MULTIPLE BASELINE, MULTIPLE COMPONENT ANALYSIS OF
PUBLIC-SPEAKING BEHAVIORS ACROSS SUBJECTS AND
BEHAVIORAL CATEGORIES

by

Edward L. Black

A Dissertation Submitted to the Faculty
of Graduate Studies in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy

Department of Psychology
The University of Manitoba

Winnipeg, Manitoba

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ABSTRACT

The present study evaluated the effect of four public speaking training packages on audience ratings and assessed the generality of the behaviors established.

Each package taught a single component. Each component - eye contact, gestures, speaking behaviors, and anecdotes was evaluated by a multiple-baseline design across subjects and across behavioral categories. The individual speaking skills were introduced sequentially via written instructions and training (when necessary) and each was evaluated separately in terms of their frequency of occurrence, audience ratings, and self-confidence ratings in the testing setting.

Each of the individual speaking skills increased to high levels only after they were introduced via the written instructions and training. The training for eye contact produced the greatest change in audience ratings and self-confidence ratings. Additional small increases occurred for each of the subjects following speaking behavior training. Gesture training and anecdote training appeared to have little effect on audience rating. In the follow-up evaluation, gestures could not be evaluated as slides were not used. The speaking behaviors and eye contact occurred at high levels while anecdotes were not used. The audience ratings and self-confidence ratings remained at post-training levels.
ACKNOWLEDGEMENTS

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CHAPTER I
REVIEW OF THE LITERATURE

Several experienced and successful public speakers have written books on general skills they consider related to effective speaking (Baird & Knowler, 1952; Bener, 1949; Bligh, 1972; Bordeaux, 1973; Carnegie, 1971; Fellows, 1970; Gray & Braden, 1963; Monroe, 1955). These texts contain a mixture of language that is behavioral and language that is on another level. For example, to get rid of "shyness" you are instructed to "steel yourself to speak out" (Thompson, 1949). Bligh (1972) attributed poor public speaking to nerves, self-consciousness, embarrassment and fear. These terms are inferred from the lack of appropriate behavior in a given situation. Such descriptions of speaking behavior (good or bad) are not behaviorally defined and cannot be reliably observed or evaluated as part of a training program (Fawcett & Miller, 1975).

The use of language that refers to the characteristics of autonomous man (Skinner, 1972) may be useful in establishing the social validity of the target behaviors. The audience may respond to verbal cues such as "how sincere was the speaker" rather than more precise statements such as "did the speaker maintain eye contact with the audience?" Scaled judgements were obtained from the audience on aspects of a speaker's presentation (Hasse & Tepper, 1972). Increases in the audience ratings that correspond to increases in the speaker's trained repertoire raise our confidence in the social validity of the behaviors trained. Although the use of descriptive terms inferred from behavior are useful in determining the social validity of the behavior trained, it has little use
in defining the behaviors to be trained or the procedures used in training.

Recently a number of investigators have: (a) attempted to operationally define specific observable speaking behaviors; (b) observed the relationship between defined behaviors and audience ratings; (c) described training techniques in detail; and (d) evaluated the training of specific public-speaking skills. Lindsley (1970) presented the ranking of content and delivery of 10 speakers at a Behavior Modification Symposium. He recorded the rate of laughs produced in the audience, the rate of slide presentation, and the total frequency of mentioning major points for each participant. He found that: (a) the highest ranked presentation tended to cover major points at the lowest rate. The poorer lecturer covered close to 10 points per minute! The more highly ranked speakers did not cover more than two points per minute. (b) The speakers that produced a high laugh rate (.5 per minute) were ranked more highly. (c) It was not necessary to use visual aids or to get a high laugh rate to deliver a highly ranked lecture. (d) If slides were used, the more highly ranked lecturers used them at higher rates and were more highly ranked than the others. (e) The most highly rated speaker made two points per minute, showed a half a slide per minute, and got one laugh per minute.

Fawcett (1975) developed precise behavioral definitions of behaviors that were to be trained, along with a behavioral training manual. Behaviors such as making eye contact with the audience, making gestures, smiling and pausing momentarily before beginning to speak, were identified as important speaking skills (see Appendix I). In addition, he
specified the procedures involved in establishing the defined behaviors. This specification made it possible for him to reliably observe the occurrence of the behaviors and to assess the effects of a treatment package (Fawcett & Miller, 1975). In their first experiment, a college student was given a scripted slide presentation and instructed to engage in appropriate public-speaking (baseline). The audience was different for a pre- and post-speaking session. After the baseline the trainee was given staggered training for eye contact, gestures, and speaking behaviors. They found that each target behavior increased only after the package for that particular behavior was introduced. The pre-post audience ratings went from an average of 2.2 to 5.1 on a scale of 7. Two raters present at both pre- and post-training sessions showed an increase from 2.0 to 5.5. The multiple-baseline technique used established that the packages were effective in establishing the behavior. The pre- and post-test audience ratings suggested that these behaviors, collectively, were related to public rating increases.

In their second experiment, Fawcett and Miller used a multiple-baseline design across subjects. They took baselines on three speakers who were participants in a speakers' bureau program. The three speakers presented separate aspects of the same topic to several different audiences. However, each speaker had the same audience within each speaking session. They introduced the entire package to each speaker at staggered intervals. They found that all trained behaviors increased immediately after the introduction of the package. The audience ratings for each subject increased after the training package was introduced.

Both experiments involved rehearsal in the presence of the trainer.
In Experiment 1, the trainee received feedback on the percentage of occurrence of the target behavior. The trainee was considered trained when he attained a predetermined training criteria on a particular behavior for two sessions.

Experiment 2 involved the addition of mock audience practice with friends of the trainee. The trainee was considered trained when she met the post-training criteria with two mock audiences.

In response to the question, "How much did the training program improve confidence about speaking in public (where seven is "very much" and one is "very little"), the mean rating after training had increased 2.4 points.

In summary, the instructional package developed by Fawcett and Miller (1975) brought about increases in both directly observed target behaviors and audience ratings of the public speakers.

These experiments did not provide any information on the relative importance of the individual components. Moreover, there was no assessment of the generality of these behaviors. Will the ratings stay up when observers are not present? Will the behaviors generalize over several weeks, after training? Are mock audiences necessary? Behavioral rehearsal has been reported as effective in training verbal skills (Argyle, 1967) but its contribution in the Fawcett and Miller study was not evaluated. In addition, the overall mean audience post-training rating was 4.9, on a 7 point scale. This indicates that there is room for improvement on their package.

It is also possible to add new components to the Fawcett and Miller package. Hegarty (1970) suggested that anecdotes are a valuable speaking
skill. He regards the story as "perhaps the most interesting form of speech material". It serves to get the attention of the audience and hold it. Martin (1975) recommended the use of anecdotes that use a member of the audience as a nonverbal participant (see Appendix II).

The present experiment was designed to examine some of the questions raised above. Additionally, it evaluated the effect of training of one additional skill to those described by Fawcett and Miller.
CHAPTER II

STATEMENT OF THE PROBLEM

The present study:

(1) extended the Fawcett and Miller (1975) experiments by analyzing the components of their public-speaking training manual in order to assess the contribution of the individual components to changes in the audience ratings and speaker ratings;

(2) evaluated the effects of one additional component to the Fawcett and Miller public speaking manual, namely, the effect of anecdotes on audience and speaker ratings;

(3) tested the generality of the target behaviors across settings and over time by repeating the measures of all the speaking behaviors trained on one additional "generalization" presentation, in which all trainees made up their own presentation and spoke to a larger audience in a new setting several weeks after training.
CHAPTER III

METHOD

Subjects

The subjects were solicited by a newspaper advertisement (see Appendix IV). The speaking behaviors of the subjects in the Fawcett and Miller study were below 25% occurrence during baseline sessions. The first applicants that demonstrated a percentage occurrence of the target below 25% in a prebaseline session were selected as trainees.

George was a 48 year old father of four children, employed with a warehouse for 20 years. He had just been elected president of the Men's Club and he had no previous experience in public speaking. He had a grade 8 education.

Joan was a 32 year old sales lady for a cosmetics company. She had no previous training in public speaking. She was required to make presentations as part of her job and it made her very uncomfortable.

Jim was a 37 year old employee of the Canadian Armed Forces. He reported being unable to speak at meetings and he claimed whenever he had to speak he became very self-conscious.

Norma was 25 years old and worked for a Social Services Agency at the time when she started training. She reported having a dry mouth and being very nervous when called upon to speak in a group.

Evaluation Setting and Type of Presentation

The setting was a meeting room with a seating capacity of 20. The observers were situated at the back of the room. Audiences were
solicited from a newspaper advertisement (see Appendix IV). The advertisement was an invitation to a lecture on weight control.

The public-speaking behaviors were examined in relation to a scripted slide presentation on weight control. The information was taken from Stuart's (1972) _Slim Chance in a Fat World_. A session began with the introduction of the speaker and ended when the speaker finished talking from the script. A speaker's presentation consisted of 10 slides grouped according to topic area, and lasted for approximately 10 minutes.

**Design**

Each component - eye contact, gestures, speaking behaviors, and anecdotes was evaluated by a multiple-baseline design across behavioral categories for three subjects (for a description of this design, see Martin and Pear, 1978). The individual speaking skills were introduced sequentially via written instructions and training when necessary, and then evaluated separately by audience and speaker ratings in the testing setting. Each trainee was trained on each manual separately.

For each category the subject had to read the written instructions on the behavior to be trained, pass the test on the written material (to criterion) and rehearse the skill until it met a post-training criterion. Subject 1 received the first training package after one baseline session. Subject 2 continued in the baseline condition for two sessions and received the first training package after the second session. The third subject presented his script three times in the baseline condition and received the first training package after the third session. This staggered introduction continued for the three additional training packages. For any given session all speakers had the same
audience. This design controlled for the effect of different audiences on the evaluation of a particular component. Each trainee made the same script presentation throughout the experiment.

Subject 4 received training on the eye contact package alone to evaluate the effect of training one simple component over several evaluation sessions and over several audiences. Perhaps one package, combined with several evaluation presentations would be sufficient to raise the ratings. The additional subject provided a basis for examining this possibility.

After the subjects had completed the entire training sequence, they gave one additional presentation in the follow-up or generalization condition. They were not required to follow the script slide format although this option was available to them. These presentations occurred four to eight weeks following the final post-training session, and in different settings.

**Target Behavior**

The target behaviors were eye contact, gestures, and speaking behaviors as defined by Fawcett and Miller (1975), and anecdotes as defined below.

"Eye contact: The trainee's head and face directed toward the audience.

Gestures: Movement of one or both hands at a distance of at least 7.5 centimeters as estimated by an observer.

Speaking behaviors:

  1. Appropriate position on stage: Speaker standing with body oriented toward the largest part of the audience, and in a position
within 3 meters from the first row of chairs in the audience.

2. Initial eye sweep: scanning the audience and pausing for not less than three seconds with head and face directed toward the audience while smiling.

3. Acknowledgement of introduction: statement of appreciation directed to the host person by name.

4. Initial greeting: a greeting statement directed to the audience while smiling.

5. Topic introduction: an introduction statement for the topic given while facing the audience.

Closing speaking behaviors.

1. Final eye sweep: scanning the audience and pausing for not less than three seconds with the head and face directed toward the audience while smiling.

2. Final greeting: a final greeting statement directed to the audience while smiling." (Fawcett and Miller, 1975, p. 126)

Anecdotes: Presenting an example of a point in the script such that the speaker responds as if he were actually in the presence of the stimuli in the example (see Appendix II).

The definitions of eye contact, gestures, and speaking behaviors as well as the definitions of appearance, loudness, and posture are presented in Appendix I. The contribution of appearance, loudness, and posture were not evaluated separately because Fawcett and Miller (1975) demonstrated that they were not major contributors to their program.
Experimental Conditions

Baseline. The speakers were given a copy of their script and copies of their slides. All the speakers had access to some method of viewing the slides at home. They were told that they would be giving a talk on weight control and that the slides related to information in their scripts. They were told that they did not have to follow the script exactly but they must retain the meaning. They could change the wording or sentence structure, simplify, or elaborate on any component of their talk. They were told to engage in whatever they considered appropriate as part of the presentation. They were informed of the type of room they would be using and shown how to operate the remote control of the slide projector.

General training conditions. All baseline sessions were held in the evaluation setting with the speaker presenting the script in front of the audience, trainer and observers. During the rehearsal sessions the subjects presented to the trainer and one observer. The public presentations involved presenting to an audience with the trainers and observers present. If the post-training criterion was not met for any public presentation then further rehearsals were required for those behaviors. The experimental conditions are shown in relation to the audience, and to the training sequence in Figures 1 and 2.

Training for Speaker 1. Training began after the one baseline evaluation session. He received the package for Eye Contact. After reading the written material and passing the written text (Appendix II), he participated in a rehearsal session. After reaching the training criterion (80% occurrence in the second rehearsal session, he partici-
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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If eye contact does not meet criterion — Rehearsal required and presentation repeated

If eye contact does meet criterion

<table>
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<tr>
<th>IV</th>
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<td>V</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>If II falls below post-training criterion</td>
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If gestures does not meet criterion — Rehearsal required and presentation repeated

If gestures meet criterion

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<td>VII</td>
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<td>Yes</td>
<td>Yes</td>
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If speaking behavior does not meet criterion — Rehearsal required and presentation repeated

If speaking behavior meets criterion

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<td>IX</td>
<td>Presentation</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>If II, IV or VI fall below criterion</td>
</tr>
</tbody>
</table>

If audience contact does not meet criterion — Rehearsal required and presentation repeated

If audience contact meets criterion

| X    | Generalization  | Yes    | Yes             | Yes              |                            |

Figure 1. A summary of experimental conditions.
Figure 2. Flowchart of experimental conditions.
participated in the second public evaluation presentation (see Figures 1 and 2). After he met the post-training criterion (75% occurrence) he received the training manual for Gestures. These criteria were taken from Fawcett and Miller (1975). The subject did not leave Eye Contact training until the post-training criterion was met in a public-speaking session.

The procedure was repeated for each category. Follow-up training was required if any trained behavior dropped below the post-training criterion during any public-speaking session. The pre- and post-training criteria for all categories are shown in Appendix III. Eight weeks after the completion of training he made one final presentation.

**Training for Speaker 2.** The sequence of training was the same as Speaker 1. However, Trainee 2 did not start the sequence until she had completed two evaluation baseline sessions. The generalization presentation was given four weeks following training.

**Training for Speaker 3.** The sequence of training was the same as Speakers 1 and 2. However, Speaker 3 did not start the sequence until he had completed three evaluation baseline sessions. Speaker 3 moved to a different country following the program, and was not available for follow-up observations.

**Training for Speaker 4.** She received training only in the component that produced the largest increase in audience ratings of the other speakers, namely, eye contact. All other components remained on baseline throughout. The generalization presentation was given five weeks following training.

Data Collection and Reliability Assessments of Component Behaviors

Measures of behavioral components during audience presentations were
divided between the author and an additional observer. The additional observer was a psychology undergraduate student with prior training in observing behavior frequencies. A third observer, an employee of the business and commerce department of the government and a Master's student in political science, alternated between the above observers to conduct reliability assessments. Total reliability was computed from data gathered by the third observer who scored one session per condition for all subjects. Total reliability was calculated by dividing the total number of agreements times 100 by the number of agreements plus disagreements.

Each member of the audience was given an instruction sheet for rating speakers' performance, and a blank Speaker Rating sheet (see Appendix V). The audience members were asked to read the instruction sheet. The same sheet was then read to the audience. They were informed that they would be given time at the end of each talk to complete the rating for that speaker, at which time they rated each speaker on a seven-point scale, where 1 was "very bad" and 7 was "very good".

Immediately following each presentation to an audience, a speaker was asked to complete a Speaker Self Rating Sheet (see Appendix VI). This sheet included one question asking the speaker to rate his or her own performance on the same seven-point scale as that used by the audience.
CHAPTER IV

RESULTS

Reliability

The mean percentage of agreement was 92% for eye contact, 100% for gestures, 98% for speaking behaviors, and 100% for anecdotes.

Observational Data

The percentage of occurrence of the speaking behaviors observed are shown in Figure 3. For the three speakers who received all four packages, the component behaviors being taught went from a very low level (less than 5% in all cases except for eye contact for Joan) during baseline to very high levels (above 83%) following training (see Figure 3). The fourth subject, Norma, showed a similar pattern for the one component (eye contact) for which she received the training package. Of the remaining three components for Norma, gestures and anecdotes remained low throughout while speaking behaviors increased slightly from an initial low level.

Prior to the generalization evaluation sessions, Speaker 3 was transferred to another country. George gave his generalization presentation to a Men's Club to which he belonged. Joan gave her talk at her home at a cosmetic demonstration. Norma gave her talk to a tour that was visiting a group home where she worked. These three speakers all maintained the required post-criterion level of eye contact. Gestures could not be evaluated as slides were not used in any of the generalization sessions. Speaking behaviors were maintained at post-criterion levels and anecdotes were not used. The audience ratings and the speaker self-confidence ratings are shown in Figure 4.
Figure 3. The percentage occurrences of each public speaking behavior for each trainee under conditions of baseline (B), training (T), and follow-up (F). The vertical dotted lines indicate the introduction of the training program.
Figure 4. Mean audience ratings (●) and mean speaker self-confidence ratings (○) across baseline (B), eye contact, gestures (G), speaking behaviors (SB), anecdotes (A), and generalization conditions for all subjects. The arrows (↑) indicate the session during which speakers met the post-training criterion for eye contact.
Audience ratings of two of the three subjects (George and Jim) who received all of the components, were initially low (less than 2.5). They increased to a moderately high level (approximately 5) as a consequence of eye contact training during the session in which the post-training criterion was met, and increased slightly thereafter. For these two subjects, the self-confidence ratings paralleled the audience ratings. The remaining two subjects showed baseline audience ratings that were moderate to moderately high and self-confidence ratings that were distinctly lower. The effect of eye contact training was to increase audience ratings slightly for Joan, and to a larger extent for Norma, and to increase self-confidence ratings significantly. Thereafter, both ratings increased slightly for both subjects. For the three subjects who took the generalization test, both audience and self-confidence ratings remained high.

In general, the training package for eye contact produced an increase in self-confidence ratings for all subjects and a noticeable increase in audience ratings for three of four subjects (the exception being the subject with high initial audience ratings). Gesture training raised the self-confidence ratings slightly for two of three subjects who received gesture training, but had no effect on the audience ratings beyond the highest ratings received in the previous phase. On the other hand, speaking behavior training raised audience ratings for all three subjects from a mean of 5 (in the previous phase) to a mean of 5.8, but had no effect on self-confidence ratings. The self-confidence ratings seemed to reach a maximum level after eye contact and gesture training and changed very little on subsequent sessions.
CHAPTER V

DISCUSSION

The present study systematically replicated the graining program of Fawcett and Miller (1975). The procedure was modified by removing mock audience practice sessions and the Prior Public Speaking rating system that allowed the audience to practice rating by rating the last public speaker they had heard. One additional package was added to the procedure. The mock audiences may be helpful for eye contact training as it required two to three presentations to reach criterion in evaluation sessions. One speaker reported, "I know the material perfectly, I can say it backwards in my sleep, but saying it in front of an audience was something else."

The training for eye contact produced the largest effect of any manual on audience ratings and on self-confidence ratings. The audience ratings increased even though the speakers had not reached the criterion post-training level. Gesture training had little effect on audience ratings, but it seemed to raise the self-confidence ratings.

The Speaking Behaviors training seemed to exert a small effect in relation to eye contact. One speaker reported "feeling like a dummy" doing the initial and closing eye sweep. The self-confidence ratings were not affected by the speaking behaviors.

The use of anecdotes as defined in the study produced no effect on audience ratings. The anecdotes used produced some laughter in the audience. Perhaps one laugh is not sufficient to raise the ratings.

All subjects received the same training sequence. It is possible that
the manual presented first produces the greatest effect. Further research should change the order of the training sequence. An additional problem with the current design was that starting off with all speakers rated low was aversive for the speakers, audience, and observers.

In summary, this study systematically extended the Fawcett and Miller (1975) research by examining the effects of each of four training packages in influencing the development of four components of public speaking and their individual effects on audience and self-confidence ratings. This study also included a follow-up assessment of the speaking behaviors of the subjects. The results suggest the Eye Contact and Speaking Behaviors components to be the most influential components.
REFERENCES


Martin, G.L. *Personal communication*, 1975.


APPENDIX I*

OBSERVER INSTRUCTIONS/DATA SHEETS

*This material was reproduced from Fawcett's Public speaking training manual: How to make scripted slide presentations (Unpublished Manual, 1975). It was used with the permission of the author, only for the purposes of this investigation.
OBSERVER INSTRUCTIONS

The following observation schedule was followed for simultaneous observations of all the skill areas.

1. Observer #1 scored Appearance before the start of the speaking session.

2. Observer #1 scored Loudness, Posture, and Eye Contact for the same speaking session.

3. Observer #2 will score Gestures, Eye Sweep, and Speaking Behaviors for the same speaking session.

4. Observer #3 checked the reliability of Observers #1 and #2 by scoring the same behaviors on an alternating schedule.
Observer Instructions: APPEARANCE

Score on appearance criterion items as appropriate if the trainee's appearance meets the criteria of the response definition for the item. Score as inappropriate if the trainee's appearance does not meet the criteria for the item. Use a checkmark (✓) to note appropriate. Use a zero (0) to note inappropriate.

Response Definitions

1. clean hands - no dirt marks, stains, or smears larger than \( \frac{1}{4} \)" x \( \frac{1}{4} \)".
2. clean face - no dirt marks, stains, or smears larger than \( \frac{1}{4} \)" x \( \frac{1}{4} \)".
3. clean, neat hair - brushed back so as not to cover the subject's eyes.
4. clean shirt (blouse, sweater or jersey) - sweatshirts and T-shirts are inappropriate; all shirts must be tucked in all the way around (unless a sweater); there should be no holes or tears larger than \( \frac{1}{4} \)" x \( \frac{1}{4} \)"; for women the shirt should be worn with a bra.
5. clean slacks (pants or skirt) - shorts, blue jeans or overalls are inappropriate; there should be no holes or tears larger than \( \frac{1}{4} \)" x \( \frac{1}{4} \)".
6. wear shoes (boots) - it is inappropriate to wear sneakers or sandals or to go barefooted.
7. wear socks (stockings) - it is inappropriate to go barefooted.
8. not wear sunglasses - absence of sunglasses from the subject's face.
Checklist - Appearance Behaviors

1. clean hands
2. clean face
3. clean, neat hair
4. clean shirt (blouse)
5. clean slacks (skirt)
6. shoes
7. socks (stockings)
8. not wear sunglasses

PORTION APPROPRIATE

PERCENTAGE APPROPRIATE
Observer Instructions: LOUDNESS AND POSTURE

Loudness and Posture -- Observer position -- in the back of the room.

Start the stopwatch (if there are 2 observers, then start your stopwatches at the same time). At 5 seconds (and every 10 seconds thereafter, e.g., 15 sec., 25, sec., 35 sec.) score the word just spoken for loudness. Score the word as "loud enough" if it can be heard and understood. Mark (L) for yes, the word was loud enough. Mark (L) for no, the word was not loud enough to be heard. Place your mark on the line to the right of the appropriate time on the Recording Sheet. Begin the stopwatch within 10 seconds of the start of the text of the speech. Continue scoring until the completion of the text of the speech by the speaker.

At 5 seconds (and every 10 seconds thereafter), you should also score the speaker for posture. Score the speaker's posture as appropriate if it meets the following criteria:

1. The speaker is standing -- not in a sitting position.
2. The speaker's legs are not crossed (i.e., not positioned in a way that an observer standing directly in front of the speaker would see the speaker's right ankle as being in front of the speaker's left ankle).
3. The speaker is not leaning on a speaker's platform, table, or other object.
4. The speaker's hands are not in front of his/her face.
5. The speaker's arms are not folded across his/her chest.

Observe posture by glancing at the speaker at exact seconds (5 seconds and every 10 seconds thereafter) and placing a mark on the Recording Sheet. Mark (P) for yes, the speaker's posture was appropriate at the time of recording. Mark (L) for no, the speaker's posture was inappropriate at the time of recording. Score posture as inappropriate if it fails to meet any one of the criteria for appropriate posture.

NOTE: You will be scoring both loudness and posture at the same point in time. Do this by raising your head from the stopwatch at 5 seconds (and every 10 seconds thereafter) and at the same time looking to see if posture is appropriate and listening to hear if the next word spoken by the speaker is loud enough to be heard and understood. Then record for both loudness and posture on the line to the right of the appropriate time on the Recording Sheet.
**POSTURE/LOUDNESS/EYE CONTACT**

**Checklist**

<table>
<thead>
<tr>
<th># of 10-sec. intervals scored</th>
<th>TRAINEE</th>
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<tbody>
<tr>
<td>Proportion Appropriate Posture</td>
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<tr>
<td>Loudness</td>
<td>DATE</td>
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<tr>
<td>Eye Contact</td>
<td>SESSION NO.</td>
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<tr>
<th>POSTURE/LOUDNESS</th>
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Observer Instructions: EYE CONTACT

You will be scoring eye contact at 10 seconds (and every 10 seconds thereafter; e.g., 20 sec., 30 sec., 40 sec.). Do this by raising your head from the stop watch at 10 seconds (and every 10 seconds thereafter) and observe whether or not the speaker is making eye contact at that instant. Score eye contact as occurring if the trainee's head and face are directed toward the audience. Eye contact is not occurring if the trainee's head is directed toward anything other than the audience, e.g., the slide on the screen, the floor, the ceiling, the script. Mark (E) for yes, the speaker was making eye contact. Mark (X) for no, the speaker was not making eye contact. Place your mark on the line to the right of the appropriate time on the Recording Sheet. Continue scoring until the completion of the text of the speech by the speaker.
Observer Instructions: GESTURES

An appropriate gesture involves a movement of one or both hands for a distance of at least 3 inches. Examples of gestures include pointing toward the slide on the screen or any sweeping, chopping, raising, lowering, or extending of the hand. A movement is not scored as a gesture if it is for a distance of less than 3 inches. Not counted as gestures are hand movements involved with (1) turning the script pages, or (2) handling the slide changer to produce a new slide.

Turn to the Gestures Checklist. Mark a checkmark (√) next to the slide number under the correct session for each slide in which at least one appropriate gesture was made. The checkmark notes the occurrence of at least one gesture for that slide. Mark a zero (0) next to the slide number under the correct session for each slide in which no appropriate gestures were made. The zero notes the non-occurrence of gestures for that slide. Score each slide as occurrence or non-occurrence with respect to gestures.
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<thead>
<tr>
<th>Slide 1</th>
<th>SESSIONS</th>
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PROPORTION APPROPRIATE

PERCENTAGE APPROPRIATE
Observer Instructions: EYE SWEEP

An appropriate eye sweep involves: (1) a pause in speaking for a period of at least 3 seconds, (2) smiling, and (3) the trainee's head and face directed toward the audience. The eye sweep is inappropriate if: (1) the trainee's head and face is not directed toward the audience OR (2) the trainee is not smiling OR (3) the pause in speaking is for a period of less than 3 seconds.

The observer should score the eye sweep for occurrence or non-occurrence during: (1) the initial eye sweep -- after the trainee takes his/her position on the speaking platform and before he/she has said anything to the audience AND (2) the final eye sweep -- after the trainee has completed the last sentence of the script and before he/she has left the speaking platform.

Turn to the Speaking Behaviors Checklist. Score the initial eye sweep and final eye sweep as appropriate (✓) or inappropriate (0) for each session for all subjects.
Observer Instructions: SPEAKING BEHAVIORS

Initial Speaking Behaviors

An appropriate position on stage involves (1) the speaker standing and (2) with body oriented toward the largest part of the audience and (3) in a position within 10 feet from the first row of chairs in the audience. It is appropriate for a speaker to not be within 10 feet of the audience if he/she is behind a microphone, table or speaking platform provided by the host group. If a speaking platform, then it is appropriate for the speaker to be in a position either within 10 feet of the audience or behind the speaking platform.

An appropriate acknowledgement of introduction involves (1) a statement of appreciation (e.g., "Thank you"; "I appreciate your introduction"), (2) directed to the host person, (3) using his/her title and last name (e.g., "Mrs. Brown"; "Dr. Miller"). An example of an acknowledgement of introduction is, "Thank you, Mr. Williams."

An appropriate initial greeting involves (1) a greeting statement (e.g., "Hello"; "Good morning"; "Good afternoon"), (2) directed to the audience, (3) while smiling.

An appropriate topic introduction involves (1) an introduction statement (e.g., "I will tell you about ..."; "Today I will talk on ..."; "I will speak on ..."), (2) the name of the topic (e.g., "Penn House Food Club"; "Public schools in Kansas"), (3) given while facing the audience. An example of a topic introduction statement is, "Today I will tell you about the Food Club at Penn House."

Closing Presenting Behaviors

An appropriate final greeting involves (1) a final greeting statement (e.g., "Thank you"; "Goodbye"), (2) directed to the audience, (3) while smiling.

If the speaker is the last speaker to present, then a request for questions should follow. An appropriate request for questions involves (1) a question request (e.g., "Any questions?"; "Do you have any questions?"; I would be happy to answer any questions.), (2) given while facing the audience.

If the speaker will be followed by another speaker, then a speaker introduction statement should follow the final greeting. An appropriate speaker introduction involves (1) an introduction statement (e.g., "I would like to present ..."; "The next speaker is ..."), (2) using the speaker's title and first name and last name (e.g., "Mrs. Dee Brown"), (3) while smiling, and (4) while facing the audience. An example of a speaker introduction is, "Our next speaker is Mrs. Myrtle Carter."
Scoring Speaking Behaviors

Turn to the Speaking Behaviors Checklist. Score an initial or closing speaking behavior as appropriate (✓) if the observed speaker behavior adheres to all the criteria for the particular item. Score an initial or closing speaking behavior as inappropriate (0) if the observed speaker behavior does not adhere to one of more of the criteria for the item. Score all speaking behaviors for each session for all trainees.
**CHECKLIST** -- Speaking Behaviors

<table>
<thead>
<tr>
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<th>SESSIONS</th>
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<tr>
<td><strong>Initial</strong></td>
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<tr>
<td>1. Correct stage position</td>
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<tr>
<td>2. Initial eye sweep</td>
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<td>3. Acknowledge introduction</td>
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<td>4. Initial greeting (smiling)</td>
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<tr>
<td>5. Topic introduction</td>
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<tr>
<td><strong>Closing</strong></td>
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<td>6. Final eye sweep</td>
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<tr>
<td>7. Final greeting (smiling)</td>
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<tr>
<td>8. Request for questions Speaker introduction</td>
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</table>

**PROPORTION APPROPRIATE**

**PERCENTAGE APPROPRIATE**
*This material was reproduced from Fawcett's Public speaking training manual: How to make scripted slide presentations (Unpublished Manual, 1975). It was used with the permission of the author, only for the purposes of this investigation.
Written Instructions: APPEARANCE

The public speaker should dress so as not to offend the audience. The appropriate style of dress will, of course, vary with the audience to whom you speak. To make the most of your presentation, your appearance should be well within the limits of what your audience is used to seeing in a public speaker. It is important that your appearance not take away from your message. Your purpose is to make a good impression on the audience as a representative of the organization. The following is a list of general appearance criteria which were designed for members of a Speakers' Bureau representing a neighborhood service center. These appearance criteria may be grouped into two main categories: bodily cleanliness and clothing.

The first category (i.e., bodily cleanliness) involves three main criteria:

1. clean hands
2. clean face
3. clean, neat hair - hair which is brushed back so as not to cover your eyes.

The second category (i.e., clothing) involves five criteria:

1. A clean shirt (blouse, sweater, jersey) should be worn; not a sweatshirt or t-shirt. All shirts should be tucked in all the way around, unless it is a sweater. There should be no holes or tears larger than \( \frac{1}{4} \) " x \( \frac{1}{2} \) ".

2. A clean pair of slacks or a skirt should be worn. Shorts, blue jeans, or overalls are inappropriate. (Note: blue jeans may be appropriate for some settings -- such as a fraternity at a local university.) A skirt should be a length that would not attract undue attention. There should be no holes or tears larger than \( \frac{1}{4} \) " x \( \frac{1}{2} \) ".

3. Clean shoes or boots are to be worn, it is not appropriate to go barefooted or wear sneakers.

4. Socks or stockings must be worn.

5. For overall appearance, you should not wear sunglasses because this may be threatening to the audience. It may give the impression that you are hiding.

An observer will score whether or not your appearance is appropriate during each session following training. If your appearance falls below a standard 100% appropriate during any session after training, then you once again receive Appearance Training. There is no practice session required in Appearance Training.
Appearance: QUIZ

1. As for bodily cleanliness, it is important for the speaker to have (a) clean __________, (b) clean __________, and (c) clean, neat __________.

2. The ideal public speaker dresses so as not to __________ the audience.

3. For hair to be "neat", it must be brushed back so as not to cover the ________.

4. As for a shirt, it must be __________ all the way around.

5. It is __________ (OK; not OK) to have large tears or holes in a shirt or pants.

6. It is __________ (OK; not OK) to wear blue jeans on any speaking occasion.

7. It is __________ (OK; not OK) to wear sneakers.

8. It is __________ (OK; not OK) to go without socks.

9. It is __________ (OK; not OK) to wear sunglasses.

10. Your purpose is to make a good impression on the audience as a (an) __________ of your organization.

11. It is __________ (OK; not OK) to wear a colored t-shirt.

12. An observer will score whether or not your appearance is appropriate during each session __________ training.

13. The post-training standard for Appearance is _____ % appropriate.

14. If your appearance falls below the post-training standard, then this results in more __________.
ANSWER QUIZ: Appearance Quiz

1. (a) hands (b) face (c) hair
2. offend
3. eyes
4. tucked in
5. not OK
6. not OK
7. not OK
8. not OK
9. not OK
10. representative
11. not OK
12. after
13. 100%
14. Appearance training
Written Instructions: MEMORIZATION TRAINING

A good public speaker is able to convince the audience that he/she knows the subject matter of the talk. Each of the slides in the program has several things to be said about it. You can learn to say these sentences about a slide whenever the slide is shown. The speaker who knows what to say -- without reading -- is better able to convince the listener of the sincerity of his/her message.

Memorization Training teaches you to say the sentences for each slide. You won't be expected to know every exact word for each sentence. But, you should learn to repeat the main point behind the sentence.

Each topic of the slide program consists of several slides (usually about five). Each slide has a written script of several sentences (usually about three) that are to be said for that slide. Each of the sentences has an underlined word. This is the key word for the sentence. The key word is a hint to help you remember the words of the sentence.

There are two things to be learned. First, the key words that go with each slide. Second, the sentences that go with the key words. Memorization Training teaches these two things. When you have finished the memorization training program you are able to say the sentences that go with the slides that you have learned without having to read the script. A sentence is considered correct if it contains the key word and has the same meaning as the script sentence. You can learn to say correctly all the sentences for each slide in the order in which they occur in the script. To complete Memorization Training you must go through all the slides two consecutive times without an error.

The purpose of the Memorization Training is to teach you to link the script sentences with the slide. Therefore, when the slide is shown, you can remember the sentences without having to read from the script. This lets you make eye contact with the audience. By not reading, you show the audience that you know what you are talking about. This also helps you to convince your listeners of the sincerity of your message.
Memorization Training: QUIZ

1. A good public speaker is able to convince the audience that he/she ___________ the subject matter of the talk.

2. Memorization Training teaches you to say the key words and sentences for each ___________.

3. Each slide has a script containing several ___________.

4. Each of the sentences has an underlined word called the ______ word.

5. The key words help you to ___________ the sentences that go with the slide.

6. A sentence is considered ___________ (correct; incorrect) if it contains the key word and means the same as the script sentence.

7. You will learn to say correctly all of the sentences for each slide in the ___________ in which they occur in the script.

8. The purpose of the Memorization Training is to teach you to ___________ the script sentences with the slide.

9. When the ________ is shown, you will be able to say the sentences.

10. Memorization Training keeps you from having to ___________ the script.

11. Not reading the script allows you to increase ___________ with the audience.

12. To complete Memorization Training you must go through all the slides ___________ consecutive times without an error.
ANSWER KEY: Memorization Training Quiz

1. understands; knows
2. slide
3. sentences
4. key
5. memorize
6. correct
7. order
8. associate
9. slide
10. look at; read
11. contact
12. two
Written Instructions: EYE CONTACT

One of the most important parts of public speaking involves making "contact" with the audience. The speaker's use of eye contact (looking at people) is probably the best way for you to let the audience know that you realize that they are there. By making eye contact with individual members of the audience, you convince them of the sincerity of your message.

Eye contact consists of directing your head and face toward the audience. Do this as often as possible while speaking. Be sure to make "contact" with all parts of the audience. To do this, direct your head and face toward one part of the audience for a period of time, then toward another part of the audience, and so on. For example, you might begin by directing your contact toward the right-front part of the audience for a period of 10 seconds. Then, direct your contact toward the left-front of the audience. Next, the center portion of the audience, followed by the right-rear portion and so on. The idea is to move your eye contact around so that you make "contact" with as many people in the audience as possible.

Make eye contact with the audience for as much of your speaking time as possible. You are not making eye contact when looking at the written script, the floor, the slide on the screen, the ceiling, or in any other direction in which there is not a member of the audience. You make eye contact by directing your head and face toward the audience.

In summary, you should follow these rules about eye contact:

1. Direct your head and face toward the audience when speaking.
2. Make "contact" with all parts of the audience.
3. Whenever possible, do not look at the script, the screen, or in any other direction in which there is not a member of the audience.

In order to pass Eye Contact training, your eye contact must be at least 80% occurrence on two consecutive practice session. An observer will also score whether or not eye contact is occurring during each session following training. If your eye contact falls below a standard of 75% occurrence during any session after training, then you once again receive training on Eye Contact. This follow-up training will consist of returning to Memorization Training Practice. If you should fail to meet the training criterion for Eye Contact on two consecutive sessions (or stumble over the words of the script), then we will return to the Memorization Training Practice.
Eye Contact: QUIZ

1. Speaker __________ with the audience tells the audience that the speaker knows that they are there.

2. Eye contact convinces the audience of the __________ of your message.

3. Eye contact consists of directing your ______ and _______ toward the audience.

4. It is _________ (correct; incorrect) to make eye contact as much as possible.

5. It is _________ (correct; incorrect) to make eye contact with only one part of the audience.

6. Looking at the slide on the screen is an example of _________ (correct; incorrect) eye contact.

7. Looking at the right-rear part of the audience for part of the talk is an example of _________ (correct; incorrect) eye contact.

8. Looking at the script is an example of _________ (correct; incorrect) eye contact.

9. Make eye contact to _________ parts of the audience.

10. In order to pass eye contact training, your eye contact must be ___ % occurrence on two consecutive practice sessions.

11. An observer will score whether or not your eye contact is ______ during each session following training.

12. The post-training standard for eye contact is ___ % occurrence.

13. If your eye contact falls below the post-training standard, then this results in more __________.
ANSWER KEY: Eye Contact Quiz

1. contact; eye contact
2. sincerity
3. head ... face
4. correct
5. incorrect
6. incorrect
7. correct
8. incorrect
9. all
10. 80%
11. appropriate; occurring
12. 75%
13. eye contact training, memorization training practice
Written Instructions: POSTURE

Your posture -- how you stand -- is very important when speaking in public. A good posture makes for a poised and pleasant appearance. Your exact body position -- from military attention with shoulders way back to a more casual appearance -- depends upon the speaking occasion. Some general rules of appropriate posture hold true for most occasions, however.

Always stand up when speaking in public. Standing shows a courtesy for the audience. This position also makes it easier for the audience to see you.

You should stand with your feet squarely on the floor and with your weight evenly distributed on the balls of both feet. Do this by keeping your legs straight, knees relaxed, and shoulders back. Do not cross your legs. Not crossing your legs helps prevent slouching. It also makes for an upright and pleasant appearance.

Do not lean on the speaker's platform or any nearby table or object. Rest the weight of your body evenly on both feet -- and not on any object by means of contact with your arms or legs.

Do what is most comfortable with your hands. If there is a speaker's platform, you may rest your hands lightly (do not lean) on the top or sides of the platform. You may choose to let your hands fall loosely at your sides or put them behind your back. If you are holding notes, then you may wish to keep your script-carrying hand at your side or to hold your notes with both hands at the waist or chest. Do what is comfortable!

Do not hold your hands in front of your face. This makes it difficult for the audience to see you and gives the appearance of hiding from the audience.

Do not fold your arms across your chest. This serves to set you apart from your audience. You want to look warm and friendly, not threatening.

In summary, appropriate posture includes the following rules:

1. Standing position -- do not sit.
2. Legs are not crossed.
3. No leaning on the speaker's platform.
4. Hands not in front of face.
5. Arms not folded across chest.
In general, your posture should not take away from your message. Your purpose is to make contact with the audience as a representative of the organization. If you follow the rules of good posture, your standing position will not take away from what you have to say about your group.

I will stand in the room while you speak. I will record your posture on a checklist as either appropriate or inappropriate. If your posture is inappropriate at any time during the presentation, I will say "Posture" while holding up a sign saying "POSTURE". This means that your posture was inappropriate.

In order to pass the posture training, you must complete the script (or speak for 5 minutes) without the trainer holding up a "POSTURE" sign. An observer will score whether or not your posture is appropriate during each session following training. If your posture falls below a standard of 90% appropriate during any post-training session, then you once again receive Posture Training.
Posture: QUIZ

1. How you stand is called your _____________.

2. A good posture makes for a poised and ____________ appearance.

3. It is ________ (OK; not OK) to sit down when speaking in public.

4. Do not __________ your legs.

5. By not crossing your legs you help prevent ____________.

6. It is ________ (OK; not OK) to lean on the speaker's platform.

7. The weight of your body should rest evenly on your __________, not on any object near the speaker.

8. It is ________ (OK; not OK) to let your hands fall at your sides or behind your back.

9. Do not hold your hands in __________ of your face.

10. Do not fold your arms across your _____________.

11. What are the 5 rules for good posture?

12. A (an) __________ will stand in the room when you speak.

13. The trainer will record whether or not your posture is ____________.

14. If your posture is inappropriate at any time the trainer will say ________.

15. If your posture is inappropriate at any time the trainer will also hold up a sign with the word _____________.

16. In order to pass the posture training you must complete the __________ without the trainer holding up a sign.

17. An observer will score your posture during each session _________ training.

18. The post-training standard for posture is ______% appropriate.

19. If your posture falls below the post-training standard, then this results in more ____________.
ANSWER KEY: Posture Quiz

1. posture
2. pleasant; nice
3. not OK
4. cross
5. slouching
6. not OK
7. feet
8. OK
9. front
10. chest
11. (1) standing position; (2) no leaning on platform; (3) arms not folded across chest; (4) legs not crossed; (5) hands not in front of face.
12. trainer
13. correct; appropriate
14. "posture"
15. "posture"
16. script
17. following
18. 90%
19. training on POSTURE
Written Instructions: LOUDNESS

The audience came to hear you. Talk loudly enough so that you can be heard in even the farthest parts of the room.

I will stand in the far rear corner of the room. I will record whether or not your speech can be heard and understood even in the farthest parts of the room. If any word can not be heard or understood, I will say "Loud" while holding up a sign saying "LOUD". This means that you said a word that was not loud enough or not clear enough to be understood by the trainer.

In order to pass loudness training, you must complete the script (or speak for 5 minutes) without the trainer holding up a "LOUD" sign. An observer will record whether or not you are speaking loud enough to be heard during each session following training. If your loudness falls below a standard of 90% appropriate during any post-training session, then you once again receive Loudness Training.
Loudness: QUIZ

1. Talk ________ enough so that you can be heard in even the farthest parts of the room.

2. A (an) ___________ will stand in the far corner of the room as part of the Loudness Training.

3. The trainer will record whether or not your speech can be _______ and understood.

4. If any word cannot be heard or understood, the trainer will say ________.

5. If any word cannot be heard or understood, the trainer will also hold up a sign with the word ___________.

6. In order to pass Loudness training, you must complete the __________ without the trainer holding up a sign.

7. An observer will score your performance for loudness during each speaking __________ following training.

8. The post-training standard for loudness is _____% appropriate.

9. If your loudness falls below the post-training standard, this results in more __________.
ANSWER KEY: Loudness Quiz

1. loud
2. trainer
3. heard
4. "loud"
5. "loud"
6. script
7. session
8. 90%
9. loudness training
**Written Instructions: GESTURES**

Your gestures -- how you move your hands -- can have an important influence on the audience. A sufficient number of gestures makes for a dynamic and enthusiastic presentation. The exact type and number of gestures will vary with the audience and topic for the particular presentation.

For our purposes, we will consider a gesture to consist of a movement of one or both hands for a distance of at least 3 inches. Examples of gestures include pointing toward the slide on the screen or any sweeping, chopping, raising, lowering, or extending of the hand. Remember, the hand movement must be for a distance of at least 3 inches.

An enthusiastic speaker makes lots of gestures. You should make at least one gesture for each of the slides of your presentation. The more gestures, the better. But, you must make at least one gesture per slide. For added emphasis, you can time your gesture to occur at the same time that you say a key word in a sentence.

In summary, you should remember that following rules about making gestures in a slide presentation:

1. Make movements of one or both hands for a distance of at least 3 inches.

2. Make at least one gesture for each slide.

3. Use gestures to show enthusiasm about what you are saying.

I will ask you to go through the slides as if you were making a presentation to an audience. These practice sessions will give you a chance to try different types of gestures and pick out the ones that are most comfortable for you. In order to pass the practice part of gestures training, you must go through all the slides two consecutive times with 100% occurrence for gestures (i.e., making at least one gesture for each slide).

An observer will record the occurrence of gestures during each session following training. If your gestures fall below a standard of 90% occurrence for any session after training, then this results in more Gestures practice.
Gestures: QUIZ

1. A movement of the hand is called a (an) ________________.

2. Using gestures makes for a (an) ________________ presentation.

3. We will consider a gesture to be any movement of the hand for a distance of at least _________ inches.

4. You should make at least _________ gesture for each of the slides in your presentation.

5. Gestures show ______________ about what you are saying.

6. A (an) ______________ will go over some examples of gestures.

7. The instructions during training and all following sessions call for making at least _________ gesture per slide.

8. A trainer will record the ______________ of gestures during practice and all following sessions.

9. In order to pass gestures training you must go through all the slides _________ consecutive times with 100% occurrence for gestures.

10. The post-training standard for gestures is _________ % occurrence.

11. If gestures fall below the post-training standard for any session following training, this results in more ______________.
ANSWER KEY: Gestures Quiz

1. gesture
2. enthusiastic, dynamic
3. three
4. one
5. enthusiasm
6. trainer
7. one
8. occurrence
9. two
10. 90%
11. practice on GESTURES
Written Instructions: EYE SWEEP

We have already talked about the importance of eye contact in making "contact" with the audience. This is certainly a good way of letting the audience know that you realize that they are there. To let the audience know that you are there, and to get their attention, use the "EYE SWEEP" at key points in the presentation.

An eye sweep consists of a 3-6 second pause in speaking during which the speaker smiles while looking at the audience. An eye sweep is different from an "eye contact" in that "eye sweep" involves a pause and a smile which are not necessarily a part of eye contact.

The behavior of "EYE SWEEP" involves three criteria:

1. The speaker pauses in speaking for a period of at least 3 seconds.
2. The speaker smiles.
3. The speaker directs his/her head and face toward different parts of the audience.

For example, you might begin by pausing, smiling, and directing your eye contact (while smiling) toward the right-front part of the audience. Next, the right-rear portion. Then the top center, left rear, and so on. The idea is to move your contact around so that you direct your eye sweep at as many people in the audience as possible.

The eye sweep is particularly effective at key points in the presentation. Two key times are the first and last points of contact with the audience. Therefore, you should make an initial eye sweep and a final eye sweep in each presentation. These behaviors will help get the attention of your audience at the start and the finish of your presentation. The initial eye sweep takes place after you take your position on the stage or speaking platform and before you have said anything to the audience. The final eye sweep takes place after you have completed the last sentence of the script and before you leave the speaking platform. The initial and final eye sweeps involve the same activities as described above.

In summary, you should follow these rules about making an eye sweep:

1. Pause in speaking for at least 3 seconds, smile, and look at the audience.
2. Look at different parts of the audience.
3. Make an initial eye sweep.
4. Make a final eye sweep.

A trainer will give you a chance to practice making initial and final eye sweeps. The trainer will then ask you to go through the practice sessions with instructions to make an initial and final eye sweep. In order to pass EYE SWEEP training, you must go through the slides two consecutive times making both an initial and final eye sweep.

An observer will then score the occurrence of eye sweeps during each session following training. If you fail to make both an initial and final eye sweep in any post-training session, then this results in more eye sweep practice.
Eye Sweep: QUIZ

1. An eye sweep is a useful way of getting the ________ of the audience.

2. An eye sweep is different from an eye contact in that it involves a (an) ________ and a smile.

3. An eye sweep pause must be for at least ______ seconds.

4. When making an eye sweep it is ______ (OK; not OK) to look at your feet.

5. When making an eye sweep it is ______ (OK; not OK) to not be smiling when looking at the audience.

6. When making the eye sweep you should look at ______ parts of the audience.

7. To help you get the attention of the audience at the start of the presentation, you should make a (an) ________ eye sweep.

8. To help get the attention of the audience at the end of your presentation, you should make a (an) ________ eye sweep.

9. The initial eye sweep takes place after you take your position on stage and ________ you say anything to the audience.

10. The final eye sweep takes place ________ you have completed the final script sentence and before you leave the stage.

11. To make an eye sweep the speaker must do 3 things. What are they?

12. In order to pass eye sweep training, you must go through the slides ______ consecutive times making both an initial and final eye sweep.

13. An observer will score the ______ of eye sweeps during each session following training.

14. If you fail to make both an initial and final eye sweep in any post-training session, this results in more ________.
ANSWER KEY: Eye Sweep Quiz

1. attention
2. pause
3. three
4. not OK
5. not OK
6. all
7. initial
8. final
9. before
10. after
11. (1) smile; (2) look at all parts of the audience; (3) pause 3-6 seconds.
12. two
13. occurrence
14. EYE SWEEP practice.
Written Instructions: INITIAL SPEAKING BEHAVIORS

Initial speaking behaviors are important in establishing the initial impression you wish to give the audience. (i.e., one of self-confidence and friendliness). These activities involve the things which the speaker does after entering the speaking platform and before beginning the written script for the presentation. The next section will describe closing speaking behaviors - those which occur after the presentation of the script. Initial speaking behaviors consist of five steps:

The first step is to TAKE YOUR POSITION ON STAGE. This involves walking slowly up to the speaker's platform. If there is a speaker's stand, table, or microphone, then take your place behind it so that you are facing the largest part of the audience. If there is a stand, then place your notes on it, putting them as high as possible for easy viewing. If there is no specified speaker position (e.g., stand, table, or microphone), then the speaker should stand within 10 feet from the first row of chairs so that you are facing the largest part of the audience.

After you have taken your position, on the speaking platform, and before you say anything, you should MAKE AN INITIAL EYE SWEEP. (See the previous section of this chapter.) This is important in getting the attention of your audience and showing them that you are interested in talking to them.

The third step is to ACKNOWLEDGE THE INTRODUCTION in your first statement. This involves directing a statement of appreciation to the host person using his/her title and last name. For example: "Thank you, Mr. Stone," "I appreciate your introduction, Mrs. Cutler," "Thank you for your kind introduction, Mrs. Anderson." This is important as a courtesy to the host.

The fourth step is to MAKE A GREETING STATEMENT TO THE AUDIENCE. This involves facing the audience, smiling, and making a greeting statement. It is important to show your friendliness. For example: "Hello," "Good morning," "Good afternoon". This greeting provides another sign of your friendliness.

The last step is to MAKE A STATEMENT INTRODUCING YOUR TOPIC to the audience. This involves facing the audience and saying the name of your topic. For example: "Today I will speak on the Food Club at Penn House," "Today I will tell you about the services available at Jefferson House". This lets the audience know what type of message to expect.

In summary, you should remember to do the following initial speaking behaviors:

1. Take the correct position on stage.
2. Make an initial eye sweep (3-6 seconds pause with eye contact and smiling).
3. Acknowledge the introduction (facing the host person).
4. Make an initial greeting (smiling and facing the audience).
5. Make a topic introduction (facing the audience).
Initial Speaking Behaviors: QUIZ

1. Initial speaking behaviors are important in making an initial _________ on an audience.

2. Those speaking behaviors which occur at the beginning of the presentation we call ____________ presenting behaviors.

3. Those speaking behaviors which occur at the end of the presentation we call ____________ presenting behaviors.

4. You should walk up slowly to the _____________.

5. If there is a speaker's platform, then take your place _________ it.

6. It is _______ (OK; not OK) to place your notes on the speaker's stand or nearby table.

7. If there is no speaker stand set up, then you should stand within _____ feet of the first row of audience chairs.

8. After you have taken your position and before you say anything, you should make a (an) _____________.

9. Your first statement should acknowledge the ____________ from the host.

10. An example of a statement of appreciation is _________________.

11. The statement of appreciation should include the ______ and last name of the host person.

12. Make a greeting statement to show your _____________.

13. It is _______ (OK; not OK) to make a greeting statement while smiling facing the audience and not smiling.

14. It is _______ (OK; not OK) to make a greeting statement while smiling and looking at your feet.

15. A topic introduction statement should be given while _________ the audience.

16. An example of a topic introduction statement is _________________.

17. Five things make up the initial speaking behaviors. Name them in the order in which they should occur: _________________
ANSWER KEY: Initial Speaking Behaviors Quiz

1. impression
2. initial
3. closing
4. speaker's platform; stage
5. behind
6. OK
7. ten
8. eye sweep
9. introduction
10. sample answer: "Thank-you Mr. Brown."
11. title
12. friendliness
13. not OK
14. not OK
15. facing
16. sample answer, "Today I will talk about the Penn House Executive Board."
17. (1) correct stage position; (2) initial eye sweep; (3) acknowledge introduction; (4) initial greeting; (5) topic introduction.
Written Instructions: CLOSING SPEAKING BEHAVIORS

Your final remarks to the audience are important because it is good to leave the audience with a positive impression of you as a person and as a good representative of your organization. The closing speaking behaviors are designed to occur after the conclusion of the written script and before the speaker leaves the stage. There are three steps involved in the closing.

When you have finished the text of the script, you should first MAKE A FINAL EYE SWEEP. This involves remaining at the speaker's platform and following the "eye sweep" instructions in the earlier section of this chapter. This is important in getting the attention of the audience for your final comments.

The second step is to DIRECT A FINAL GREETING TO THE AUDIENCE. This involves facing the audience, smiling, and saying "Thank you" or "Goodbye". This is important because it is good to end your talk on a friendly, polite note.

The third step will depend on what is to follow your presentation. If you are the last speaker, then you should REQUEST QUESTIONS from the audience. This involves a verbal request for questions. Move out from behind the platform and be more informal for the question period. Examples of the question request are: "Do you have any questions?"; "I would be happy to answer any questions that you have", or "Any questions?" This will give the audience a chance to clear up questions about your presentation. It also shows your willingness to discuss the material of your presentation with members of the audience.

If you will be followed by another speaker, then you should MAKE A SPEAKER INTRODUCTION STATEMENT. This involves facing the audience, smiling, and introducing the next speaker by name. Examples are: "I would like to present Mr. Grant Rìdgway"; "The next speaker will be Mrs. Shirley Campbell"; "Here is Susan Bell". This is an important courtesy to the next speaker.

In summary, closing speaking behaviors are as follows:

1. Final eye sweep (3-6 second pause with eye contact and smiling).
2. Final greeting (smiling and facing the audience).
3. If you are the last speaker, then make a request for questions.
   OR
   If another speaker is to follow, then make a speaker introduction.

After you have completed the Written Instructions and Quizzes for both Initial and Closing Speaking Behaviors, a trainer will ask you to go through practice sessions with instructions to do all the speaking behaviors. In order to pass Speaking Behaviors training, you must go through the entire presentation two consecutive times with 100% occurrence for speaking behaviors (both initial and closing).

An observer will record the occurrence of speaking behaviors during each session following training. If your speaking behaviors fall below a standard of 100% occurrence for any post-training session, then this results in more practice on Speaking Behaviors.
Closing Speaking Behaviors: QUIZ

1. Your final remarks should leave your audience with a good _________ of you and your organization.

2. After you have finished the text of the script and before you leave the speaker's platform, make a (an) _________.

3. Your final greeting should be given while facing the audience and ________.

4. An example of a final greeting is _________.

5. If you are the last speaker, then your final greeting should be followed by a request for _________.

6. For the question period, move out from _________ the speaker's platform toward the audience.

7. An example of a request for questions is _____________________.

8. If you are followed by another speaker, then your final greeting should be followed by a (an) _________ statement.

9. It is ________ (OK; not OK) to give a speaker introduction statement while facing the audience and not smiling.

10. An example of a speaker introduction statement is: _____________________.

11. Four (4) possible things make up the closing speaking behaviors. Name them in the order in which they should occur: _____________________.

12. In order to pass Speaking Behaviors training you must go through the entire presentation ______ consecutive times with 100% occurrence for all speaking behaviors.

13. An observer will record the occurrence of speaking behaviors during each session ________ training.

14. The post-training standard for speaking behaviors is ________%.

15. If your speaking behaviors fall below the standard for any session after training, then this results in more ___________________.

ANSWER KEY: Closing Speaking Behaviors Quiz

1. impression
2. eye sweep
3. smiling
4. sample answer: "Thank you", "Good bye"
5. questions
6. behind
7. sample answer: "Do you have any questions?"
8. speaker introduction
9. not OK
10. sample answer: "And next we have Ms. Smith."
11. (1) final eye sweep; (2) final greeting; (3) request for questions; (4) speaker introduction
12. two
13. after; following
14. 100%
15. practice on SPEAKING BEHAVIORS
Speaking Behaviors: SITUATIONAL QUIZ

Instructions: Fill in the blanks with examples of appropriate Speaking Behaviors in the public speaking situation described below.

Setting: Present in the room is a public speaking platform facing the audience; an audience of about 25 people; the host (Mr. Jones); and the next speaker (Mrs. Brown).

... Introduction from the host -- "I would like to present (your name)."

1. You take your position on stage (where):

2. Before speaking, you make:

3. Acknowledge introduction:

4. Initial greeting:

5. Topic introduction:

... Script Presentation ...

6. After the script text is completed, you make:

7. Final greeting:

8. You are the last speaker - Request for questions:

9. You are not the last speaker - Speaker introduction:
ANSWER KEY: Speaking Behaviors Situational Quiz

1. Take place **behind** the platform.

2. **eye sweep**

3. **acknowledge introduction** - sample answer: "Thank you, Mr. Jones."

4. **Greeting** - sample answer: "Good afternoon."

5. **Topic introduction** - sample answer: "I will talk on public schools in Kansas."

6. **eye sweep**

7. **final greeting** - sample answer: "Thank you"

8. **ask for questions** - sample answer: "Are there any questions?"

9. **introduce the next speaker** - sample answer: "Here is Mrs. Brown."
USING ANECDOTES

Hegarty (1970) regards the use of anecdotes as a useful technique in maintaining the attention of an audience. The speaker can relate personal experience or the conversations of others to illustrate points in the presentation.

"Good speakers develop this knack of building stories on what happens to them and what people say to them" p. 228.

Hegarty recommends the following formula:

1. State your point;
2. Tell your story that emphasizes the point;
3. Now relate your point.

For example, the speaker states, "You can never figure how a woman thinks (Step 1; he has stated the point). Now he tells a story about a woman giving her husband two ties for Christmas. The husband wanted to be nice; so he went upstairs and put on one of them. When he came downstairs, he said, "How do you like it?" She asked, "What's the matter; didn't you like the other one?" (Step 2, he has told the story). Now he restates the point, "You experience incidents like that every day that prove that you can never figure how a woman thinks".

Another example, a speaker giving a talk on time out with retarded children wants to illustrate the technique with a sample situation. The staff have been instructed to ignore a certain child that constantly approaches the staff and asks repetitive questions. Each staff member wears a card that is red on one side and green on the other. When the red side is showing the staff are instructed to ignore her, when it is green they will talk with her (main point).

He then relates the story as follows:

He states, "Let me show you how this works" and approaches a member of the audience. "Supposing I'm the nurse and you're the child." He points to the imaginary card and says while looking at the audience member and walking by her. "Sorry, the card's red; can't talk to you now. I have to go to the office." He now restates the point. "Having all staff do this consistently provides the withdrawal of attention for pestering (time out). The behavior was removed." You should try to use the actual gestures or voice tones that would be used in the red situation.

I will now ask you to go through the slides as if you were making a presentation to an audience. These practice sessions will give you a chance to try out the anecdotes that could go with your script. You can pick out the ones that are most comfortable for you, or you can suggest ones from your personal experience.
Anecdote QUIZ

1. An anecdote is used to maintain the ____________ of an audience.
2. An anecdote may be derived from ____________/or ____________.
3. A good speaker may build a story on what ____________ to them or what people ____________.
4. An anecdote should ____________ what you are talking about.
5. After telling the story you ____________ ____________ point.
6. You should use the actual ____________ ____________ or ____________ involved in the real situation.
7. You may suggest your own ________________ for presentation.
8. You could use a ____________ of the audience in your story.
9. The rehearsal is designed to let you ____________ ____________ several anecdotes.
ANSWER KEY: Using Anecdotes Quiz

1. attention
2. personal experience or conversations of others
3. happens, say to them
4. illustrate
5. restate your
6. gestures or voice tones
7. anecdotes
8. member
9. try out
APPENDIX III*

TRAINING INSTRUCTIONS

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TRAINING INSTRUCTIONS

Administration of Written Instructions

The first step in the administration of the Written Instructions was to HAND THE WRITTEN INSTRUCTIONS TO THE TRAINEE. This involved the selection of the appropriate set of written instructions (e.g., "How to Make Gestures") from Appendix II and handing this to the trainee.

The second step was to ask the trainee to read the written instructions.

The third step was to STATE THAT MORE TRAINING WILL FOLLOW THE WRITTEN INSTRUCTIONS. This involved telling the trainee that the written instructions will be followed by a short-answer quiz and a chance to practice the activities found in the instructions.

After completing the reading of the written instructions, then the quiz for the particular skill area (e.g., "How to Make Gestures") was administered.

Administration of Quizzes

There are one or more quizzes associated with each of the skill areas. This quiz was administered following the reading of the written instructions for the particular skill area.

The first step in the administration of a quiz was to ASK THE TRAINEE TO READ THE QUESTIONS. This involved either asking the trainee to read the question or reading the question to the trainee (if he wants help in reading). For example, "Would you please read the first question?" This step is designed to insure that the trainee reads the question before answering.

The second step was to ASK THE TRAINEE TO ANSWER ALL QUESTIONS ORALLY. This involved asking the trainee to say the answers out loud.

The third step was to SCORE ALL ANSWERS CORRECTLY. This involved telling the trainee whether his answer was correct or incorrect. Examples of correct scoring of the answers include: "That's right, Bill. That answer is 'gestures'. No, John, that's not what the Answer Key lists as the correct answer." By scoring each answer correctly, the trainer provided correct feedback as to what was involved in each activity.

The fourth step was to PROVIDE FEEDBACK ON PERFORMANCE. If the trainee's answer was correct, then feedback involved making a general praise statement (e.g., "Great", "Beautiful") after each correct answer.

If the trainee's answer was incorrect, then feedback involved asking the trainee to attempt the missed question again. The trainee was not told the correct answer. For example, "That's not what we are looking for. Could you try that one again?" This is designed to provide an immediate opportunity for the trainee to correct his mistake.
If the trainee failed the second attempt at the question, then feedback involved re-reading the particular section of the written instructions relating to the missed question.

If the trainee was correct on his next attempt, then feedback involved making a general praise statement (e.g., "Great! You got it!") This served to indicate pleasure with the trainee's efforts.

**PRACTICE SESSIONS**

The trainee had the opportunity to actually try out the behaviors that were described in the written instructions and quizzes. Practice sessions were run according to the scripted slide presentation format. The trainee went through the practice sessions for each previously trained skill area. There were four steps involved in running a practice session.

The first step was to **INSTRUCT THE TRAINEE TO GO THROUGH THE SLIDES AS IF HE/SHE WERE SPEAKING TO AN AUDIENCE**. For example, "Now I want you to go through the script and slides and use the behaviors that you have just learned."

The second step was to **RECORD THE TRAINED BEHAVIOR ON THE APPROPRIATE CHECKLIST ACCORDING TO THE OBSERVER INSTRUCTIONS FOR THE PARTICULAR BEHAVIOR**. All behaviors that had been previously trained were also scored.

The third step was to **GIVE THE TRAINEE FEEDBACK ON THE PERCENTAGE OF OCCURRENCE FOR ALL TRAINED BEHAVIOR**. This involved telling the trainee the observed percentage of occurrence for the behavior. A praise statement was provided for good performance (or effort if performance is poor). For example, "You got 92% for eye contact. That's great! 65% for posture. Good try." This let the trainee know how well he/she had done.

The fourth step was to **RUN THE NUMBER OF PRACTICE SESSIONS NECESSARY FOR THE TRAINEE TO COMPLETE THE PRACTICE**. This involved running the practice sessions until the trainee was scoring equal to or higher than the training criterion (see Table 1) for all trained behaviors.

If the trainee scored less than the training criterion for a certain behavior on any one practice session, then another practice session was held beginning at step one and continuing through step four. If the trainee then scored less than the criterion on two consecutive practice sessions, then the written instructions and quizzes were administered again.

**Follow-up Training**

Follow-up training was provided to maintain a high level of performance in actual speaking sessions. Follow-up training involved several steps.

The first step was to **SCORE THE PERCENTAGE OF OCCURRENCE FOR ALL BEHAVIORS IN EACH ACTUAL SPEAKING SESSION FOLLOWING TRAINING**. This involved following the Observer Instructions found in Appendix I, for each particular skill area.
in speaking sessions following training.

The second step was to COMPARE THE PERFORMANCE FOR EACH SKILL AREA TO THE POST-TRAINING STANDARD FOR THE PARTICULAR SKILL AREA. This involved comparing the performance scored on the checklist to post-training standards listed in Table 1. This comparison allowed for the control of the quality of public speaking performance following training.

If the performance for any skill area was less than the post-training standard, then the trainee was re-trained on the particular skill area.

If the performance for any skill area was equal to or higher than the post-training standard, then the trainee did not require any additional training for that particular area.

Memorization Training

Practice for memorization involved different procedures than those used to train other skill areas. This practice was provided after the Written Instructions and Quiz had been administered for Memorization. The scripted slide presentation served as the framework for the memorization practice. In memorization training, the trainee was shown the written script and the slides which illustrated the activities described in the script. The trainer's job was to provide instructions to the trainee.

Memorization training had five stages: Slide Introduction, Sentence Training, Slide Practice, Slide Review, and Topic Review. Each of these stages had several steps. These steps consist of instructions that the trainer gave to the trainee. By memorizing the written script, the trainee was then able to look up from the script in order to make eye contact with the audience.

Slide Introduction

The first stage in memorization training practice was Slide Introduction. This stage involved giving the trainee a chance to get familiar with the script lines for the particular slide. The seven steps involved in this stage were as follows:

1. Handing the trainee the script for the presentation.
2. Projecting the first slide.
3. Asking the trainee to "Look at the slide".
4. Pausing to let the trainee look at the slide.
5. Asking the trainee to "Read out loud the key words for the slide" from the script. (The "key word" is an underlined word contained in each sentence. To make "key words" in a script, pick out one word indicating the main idea in each sentence and underline it.)
6. Asking the trainee to "Read out loud the script sentence for the slide."

7. After completing the Slide Introduction, the instructor moved on to the Sentence Training.

**Sentence Training**

The second stage was Sentence Training. This stage involved actual practice in memorizing the sentences associated with each slide. Through a number of repetitions, the slide came to serve as a cue for the words to be spoken. The nine steps involved in this stage were as follows:

1. Projecting the slide.
2. Asking the trainee to "Look at the slide".
3. Asking the trainee to "Read out loud the first script sentence" for the slide.
4. Asking the trainee to "Read out loud the first key word".
5. Asking the trainee to "Look at the slide".
6. Asking the trainee to "Read out loud the first script sentence for the slide".
7. Asking the trainee to "Look at the slide".
8. Asking the trainee, "Without looking at the script, what is the first key word?"
9. Asking the trainee, "Without looking at the script, what is the first sentence for the slide?"

If the trainee made an error on any step, the instructor then returned to Step 1 or Sentence Training and repeated Steps 1-9.

If all the trainee's answers were correct for the first sentence of the slide, then the instructor repeated Steps 1-9 for the next sentence for that particular slide. A sentence was considered correct if it contained the key word and had the same meaning as the script sentence. This was repeated until all sentences for that slide were trained.

Slide practice was held after all sentences for a particular slide were trained.

**Slide Practice**

The third stage was Slide Practice. This involved providing a chance for the trainee to combine all the sentences for a particular slide. This stage
consisted of three steps:

1. Projecting the slide that was just trained.
2. Asking the trainee to "Look at the slide".
3. Asking the trainee, "Without looking at the script, what are the sentences for this slide?"

If an error was made, then the trainee began again at Step 1 of Sentence Training for the incorrect sentence.

If all of the answers were correct, the Slide Introduction, Sentence Training, and Slide Practice were held for all the slides remaining in the TOPIC area. A Slide Review was provided about every 5 minutes.

Slide Review was held when all the sentences have been trained for all of the slides of a particular topic.

Slide Review

The fourth stage was the Slide Review. This involved a review of all the slides previously trained in the topic area. This was done to be sure that the trainee remembered the script lines for each slide in the topic. The seven steps in this stage were as follows:

1. Projecting the first slide for the topic.
2. Asking the trainee, "Without looking at the script, what are the sentences for the slide?"
3. Projecting the next slide for this topic.
4. Asking the trainee, "Without looking at the script, what are the sentences for this slide?"
5. Repeating these steps (i.e., show each slide and ask for the sentences) for each slide in the topic area.
6. If an error was made, then the instructor took the trainee back through the Slide Introduction, Sentence Training, and Slide Practice for the slide missed. The slide practice began with the slide on which the error was made.
7. Beginning with the second topic area, if all the answers were correct for each slide in the topic, then the Topic Review began.
**Topic Review**

The fifth and last stage was the Topic Review. This involved a review of the slides for all previously trained topic areas. This was done to be sure that the trainee still remembered the script lines for each slide. The five steps involved in this stage were as follows:

1. Projecting each slide in order for each of the topic areas previously trained.

2. Following the same steps as in the Slide Review for each slide.

3. Script memorization was completed when the trainee completed Two Consecutive Topic Reviews of all the topics without an error. If an error was made, then the instructor returned to Slide Practice for the particular incorrect slide.

4. After completing Memorization Training practice, then the instructor moved on to Eye Contact training.

5. If Eye Contact fell below the post-training standard in actual speaking sessions after training, then the instructor returned to the Topic Review for the Memorization Training Practice.
APPENDIX IV*

NEWSPAPER ADVERTISEMENTS

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APPENDIX V*

SPEAKER RATING SHEETS

*This material was adapted from Fawcett's Public speaking training manual: How to give scripted slide presentations (Unpublished Manual, 1975). It was used with the permission of the author, only for the purposes of this investigation.
SPEAKER PERFORMANCE RATING

The purpose of this rating is to get your judgement about the public speaking performance of each of our speakers. If you judge the answer to the question to be very close to one end of the scale, then place your mark (use an 'X') as follows:

How would you rate the speaker's overall performance?

very bad  X  ___  ___  ___  ___  ___  ___  very good
very bad  ___  ___  ___  ___  ___  ___  X  very good

If you judge the answer to be quite close to one or the other end of the scale, then you should place your mark as follows:

very bad  ___  X  ___  ___  ___  ___  ___  very good
very bad  ___  ___  ___  ___  ___  ___  X  ___  very good

If you judge the answer to be as close to one end as the other end of the scale, then you should place your mark in the middle space:

very bad  ___  ___  ___  X  ___  ___  ___  very good
How would you rate the speaker's overall performance?

**Speaker 1**
very bad ___ ___ ___ ___ ___ ___ very good

**Speaker 2**
very bad ___ ___ ___ ___ ___ ___ very good

**Speaker 3**
very bad ___ ___ ___ ___ ___ ___ very good

**Speaker 4**
very bad ___ ___ ___ ___ ___ ___ very good
APPENDIX VI*

SPEAKER SELF RATING SHEET

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SPEAKER SELF RATING SHEET

1. How relaxed were you during your talk?
   very relaxed ___ ___ ___ ___ ___ very unrelaxed ___ ___ not applicable

2. How well did you know what you talked about?
   very poorly ___ ___ ___ ___ ___ very well ___ ___ not applicable

3. How natural was your presentation?
   very natural ___ ___ ___ ___ ___ very unnatural ___ ___ not applicable

4. How much enthusiasm did you show during your talk?
   very little ___ ___ ___ ___ ___ very much ___ ___ not applicable

5. How much sincerity did you show during your talk?
   very much ___ ___ ___ ___ ___ very little ___ ___ not applicable

6. How well did you make "contact" with the audience?
   very well ___ ___ ___ ___ ___ very poorly ___ ___ not applicable

7. How much friendliness did you show during your talk?
   very unfriendly ___ ___ ___ ___ ___ very friendly ___ ___ not applicable

8. How confident did you feel when giving your talk?
   very unconfident ___ ___ ___ ___ ___ very confident ___ ___ not applicable

9. How would you rate your speaking performance as a whole?
   very good ___ ___ ___ ___ ___ very bad ___ ___ not applicable

COMMENTS: