

COMMUNICATING  
**ON VIDEO**

Advanced Communication Series



**EXECUTIVE SUMMARY:**

An editorial is an opportunity to influence public opinion and action on an issue. It doesn't just draw attention to an issue; it makes a point about that issue. Because it is brief, you must choose words and information carefully. Make sure your editorial clearly states your position, contains evidence to support that position, and is logically developed.

**OBJECTIVES:**

- ▶ To effectively present an opinion or viewpoint in a short time.
- ▶ To simulate giving a presentation as part of a video broadcast.

**Time:** Three minutes, plus or minus 30 seconds

# STRAIGHT TALK

One type of video presentation is the editorial. Editorials can be part of a television station's newscast, public access television programming, or Internet broadcast. They also may be referred to as "commentaries" or "guest views." An editorial is a prepared statement directed to the viewer that takes a positive or negative stand in relation to a specific issue. The issue usually is the result of a major news event, and may be local, national, or international in scope. But an editorial doesn't merely inform or entertain; it provides meaningful and deeper insights into an issue. By knowing how to effectively prepare and present a video editorial, you'll be better prepared to influence public opinion and action on an issue.

## ELEMENTS OF AN EDITORIAL

A good editorial communicates a particular message. It doesn't just draw attention to a particular problem or issue; it makes a point about that problem or issue.

An effective editorial contains several key elements:

- ▶ **A cause.** An editorial addresses an important, contemporary issue.
- ▶ **A firm conviction.** An editorial emphatically states a position on an issue and remains true to that position.
- ▶ **Evidence.** An editorial contains information to substantiate its position.
- ▶ **Reasoning.** An editorial is rational.
- ▶ **Logical development.** An editorial is well-organized. Thoughts flow smoothly.

An editorial is a challenge to write because, in addition to the above, it must be brief. Most editorials are only two to three minutes long. Thus, words and information must be chosen carefully. Words must be short and clear. Information must contribute to the point. Too much information and your point can get lost among the confusion. Be safe by making only one point in your editorial.

You should be able to condense the point into a single sentence, such as: the city council should not rezone Black Street to allow commercial development because the neighborhood could not accommodate more traffic.

▶ **An editorial provides meaningful and deeper insights into an issue.**

## VIDEO PRESENTATION

There are two basic types of video: direct and indirect. In indirect video, performers address one another or the studio audience – not the camera. In direct video, performers look at and address the camera only. They talk to their audience through the camera.

A video editorial is the direct type. When giving an editorial, you communicate with your audience by looking directly at the camera, not at the studio audience or another person. You're usually seated at a table or desk, and you face the camera squarely. Be sure to read the Appendix for tips on working with cameras.

**Make only one point in your editorial and condense that point into a single sentence.**

Some people find cameras intimidating and this affects their talk. If cameras make you nervous, try thinking of a friend. Instead of the camera, visualize one of your family or a good friend in its place. You'll be able to speak naturally and appear to be at ease. To enhance your relaxed appearance, sit straight in your chair with your lower back supported. Don't hunch over or twist in your chair – this looks sloppy.

Appearance on video is important. Be sure to read the Appendix for tips on dressing, gestures/body movement, and reacting to cameras.

## YOUR ASSIGNMENT

For this project speech, prepare, rehearse, and deliver a three-minute editorial, plus or minus thirty seconds, designed for an on-camera presentation. Your editorial should clearly present:

- ▶ The news event or current issue evoking your editorial comment.
- ▶ A reaction or stand to the event or issue.
- ▶ The reasons to support the reaction or stand.

When giving your talk, be sure to do the following:

- ▶ Speak while seated at a desk or table.
- ▶ Use a script for your presentation. You should be able to give most of your talk from memory, but use the script to help you recall the exact wording. Or you may make cue cards for yourself. Cue cards are large poster boards on which your script is printed. The cards are held near the camera within reading range. You can glance at the cards as you give your editorial while still directing your eyes at the camera. Should you use cue cards, you'll need an assistant to hold them.
- ▶ Establish and maintain eye contact with the camera.
- ▶ Videorecord your presentation if possible. If this isn't possible and cameras aren't being used, set up a chair in front of the desk or table to simulate a camera, or mount a still camera on a tripod. Direct your talk to the camera.
- ▶ Assign a club member to act as "floor manager" for your presentation, giving you hand signals that indicate remaining time. More information on hand signals is in the Appendix.
- ▶ If your presentation is recorded, play back the recording after the presentation so you and your evaluator can determine how effective your talk would have been were it actually broadcast.



**EXECUTIVE SUMMARY:**

Talk shows, podcasts, and live streaming video are common today, and more people are needed as guests. If you're invited to appear on a show, prepare carefully. Know the interviewer's purpose, the reason for your appearance, the interview's length, the interviewer's identity, and who your audience will be. Anticipate questions and prepare responses. During the interview, be enthusiastic, stay calm, listen carefully, and be yourself.

**OBJECTIVES:**

- ▶ To understand the dynamics of an interview or "talk" show.
- ▶ To prepare for the questions that may be asked of you during an interview program.
- ▶ To present a positive image on camera.
- ▶ To appear as a guest on a simulated video talk show.

**Time:** Five to seven minutes

# THE INTERVIEW SHOW

Hosted interview programs that feature guests who discuss their various areas of expertise abound. With these programs becoming more common, more people are needed to appear as guests. By developing the special skills required for video appearances, you may find yourself a frequent guest on a variety of programs.

## PREPARING FOR THE SHOW

Watch your favorite talk shows or podcasts. The host and guests converse with ease, don't they? Their conversation appears completely spontaneous.

In reality, this isn't so. The host and guests spent hours preparing for the interviews.

Of course, you can't anticipate everything that will happen during an interview. But you can have a general idea of the interview's purpose, its length, and the questions and issues you'll face. When you're invited to appear on a show as a guest, prepare by asking these questions:

- ▶ What is the purpose of the interview? Know why you've been asked to appear.
- ▶ What type of interview will it be? You may be part of a panel discussion, one of several guests on an hour show, or the sole guest on a half-hour program.
- ▶ Why were you asked to appear? Was it your position, expertise, or personality that influenced them to invite you?
- ▶ How long will the interview be? An hour-long interview requires more preparation than a five-minute interview.
- ▶ Who will be conducting the interview? If the interviewer is known to be hostile and rude, you must prepare accordingly. Watch the interview program several times before you appear on it to determine the interviewer's style and if the interviewer is knowledgeable in your subject area.
- ▶ Who is your audience? If the program is for a specialized audience, such as lawyers, you can use vocabulary suited for them. But if the audience is an entire city, then you must keep your words simple and clear, so most anyone will understand it.

Talk with your interviewer before your appearance. Provide your interviewer with, or help to develop, a proper introduction of you. A good introduction will establish your credibility. Discuss what subjects the interview will cover. If you have topics you prefer not to discuss on the program, tell your interviewer immediately. Otherwise, you both could be embarrassed at show time.

Now that you've established the framework of the interview, you can anticipate the questions you may be asked and you can prepare some

**State your main point first; it is important to keep your answers short and to the point.**

responses. In preparing for the interview, remember the dynamics of the interview situation. The program host (or interviewer) wants you to discuss the agreed-upon subject. You are the center of attention; the host is merely trying to encourage you to talk by asking questions. The questions most likely will be open-ended questions; that is, they allow you great flexibility in your answers. "How do you feel about the recent legislation mandating harsher punishment for people convicted of driving while drunk?" allows some freedom of response.

In preparing your responses, remember that the clock rules. It's important to keep your answers short and to the point. State your main point first; otherwise, the interviewer may interrupt you to ask another question or to pause for a break. Speak in what TIME magazine calls "sound bites"—15- to 20-second segments. Your responses are less likely to be edited out, if the program is to be edited, and you'll make your point more easily. For example, suppose you are asked why you favor establishing a national lottery. You can't say, "I have eight areas to cover as I answer your question. First..." Your response must be concise and to the point: "The lottery will increase revenue for our schools and highways without increasing taxes."

When answering questions, be honest and straightforward. Don't hesitate to ask the host to restate the question if you don't understand it, or to say, "I don't have the answer to that question." Avoid saying "no comment." It sounds evasive and gives the impression that you're hiding something.

## SHOWTIME

During the interview, remember to:

1. **Be enthusiastic.** Even a boring subject can become interesting if the interviewee is enthusiastic.
2. **Don't overwhelm your audience with facts and statistics—they're boring.** Instead, illustrate your points with stories. As in any speech, anecdotes or short stories add emphasis to your points. They attract attention and provide insight.
3. **Use humor carefully.** You are speaking to a large audience, and not everyone has the same taste in humor. You don't want to offend anyone, and you want to maintain a positive image and your credibility.
4. **Listen carefully.** Ignore all of the equipment, audience, and stage crew, and focus your attention on the host and the questions. You won't be able to answer the question if you haven't heard what was asked.
5. **Be yourself.** Don't imitate your favorite movie star, act stiff or formal, or try to impress everyone with your charm and knowledge. You'll only succeed in looking foolish. Be conversational, relaxed, and poised.
6. **Stay calm.** Don't lose your temper or become defensive under questioning. (See Project Four for more information on handling difficult questions.)
7. **Know where to look.** If you're a guest on an interview program without a studio audience, you should look directly at the interviewer, not at the camera. If there is a studio audience, you should look at them occasionally. Don't dart your eyes back and forth between the interviewer and the audience, however. Direct your eyes to the audience slowly, and look at them for several seconds before turning your head back.

Ignore all of the equipment, audience, and stage crew, and focus your attention on the host and the questions.

## **YOUR ASSIGNMENT**

For this project, you and another member will prepare and present a five- to seven-minute interview program, designed for an "on camera" presentation. You will be the guest, and your partner will be the host, and other club members will be your studio audience. If possible, your partner should be working to complete this manual, too, and should follow the guidelines in Project Three, "When You're the Host." If possible, simulate the staging for a real talk show, with you and the host seated in comfortable chairs, with plants and other props nearby. You will be interviewed because of your expertise in a particular subject, to be determined by you and your interviewer.

If possible, videorecord the presentation for later playback, so you and your evaluator can determine the success of the program had it actually been broadcast. Assign a member to act as floor manager, to give your host hand signals at appropriate times (see the Appendix).

If videorecording isn't possible and cameras aren't being used, set up two or three chairs around the stage area to simulate cameras. Appearance on video is important. Be sure to read the Appendix for tips on dressing for video, using gestures, and reacting to cameras.

Although some preparation is necessary, do not rehearse the interview with your partner.

## EVALUATION GUIDE FOR THE INTERVIEW SHOW

Title \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** The speaker was asked to appear as a guest on a simulated talk show, with another club member serving as the talk show host or interviewer, and the rest of the club acting as the studio audience. The speaker was to answer questions asked by the interviewer. Questions were to be based on the expertise of the speaker in a predetermined subject. Although the presentation may be videorecorded, your evaluation will be based on the live presentation. However, it is suggested you review the video later with the speaker and discuss how effective the presentation would have been had it actually been broadcast. It is suggested you read the entire project and the Appendix before you hear the presentation. Remember, you will be evaluating only the guest, not the host.

- ▶ How prepared was the speaker? What indicated this?
  
  
  
  
  
  
  
  
  
  
- ▶ How effectively did the speaker answer the questions? Did the speaker show enthusiasm?
  
  
  
  
  
  
  
  
  
  
- ▶ How did the speaker use a story or anecdote to illustrate or emphasize a point?
  
  
  
  
  
  
  
  
  
  
- ▶ Did the speaker appear relaxed, confident, and poised? Were the speaker's gestures/body movements appropriate for the special requirements of video? Did the speaker relate appropriately to the studio audience?
  
  
  
  
  
  
  
  
  
  
- ▶ How did the speaker's appearance (clothing, makeup, etc.) enhance or detract from the presentation?
  
  
  
  
  
  
  
  
  
  
- ▶ How effective do you believe the speaker would have been on a real talk show?



**EXECUTIVE SUMMARY:**

A talk show host must be knowledgeable about each guest, be able to phrase questions well, be able to handle different personalities, and make guests feel relaxed and comfortable. Carefully prepare for an interview, finding out as much as possible about the guest and the topics to be discussed. Consider your audience's knowledge of the guest and subject and phrase questions accordingly.

**OBJECTIVES:**

- ▶ To conduct a successful interview.
- ▶ To understand the dynamics of a successful interview or talk show.
- ▶ To prepare questions to ask during the interview program.
- ▶ To present a positive, confident image on camera.

**Time:** Five to seven minutes

## WHEN YOU'RE THE HOST

Watch talk show hosts interview guests. The job looks easy, doesn't it? They just ask questions, and the guests answer them. It couldn't be much more simple!

This conjecture couldn't be further from the truth. Hosts must do more than ask questions. They must establish such strong rapport with their guests that the guests forget about their nervousness and the many distractions (equipment, stage crew). The guests should feel so comfortable that they become relaxed and animated, conversing with ease and revealing their personality. An enthusiastic, relaxed guest usually creates a dynamic, successful interview. A nervous, tense guest creates a dull, boring interview.

### THE ROLE OF A HOST

Thus, as a talk show host, you can't just ask questions. You must have the knowledge and experience to phrase questions well, and you must be able to handle different personalities. If a guest is aggressive, you must be able to maintain control of the interview or the guest may give a monologue. If a guest is passive or shy, you must be able to draw that person out. Of course, you also must be able to ignore the many studio distractions and focus attention on the guest. You must listen carefully to guests' answers and ask appropriate follow-up questions. Yet you must constantly remain aware of time. The clock rules your interview. A 30-minute program is exactly 30 minutes. You must pay attention to the clock and cues from the production crew and be able to wrap up the interview gracefully, on time. And you shouldn't display nervousness. A nervous host can result in a nervous guest and an interview that's a fiasco.

The best talk show hosts don't interview their guests "cold." Rather, hosts do extensive research into a guest's background and into the subject they'll be discussing. Specifically they:

- ▶ Know what topics they want to cover
- ▶ Know specific questions to ask
- ▶ Know the personality of the person they'll be interviewing
- ▶ Know how to lead guests to say what they really believe.

▶ **Hosts do extensive research into a guest's background and into the subject they'll be discussing.**

## AVOID BEING SUPERFICIAL

Many interviews are superficial. They deal only with the what and when of a subject. Good hosts explore the why and how. For example, suppose you'll be interviewing your town's police chief. One topic you want to discuss is your city's rising crime rate. You've done your homework. You compare crime rates for the past three years and ask what the police department is doing to combat crime. The police chief responds.

At this point, you could change the subject to discuss the new police headquarters building now under construction. Or you could ask the police chief what he believes are the factors contributing to the crime rate. Is it the town's high unemployment rate? The large number of low-income families in your town? The deterioration of the family unit in today's society? Your question may elicit the chief's personal observations and could provide some new information about crime.

In preparing for your interview, talk briefly with your prospective guest. Find out additional background material and prepare a good introduction. Determine the guest's personality type. Is the guest outgoing or introverted? You also can find out if the guest objects to discussing certain topics. After all, if you can't discuss a particular subject, the interview may be pointless. You may want to brief your guest about the topics you'll be covering. But don't divulge your specific questions. You want the interview to appear as spontaneous as possible.

## REMEMBER YOUR AUDIENCE

Focus on your guest, but do not forget your audience and its knowledge of the subject. Often you and your guest know what you're talking about, but the audience does not. They may not understand the question "Mayor Wilson, what is your view on the new city tax?". Phrase questions for the benefit of your audience. "Last week the City Council voted to place an additional one percent tax on liquor and cigarettes sold in the city. Mayor Wilson, what is your view of this new tax?" This explains the question and gives the audience the necessary background for the question.

Likewise, if your guest uses technical words or terms with which your audience may not be familiar, ask your guest to explain them.

## TYPES OF QUESTIONS

There are several basic styles of questions you can ask.

- ▶ **Close-ended questions.** These questions elicit short answers. "How old are you?" "Where did you live as a child?" can be answered in one or two words. Be wary of using too many close-ended questions; they can make a boring interview.
- ▶ **Open-ended questions.** These questions are broad and require longer answers. "How did you develop this engine?" "Why did you decide to come to this country?" Open-ended questions are the most common type of question. But they, too, should be asked with care, as they give guests the opportunity to ramble.
- ▶ **Leading questions.** These questions are phrased so the respondent answers in a certain way. Such questions often can be considered traps: "You were wrong about that, weren't you?" "Weren't you arrested for shoplifting?" These questions generally are found in more hostile interviews.
- ▶ **Hypothetical questions.** These are "What if...?" type questions. "What if we entered a nuclear war?" "What would you do if your daughter dropped out of school?" They require imaginary answers. Hypothetical questions can be used to draw out and reveal your guest's personality.

## START OFF RIGHT

You have prepared for your interview. Now it's show time. What can you do to start off the interview with a bang?

First, properly introduce your guest. Your introduction should clearly indicate the reason for the interview and give the guest's credentials.

Begin with a non-threatening, simple question that allows your guest to answer well and develop confidence.

Second, ask an easy question. Begin with a non-threatening, simple question that can be answered with ease. If you ask hard questions and your guests don't respond well, they may become nervous and flustered. An easy question allows your guests to answer well and to develop confidence.

Third, listen to your guest. A good host highlights the guest. Smile, nod, and keep eye contact. Doing so will encourage your guest to speak, and you will be able to ask appropriate follow-up questions. When a guest begins to ramble, you can cut in with a comment or another related question.

Fourth, wrap up the interview gracefully. Watch the time. When 60 seconds remain, begin to conclude the interview. This may require interrupting your guest. "Mayor Wilson, we have only a few moments remaining." Ask for any closing comments and thank her and your audience.

## YOU, THE CAMERA, AND THE AUDIENCE

When you're the interviewer or host, your eye contact with the camera, guest, and/or audience varies. When greeting your viewers and introducing guests, you should look at the camera or, if there is a live studio audience, at the audience. While interviewing your guest, however, you should maintain eye contact with your guest, with only occasional looks at the camera or audience. When breaking for a commercial or when closing the program, again, directly address the audience or camera.

## YOUR ASSIGNMENT

For this project, you and another member will prepare and present a five- to seven-minute interview program, designed for an on-camera presentation. You will be the host or interviewer, your partner will be the guest, and other club members will be the studio audience. If possible, your partner should be working to complete this manual, too, and should follow the guidelines in Project Two, "The Talk Show." If possible, simulate the staging for a real talk show, with you and your guest seated in comfortable chairs, with plants and other props nearby. The subject of the interview will be based on your guest's expertise in a specific area. Talk with your guest to determine the subject area.

If possible, videorecord the presentation for later playback, so you and your evaluator can determine how effective the program would have been had it actually been broadcast.

Assign a member to act as floor manager to give you time cues. See the Appendix for more information on hand signals.

Appearance on video is important. Be sure to read the Appendix for information on dressing, using gestures, and reacting to cameras.

Although some preparation is necessary, do not rehearse the interview with your partner.

## EVALUATION GUIDE FOR **WHEN YOU'RE THE HOST**

Title \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** The speaker was asked to appear as a host on a simulated talk show, with another club member serving as the guest. The speaker was to conduct an interview, asking questions of the guest and maintaining a smooth flow of conversation. Questions were to be based on the expertise of the guest in a predetermined subject. Although the presentation may be videorecorded, your evaluation will be based on the live presentation. However, it is suggested you review the video later with the speaker and discuss how effective the presentation would have been had it actually been broadcast. It is suggested you read the entire project and the Appendix before you hear the presentation. Remember, you will be evaluating only the host, not the guest.

- ▶ How well-prepared was the speaker?
  
- ▶ How effectively did the speaker lead the interview? Were questions clear? Were they in logical sequence?
  
- ▶ What was the guest's field of expertise? Did the speaker make this clear in the guest's introduction?
  
- ▶ Did the speaker appear relaxed, confident, and poised? Were gestures/body movements appropriate for the special requirements of video?
  
- ▶ How well did the speaker relate to the camera and the studio audience? Was eye contact with the camera made at the appropriate times?
  
- ▶ How did the speaker's appearance (clothing, makeup, etc.) affect your impression of the presentation?
  
- ▶ How effective do you believe the speaker would have been had it been a real talk show?

**EXECUTIVE SUMMARY:**

Business and government officials sometimes are asked to be spokespersons for their organization, commenting on various issues. During a press conference you give a prepared speech on the issue and then field questions from journalists. Make sure you are familiar with all the available information about the issue. Answer all questions in a positive manner, speak in sound bites, remain calm, and conclude the conference with a positive statement.

**OBJECTIVES:**

- ▶ To understand the nature of a video broadcast press conference.
- ▶ To prepare for an adversary confrontation on a controversial or sensitive issue.
- ▶ To employ appropriate preparation methods and strategies for communicating your organization's viewpoint.
- ▶ To present and maintain a positive image.

**Time:** Three to five minutes for presentation, two to three minutes for question period.

# THE PRESS CONFERENCE

Imagine this scene: You are the president of a large toy manufacturing company. You are seated at your desk, busy with paperwork. You have a meeting with the board of directors in just one hour. The telephone rings. The caller is your company's public relations officer. "Cam," she says, "another child was seriously injured this morning while playing with one of our toys. The local media are interviewing the child's mother for their evening newscasts. She supposedly has said that the toy was unsafe for small children and is filing a lawsuit. Several reporters have discovered the five lawsuits already filed against us and have called us, asking for comments on the situation." Handled poorly, this situation could spell disaster for the company. Handled properly, the situation may even generate some positive publicity for the company. But how can one handle it properly?

**THE SPOKESPERSON**

Business and government officials sometimes are asked by the media to be spokespersons for their organization. Often they are asked to comment on controversial and sensitive issues for television, newspaper, radio, and Internet journalists. When they are trained to handle such situations properly, officials can generate goodwill and a positive image among the public and the media.

**STEPS TO SUCCESS**

One way to deal with media inquiries like the one described above is to hold a press conference for the media. During a press conference, you give a prepared statement and then answer questions from your audience of journalists. You'll do well if you remember the following:

1. **You are in control.** You should be prepared before you make a statement or answer questions. If the media catches you in an unprepared situation (such as when you're leaving your office to go to your car), and ask questions, you don't have to answer. You can simply say, "I'll be glad to talk with you at nine a.m. tomorrow." If you are prepared but have other engagements, you may state, "Because of meetings (or the need to work on this problem), I can take only five minutes now to answer your questions."
2. **Select the proper environment.** Again, you are in control. If you feel more comfortable being interviewed at your desk, in a conference room, or at a lectern, arrange for it. Generally avoid holding a press conference in the middle of a noisy crowd or amidst other distractions, as your message can get lost.
3. **Be prepared.** Identify your objective for the conference. This is the one message you want your audience to remember. Then incorporate this objective into your opening, and organize your talk around it. Keep it positive. Have all facts and figures before you. Anticipate possible questions and prepare your answers beforehand.

4. **Answer all questions in a positive manner.** Keep a positive note in your responses. Don't repeat a negative question or statement before you give an answer.

For example, a reporter asks you, "Why are you opposed to putting a stoplight at the intersection of Fourth and Main streets? Four pedestrians have been injured there by automobiles whose drivers didn't see the pedestrian crosswalk."

Answering the question with "I am opposed to it because..." gives a negative feeling. "Opposed" is a negative word, and can imply that the injuries are not important to you. A better response would be, "The injuries are of great concern to me. I agree that the intersection is dangerous. But a stoplight won't solve the problem. The intersection is poorly lighted, and both roads curve sharply before they meet, obstructing drivers' views of the intersection. They won't see a stoplight until it's too late. I believe the roads should be straightened." In this statement, you have agreed there is a problem, but you've calmly disagreed with the proposed solution and you've explained why, all in a positive manner. You did not contribute to the controversy over your position, and your proposed solution may gain popularity.

5. **Speak in "sound bites."** Be brief in your statements. The shorter your answers, the better the results of the interview. The media love brief comments that effectively present a viewpoint.
6. **Be calm.** Remember, you want to maintain a positive image. Don't get angry or become impatient with reporters. On camera you will just appear rude. Be courteous at all times.
7. **Answer one question at a time.** Sometimes a reporter will fire off a series of questions. Answer only one, and make sure it's the one that allows you to communicate your objective. If a reporter tries to interrupt you with new questions, ignore the interruption, complete your thought, and then call on the reporter.
8. **Beware of innuendoes.** A reporter may subtly try to make you look bad by peppering remarks and questions with innuendoes. Don't ignore an innuendo; you will appear to be condoning it. Instead, address it directly. "Before I answer your question, I must object to the way it was worded..."
9. **Defuse hostile questions.** Address your response to the audience as a whole rather than to the person asking the question, and avoid eye contact with the person after you've answered. So the person doesn't have an opportunity to ask a follow-up question, immediately after answering the question, call on someone in another part of the room.
10. **Don't look at the cameras.** The media usually bring portable cameras to press conferences, and all of them may be on at the same time. In this situation, avoid looking directly at any camera. Instead, look directly at the person asking the question. When giving a prepared statement, avoid reading your notes. Look at specific individuals in the group instead, moving from one side of the room to another. Refer to your notes occasionally as needed.
11. **Conclude with a positive statement.** Often your original opening message is forgotten following a period of questions and answers. Wrap up the session with a strong closing statement that reiterates your position, and end the interview by thanking the media.

## YOUR ASSIGNMENT

You will hold a press conference for video journalists. The conference will be broadcast "live." You will make a three- to five-minute presentation on a controversial issue or situation concerning your company or other organization you represent. Then you will field questions from your audience for two to three minutes. Your fellow club members will act as journalists. Arrange in advance to have them prepare questions.

If possible, videorecord the press conference for later playback, so you and your evaluator can determine how successful the conference would have been had it actually been broadcast. Again, appearance is important. Be sure to read the Appendix for tips on dressing, using gestures, and working with cameras.



**EXECUTIVE SUMMARY:**

The Web is a useful training medium because you can use it to visually demonstrate the skills being taught. As you prepare a training program, determine your objectives, then your audience's knowledge of the subject and compare it to what you want them to know. Then plan your training program accordingly. Select the best strategy to provide this information, and then create a script.

**OBJECTIVES:**

- ▶ To learn how to develop and present an effective training program on the Web.
- ▶ To receive personal feedback through the videorecording of your presentation.

**Time:** Five to seven minutes for the presentation, plus five to seven minutes for playback of the video.

## INSTRUCTING ON THE INTERNET

The Internet has become an important tool in training. More than 10,000 companies around the world use the Web for training, and the number is growing. Webcasts are used in teaching clerical skills, machine operation, computer operation, and management training, for example.

The Internet also is being used to help people improve their speaking skills. In some cases, a speaker explains on video how to prepare and present a speech. In other cases, students are videoed as they give presentations. The video is then played back so the students can see and analyze their performances. Viewing yourself on-screen provides personal feedback. You can observe your gestures/body movements, facial expressions, and vocal variety. You also can note any distracting mannerisms you may unconsciously display while you speak, and you can determine if your speech was effectively organized. Once you've observed your problem areas, you can work to improve them.

For this speech project, you'll have the opportunity to prepare and present a training program on video, and you'll review your presentation. Only your video presentation will be evaluated. Although video equipment is not required in the four previous projects, it's a necessity for this project. If you, your friends, fellow club members, or your company cannot supply video recording equipment, you may be able to rent a camera, recorder, and monitor from a video store and use it for your presentation and for fellow club members' presentations that day as well.

▶ A training program differs from a speech in that a training program identifies a specific problem and then solves it.

### A TRAINING PROGRAM

A training program is designed to create changes in a behavior, attitude, or skill. For example, suppose you've noticed that some club members don't organize their speeches well. A carefully designed training program on speech preparation could help solve the problem.

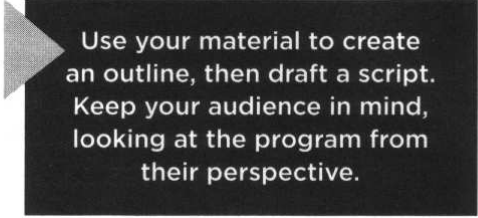
Preparing a training program differs slightly from preparing a speech. A training program identifies a specific problem and then solves it. When creating a program, you'll do well if you do the following:

1. **State your objectives before you begin.** What is the problem to be solved? What do you want your audience to do as a result of your training program? Your objectives should be in writing so that they describe the desired performance and are measurable and realistic. For example, your objectives for the speech training program suggested above could be: a) club members will learn the basic elements of a speech – opening, body, and conclusion, and b) club members will learn how



to organize their speeches effectively. These are realistic objectives and results can be measured by observing members' speeches in the weeks following your training program.

2. **Analyze your audience.** Determine your audience's knowledge of the subject, their ages and education. Make sure your audience knows why they are watching the program and how they will benefit from doing what you want them to do. If the program is asking them to change their performance, do they know what the performance standard is? Do they understand why their current performance doesn't meet this standard?
3. **Gather the information to be included in your training program.** Refer to books, magazines, the Internet, or experts for material.
4. **Determine your training strategy.** We learn in many ways – through lectures, group discussions, demonstrations, role-plays, site visits, games, case studies, or programmed instruction. Decide which strategy to use. Training programs, lectures, demonstrations, role-plays, and case studies work best for video. Keep in mind, however, that your time is limited.
5. **Outline your program.** Organize your material into an outline, and then draft a script. Keep your audience in mind as you draft it. Look at the program from their perspective. What questions might your listeners have? Answer them in your script. Show how the training program will help them in some way. Review the completed script to make sure it accomplishes your objectives.
6. **Keep your message clear.** Ideas should flow logically and sentences should be short. Don't overwhelm your audience with information. Tell them only what they need to know in order to do what you want them to do.



Use your material to create an outline, then draft a script. Keep your audience in mind, looking at the program from their perspective.

Adults learn most effectively when they are allowed to learn at their own pace. Individuals need time to accept new ideas and weigh them against their personal experiences. Be sensitive to the pace at which you deliver information. Allow for slower acceptance by some viewers. At the same time, be careful not to bore fast learners.

#### TIPS FOR VIDEO

Your physical appearance is important. How you look affects your credibility and your image. When preparing for your presentation, remember to:

- ▶ **Dress appropriately.** Generally, men and women should dress conservatively in medium colored suits. Avoid wearing bright red or white clothing, flashy jewelry, and stripes.
- ▶ **Avoid making quick, sweeping gestures.** They make it difficult for the camera operator to follow your movements. Use slower gestures and keep them close to your body.
- ▶ **Use vocal variety moderately.** Speak as if you're talking to only one person, not to an audience of thousands.
- ▶ **Use visual aids carefully.** Visual aids can add emphasis to your message. Just be sure that any visual aid relates to your subject and will be seen and understood by your audience.

More information on dress, gestures/body movement, vocal variety, and visual aids appears in the Appendix. Be sure to read it carefully.

## YOUR ASSIGNMENT

For this project, you'll present a five- to seven- minute training program. The subject is one you should know well – how to prepare and present a speech. Because of the time limits, your training program will follow the "lecture" learning strategy. Record your presentation on video and play back the recording during the meeting. You will be evaluated only on your recorded presentation, not on the "live" one.

When giving your presentation, be sure to:

- ▶ Avoid using a lectern and notes. Speak while standing. You should be able to give most of your talk from memory. However, if you are uncomfortable with relying on your memory, make cue cards. Cue cards are large poster boards on which your script is printed in large letters. The cards are held near the camera within reading range. You can glance at the cards as you give your presentation while still directing your eyes at the camera. Should you use cue cards, you'll need an assistant to hold them.
- ▶ Establish and maintain eye contact with the camera.
- ▶ Use visual aids if necessary. More on visual aids is in the Appendix.
- ▶ Speak "with" your audience, not "at" them. Speak as though you are talking with a friend.
- ▶ Read the Appendix before your presentation. Dress, gestures/body movement, voice, and facial expressions are important. Know how to use them properly on video.

A panel of evaluators, under the direction of the general evaluator, will evaluate your videorecorded training program. Be sure to discuss this project with your vice president education before the meeting so that the proper arrangements can be made.

## EVALUATION GUIDE FOR **INSTRUCTING ON THE INTERNET**

Title \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** In this project, the speaker is to present a training program on how to prepare and present a speech. The presentation will be recorded on video and played back during the meeting. You and a panel of three other evaluators, under the direction of the general evaluator will evaluate only the video playback of the presentation. You will evaluate the effectiveness of the training program and the speaker's performance on video. Please read the entire project and the Appendix before you hear the presentation.

- ▶ What were the objectives of the training program? How effectively did the speaker fulfill the objectives?
  
  
  
  
  
  
  
  
  
  
- ▶ How was the training program directed toward the needs of the audience?
  
  
  
  
  
  
  
  
  
  
- ▶ Was the training program organized clearly and logically? Was the audience given the information necessary to accomplish what the speaker wanted done?
  
  
  
  
  
  
  
  
  
  
- ▶ Comment on the speaker's voice, gestures, and facial expressions. Were they used with moderation or did they overpower the viewer? Was the voice modulated in pitch and volume?
  
  
  
  
  
  
  
  
  
  
- ▶ Did the speaker appear relaxed, confident, and poised? How well did the speaker relate to the camera? What, if any, distracting mannerisms did the speaker display?

## PROJECT COMPLETION RECORD **COMMUNICATING ON VIDEO**

PROJECT	SPEECH TITLE	DATE	VICE PRESIDENT EDUCATION'S INITIALS
1. Straight Talk			
2. The Interview Show			
3. When You're the Host			
4. The Press Conference			
5. Instructing on the Internet			

Save this page to verify your completion of the projects in this manual. Submit the Project Completion Record form from the appropriate manuals when applying for the Advanced Communicator Bronze, Advanced Communicator Silver, or Advanced Communicator Gold awards.