



19th LJUBLJANA SUMMER SCHOOL
Take the Best from East and West
2 - 20 July 2018

LJUBLJANA SUMMER SCHOOL 2018

COURSE TITLE: Powerful presentations

Type of course:

Bachelor course

ECTS credits: 6

Lecturer:

Andrew Wood, Ph.D., Professor of Communication Studies and Humanities
 San José State University, California, USA

Aims of the course:

Would you like the power to speak before any audience in the world with limited preparation and maximum success? Surely you do, because today's global marketplace demands an ability to convey your ideas in a manner that is clear, concise, correct, and compelling. Whether you are pitching a product, building a brand, negotiating a deal, launching a campaign, or coordinating a team, your ability to speak with conviction, to persuade with precision, may mark the difference between success and failure.

No doubt, you can remember amazing TED talks, inspiring political speeches, or clever advertising appeals when you thought, "I wish I knew the secret to moving an audience with such ease!" You might have dismissed your dreams of becoming a more effective presenter by thinking that such skill demands an innate talent you could never possess. Even so, most experts in the field of communication will tell you that excellence in presentations is not a matter of some unchanging "trait" but rather a matter of intentional "state": a state of mind and behaviour that can be learned, practiced, and improved. This course will help you attain that state that leads to success.

We begin by learning to confront public speaking anxiety, drawing from time-tested techniques and contemporary research that will help you present your ideas with certainty. We then analyse dimensions of effective delivery, attaining a more mindful understanding of gesture, eye contact, vocality and movement than you have previously considered. We consider the practical, situational, and ethical elements of credibility so that when you speak, people will listen, understand, and *believe*. Finally, we survey theories of persuasion, drawing from philosophical, psychological, and marketing insights that will help you to inspire individuals and audiences to alter their beliefs, attitudes, values, and behaviours. Ultimately our classroom activities and speaking opportunities will help you demonstrate the kind of communication competence and confidence necessary to thrive in a complex world.





19th LJUBLJANA SUMMER SCHOOL
Take the Best from East and West
2 - 20 July 2018

Course learning objectives:

- Compose and deliver effective oral and group presentations on international business-related topics.
- Engage in critical and analytical communication analysis.
- Assess and achieve opportunities for personal and professional improvement as a public communicator.

Course syllabus:

Week	Topics	Readings	Deadlines
3 July	Overview and Preparation • Rhetoric • Confidence • Intros • Conclusions	Weller: "Performance Anxiety"	Introduction Speech
4 July	Delivery • Gestures • Eye Contact • Vocalics • Movement	Mullen: "Nonverbal Cues"	Personal Profile Sheet
5 July	Credibility • Research and Oral Citations • Explanations		
9 July	Communication Analysis 1	Pincus: "The Perfect (Elevator) Pitch"	Sharing News Speech (including outline)
10 July	Motivation • Persuasion Principles		Midterm Exam
11 July	PR Crisis and PSA Overview • PSA Group Formation • First PSA Group Meeting	Moses: "Aussie Viral Video"	
12 July	Group Dynamics Communication Analysis 2	Smith: "Bruce W. Tuckman"	PR Crisis Response 1 (including outline)
16 July	Communication Analysis 3		PR Crisis Response 2 (including outline)
17 July	Supporting Media PSA Group Meeting 2	Gallo: "Death by PowerPoint"	PSA Planner
18 July	Communication Analysis 3		PSA Presentation
20 July	Review and culmination		Final Exam





19th LJUBLJANA SUMMER SCHOOL
Take the Best from East and West
2 - 20 July 2018

Literature:

Required readings (in order of appearance):

- Weller, C. (2013, December 23). Performance anxiety better quelled with excitement than relaxation: The power of faking it 'til you make it. *Medical Daily*. Online: <http://www.medicaldaily.com/performance-anxiety-better-quelled-excitement-relaxation-power-faking-it-til-you-make-it-265714>
- Mullen, J.K. (2012, March 16). Digital natives are slow to pick up nonverbal cues. *Harvard Business Review* [blog]. Online: <http://blogs.hbr.org/2012/03/digital-natives-are-slow-to-pi/>
- Pincus, A. (2007, June 18). The perfect (elevator) pitch. *Business Week*. Available only in reading packet.
- Moses, Al. (2012, November 29). Aussie viral video, 'Dumb Ways to Die', lives on. *Sydney Morning Herald*. Online: <http://www.smh.com.au/action/printArticle?id=3848616>
- Smith, M.K. (2005). Bruce W. Tuckman: Forming, storming, norming and performing in groups. *The Encyclopaedia of Informal Education*. Online: <http://infed.org/mobi/bruce-w-tuckman-forming-storming-norming-and-performing-in-groups/>
- Gallo, C. (2013, November 22). How to turn 'death by PowerPoint' into a career advantage. *Forbes*. Online: <http://www.forbes.com/sites/carminegalloy/2013/11/22/how-to-turn-death-by-powerpoint-into-a-career-advantage/print/>

Supplemental readings:

- Aristotle. *Rhetoric*. (trans. W. Rhys Roberts). I: 4.
- Bodie, G.D. (2010). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education*, 59(1), 70-105.
- Brooks, A.W. (2014). Get excited: Reappraising pre-performance anxiety as excitement. *Journal of Experimental Psychology: General*, 143(3), 1144-1158.
- De Vita, G. (2000). Inclusive approaches to effective communication and active participation in the multicultural classroom: An international business management context. *Active Learning in Higher Education*, 1(2), 168-180.
- Diamond, D.M., Campbell, A.M., Park, C.R., Halonen, J., & Zoladz, P.R. (2007). The temporal dynamics model of emotional memory processing: A synthesis on the neurobiological basis of stress-induced amnesia, flashbulb



19th LJUBLJANA SUMMER SCHOOL
Take the Best from East and West
2 - 20 July 2018

and traumatic memories, and the Yerkes-Dodson Law. *Neural Plasticity*. doi:10.1155/2007/60803.

- Eicher-Catt, D. (2013). A semiotic interpretation of authentic civility: Preserving the ineffable for the good of the common. *Communication Quarterly*, 61(1), 1-17.
- Hunter, K.M., Westwick, J.N., & Haleta, L.L. (2014). Assessing success: The impacts of a fundamentals of speech course on decreasing public speaking anxiety. *Communication Education*, 63(2), 124-135.
- Karolak, H. & Maier, C.T. (2015). From "Safe Spaces" to "Communicative Spaces": Semiotic labor, authentic civility and the basic communication course. *Journal of the Association for Communication Administration*, 34(2), 88-101.
- Landis, K. (Ed.). (2008). *Start talking: A handbook for engaging difficult dialogues in higher education*. University of Alaska Anchorage and Alaska Pacific University.
- McCollough, M.A., Devezer, B., Tanner, G. (2016). An alternative format for the elevator pitch. *Entrepreneurship and Innovation*, 17(1), 55-64.
- Monroe, A.H. (1943). *Principles of speech (military edition)*. Chicago: Scott, Foresman and Company.
- Paz, O. (2017/1974). *The monkey grammarian*. New York: Arcade.
- Wreden, N. (2002, January). How to make your case in 30 seconds or less. *Harvard Management Communication Letter*, 3-4.

Teaching methods:

I strive to create a classroom environment in which students are challenged to take ownership of the learning process. There's a phrase I have heard that epitomizes this philosophy: I'd rather be the guide on the side, than the sage on the stage. Accomplishing this goal requires that lectures be augmented with classroom team activities, practical application experiments, and group performance opportunities. I also believe that *individual consultation* is an essential component of effective teaching. Over 20 years of coaching and consulting have instilled in me the ability to discover themes, metaphors, and strategies that appeal to individual learning styles. Ultimately, I hope to challenge students to work beyond the mere analysis of communication phenomena. Effective teaching inspires students to evaluate real-world situations in political, historical, and interpersonal contexts; communicate their original ideas in multiple media; and formulate individual belief systems based in rigorous thought and social awareness.

Prerequisites:

None.





19th LJUBLJANA SUMMER SCHOOL
Take the Best from East and West
2 - 20 July 2018

Examination methods:

The following assignments and examinations are the means through which Course Learning Outcomes are assessed. All assignments must be completed in order to earn course credit.

Introduction Speech [10% of grade] (3 minutes):

Greet your colleagues at the beginning of the session. Along with your name and home university, devote most of your speaking time to sharing a specific aspect of public speaking in which you hope to improve in this class. It is important to bolster your topic with an illustration, a brief story, or some other sort of supporting material. This speech will not employ presentational software or additional aids, and no outline is required. *Key grading criterion:* speak for the allotted time (allowing a reasonable grace period). Depending on class size, you may be asked to present this speech in a small-group setting.

Sharing News Speech [10% of grade] (3 to 5 minutes):

Select a recent, credible article concerning one notable topic of international business from any English language newspaper (e.g., *The New York Times* or *The Wall Street Journal*) and summarize its contents in a structured but conversational way. Your speech will include the following elements connected with logical transitions: (a) an attention-getting introduction that features your thesis and forecast, (b) two body points that contain sufficient detail to bolster your credibility, and (c) a conclusion that reviews main points and offers a memorable closing line. This speech will not employ presentational software or additional aids.

Key grading criteria: Be prepared to share and receive respectful, useful feedback. One note card may be used [see template at back of course packet]. Depending on class size, you may be asked to present this speech in a small-group setting. In that case, the grading process may be augmented by a brief post-speech written reflection exercise. Your outline will be due at the time you speak.

Public Relations Crisis Response [20% of grade] (4 to 6 minutes):

Deliver a professional response to an actual occasion when a person, company, or institution faced a public relations crisis that merited international media attention. Recent examples include concerns for sexual harassment in film and news industries, the outcry surrounding United Airlines' violent removal of a passenger, challenges to Google's claim that they have eliminated the gender pay gap, though you may consider other PR challenges, such as mergers and acquisitions, product launch failures, and so on. Present your speech as if you are advocating an action plan to the person/group involved.

Your response shall include the following elements connected with logical transitions: (a) a *brief* attention-getting introduction that features a thesis and forecast; (b) two body points, each containing at least one specific citation from a credible source drawn from some combination of a book, magazine, newspaper, scholarly article, or industry publication (no web-only sources); and (c) a conclusion that succinctly reviews main points and offers a compelling call





19th LJUBLJANA SUMMER SCHOOL
Take the Best from East and West
2 - 20 July 2018

to action. This speech will not employ presentational software or additional aids.

Key delivery criteria: Confident gestures, dynamic vocalics, engaging eye contact, and purposeful platform movement. One note card may be used [see template at back of course packet]. Additional notes: Depending on class-size, time limit for this speech may be adjusted. Reasonable notice will be given in that case. Your outline will be due at the time you speak.

Public Service Announcement Group Project [20% of grade] (7-10 minutes):

Form a group of classroom colleagues (comprising three to five members) to craft a persuasive message about a problem that transcends national boundaries. Some potential examples include climate change, human trafficking, and landmine removal. Your presentation shall include the following elements connected with logical transitions: (a) active and well-organized participation by all group members; (b) citations from at least four varied and credible information sources drawn from some combination of a book, magazine, newspaper, scholarly article, or industry publication (no web-only sources); and (c) at least one additional medium (eg., PowerPoint, Prezi, poster, performance, etc.) that features an original component that augments your message in a creative, insightful manner.

Course mastery criteria: Each participant will demonstrate mastery of public speaking concepts taught in this class. One note card per person may be used for this exercise [see template at back of course packet].

Midterm and Final Examinations [40% of grade]:

Each exam invites you to synthesize the knowledge gained throughout the course. The exams employ multiple choice, true/false, and matching questions. The final examination is not comprehensive.

Note: This course is comparable to the officially accredited course Effective Presentations (ECTS: 6) at the Faculty of Economics, University of Ljubljana.

