

COMMON TRAINING

PHASE THREE

INSTRUCTIONAL GUIDE

SECTION 3

EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to present basic material and to orient the cadets to aspects of voice control and how to prepare for effective-speaking.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about physical presence while speaking in front of a group.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have described elements of voice control, elements of physical presence and effective-speaking preparation.

IMPORTANCE

It is important for the cadets to describe elements of voice control and physical presence to be a confident instructor. The ability to effectively prepare for a presentation and control nervousness are invaluable skills that help to provide a positive learning experience for both the instructor and the trainee.

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Teaching point 1 **Explain Elements of Voice Control**

Time: 10 min Method: Interactive Lecture



The cadets may have been exposed to people from other communities, provinces and even countries with accents different from their own. Brainstorm with the cadets how elements of voice control can affect how the message is received and write down the responses. After the brainstorming is complete, compare the class list to the list below.

ELEMENTS OF VOICE CONTROL

One of the most important and effective tools of communication is voice control. The ability to use voice control to communicate effectively and place emphasis on important information is a fundamental skill that will be used while in front of an audience.

Pitch. How high or low a voice is. A change in pitch usually does not add any significance to a message. However a pitch change will be noticed by the audience and will keep people involved.

Tone. The quality of the sound of a voice. Effective communicators will often change the tone of their voice to give emphasis to a single word or phrase to convey emotion and conviction.



Monotone. A sound without change of pitch or tone.

Volume. The quantity or power of sound or fullness of tone. A change in volume often signifies emphasis on a particular phrase or point. Environmental factors such as outside noise and room size must be taken into consideration to ensure the audience can hear the message being sent.

Speed. The rate or rapidity in which words are spoken. Speaking too fast or too slow can be distracting to an audience. It is important to communicate at a pace that ensures the audience can understand every word being said.

Pause. A break in speaking or reading. A pause is an important part of the communication process. A pause gives the audience an opportunity to digest what has been said and to ask questions. A pause is also an effective way to announce a change in subject or an important point.

Articulation. The clear and distinct pronunciation of a word. It is important to properly pronounce and articulate words to ensure the audience can understand the message being sent.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Name the six elements of voice control.

Q2. What can a change in volume signify when sending a message?

Q3. What is the purpose of pausing while speaking?

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ANTICIPATED ANSWERS

A1. The six elements of voice control are:

- pitch,
- tone,
- volume,
- speed,
- pause, and
- articulation.

A2. A change in volume can signify emphasis on a particular phrase or point.

A3. A pause gives the audience an opportunity to digest what has been said and to ask questions. A pause is also an effective way to announce a change in subject or an important point.

Teaching point 2 **Discuss Elements of Physical Presence**

Time: 10 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The purpose of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

ELEMENTS OF PHYSICAL PRESENCE

It is estimated that 93 percent of the total meaning of a message comes from non-verbal communication and only 7 percent of meaning comes from the words themselves. Being aware of physical presence and its effect on a message being sent is an important element of effective communication.

Body Language

Body language or non-verbal communication is the process of communicating through conscious and unconscious gestures and expressions. Understanding that body language affects how a message is received and interpreted is an important tool for communicating effectively.

Facial Expressions. While 93 percent of the total meaning of a message comes from non-verbal communication, most of that meaning is communicated by the eyes, eyebrows and mouth. The movement of the eyes, eyebrows and mouth can result in an infinite variety of expressions to complement the spoken word. It is important that facial expressions match the tone of the message being sent to create emphasis and believability. A smile is the most important of all facial expressions. A smile adds sincerity to a message and will add to the likeability of the individual in front of the audience.

Eye Contact. Maintaining eye contact is an effective way of engaging an audience and building interest. Pausing two or three seconds on each member of the audience will make them feel as though they are involved in a one-on-one conversation. It is important to look at the entire room and scan from left to right, back to front.

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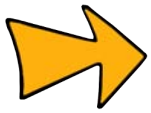
Look for friendly, sympathetic faces to gain confidence and ease nervousness.

Gestures. The combination of hand, arm and shoulder movements can make a wide variety of gestures that can help add meaning to a message. Effective communicators will let their hands and arms move naturally to help give emphasis and emotion to a message. It is important not to point directly at members of the audience or let gestures become distracting.

Movement. Being aware of movement while in front of an audience is very important to communication. Movement will keep listeners engaged and interested in what is being said. Moving around the front of the room, toward and away from an audience and from side to side can help emphasize points. Too much or frantic movement can become distracting and will affect how a message is received.



Hands placed in pockets are typically a sign of nervousness or overconfidence.

Dress and Deportment. Effective communicators are aware of their dress and deportment. Audiences will react differently to an individual who is well dressed and acts professionally, than an individual who is poorly dressed and acts unprofessionally.

Dress. Effective communicators will always appear in clean, well-pressed and appropriate attire. Dressing appropriately for the event will help create confidence and credibility.

Deportment. An audience that sees an individual as being prepared, on time, appropriately dressed and confident will be much more receptive, than to an individual who is unprepared, late, poorly dressed and nervous. The most important element of deportment is displaying an interest in the subject; this will be noticed by the audience and will generate interest in the presentation.

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GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g., everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

Q1. How could you use facial expressions to emphasize something that is funny?

Q2. As an effective-speaker how could you make the audience feel like they are part of the presentation?

Q3. How would you expect an instructor to present themselves in terms of dress and deportment?

Q4. What is one of the most important elements of deportment?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce the answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the group discussion will serve as the confirmation of this TP.

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Teaching point 3 **Explain Effective-Speaking Preparation**

Time: 5 min Method: Interactive Lecture

Effective-speaking preparation is the most critical component of effective communication. Preparation will help to ensure confidence, control nervousness and increase the likelihood of success when in front of an audience.

The following are the steps to effective-speaking preparation:

1. **Practicing.** Proper rehearsal will aid in memorizing content, which will allow for more eye contact and movement while in front of an audience. Memorizing the introduction and conclusion are the two most critical elements; a strong introduction will aid in gaining confidence and will draw the interest of the audience, a strong conclusion will aid in leaving a lasting impression on the audience. If possible, practice in front of a small group, speak aloud even when practicing alone and always practice while standing.

2. **Controlling Nervousness.** The feeling of nervousness prior to speaking in front of a group is normal and often can help if channeled effectively. The following actions can be taken to control nervousness:

   a. **Room Layout.** Become familiar with the layout of the room prior to speaking.

   b. **Materials.** Ensure notes, handouts and presentation aids are organized.

   c. **Equipment.** Ensure any equipment being used is in working order and ready to use.

   d. **Practice.** Spend time going over notes and rehearsing content.

   e. **Attitude.** Enter the room with a smile and a positive and confident attitude.

   f. **Breathing.** Take a deep breath before entering the room. Slow down the delivery if necessary and breathe from the diaphragm while speaking, not from the chest.

3. **Identifying a Friendly Face.** While walking in front of an audience, identify a friendly face. Making eye contact with a friendly face while beginning to speak will often give confidence while beginning the introduction and ultimately lead to success when addressing an audience.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What are the three steps to effective-speaking preparation?

Q2. What actions can be taken to control nervousness?

Q3. What is the benefit of identifying a friendly face?

ANTICIPATED ANSWERS

A1. The three steps to effective-speaking preparation are:

   (1) practice,

   (2) control nervousness, and

   (3) identify a friendly face.

A2. The actions that can be taken to control nervousness are:

   - become familiar with the layout of the room prior to speaking,

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- ensure notes, handouts and presentation aids are well organized,
- ensure any equipment being used is in working order and ready to use,
- spend time going over notes and rehearse content,
- enter the room with a smile and a positive and confident attitude, and
- take a deep breath before entering the room.

A3. Making eye contact with a friendly face while beginning to speak will often give confidence while beginning the introduction and ultimately lead to success when addressing an audience.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What is meant by tone?

Q2. What are the two elements of physical presence?

Q3. What are the four aspects of body language?

ANTICIPATED ANSWERS

A1. The quality of the sound of a voice.

A2. The two elements of physical presence are:

- body language, and
- dress and deportment.

A3. The four aspects of body language are:

- facial expressions,
- eye contact,
- gestures, and
- movement.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Knowing how to apply elements of voice control and physical presence will make instructing enjoyable and successful by helping develop presence while in front of an audience. The ability to effectively prepare for a presentation and control nervousness are invaluable skills that may help to develop a more confident instructor.

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INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.

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