

Public Speaking

Sample



Corporate Training Materials

All of our training products are fully customizable and are perfect for one day and half day workshops. You can easily update or insert your own content to make the training more relevant to participants. Our material is completely customizable and is backed up by a 90 day 100% no questions asked money back guarantee!

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Preface

What is Courseware?



Welcome to Corporate Training Materials, a completely new training experience!

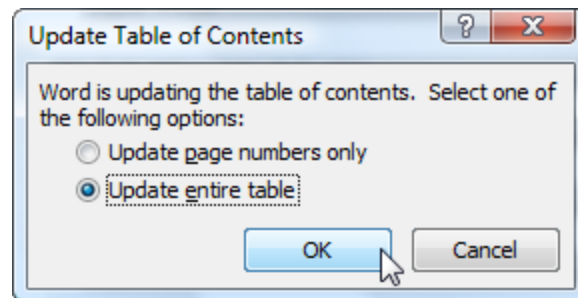
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants' industry, or additional information. You can, of course, also use all of your word processor's other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click "Update entire table" and press OK.

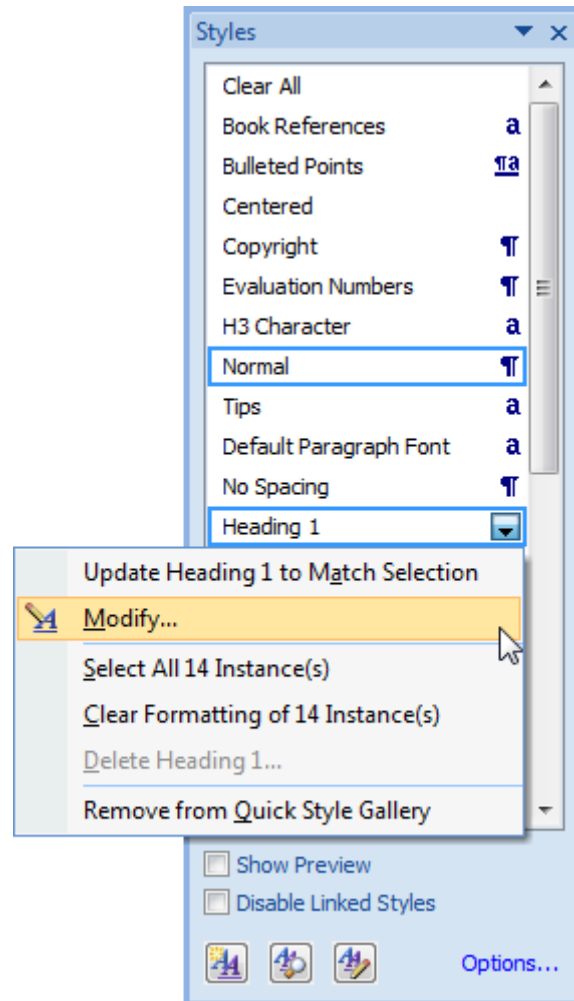


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to [Word 2007 or 2010 Essentials](#) by Corporate Training Materials.

Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

- Laptop with projector, for PowerPoint slides
- Quick Reference Sheets for students to take home
- Timer or watch (separate from your laptop)
- Masking tape
- Blank paper

Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

- **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
 - Use examples, case studies, and stories that are relevant to the group.
 - Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
 - Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest [Experiential Learning](#) by David Kolb.)
- **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
- **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
- **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

Icebreakers

Each course is provided with a wide range of interactive Icebreakers. The trainer can utilize an Icebreaker to help facilitate the beginning of the course, as it helps “break the ice” with the participants. If the participants are new to each other, an icebreaker is a great way to introduce everyone to each other. If the participants all know each other it can still help loosen up the room and begin the training session on positive note. Below you will see one of the icebreakers that can be utilized from the Icebreakers folder.

Icebreaker: Friends Indeed

Purpose

Have the participants moving around and help to make introductions to each other.

Materials Required

- Name card for each person
- Markers

Preparation

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

Activity

Explain that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the center and make a statement.

The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let's be adults: no kicking, punching, body-checking, etc.

Play a few rounds until everyone has had a chance to move around.

Training Manual Sample

On the following pages is a sample module from our Training Manual. Each of our courses contains twelve modules with three to five lessons per module. It is in the same format and contains the same material as the Instructor Guide, which is then shown after the Training Manual sample, but does not contain the Lesson Plans box which assists the trainer during facilitation.

The Training Manual can be easily updated, edited, or customized to add your business name and company logo or that of your clients. It provides each participant with a copy of the material where they can follow along with the instructor.

To succeed in business it is necessary to make others see things as you see them.

John H. Patterson

Sample Module: Identifying Your Audience



The key to effective public speaking is preparation. The better you prepare, the more confident you will feel.

Preparation begins with identifying your audience. What do you know about your audience? What do they care about? What's important to them? Do they have any misconceptions about your topic? These are the kinds of questions you should ask as part of your preparation. Sitting down and listing the questions, and your answers to them, will give you a basic structure for your speech, around which you can add things and take them away as you see fit.

Holding the attention of an audience and speaking to what interests them is the most important thing about any public speech. It is not merely about what you say, but also how you say it. If you have a message you wish to get across, then think of how that message will communicate itself best to the audience you are speaking to.

Performing a Needs Analysis



Preparing for a speech should begin with thinking about the wants and needs of the audience. What are they interested in? What do they care about? No matter how entertaining a speaker you are, people will not give you their full attention unless you are talking about something that is meaningful to them.

You should try to let the audience know early in your speech that you are going to try to address their concerns. Too often a speaker starts out with a lengthy discussion about the history or background of a topic. That is usually not what the audience cares about! They want to know how this topic will affect their lives.

A needs analysis measures what skills employees have -- and what they need. It indicates how to deliver the right training at the right time. The results answer the following questions:

1. Where is the **audience** with the problem or need for change?
2. What **tasks** and subtasks does an expert perform to complete a work process?
3. What **gaps** exist between experts, average, and poor performers of a work process?
4. How do we translate the needs into objectives to promote a strong learning **outcome**?

The method can be simple observation, careful note taking, and asking questions.

Question	Methods
Audience?	Interview key stakeholders and listen to their concerns about the problem Define who needs help to overcome the problem Identify and describe the audience and the work
Tasks?	Observe the work being done by recognized experts Take careful notes and ask questions where needed Document the proper performance of the work tasks
Gaps?	Observe other workers doing the tasks. Compare results with the performance of experts. Document identified skill gaps.
Outcome?	Develop a complete list of tasks for performing the work completely and correctly.

Creating an Audience Profile

- **Education:** If your audience is well-educated, you can use fairly sophisticated vocabulary. If they're not, you need to keep things simple.
- **Familiarity with Topic:** What do people know about the topic already and what do you need to explain?
- **Familiarity with Jargon:** Avoid any specialized vocabulary unless you think that everyone in the audience will understand it. If you have to use a technical term, explain it.
- **Interest in the Topic:** What do people care about? What's important to them?
- **Possible Misconceptions:** Which incorrect ideas might you need to correct?
- **Attitude:** Are people hostile, supportive, curious, worried? The attitude of your audience will affect the tone of your speech.



One of the most important elements of written or spoken language is the register in which it is delivered. Experts say that there are three registers of language, titled R1, R2, and R3. R1 is the level of language used most commonly by politicians, lawyers, and found in the upper-market range of newspapers. R2 is the most commonly used by people in everyday conversation with acquaintances and people they have just met (outside a framework of formality).

R3 is the register that may be used between close friends and is heavily based in slang. Considering how educated your audience is, and how formal you wish the speech to be, will govern the choice of register.

The audience's familiarity with an interest in the topic will also be of importance. You may be seeking to educate your audience on the topic in hand, or to communicate your own ideas to an audience who is already familiar with the topic. Deciding between these will help shape your speech – if they are familiar with the topic then it does not hurt to include some jargon, as this may even make your speech that little bit more dynamic – if you don't need to keep explaining things, you can communicate ideas more effectively.

The mood and opinion of your audience is also important. It will influence the tone and content of your speech, as a nervous or worried audience will require an element of comfort or reassurance, while a celebratory audience will want to share a positive, electric atmosphere and possibly hear some congratulations.

One person speaking to a large crowd is in a unique position – they have the attention of many people and the power to get ideas across that will change mindsets and behavior on a large scale. It is therefore important to consider how you phrase things, and that you correct any persistent misconceptions of which you are aware.

Identifying Key Questions and Concerns



If you have a good understanding of your audience, you can probably predict the key questions and concerns they are likely to have. You may not be able to give the audience the answers they would like to hear, but at least you should be ready to discuss the things they care about most.

Many speeches these days are followed by a question and answer session which allows the audience to raise any issues they do not feel have been fully dealt with by the original speech – but it is better for the audience if the original speech deals with those concerns, as it shows that they have been thought through rather than addressed “on the hoof”.

Predicting questions and concerns should be straightforward. If you are in a position to address a larger group of people, then the chances are that you have knowledge of the issues that affect them and how these can be addressed. It is also possible to take a sounding from people “on the ground” as to what is concerning them. It may well be that you share those concerns and have given some thought to addressing them.

If you can speak intelligently and emotionally about the issues that concern your audience, they will have a lot more trust that you can help provide solutions to problems, and that their position is understood and respected.

It may help before delivering a speech or presentation to make a list of the five most searching questions you expect people to have. Your presentation should then concern itself with answering those questions as well as delivering your own standpoint.

When delivering the speech it is helpful to pay tribute to the fact that these concerns exist, by saying something along the lines of: “And before I go any further, I would like to raise an issue that I know has been foremost among the minds of many here...”. As the audience is giving you their attention, it is simply reasonable that you make clear that they, too, have yours.

Instructor Guide Sample

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box. Each Instructor Guide and Training Manual mirrors each other in terms of the content. They differ in that the Instructor Guide is customized towards the trainer, and Training Manual is customized for the participant.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor train that particular lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.

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John H. Patterson

Sample Module: Identifying Your Audience



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Preparation begins with identifying your audience. What do you know about your audience? What do they care about? What's important to them? Do they have any misconceptions about your topic? These are the kinds of questions you should ask as part of your preparation. Sitting down and listing the questions, and your answers to them, will give you a basic structure for your speech, around which you can add things and take them away as you see fit.

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Performing a Needs Analysis

Estimated Time	10 minutes
Topic Objective	To understand how to analyze the needs of your audience.
Topic Summary	The crucial question for any audience is, "What's in it for me?" Understanding the wants and needs of your audience is an important step in preparing a presentation.
Recommended Activity	Divide participants into groups of four to six. Ask each group to think about a speech or presentation that one member of the group might give. What wants, needs, or concerns would the audience have? Ask each group to report on its discussion.
Stories to Share	Too many speakers prepare for a presentation by thinking just about what they want to say. That's important, but it's also important to think about the concerns of the audience. Why are they bothering to listen to you?



Preparing for a speech should begin with thinking about the wants and needs of the audience. What are they interested in? What do they care about? No matter how entertaining a speaker you are, people will not give you their full attention unless you are talking about something that is meaningful to them.

You should try to let the audience know early in your speech that you are going to try to address their concerns. Too often a speaker starts out with a lengthy discussion about the history or background of a topic. That is usually not what the audience cares about! They want to know how this topic will affect their lives.

A needs analysis measures what skills employees have -- and what they need. It indicates how to deliver the right training at the right time. The results answer the following questions:

5. Where is the **audience** with the problem or need for change?
6. What **tasks** and subtasks does an expert perform to complete a work process?
7. What **gaps** exist between experts, average, and poor performers of a work process?
8. How do we translate the needs into objectives to promote a strong learning **outcome**?

The method can be simple observation, careful note taking, and asking questions.

Question	Methods
Audience?	<p>Interview key stakeholders and listen to their concerns about the problem</p> <p>Define who needs help to overcome the problem</p> <p>Identify and describe the audience and the work</p>
Tasks?	<p>Observe the work being done by recognized experts</p> <p>Take careful notes and ask questions where needed</p> <p>Document the proper performance of the work tasks</p>
Gaps?	<p>Observe other workers doing the tasks. Compare results with the performance of experts. Document identified skill gaps.</p>
Outcome?	<p>Develop a complete list of tasks for performing the work completely and correctly.</p>

Creating an Audience Profile

Estimated Time	10 minutes
Topic Objective	To understand how to create an audience profile.
Topic Summary	The more you know about your audience, the more effective your presentation can be. By using an audience profile, you can make your presentation more understandable and meaningful to your audience.
Planning Checklist	Before the workshop, write these headings on a flip chart: <ul style="list-style-type: none">• Education• Familiarity with topic• Familiarity with jargon• Interest in topic• Possible misconceptions• Attitude
Recommended Activity	<p>Ask participants to work in the same groups as in the previous activity.</p> <p>Briefly explain each of the audience characteristics that you listed on the flip chart.</p> <p>Ask participants to think of the presentation they discussed in the previous activity. How would they describe their audience in terms of the characteristics listed on the flip chart?</p> <p>Ask each group to report on what it decided about its audience.</p>
Stories to Share	Listening to a speech is different from reading a book or an article. If you don't understand something you read, you can go back and read it again. But when you hear a speech, you have only one chance to understand it. That is why speakers have to make a special effort to make themselves understood.

- **Education:** If your audience is well-educated, you can use fairly sophisticated vocabulary. If they're not, you need to keep things simple.



- **Familiarity with Topic:** What do people know about the topic already and what do you need to explain?
- **Familiarity with Jargon:** Avoid any specialized vocabulary unless you think that everyone in the audience will understand it. If you have to use a technical term, explain it.
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R3 is the register that may be used between close friends and is heavily based in slang. Considering how educated your audience is, and how formal you wish the speech to be, will govern the choice of register.

The audience's familiarity with an interest in the topic will also be of importance. You may be seeking to educate your audience on the topic in hand, or to communicate your own ideas to an audience who is already familiar with the topic. Deciding between these will help shape your speech – if they are familiar with the topic then it does not hurt to include some jargon, as this may even make your speech that little bit more dynamic – if you don't need to keep explaining things, you can communicate ideas more effectively.

The mood and opinion of your audience is also important. It will influence the tone and content of your speech, as a nervous or worried audience will require an element of comfort or reassurance, while a celebratory audience will want to share a positive, electric atmosphere and possibly hear some congratulations.

One person speaking to a large crowd is in a unique position – they have the attention of many people and the power to get ideas across that will change mindsets and behavior on a large scale. It is therefore important to consider how you phrase things, and that you correct any persistent misconceptions of which you are aware.

Identifying Key Questions and Concerns

Estimated Time	10 minutes
Topic Objective	To understand the importance of being prepared to address key questions and concerns.
Topic Summary	Part of preparing for a presentation is preparing to respond to key questions and concerns.
Recommended Activity	<p>Ask participants to work in the same groups as in the previous activity.</p> <p>Ask participants to think of the presentation they discussed in the previous activities. What key questions or concerns would their audience be likely to raise?</p> <p>Ask each group to report on the questions and concerns it discussed.</p>
Stories to Share	One way to boost your confidence before a presentation is to think of the toughest question someone might have and prepare a good answer for it.



If you have a good understanding of your audience, you can probably predict the key questions and concerns they are likely to have. You may not be able to give the audience the answers they would like to hear, but at least you should be ready to discuss the things they care about most.

Many speeches these days are followed by a question and answer session which allows the audience to raise any issues they do not feel have been fully dealt with by the original speech – but it is better for the audience if the original speech deals with those concerns, as it shows that they have been thought through rather than addressed “on the hoof”.

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If you can speak intelligently and emotionally about the issues that concern your audience, they will have a lot more trust that you can help provide solutions to problems, and that their position is understood and respected.

It may help before delivering a speech or presentation to make a list of the five most searching questions you expect people to have. Your presentation should then concern itself with answering those questions as well as delivering your own standpoint.

When delivering the speech it is helpful to pay tribute to the fact that these concerns exist, by saying something along the lines of: “And before I go any further, I would like to raise an issue that I know has been foremost among the minds of many here...”. As the audience is giving you their attention, it is simply reasonable that you make clear that they, too, have yours.

Quick Reference Sheets

Below is an example of our Quick reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

Public Speaking

Listing the Actions You Took

- If people are confused as to what exactly will be dealt with – and when – they are liable to lose concentration, and any key points you make in the presentation will resonate less as a result of people wondering what is next.
- There will be people in your audience who, although they are keen to listen closely to the presentation, will still wonder when their particular area of interest will be dealt with. We change how we listen depending on our familiarity with the topic.
- If people are concerned about the length of the presentation, their minds will begin to wander as it passes the point where they would have hoped for it to finish.



Reviewing, Editing, and Rewriting

Content and Organization:

- Does the opening provide a good idea of what the presentation is about?
- Are the main ideas arranged in a logical order?
- Are opinions backed up with facts, statistics, and authorities?



Language:

- Have you come with clear, effective statements of your main ideas?
- Have you eliminated jargon as much as possible?
- Have you used vocabulary that the audience will understand?

Length:

- Have you devoted an appropriate amount of time to each part of your presentation?
- Is your entire presentation an appropriate length?

Checking Out the Venue

- Adequate seating.
- Good sight lines. Some chairs may need to be moved so that everyone can see the speaker or the screen.
- Projectors or other equipment. If you will be using the site's projector, be sure it works, and check to see if it is compatible with your laptop. Will you need an extension cord?
- Lighting. What combination of lights will allow the audience to see you, their notes, and the screen if you plan to use slides?
- Speaker's accommodations. Is there a podium if you plan to use one? Is there a place for you to put handouts?



Certificate of Completion

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.

CERTIFICATE OF COMPLETION

[Name]

Has mastered the course

Public Speaking

Awarded this _____ day of _____, 20____

Presenter Name and Title

PowerPoint Sample

Below you will find the PowerPoint sample. The slides are based on and created from the Training Manual. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

Sample Module: Identifying Your Audience

Preparation begins with identifying your audience. What do you know about your audience? What's important to them? Do they have any misconceptions about your topic? These are the kinds of questions you should ask as part of your preparation.

To succeed in business it is necessary to make others see things as you see them.

John H. Patterson



Performing a Needs Analysis

Audience

Tasks

Gaps

Outcome

Creating an Audience Profile

Education

Familiarity

Topic

Attitude

Identifying Key Questions and Concerns

Predict the key questions

Allows the audience to raise any issues

Shows that you have their attention

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