

SECTION 5.2

POWER*talk* ITC Basics

POWER*talk* ITC TWO

1. Preparation of a Professional Presentation

- a. Getting Started
 - i. The objective
 - ii. Prepare the key points
 - iii. Prepare the supporting material
 - iv. Prepare the preview and the summary
 - v. Prepare the openers and the closures
- b. The Final Product

2. Analyzing the Audience

- a. The approach
- b. Analyzing your audience and knowing your customer

3. Studying the Speaking Environment

- a. Physical aspects
- b. Notes relative to the speaking environment

4. The Use of Media/Audio/Visual Aids

POWER*talk* ITC TWO

Preparation of a Professional Presentation

1. Preparation of a Professional Presentation

Mark Twain said, “It takes 3 weeks to prepare a good impromptu speech.” How much time do we give to planning and preparation for a presentation we are aware of? Preparation is the key to a good professional presentation. Do not cheat yourself out of the acclaim for a professional presentation by not having allowed yourself enough time to prepare and to execute the preparation in the correct way.

When preparing a professional presentation, remember the following:

- The purpose of presenting is to persuade.
- Perception is more powerful than fact.
- People are inundated with data.
- People forget.

An effective presentation will satisfy the four following criteria. It will be:

- attention-grabbing;
- meaningful;
- memorable; and
- activating.
- **Remember – AMMA**

Three points to work on when preparing your presentation:

- Sort through your thoughts.
- Organize key points.
- Source materials.

Exercise: Cross-reference Section 2, Master Manual, Speech Basics: Brainstorm objectives.

Exercise: Discuss what ‘attention-grabbing’, ‘meaningful’, ‘memorable’ and ‘activating’ means to you.

Preparation of a Professional Presentation continued...

A. Getting started: Planning and Preparation

- Prepare the objective.
- Prepare key points.
- Prepare supporting material.
- Prepare preview and summary.
- Prepare the opener.
- Prepare the closing. *

**Refer to Speech Basics section Master Manual for in-depth detail*

Worksheets

Use worksheets and prepare in stages, don't attempt to write the whole presentation in one go. This only happens with an extemporaneous presentation.

Approach the preparation in 4 stages:

1. outline each component;
2. develop the narrative;
3. design supplemental materials; then
4. practice.

Work to an orderly sequence that is:

- easy to follow;
- easy to digest; and
- easy to retain.

Ask yourself, what do I want to accomplish by delivery of this presentation?

Exercise: Cross reference Speech Basics: Plan a speech.

i. The Objective

- The purpose
- The aim
- The target
- The outcome

Once the framework is prepared, you can start with the actual content of the presentation. The rest of the presentation supports the objective.

A presentation is aimed at getting your audience to:

- understand something; or
- to be able to do something; or
- to do it.

Preparation of a Professional Presentation continued...

Your audience should **approve, accept and adopt** your proposal. The level of objective depends on the purpose of the presentation and the time that is available.

State the objective in a conversational tone. This allows the audience to know what to expect and gets them ready to listen to what is coming next.

ii. Prepare the key points

- Use the Rule of 3 (Prepare, Relate, Optimise) for each presentation. This method provides a structure for grouping information into organized categories and enables you to communicate your message with more clarity.
- It also keeps the attention and is easy to remember.

Consider:

- What points will best lead to my objective?
- What points do I most want my audience to remember?

KEY POINT 1 PREPARE

KEY POINT 2 RELATE

KEY POINT 3 OPTIMISE

Once you have decided on your key points, decide how you are going to use them:

Chronological order

- Past, Present and Future OR
- First Step, Second Step and Third Step.

Spatial arrangement

- Key points related to area, i.e. East, Midwest and West.

Topical approach

- If the message cannot be organised by time or space, try the topical approach, i.e. least important, more important and the point of greatest significance.
- When working on the key points, bring them alive with mnemonic devices.
Use acronyms or start each one with the same letter.
- Concentrate on impact on your audience.
- **Presenting should lead to forceful conclusions.**

iii. Prepare the supporting material

Sources

Internal –

Product descriptions, performance statistics, newsletters, all kinds of reports, and the Internet.

External – Business, industry, trade journals, newspaper articles, books, computerised database services.

Personal – Personal insights, anecdotes, examples, television programs related to subject matter.

Keep any information you see which is interesting – you may be able to use it some time in the future. This could include items such as:

- quotable quotes;
- illustrations; and
- current statistics.

Types of supporting material:

- examples;
- comparisons;
- contrasts;
- quotations;
- findings; and
- audio-visual media.

Examples

- Examples provide qualitative support. They demonstrate that a general point is correct by describing a specific person or event.

Comparisons

- Comparisons are support material that clarify or amplify. When a point is compared to something with which the audience is familiar, they're more likely to understand it.
- If understood, they are generally more receptive to accepting it.
- If you are unable to use a direct comparison, use an analogy which works on the principle that if two things are alike in one respect; it is assumed they will be alike in others too e.g.
- *Selling is like courtship; they both need relational skills with opportunities for humor too!*

Contrasts

- Contrasts present points in opposition to one another.
- Differences are highlighted. Contrasts can amplify points.

Preparation of a Professional Presentation continued...

Quotations

- Quotations provide support on the basis of authority. *We are a nation of hero worshippers and people conclude that if he/she said it, then it must be so.* Recognized names are necessary if using quotations.

Findings

- Findings supply quantitative evidence in the form of reports, results or statistics. Persuade the audience to come to the same conclusion that you are presenting based on the facts.
- CAUTION – Make sure data/information is correct and accurate.
- The more technical the presentation, the more informed your audience should be about the subject. Ensure information is up to date.

Audio-Visual Media

- Audio-visual media provide vocal or graphic support for the types of material described above.

Remember:

there has to be a balance when using supporting material as mentioned above; relating to only one section will not provide sufficient evidence; and a combination of sources and types will produce the most persuasive presentations.

iv. Prepare the preview and the summary

THIS IS EASY!

Take key points 1, 2 and 3 and encapsulate in brief sentence form:

Preview tell them what you are going to tell them
Body tell them again
Summary tell them what you have told them.

v. Prepare the openers and closures

Types of openers

There are five types of openers. These are as follows:

1. authoritative quotation;
2. rhetorical question;
3. declarative statement;
4. scenario; or
5. anecdote.

Preparation of a Professional Presentation continued...

Authoritative quotation

When using quotations it is a case of whom you know, not what you know. The quotation must be by someone well known – this is what gains the attention of the audience,

e.g. The founder of America's largest independent oil company, T. Boone Pickens Jr. stated, "*Leadership is the quality that transforms good intentions into positive action.*"

Rhetorical question

A rhetorical question invites attention because it involves the audience in your presentation right from the start,

e.g. *Did you know that the elephant is an endangered species? How do you feel about this?*

Declarative statement

A bold emphatic statement of fact. To be effective it must be delivered expressively. Without this, the statement will fail to gain attention,

e.g. *Japan is investing millions in the new South Africa. For the individual with specific skills, this means a great many new opportunities.*

Scenario

For this opening you make up a scene that will grab the audience's attention. This is a word picture that creates a scene in the mind of the audience.

e.g. Imagine – you can land the job of a lifetime! Just what you have always dreamed of – large office, prestigious car and a salary to match. All you have to do is to make a presentation to the board of directors, persuading them that you are the right person for the job.

Anecdote

An anecdote describes an incident that is interesting, amusing or biographical. The most attention grabbing anecdotes contain all three points. They are most effective when communicated using good facial expressions, gestures and intonation that adds interest and amusement. Anecdotes relate on a human level.

Combos

A combo is simply a combination of two of the above. This can be the most effective of all openers.

e.g. Declarative statement and a rhetorical question: *Japan is investing millions in the new South Africa. What can you do to benefit from the opportunities?*

Preparation of a Professional Presentation continued...

Jokes

Never start a presentation with a joke, especially in a business or professional setting. Most people are not comedians, more often than not the joke will have been heard before, and it falls flat.

To help you decide on the right opener, ask yourself the following:

- What is most relevant to your subject and the audience?
- What is most appropriate to the setting?
- What best suits your own personal style, so you feel comfortable with the audience?

**If introducing yourself –
do so after the opener and before stating the objective.**

Closures

The last step to preparing your presentation is to develop the close.

Refer back to the opening

- If you asked a question at the beginning, you can now answer it.
- If you told an anecdote you can refer to it again.

Use a quotation

- Look for an inspirational quotation related to your message
e.g. “The future is not ominous but a promise: it surrounds the present like a halo”
– John Dewey – Philosopher

Ask a question

- Asking the right question can be a powerful way to end a presentation. Presumably the question implies an answer.

Tell a story

- The story can be funny, shocking, moving, dramatic, educational, personal, fictional or allegorical.

Recite a poem

- It should be very short, inspirational or funny and it must tie in with your talk/presentation.

Tell a joke

- Make sure it is funny and that it in no way offends anyone present

Tell them what to do

- This type of ending is very specific. The audience is told exactly what to do.

Ask for help

- Just ask for help. People really do respond.

Make a candid assessment

- Do not pull any punches. The unwatered-down truth always gets attention. It is so rare to hear it.

Preparation of a Professional Presentation continued...

Match your conclusion to your mission

- What are you trying to achieve – choose your words to coincide with your mission?
e.g. “Gentlemen I urge you to write to”.....

Ask yourself one final question:

Will the content of this presentation activate people to do what I am asking?

B. The final product

Present in this order

i. Introduction

-
-
-
-

Acknowledgement
Opener
Objective
Preview

ii. Body

- **Key Point 1**
Linking
- **Key Point 2**
Linking
- **Key Point 3**
Linking

Supporting Material -
Supporting Material -
Supporting material -

iii. Closing Summary
-Close

Exercises: Prepare each step of the presentation individually.

Cross Reference: Master Manual Speech Basics.

POWER*talk* ITC TWO: Analysing the audience

2. Analysing the Audience

- Gender
- Age
- Occupation and profession
- Educational level
- Setting and size of audience
- Mood and expectations
- Tailoring your message
- Level of knowledge in your subject
- Use of humor
- Purpose of presentation

a. The approach

- No single approach applies in all situations.
- Do not prepare a presentation from your point of view.
- Plan and deliver from the audience's point of view.
- The presentation does not necessarily have to be meaningful to you but it must be meaningful to your audience.
- How you approach the presentation depends primarily on your audience.

b. Analysing your audience or knowing your customer

- If you understand with whom you are dealing you can plan and prepare your presentation so that it will appeal to the audience, a presentation they will buy into.

Audience numbers can vary from 5 to 500 and more but most audiences will contain predominant characteristics:

- **Male**
- **Female**
- **Young**
- **Mature**
- **Business executives**
- **Government clerks**
- **Homemakers**
- **Citizens with special interests**

Analysing the Audience continued...

Always take the predominant characteristics of your group into account. People of different types respond to the same things in different ways. However, try not to label people. Just take them into consideration when considering your message.

Gender

- Male or female.

Age

- Youngsters, teens, young adults.
- Mature, middle aged, seniors.

Occupation and profession

- What occupations or professions are represented in your audience?
- Private, industry, corporate, entrepreneurial, government, education, legal, medical, homemaking, community service, public interest, associations, senior or junior management, employed, self-employed, unemployed.

Educational level

- College educated, high school, graduates, highly scholastic in attitudes or down to earth.

Setting

- People behave differently in small groups or large groups. A more intimate setting will not create the desired effect in an auditorium.
- Ask yourself, if the setting is formal or informal, or intimate?
- Will you be presenting behind a podium, on an open platform, moving around the group or sitting at a meeting table?
- What audio-visual equipment will be needed/available/required?

Mood and expectations

- Serious
- Social
- Intense
- Light-hearted
- Something in between or combo
- If not clear to you, ask yourself: *“What outcome do I want to achieve? What will be the prevailing mood?”*

Tailoring your message

- Once you have decided on the predominant characteristics, ask yourself, *“What will appeal to them? What will this group of people consider important? What material will be meaningful and memorable for my listeners in these circumstances?”*

Analysing the Audience continued...

Level of knowledge in your subject

- This will vary depending on the audience groups and ages. Be aware that members of the audience may know your subject well. Be careful to get facts correct.

Use of humor

- Use humor carefully and with consideration of your audience. Humor directed towards the speaker rather than the audience is likely to bring an alliance with your audience. Your audience will empathise.

Purpose of the presentation

- Do not lose sight of the reason for the presentation. Your objective should be constantly clear to the speaker. Your message should be put forward, clarified and enlarged on, working towards a meaningful and memorable conclusion.

Exercise: Discuss personal experiences – the audiences that the participants regard as difficult, easier, intimidating, and why.

POWER*talk* ITC TWO

Studying the Speaking Environment

3. Studying the Speaking Environment

a. Physical Aspects

- **Position of doors**
- **Position of sockets and equipment**
- **Position of lights and windows**
- **Heating or no heating**
- **Position and type of microphone**
- **Audience**
- **Position of visual aids**
- **Platform access**
- **Seating – what style – theatre, classroom, meeting, discussion, workshop, informal.**
- **When to hand out papers**
- **Expecting people to take notes – supply clipboards or tables**
- **Tea/coffee – When and where served**
- **Smoking and non smoking**
- **Is there a person to assist in attending the equipment?**
- **Is there a telephone in the room?**
- **When will the room be free to set up and rehearse?**
- **Check height of lectern**
- **Will you require someone to work the light switches?**

Studying the Speaking Environment continued...

- **Is anyone waiting to present after you? They should show interest in your presentation.**
- **Where are the toilets?**
- **What to do in case of fire.**

b. Notes Relative to the Speaking Environment.

Position of doors – Always speak with the entrance to the room behind the audience and not behind you. This ensures that a quick glance from the audience to the latecomer is all that will happen. If the door is behind you, quite often the audience will watch the later comer until they have sat down.

Position of sockets – In older buildings there may be a limited supply of sockets for your equipment. Ensure you know what is available before reaching the venue for planning and allow for extension leads or changing the seating to accommodate what is available.

Position of lights and windows – Natural light will always enhance a presentation and assists in motivating an audience. Beware of light affecting your slides or the odd splash of sunshine creeping in and blinding the audience. Most rooms have curtains or blinds. If nothing is available, position the presentation to avoid interference from light or sunshine. Remember, never to speak in a room in total darkness with spotlights on you. If you cannot see the audience, you certainly cannot build a relationship with them.

Heating or no heating – The two areas of consideration that will most affect a listening audience are being too hot or too cold. Ensure the audience is comfortable at the correct room temperature. Air conditioning can be too cold; noise from windows can cause distractions. Take all in to consideration.

Position and type of microphone – see separate details pages 46 and 47.

Audience – we have already dealt with this in detail.

Position of visual aids – see separate details pages 42 and 43.

Access of platform or position of presentation. You need to arrive with composure. The audience reads your body language before you commence speaking. You will motivate and lift an audience just by showing your own energy.

Seating – wherever possible look carefully at seating your audience to achieve the best responses. You can choose from theatre, classroom, meeting, discussion, workshop or informal style or use an innovative idea of your own.

When to hand out papers – If your audience needs to refer to the details from printed sheets as you speak, you will lose contact and listening. Sometimes you have no choice. However, if possible keep their eyes on you, the speaker, all the time and either send information on the presentation prior to the actual meeting or event otherwise give out papers at the end of the presentation. Some organizations will request the information in advance to print in their brochure for the occasion.

Expecting people to take notes? – Always provide clipboards or tables. People cannot write on their knees!

Studying the Speaking Environment continued...

Smoking or non-smoking – Few venues will allow people to smoke in the main room today. Never agree to speak or present in a smoky atmosphere, as this is dangerous to everyone's health.

Tea or Coffee – Plan when to serve so that there are no distractions when people enter the room to layout or serve. An extra room is always a good idea for tea and coffee.

Equipment - Is there a person to assist when attending to the equipment? Wherever possible have someone to work the remote control or turn down the lights or assist you in any way possible. This allows you to have constant contact with your audience.

Is there a telephone in the room? – As we all know mobiles can be a constant source of distraction when people are speaking. The person introducing you should ask people to turn off their mobiles prior to your presentation. If in someone's office, the situation is difficult and you should re-cap once you have people's attention back.

When will the room be free to set up and rehearse in? – Always allow yourself a minimum of 1 hour wherever possible to assess the set-up in the room and to try out the microphone and get a feel for the positioning of the audience.

Check the height of the lectern – If using a lectern or podium ensure this is the right height for you. If not, arrange to have this changed prior to your presentation. Avoid making alterations just before commencement of your presentation. Never speak or present from behind a closed in box-style lectern. This inhibits the speaker and there is little opportunity for relationship building when only a head and shoulders are viewed.

Is anyone waiting to present after you? – If there are people speaking before or after you, always make sure that everyone is showing total attention to what the speaker is saying even though you may have heard the presentation 20 times. This attention allows the audience to see that as a company or organization you all have a belief in the material and information you are speaking about. You will be working as a team.

Where are the toilets? – It is guaranteed a visit will be necessary just prior to speaking!!!!

What to do in case of fire – Follow instructions and leave the speaking area at your earliest convenience.

Finally, always ensure wherever you go, there is a route map to find your way and somewhere convenient to park!!!

Planning Tip

Use prompt cards – Try not to speak with a sheaf of loose papers. Either clip papers into a hard back file, which looks neat to carry to the platform or use cards – suggest A5 size. Always tag cards together and number them in case you drop them or lose your place.

POWER*talk* ITC TWO

The Use of Media/Audio/Visual Aids

4. The Use of Media/Audio/Visual Aids

Media can add to your presentation.

Audiovisuals are supporting material that should:

- fit the setting;
- support the message;
- awaken the audience; and
- be used in moderation.

Effective media messages are:

- pictorial;
- colorful; and
- creative.

The equipment available – High Tech or Low Tech

Low Tech –	Flip charts	Props
	Visual boards	Media – Audio recordings
	Models	Slides
	Poster boards	Films and videotapes
	Overhead Projectors (OHPs)	
High Tech -	Computers	
	CAP – Computer Assisted Presentations	

Visual Aids

In the *Business Guide to Effective Speaking* by Jacqueline Dunckel and Elizabeth Parnham, you will find some helpful comments on deciding whether or not to use visual aids. These two people believe that visual aids should be used to help the audience understand or believe the points you are making. It is the combined impact of the vocal and visual that should be used to get the message across. They go on to say:

“The great danger is that presenters place the major emphasis on visual aids and relegate themselves to the minor role of narrator or technician. You are central to the presentation. It needs you, your interpretation, your explanation, your conviction and your justification.”

The Use of Media/Audio/Visual Aids continued...

It is generally thought that we retain only 20% of what we hear during a presentation, - visual aids can increase this to as much as 80%. A study by the University of Minnesota reckons that visual aids can increase a presenter's persuasiveness by 43%.

Once you have made the decision to use visual aids, they can and should be used to reinforce your message to the audience and give them a chance to take it in, remembering what you have said even when you have moved on to another point. Like any other tool, however, they should be used to supplement other methods, not to replace them. They must enhance a performance, not compete with it.

When deciding whether or not to use visual aids and what kind of aid to use, you must consider the following:

- Are they a means of visualising something, which cannot physically be brought into the presentation?
- What purpose does the visualisation serve?
- Can the point be adequately verbalised?
- Does the visual aid achieve unity?
- Is the aid of benefit to the presenter, audience or both?
- Is it readable by everyone in the room?

When used correctly visual aids can:

- Provide a change from listening and grab the audience's attention.
- Allow the audience to absorb information in a way and at a rate that suits them individually.
- Clarify information that is difficult to understand.
- Trigger a response from the audience.
- Save time in explaining details.
- Ensure that the message is received and retained at a higher level than it might be through verbalization alone.
- Avoid misunderstandings.
- Add spice and humor.
- Motivate the audience to make a decision.
- Help retention of figures.

However, when used incorrectly visual aids can:

- Distract the audience from your message.
- Distract the presenter from his purpose by having to refer to the aid and, possibly, operate it or create it in the case of a drawing.

The Use of Media/Audio/Visual Aids continued...

- Mislead or confuse the audience if they are not clear, well designed or well presented.
- Add unnecessarily to the complexity of the presentation.
- Help to avoid interaction with the audience.
- Make more than one point.
- Present simple ideas that can be stated verbally.

Also:

Don't try to impress the audience with excessively detailed tables and graphs.

Remember to keep it simple.

The following are some pointers, which may be of help when using specific items:

Check Points

- What equipment is available?
- What is the size of the audience?
- What room layout has been decided on and what type of seating arrangements have been made?
- How effective is the lighting in the room and will you need to turn down the lights slightly before using visual aids?
- If sunlight is likely to come through the windows, make sure blinds or curtains are available.
- Cost versus frequency of use.

The Flip Chart

- Always carry your own marker pens.
- Use capital letters.
- Remember to keep your prepared flip chart covered until it is relevant.
- If using graphs, use faint graph paper.
- Flip charts have height adjusters, organize to correct height.
- Use paper clip or fold over corner of page to indicate next sheet required.
- Flip charts are not suitable for more than 20 people.
- Avoid allowing your printing to slope downwards.
- Do not turn your back on the audience whilst writing – wherever possible prepare charts in advance.
- Stand to one side of the flip chart.
- Do not hang on to the easel for support.
- Never write and speak at the same time.
- Do not hold the marker pen in your hand when not writing.
- Look at the audience and not at the flip chart.
- Appoint a scribe so that you retain contact with the audience

The Use of Media/Audio/Visual Aids continued...

The Overhead Projector*

This is the most commonly misused form of visual aid as it distracts the audience and speaker.

- Never switch on the projector unless your transparency is in place.
- Number each overhead projector acetate.
- Always switch off the projector before removing the transparency.
- Allow sufficient time for the audience to absorb the content.
- Explain the visual.
- Point at the transparency and not the projected image.
- Use a pen, or pointer, not your hand.
- Never look at the screen after placing the transparency on to it.
- Never walk between the projector and the screen.
- Remove visual as soon as it is no longer relevant.
- Always spell-check it first.
- Try not to hand-write visuals, print them and incorporate graphics.
- Make sure the projector does not obstruct any person's view of the screen.

Refer to assignment on delivery of speech using OHP from Project Basics Level Two.

The Slide Projector

Place the projector directly in front of the screen making sure it does not obstruct the audience's view. Make sure the focus is correct and always have a spare bulb and sufficient extension cable to reach socket.

- Number all slides and make sure script is marked so that you know where each appears.
- Double-check the carousel is correctly loaded.
- Practise entire presentation at least twice.
- Do not look at the screen, talk to the audience.
- Do not talk whilst the audience is preoccupied with one slide.
- Leave slide on for sufficient time to enable audience to absorb information.
- Do not move between screen and projector.
- Use a pointer to indicate and put this down when you are not using it.

The Video

The video offers a more professional visual scene. This is a moving support system and brings good responses. However, a tabletop CCTV system is difficult to carry around and should only be used for small audiences. If a large screen is available, this is an excellent opportunity for getting a quality message across.

The Use of Media/Audio/Visual Aids continued...

- Video should not be more than 5 minutes in length.
- Extension leads should be carried.
- Remember no interaction can take place whilst video is being watched and room should not be in total darkness.
- Follow up on points when viewing completed.

PowerPoint or other computer-assisted presentations*

With all the available material now on offer with computer-assisted presentations, you can devise and design some excellent presentations. Do not get carried away and produce something that is far more interesting than you are to listen to, and remember the presentation using the computer must be faultless.

- Spell-check everything.
- Be careful the screensaver does not appear.
- Make sure there is somewhere to show the slides.
- Do not spend time playing with computer and looking at the presentation rather than the audience.
- Get the slide color and background correct so that visibility of material is clear.
- Never use a CAP without prior training.
- Watch that the menu does not appear on screen.
- Do not forget the PC!!
- Remember the password.
- Be sure you know where to find the presentation on the PC.

Refer to assignment on delivery of speech using PowerPoint from Project Basics Level Two.

Add to these lists yourself and always practice before any presentation.

There are Microphones and there are Microphones

The following are some suggestions to be considered when using the four most common types of microphone:

The Lapel Microphone is clipped to the garment.

The Lavalier Microphone is draped around the shoulders by cord.

Either (or both) of these must be properly placed for clear voice reception.

The Use of Media/Audio/Visual Aids continued...

- Make certain the microphone will not rub against buttons or jewellery being worn and make distracting sounds.
- Do not handle the cords more than absolutely necessary.
- Avoid turning your back to the audience for long periods.
- Do not speak over your shoulder. Turning completely away from the microphone means you will not be heard.
- Do not attempt to walk further than the cord allows.
- Remember to speak naturally, control your speaking pace and maintain a normal voice pitch.

The Portable Microphone is one that you hold in your hand and carry about with you.

- Do not attempt to walk further than the cord allows (unless it is a radio microphone).
- Do not hold it too close. If it is against your mouth any sounds are amplified out of proportion and even normal sounds may be unpleasant.
- Close contact may also mean that moisture will collect on the microphone and this can cause other problems.
- Do not tap fingers or fingernails against the microphone as you hold it.

The Stationary Microphone is fastened to a lectern or a floor stand.

Assume the proper distance from the microphone. From five to eight inches (13 to 20 cms) is logical; however, if one has a voice, which carries easily, the distance can be as much as twelve inches (30 cms).

- Don't form the habit of moving away from, or toward, the microphone. Maintain the same distance and stand erect.
- If you believe there is some doubt about being heard, ask the audience to signal with raised hands if your words cannot be understood.
- Speak into the microphone at the correct angle. It should be below lip level and at a forty-five degree angle (never head on). Speak naturally.
- To maintain appropriate eye contact with a large audience, it is sometimes necessary to direct your attention from one area of the room to another. When changing your gaze to the left, slightly shift your body to the right (still aiming your voice towards the microphone). When looking to the right, shift slightly to the left to avoid fade-out. The microphone must be in line with your voice path at all times.
- Remember don't handle the microphone when it has been adjusted for your height, angle and distance.

Overhead Microphones or Microphones on Booms need not concern you as far as use or adjustment. When they are in place a technician monitors the controls and you simply speak as suggested in all other cases.