



Assignment 1: Presentation Skills

Name: Dana Pellegrini Babcsinschii

Student ID: 2317100

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Lecturer: Dr Mohammad Rahman

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1. Introduction

One of the most significant advantages of further or higher education is the development of the capacity to speak in front of an audience. In professional or casual conversations, we employ three basic strategies when communicating with others: modulating our voice, adjusting our tone, and communicating through our body language, which is a subtle yet efficient way of expressing information (Emden, J. V., & Becker, L. 2016).

One of the main reasons a presentation fails could be as simple as giving too little attention to other aspects of one's unique contribution to the speech and too much emphasis on the persuasiveness of the words and logic (Bradbury 2006).

As stated by Preston (2005), the combination of motions, positions, expressions of face, and even fragrance, transmits the majority of the message, possibly the most significant. Kinesics is a major factor in influencing how other people perceive us.

2. Summary of chapter two from Bradbury, (2006) book

As established by Bradbury (2006), two points may be used to summarize one of the best-kept secrets in business, which costs firms a significant amount of money and millions of wasted working hours annually: The goal of the majority of corporate presentations is not fulfilled. Even worse, they typically accomplish nothing useful.

Bradbury (2006) mentions that speaking slowly and with a lower volume than usual is often seen as forceful and convincing in the UK and the USA. Higher-pitched, faster-talking people are perceived as lightweight, and even downright unreliable. Also, nonverbal indications need to be considered. One perceives a person as strong, thoughtful, and clever when they make very few motions. Someone who waved their hands a lot and showed off their body often may be viewed as a bit of a frivolous bothersome person.

In his book, Bradbury (2006) cites studies conducted by the medical schools at Southern Illinois University and USC as one example. On the topic of Mathematical Game Theory as Applied to Physical Education, they conducted three seminars. Those were attended by 55 individuals in all, including social workers, educators, psychologists, and psychiatrists. Nobody recognised that the host, "Dr Myron L. Fox," was an actor with a rigorous education who lacked any medical training. Additionally, not a single person in any of the three crowds noticed that the lecture was a brilliantly orchestrated mash-up of a "pop science" article, liberal use of non sequiturs, doubletalk, and contradicting and irrelevant remarks, all topped off with a healthy dose of humour.

What Bradbury (2006) is attempting to say is that, ultimately, the success of even the cleverest speech ever composed will rely more upon the speechmaker's method of delivery than the speech's actual subject matter. Whatever the circumstance, the material starts to lose

relevance if the speaker's approach is not one that draws in the audience's attention. In the worst-case scenario, a genuinely incompetent presenter might deliver his content in a manner that those in the audience not solely fail to understand it, but also show little concern that they did not comprehend it. Their only feel relieve after the presentation's conclusion.

One more potent illustration cited by Bradbury (2006) is the 1960 presidential debate between John F. Kennedy and Richard M. Nixon. Individuals who were solely exposed to the argument through radio had to depend on the spoken word and vocal cues to determine their understanding. In this category, the majority of individuals thought Nixon was the stronger candidate. The majority of those who watched the debate on television, which included verbal substance, voice cues, and body language from both speakers, thought that John F. Kennedy was a considerably more trustworthy candidate. History teaches us that although Nixon had policies that were successful, Kennedy emerged victorious in the presidential contest.

By building a relationship with spectators, the speaker can work on both the cognitive and unconscious levels, as Bradbury (2006) aims to show. With a sufficient amount of effort and time, nearly anyone can become excellent in those skills.

3. Examination of Presentation Skills

3.1. Key Steps for Presentation

A presentation's structure, gestures, and vocal delivery should all be planned, according to Dolan (2017). No matter the situation, it is critical to arrive prepared. It will increase confidence and enhance the experience of those who attend if there is an organised strategy, strong supporting evidence, and a clear picture of the main results (McMillan & Weyers 2021).

For the structure, establish a connection with the audience (this is easier in a smaller, less formal setting), indicate the preference for questions, and set the scene during the introduction. Give the agenda, the goal, and the expected outcomes. Communicate ideas clearly and concisely; highlight important ideas with colour schemes or animations; build credibility by perhaps mentioning publications or references; and deliver your message in a logical and systematic manner (Dolan 2017)

As per Dolan publication (2007) An important component of any presentation is **the nonverbal language**. During a presentation, the legs and body must move during times that are appropriate, remain in a position that allows to view everybody, and avoid blocking the screen or images. It is possible to emphasise a point using hand gestures but keep them away from the face. It is extremely crucial to keep the eyes focused on the faces of the audience for three to five seconds at a time, and to avoid shifting the attention from the audience for longer than ten seconds.

Regarding **verbal delivery**, Dolan (2007) advises using active verbs instead of passive ones, staying away from technical vocabulary unless the crowd is comfortable with them, and always utilising one's own phrases and words.

3.2. The importance of the Presentation Skills

The spectrum of experiences and educational backgrounds among students pursuing business degrees is significant. They each possess diverse learning styles and come from a variety of cultural backgrounds, however all of them have the necessity to be strong communicators who can sell their concepts to others (Cameron 2021).

There are many circumstances in which having strong public speaking abilities may assist in developing a career and open doors, even if a person is not required to give speeches in front of groups on a regular basis. It is important for a student to display their work and possess the confidence to perform well in front of peers and different lecturers. A speaker may be required to address a group at a seminar about their employer or to instruct incoming recruits. Speaking to an audience can also involve giving a discussion or presentation online, as in the case of conducting an online meeting with a group of clients or training a virtual staff.

To put it briefly, having strong public speaking skills may improve one's reputation, increase confidence, and lead to a variety of opportunities that arise.

Conclusion

To summarise the topics this essay has addressed, any academic student who learns presenting skills will have a significant edge in both their academic and professional career paths.

According to Bradbury (2006), Emden and Becker (2016), and Preston (2005), effective presentations need the fusion of several critical components, including a well-thought-out presentation structure, a keen awareness of nonverbal cues, and the manner in which the topic is presented.

Additionally, having strong communication skills lends one's credibility and presents one as more intelligent, engaging, and reliable. These days, it is crucial to possess these attributes considering most businesses want candidates who possess them.

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