	Unlimited	/ 0	
Ch 4 Language Arts Quiz	Unavailable	Unlimited	/ 0	

Ch 4 Quiz	Unavailable	Unlimited	/ 0		
Ch 3 Language Arts Quiz	Unavailable	Unlimited	/ 0		
Ch 3 Quiz	Unavailable	Unlimited	/ 0		
Ch 2 Language Arts Quiz	Unavailable	Unlimited	/ 0		
Ch 2 Quiz	Unavailable	Unlimited	/ 0		
Chapter 1 Quiz	From: Oct 23, 2000 01:00 To: Oct 23, 2003 00:00	Unlimited	/ 40	Completed: 0 Remaining:: 1	
Chapter 1 Language Arts Quiz	From: Oct 23, 2000 01:00 To: Oct 23, 2003 00:00	Unlimited	/ 40	Completed: 0 Remaining:: 1	

Ch 4 Quiz   Unavailable   Unlimited   / 0