PART V

CHAPTER 5: PRESENTATION ORGANIZATION

28. Introduction

Chapter 5 Learning Outcomes

1. Label and discuss the three main components of the rhetorical situation.
2. Identify and provide examples of at least five of the nine basic cognate strategies in communication.
3. Demonstrate how to build a sample presentation by expanding on the main points you wish to convey.
4. Demonstrate how to use structural parts of any presentation.
5. Identify how to use different organizing principles for a presentation.

Naiomi has a big presentation coming up for a potential client in the paper industry. She wants to be certain her presentation and pitch for marketing services is built on a sound foundation of the current concerns her client may face. As you read this chapter, consider what Naiomi might do to win the client based on her presentation development.

This chapter will help you consider how to organize the information to prepare for a presentation. While knowledge on your topic is key to an effective presentation, do not underestimate the importance of organization.

Organization in any presentation is helpful both to you and to your audience. They will appreciate receiving the information presented in an organized way, and being well organized will make the presentation much less stressful for you.

A successful presentation involves flexibility and organization. You know your material. You are prepared and follow an outline. You do not read a script or PowerPoint presentation, you do not memorize every single word in order (though some parts may be memorized), but you also do not make it up as you go along. Your presentation is scripted in the sense that it is completely planned from start to finish, yet every word is not explicitly planned, allowing for some spontaneity and adaptation to the audience's needs in the moment.

Your organization plan will serve you and your audience as a guide, and help you present a more effective speech. Just as there is no substitute for practice and preparation, there is no substitute for organization and an outline when you need it the most: on stage.

Chapter Preview

- Rhetorical Situation
- Strategies for Success
- The 9 Cognate Strategies
- Purpose and Central Idea Statements
- Research
- Organizational Models for Presentations
- Outlines
- Transitions
- Conclusion

29. Rhetorical Situation

In the classical tradition, the art of public speaking is called rhetoric; the circumstances in which you give your speech or presentation are the rhetorical situation. The audience gives you the space and time as a speaker to fulfill your role and, hopefully, their expectations. Just as a group makes a leader, an audience makes a speaker. By looking to your audience, you shift your attention from an internal focus (you) to an external (them/others) emphasis. Several of the first questions any audience member asks himself or herself are, "Why should I listen to you?" "What does what you are saying have to do with me?" and "How does this help me?" Generating interest in your speech is the first step as you guide perception through selection, organization, and interpretation of content and ways to communicate your point.

The rhetorical situation involves three elements: the set of expectations inherent in the context, audience, and the purpose of your presentation (Kostelnick & Roberts, 1998). This means you need to consider, in essence, the "who, what, where, when, why, and how" of your speech from the audience's perspective. Figure 5.1 below demonstrates the three-part set of expectations in the rhetorical situation.

Fig. 5.1 Context, Audience, and Purpose. Your presentation depends on your knowledge of these three elements of rhetoric.

Context

Your presentation is given in a space that has connection to the rest of the world. The space you're presenting in, the time of day, and even the events going on in the world around you and your audience will affect the decisions you make in preparing for your presentation.

Audience

The receiver (i.e., listener or audience) is one of the basic components of communication. Your audi-

ence comes to you with expectations, prior knowledge, and experience. They have a wide range of characteristics like social class, gender, age, race and ethnicity, cultural background, and language that make them unique and diverse. What kind of audience will you be speaking to? What do you know about their expectations, prior knowledge or backgrounds, and how they plan to use your information? Giving attention to this aspect of the rhetorical situation will allow you to gain insight into how to craft your message before you present it.

Purpose

A presentation may be designed to inform, demonstrate, persuade, motivate, or even entertain. The purpose of your speech is central to its formation. You should be able to state your purpose in one sentence or less, much like an effective thesis statement in an essay.

30. Strategies for Success

Given the diverse nature of audiences, the complexity of the communication process, and the countless options and choices to make when preparing your presentation, you may feel overwhelmed. One effective way to address this is to focus on ways to reach, interact, or stimulate your audience. Charles Kostelnick and David Roberts outline several cognate strategies, or ways of framing, expressing, and representing a message to an audience, in *Designing Visual Language: Strategies for Professional Communicators* (Kostelnick & Roberts, 1998). The word "cognate" refers to knowledge, and these strategies are techniques to impart knowledge to your audience. They help answer questions like "Does the audience understand how I'm arranging my information?" "Am I emphasizing my key points effectively?" and "How does my expression and representation of information contribute to a relationship with the audience?" They can serve you to better anticipate and meet your audience's basic needs.

Table 5.1 summarizes the nine cognate strategies in relation to Aristotle's forms of rhetorical proof; it also provides areas on which to focus your attention as you design your message.

Aristotle's Forms of Rhetorical Proof	Cognate Strategies	Focus
Pathos	• Tone • Emphasis • Engagement	• Expression • Relevance • Relationship
Logos	• Clarity • Conciseness • Arrangement	• Clear understanding • Key points • Order, hierarchy, placement
Ethos	• Credibility • Expectation • Reference	• Character, trust • Norms and anticipated outcomes • Sources and frames of reference

Aristotle outlined three main forms of rhetorical proof: ethos, logos, and pathos. Ethos involves the speaker's character and expertise. Logos is the logic of the speaker's presentation—something that will be greatly enhanced by a good organizational plan. Aristotle discussed pathos as the use of emotion as a persuasive element in the speech (Wisse, J., 1998), or "the arousing of emotions in the audience." If you use pathos in a strategic way, you are following Aristotle's notion of rhetorical proof as the available means of persuasion. If logic and expertise don't move the audience, a tragic picture may do so.

The cognate strategies are in many ways expressions of these three elements, but by focusing on individual characteristics, can work toward being more effective in their preparation and presentation. Many of these strategies build on basic ideas of communication, such as verbal and nonverbal delivery. By keeping that in mind, you'll be more likely to see the connections and help yourself organize your presentation effectively.

You'll want to consider the cognate strategies and how to address each area to make your speech as effective as possible, given your understanding of the rhetorical situation.

31. The 9 Cognate Strategies

Tone

Your choice of words, your clothing, your voice, body language, the rhythm and cadence of your speech, the use of space – these all contribute to the tone of the presentation. Tone, or the general manner of expression of the message, will contribute to the context of the presentation.

Emphasis

As the speaker, you need to consider how you place emphasis—stress, importance, or prominence—on some aspects of your speech, and how you lessen the impact of others. Emphasis as a cognate strategy asks you to consider relevance, and the degree to which your focal point of attention contributes to or detracts from your speech. You will need to consider how you link ideas through transitions, how you repeat and rephrase, and how you place your points in hierarchical order to address the strategy of emphasis in your presentation.

Engagement

Engagement is the relationship the speaker forms with the an audience. Engagement strategies can include eye contact, movement within your space, audience participation, use of images and even the words you choose. To develop the relationship with the audience, you will need to consider how your words, visuals, and other relevant elements of your speech help this relationship grow.

Clarity

"Clarity strategies help the receiver (audience) to decode the message, to understand it quickly and completely, and when necessary, to react without ambivalence" (Kostelnick, C. and Roberts, D., 1998). Your word choices and visual elements should be chosen carefully, and used together appropriately, to ensure you're conveying the right meaning. In Figure 5.2 below the image demonstrates how difficult it can be to see dense graphics in a large presentation setting.

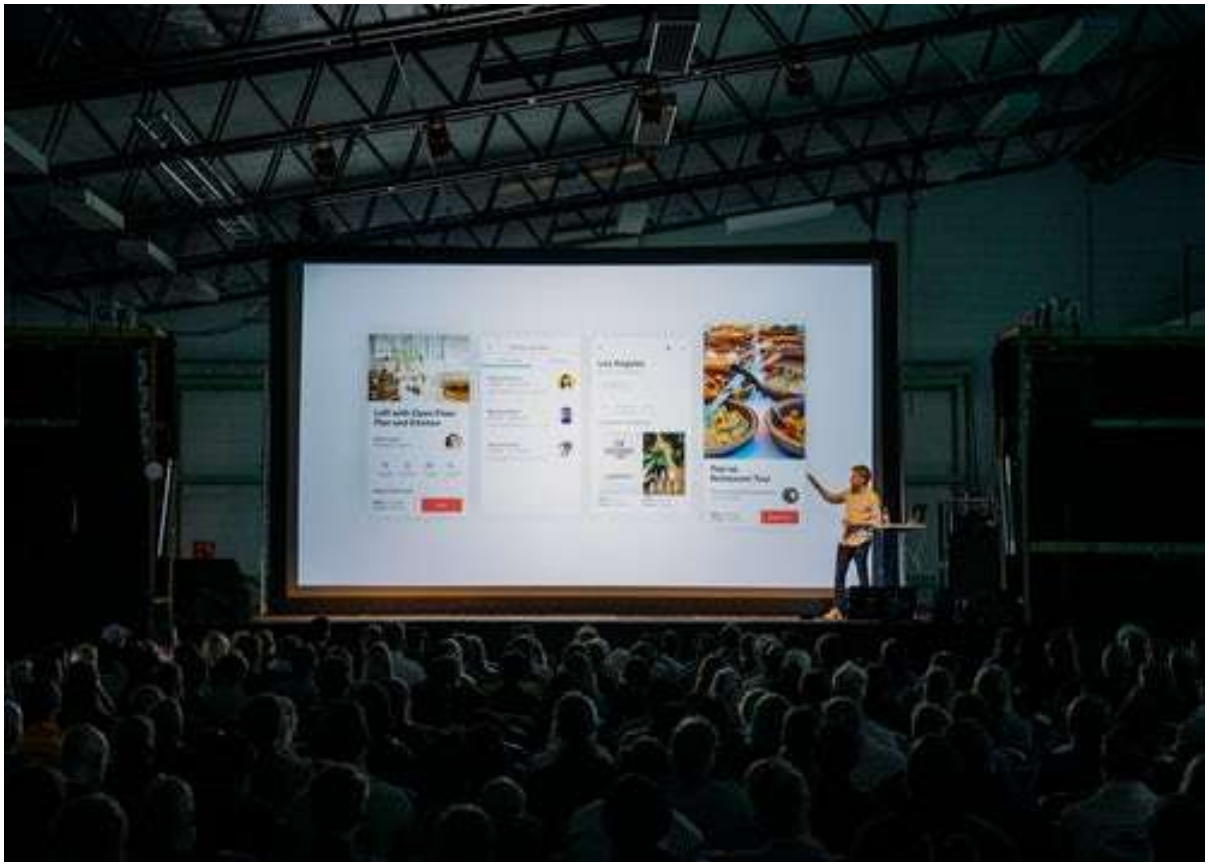


Figure 5.2. Presentation slide with too much information.

Being Concise

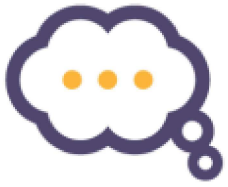
Being concise is part of being clear – it refers to being brief and direct in the visual and verbal delivery of your message, and avoiding unnecessary intricacy. It involves using as many words as necessary to get your message across, and no more. If you only have five to seven minutes, how will you budget your time? Being economical with your time is a pragmatic approach to ensuring that your attention, and the attention of your audience, is focused on the point at hand.

Arrangement

As the speaker, you will gather and present information in some form. How that form follows the function of communicating your message involves strategically grouping information. “Arrangement means order, the organization of visual (and verbal) elements” (Kostelnick & Roberts, 1998) in ways that allow the audience to correctly interpret the structure, hierarchy, and relationships among points of focus in your presentation.

Credibility

You will naturally develop a relationship with your audience, and the need to make trust an element is key to that development. The word “credibility” comes from the word “credence,” or belief. Credibility involves your qualities, capabilities, or power to elicit from the audience belief in your character. Consider persuasive strategies that will appeal to your audience, build trust, and convey your understanding of the rhetorical situation.



Expectation

Your audience, as we've addressed previously, will have inherent expectations of themselves and of you depending on the rhetorical situation. Expectations involve the often unstated, eager anticipation of the norms, roles and outcomes of the speaker and the speech.

Reference

No one person knows everything all the time at any given moment, and no two people have experienced life in the same way. For this reason, use references carefully. Reference involves attention to the source and way you present your information. The audience won't expect you to personally gather statistics and publish a study, but they will expect you to state where you got your information.

32. Purpose and Central Idea Statements

Speeches have traditionally been seen to have one of three broad purposes: to inform, to persuade, and – well, to be honest, different words are used for the third kind of speech purpose: to inspire, to amuse, to please, or to entertain. These broad goals are commonly known as a speech's general purpose, since, in general, you are trying to inform, persuade, or entertain your audience without regard to specifically what the topic will be. Perhaps you could think of them as appealing to the understanding of the audience (informative), the will or action (persuasive), and the emotion or pleasure.

Now that you know your general purpose (to inform, to persuade, or to entertain), you can start to move in the direction of the specific purpose. A specific purpose statement builds on your general purpose (to inform) and makes it more specific (as the name suggests). So if your first speech is an informative speech, your general purpose will be to inform your audience about a very specific realm of knowledge.

In writing your specific purpose statement, you will take three contributing elements (shown in figure 5.3) that will come together to help you determine your specific purpose:

- You (your interests, your background, past jobs, experience, education, major),
- Your audience
- The context or setting.

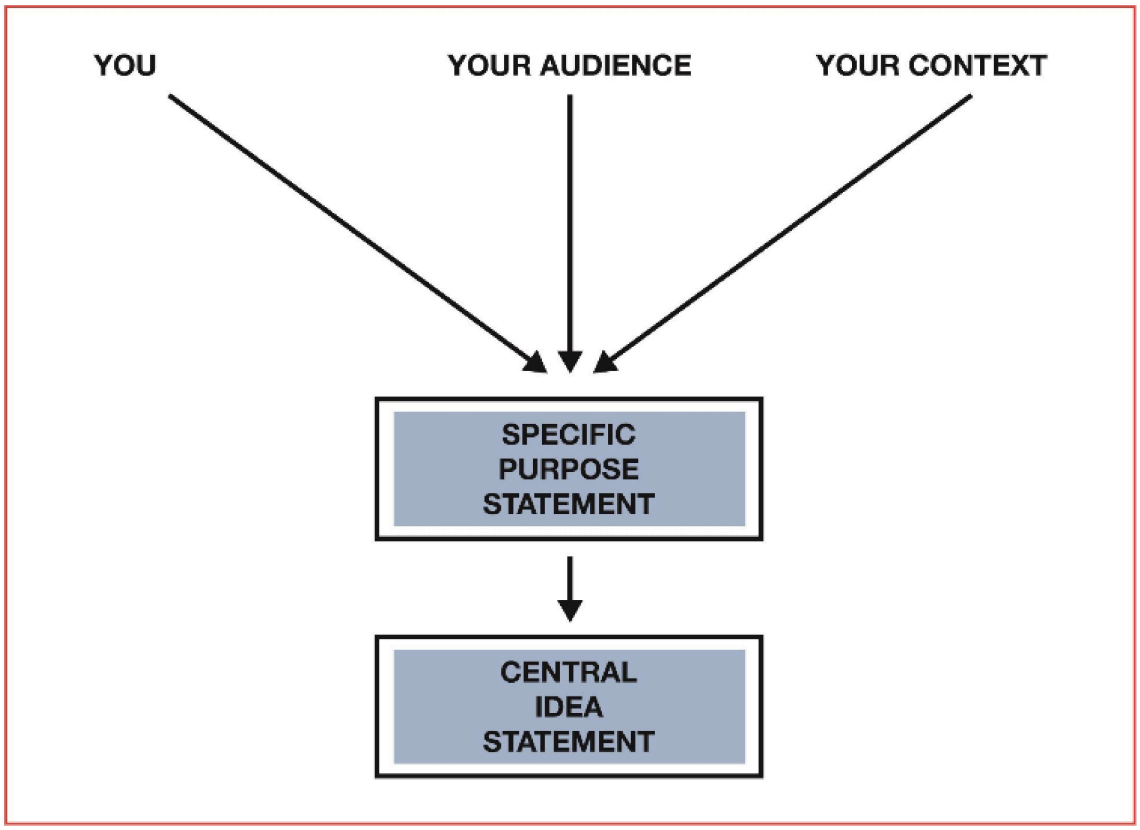


Figure 5.3. You, your audience, and your context (Tucker & Barton, 2016)

Putting It Together

Keeping these three inputs in mind, you can begin to write a specific purpose statement, which will be the foundation for everything you say in the speech and a guide for what you do not say. This formula will help you in putting together your specific purpose statement:

To _____ [Specific Communication Word (inform, explain, demonstrate, describe, define, persuade, convince, prove, argue)] my [Target Audience (my classmates, the members of the Social Work Club, my coworkers] _____. [The Content (how to bake brownies, that Macs are better than PCs].

Example: The purpose of my presentation is to demonstrate for my coworkers the value of informed intercultural communication.

Formulating a Central Idea Statement

While you will not actually say your specific purpose statement during your speech, you will need to clearly state what your focus and main points are going to be. The statement that reveals your main points is commonly known as the central idea statement (or just the central idea). Just as you would create a thesis statement for an essay or research paper, the central idea statement helps focus your presentation by defining your topic, purpose, direction, angle and/or point of view. Here are two examples:

Specific Purpose – To explain to my classmates the effects of losing a pet on the elderly.

> **Central Idea** – When elderly persons lose their animal companions, they can experience serious psychological, emotional, and physical effects.

Specific Purpose – To demonstrate to my audience the correct method for cleaning a computer keyboard.

> **Central Idea** – Your computer keyboard needs regular cleaning to function well, and you can achieve that in four easy steps.

33. Research

The foundational way to offer support for the points you make in your speech is by providing evidence from other sources, which you will find by doing research.

You have access to many sources of information: books in print or electronic format, internet webpages, journal articles in databases, and information from direct, primary sources through surveys and interviews. With so many sources, information literacy is a vital skill for business professionals.

The term **"research"** is a broad one, for which the Merriam-Webster dictionary offers two basic definitions: studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws. The more applicable meaning for this chapter is the collecting of information about a particular subject. The first definition given refers, appropriately, to primary research, which depends on primary sources. The term "primary source" means that the material is first-hand, or straight from the source, so to speak.

Primary sources: information that is first-hand or straight from the source; information that is unfiltered by interpretation or editing.

Secondary sources: information that is not directly from the source; information that has been compiled, filtered, edited, or interpreted in some way.

Journalists, historians, biologists, chemists, psychologists, sociologists, and others conduct primary

research, which is part of achieving a doctorate in one's field and adding to what is called "the knowledge base."

For your presentations, you might use primary sources as well. Let's say you want to do a persuasive presentation to convince the public to wear their seatbelts. Some of the basic information you might need to do this is: how many people in the class don't wear seatbelts regularly, and why they choose not to.

You could conduct primary research and conduct a survey to determine if people in your town or city wear their seatbelts and, if not, why not. This way, you are getting information directly from a primary source. It is possible that you will access published primary sources in your research for your presentation (and you will definitely do so as you progress in your discipline). Additionally, and more commonly, you will use secondary sources, which are articles, books, and websites that are compilations or interpretations of the primary sources.

As you prepare your presentations, your employer or audience may have specific requirements for your sources. He or she might require a mix of sources in different formats. It is important that you note where you found your information in your presentation – a process called citation, or referencing.

Whenever possible, seek out original sources for the information you will use – for example, if you are using statistics about the amount of steel produced in Canada per year, you would collect that information from Statistics Canada. The next-best option is to find sources that are considered trustworthy: academic journals, books, well-known newspapers and magazines, and certain organizations.

College Libraries Ontario's Learning Portal (https://tlp-lpa.ca/research/how-to-research) has a comprehensive guide on how to do research, along with tips on how to evaluate the quality of your sources.

34. Organizational Models for Presentations

Once you've completed your research, you'll begin to collect your material into a series of main points by using an organizational model. Different models are used for different types of presentations – you'll need to refer back to your Audience-Context-Purpose, as well as your purpose statement, to determine which will best suit your presentation.

Chronological Pattern

Chronological always refers to time order. Since the specific purpose is about stages, it is necessary to put the four stages in the right order. It would make no sense to put the fourth stage second and the third stage first. However, chronological time can be long or short. If you are giving a presentation about the history of your company, that may cover years of decades. If your presentation is about a product development cycle, it may only a few weeks or months. The commonality is the order of the information. Chronological speeches that refer to processes are usually given to promote understanding of a process, or to promote action and instruction.

Spatial Pattern

Another common thought process is movement in space or direction, which is called the spatial pattern. With this pattern, the information is organized based on a place or space that the audience can imagine (or "decode") easily. A spatial-pattern presentation might cover the regional sales results for an automotive manufacturer, from the east coast to the west coast of Canada.

Topical Pattern/Parts-of-the-Whole Pattern

The topical organizational pattern is probably the most all-purpose pattern, used most often in informational and persuasive presentations. Many subjects will have main points that naturally divide into: "types of," "kinds of," "sorts of," or "categories of." Other subjects naturally divide into "parts of the whole." However, you will want to keep your categories simple, clear, distinct, and at five or fewer.

Another principle of organization to think about when using topical organization is "climax" organization. That means putting your strongest argument or most important point last when applicable. This model is used most often in sales presentations and proposals.

Cause/Effect Pattern

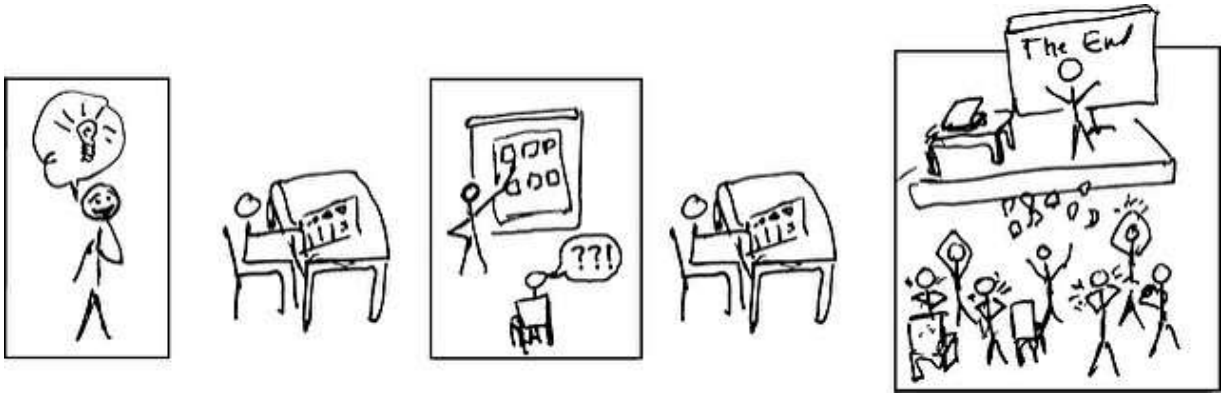
If the specific purpose mentions words such as “causes,” “origins,” “roots of,” “foundations,” “basis,” “grounds,” or “source,” it is a causal order; if it mentions words such as “effects,” “results,” “outcomes,” “consequences,” or “products,” it is effect order. If it mentions both, it would of course be cause/effect order.

Problem-Solution Pattern

The problem-solution pattern is most often used in persuasive presentations. The principle behind problem-solution pattern is that if you explain to an audience a problem, you should not leave them hanging without solutions. Problems are discussed for understanding and to do something about them. Additionally, when you want to persuade someone to act, the first reason is usually that something is wrong!

A variation of the problem-solution pattern, and one that sometimes requires more in-depth exploration of an issue, is the “problem-cause-solution” pattern. In many cases, you can’t really solve a problem without first identifying what caused the problem. This is similar to the organizational pattern called Monroe’s Motivated Sequence (German, Gronbeck, Ehninger & Monroe, 2012).

35. Outlining Your Presentation



You're now ready to prepare an outline for your presentation. To be successful in your presentation, you'll need two outlines: a preparation outline, and a speaking outline.

Preparation outlines are comprehensive outlines that include all of the information in your presentation. Our presentation outline will consist of the content of what the audience will see and hear. Eventually, you will move away from this outline as you develop your materials and practice your presentation.

Your speaking outline will contain notes to guide you, and is usually not shared with your audience. It will summarize the full preparation outline down to more usable notes. You should create a set of abbreviated notes for the actual delivery.

Your organizational model will help determine how you will structure your preparation outline. However, most, if not all, of the organization models will align with this structure:

1. Attention Statement: an engaging or interesting statement that will cause your audience to sit up and take notice.
2. Introduction: setting out your general idea statement (LINK) and giving the audience an idea of what to expect.
3. Body: This section contains your research, main points and other relevant information. It will follow your organizational pattern.
4. Conclusion: reiterating your idea statement, and/or includes a call-to-action – what you want the audience to do or think about following your presentation.
5. Residual Message: this is an optional section, but a powerful one. It is the final message you want the audience to remember.

You can use your presentation outline as a starting point to developing your speaking outline. It's a good idea to make speaking notes to align with your main points and visuals in each section.

UNC Libraries Presentation Planning Worksheet

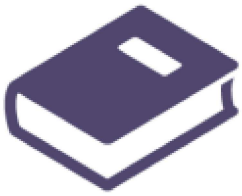
Using Examples and Scenarios

Presenters will often use examples and scenarios to help illustrate the their message. The main difference between examples and scenarios is that while both help "show" the audience what you mean, an example is the "thing" itself, while a scenario would include more detail about the sequence or development of events. Scenarios also tend to be longer and more nuanced.

An 'example' of a sales target might be: to sell 500 units in 30 days. A 'scenario' might be described as: Company A is selling vacuums to the Atlantic Canada region. They are trying to increase their sales, and so have set a target of 500 units in the region in 30 days, using a sales incentive program for employees and promoting a sale at local stores.

A Word About Storytelling

Storytelling can be an effective way to convey your message to your audience. Stories are a fundamental part of the human experience, and, if well-told, can resonate with listeners. Some of the most inspiring TEDTalks speakers use storytelling effectively in their presentations. You can find out more about how to incorporate storytelling techniques into presentations from the TEDTAlk speakers directly.



Read the following blog post from Nayomi Chibana (2015).

http://blog.visme.co/7-storytelling-techniques-used-by-the-most-inspiring-ted-presenters/

36. Transitions

By now you have identified your main points, chosen your organizational pattern, have written your outline, and are ready to begin putting your presentation together. But how will you connect your main points together in a relevant manner, so that your presentation appears fluid?

Transitions are words, phrases, or visual devices that help the audience follow the speaker's ideas, connect the main points to each other, and see the relationships you've created in the information you are presenting. Transitions are used by the speaker to guide the audience in the progression from one significant idea, concept or point to the next issue. They can also show the relationship between the main point and the support the speaker uses to illustrate, provide examples for, or reference outside sources. Depending your purpose, transitions can serve different roles as you help create the glue that will connect your points together in a way the audience can easily follow.

Internal summaries: a type of connective transition that emphasizes what has come before and remind the audience of what has been covered. Examples include; as I have said, as we have seen, as mentioned earlier, in any event, in other words, in short, on the whole, therefore, to summarize, as a result, as I've noted previously, in conclusion.

Internal previews: a type of connective that emphasizes what is coming up next in the speech and what to expect with regard to the content. "If we look ahead to, next we'll examine, now we can focus our attention on, first we'll look at, then we'll examine…" etc.

Signposts: a type of connective transition that emphasizes physical movement through the speech content and lets the audience know exactly where they are: stop and consider, we can now address, next I'd like to explain, turning from/to, another, this reminds me of, I would like to emphasize.

Time: focuses on the chronological aspects of your speech order. Particularly useful in a speech utilizing a story, this transition can illustrate for the audience progression of time. Before, earlier, immediately, in the meantime, in the past, lately, later, meanwhile, now, presently, shortly, simultaneously, since, so far, soon as long as, as soon as, at last, at length, at that time, then, until, afterward.

Compare/Contrast: draws a parallel or distinction between two ideas, concepts, or examples. It can indicate a common or divergent area between points for the audience. In the same way, by the same token, equally, similarly, just as we have seen, in the same vein.

Cause and Effect or Result: illustrates a relationship between two ideas, concepts, or examples and may focus on the outcome or result. It can illustrate a relationship between points for the audience. As a result, because, consequently, for this purpose, accordingly, so, then, therefore, thereupon, thus, to this end, for this reason, as a result, because, therefore, consequently, as a consequence, and the outcome was…

Examples: illustrates a connection between a point and an example or examples. You may find visual aids work well with this type of transition. In fact, as we can see, after all, even, for example, for instance, of course, specifically, such as, in the following example, to illustrate my point.

Place: refers to a location, often in a spatially organized speech, of one point of emphasis to another. Again, visual aids work well when discussing physical location with an audience. Opposite to, there, to the left, to the right, above, below, adjacent to, elsewhere, far, farther on, beyond, closer to, here, near, nearby, next to…

Clarification: A clarification transition restates or further develops a main idea or point. It can also serve as a signal to a key point. To clarify, that is, I mean, in other words, to put it another way, that is to say, to rephrase it, in order to explain, this means…

Concession: indicates knowledge of contrary information. It can address a perception the audience may hold and allow for clarification. We can see that while, although it is true that, granted that, while it may appear that, naturally, of course, I can see that, I admit that even though…

37. Conclusion

Returning to Naiomi's presentation to her potential client in the paper industry, what have you learned about organization and outlines that she might use to win the client?

- What might be her purpose statement? Central Idea Statement?
- What would be an appropriate pattern to use, based on her presentation's context-audience-purpose?
- What advice would you give her about her outline?

Check Your Understanding

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/commbusprofcdn/?p=363

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/commbusprofcdn/?p=363

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/commbusprofcdn/?p=363

An interactive or media element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/commbusprofcdn/?p=363

Additional Resources

Listen to Leadership speaker Erin Meyer talk about the difference in communication styles in different societies. This presentation helps you deliver your message explicitly through words, rather than through feelings or assumptions. https://youtu.be/9oYfhTC9lIQ

The commercial site from Inc. magazine presents an article on organizing your speech by Patricia Fripp, former president of the National Speakers Association. http://www.inc.com/articles/2000/10/20844.html

Read a straightforward tutorial on speech organization by Robert Gwynne on this University of Central Florida site. http://pegasus.cc.ucf.edu/~rbrokaw/organizing.html

View an eHow video on how to organize a speech. How does the advice in this video differ from organizing advice given in this chapter? http://www.ehow.com/video_4401082_organizing-speech-parts.html

Read more about how to outline a speech on this site from John Jay College of Criminal Justice. http://www.lib.jjay.cuny.edu/research/outlining.html

Learn more about how to outline a speech from the Six Minutes public speaking and presentation skills blog. http://sixminutes.dlugan.com/2008/02/29/speech-preparation-3-outline-examples

Glossary

Arrangement – means order, the organization of visual (and verbal) elements.
Clarity – strategies that help the receiver (audience) to decode the message, to understand it quickly and completely.
Concise – being brief and direct in the visual and verbal delivery of your message.
Credibility – involves your qualities, capabilities, or power to elicit from the audience belief in your character.
Emphasis – stress, importance, or prominence—on some aspects of your speech.
Engagement – the relationship the speaker forms with the an audience.
Expectations – involve the often unstated, eager anticipation of the norms, roles and outcomes of the speaker and the speech.
Reference – involves attention to the source and way you present your information.
Tone – choice of words, your clothing, your voice, body language, the rhythm and cadence of your speech.

Chapter References

German, K. M., Gronbeck, B. E., Ehninger, D., & Monroe, A. H. (2012). *Principles of public speaking*. New York, NY: Routledge.

Kostelnick, C., & Roberts, D. (1998). Designing visual language: Strategies for professional communicators. Needham Heights, MA: Allyn Bacon.

Tucker, B., & Barton, K. (2016), Exploring public speaking: 2nd revision. Retrieved from http://oer.galileo.usg.edu/communication-textbooks/1

Wisse, J. (1989). Ethos and pathos: From Aristotle to Cicero. Amsterdam, Netherlands: Adolph M. Hakkert.