



This is a graded discussion: 25 points possible

due Aug 2

Discussion Board 6

5 31

What was the most useful thing you learned in this class? How are you going to translate this skill to get where you want to be professionally? [for this post, you may cite any one of the assigned or supplemental readings from class]

Note: Make sure to follow the [discussion board guidelines](#). Individual threads are due by Friday and peer responses are due by Sunday.



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[Jennifer Neal \(https://weber.instructure.com/courses/501212/users/889569\)](https://weber.instructure.com/courses/501212/users/889569)

Jul 25, 2020



I learned a ton of useful information in this class, but if I had to pick one thing, it would probably be the stuff we learned in week one about overcoming communication apprehension. "A first step in restructuring how we deal with public speaking anxiety is to cognitively process through our fears to realize that many of the thoughts associated with public speaking anxiety are irrational." (Managing Public Speaking Anxiety, 2012). Specifically coming to understand that the audience is generally rooting for me and rarely ever judges me as harshly as I judge myself has been hugely helpful. I go really back and forth about being anxious for speaking assignments, but this cognitive restructuring I've gone through, in large part due to the skills training I've gotten from this class, has really made me realize that presentational speaking can be awesome.

I admit I took this class this semester specifically because I knew it would be online and I might not have to speak in front of an audience. I thought this might damage my learning experience, but it was worth it to avoid *actually* speaking in front of people. But you know what? I think I learned far more that I ever would have in a live class by being forced to record my presentations. I must have recorded my storytelling presentation over 10 times, just so I would have the best to pick from, but in that process I learned something about the power of practicing that I never would have learned in a live class, even if my instructor had told me to practice beforehand. Practicing in front of no one was actually extremely stress-relieving had I needed to actually give the speech in front of an audience, which I had not expected. It made me so much more aware of how I speak and how I apply good skills, when my normal experience with presenting is a “get it over with” attitude where I’m too afraid of the rough parts to learn from them. Not anymore! Haha...please tell me I’m not the only one who did this?

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[Tiffany McLelland \(https://weber.instructure.com/courses/501212/users/1918709\)](https://weber.instructure.com/courses/501212/users/1918709)

Tuesday

I think that's awesome of you to admit you took this class knowing it was online and not having to actually deliver your speeches in front of an audience. I found it hard to record myself and not have people in front of me to feed off of their interaction. Be that as it may, I did end up learning more knowing the pressure was off. I allowed myself to visualize my speeches in my head and practice the tools we learned about. I've heard people say they record their performance and analyze ways to better their delivery. I've never personally done it until now. I found it very beneficial to watch myself, even though no one likes to actually watch themselves. I was able to pick out some of my stall tactics when I've lost my train of thought and how I should work on not sounding like the professor from Ferris Bueller's Day Off.

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[Taylor Washburn \(https://weber.instructure.com/courses/501212/users/86751\)](https://weber.instructure.com/courses/501212/users/86751)

Tuesday

That's so funny, Jennifer! I was actually disappointed this class ended up being online because I'd rather do in-person presentations instead of recording them. I am so hard on myself I struggle watching videos of me (the personal storytelling self critique was a tough assignment for me!) However, I am actually very grateful the class ended up online because it forced me to get better acquainted with remote communication now that my professional career is leaning more and more towards remote work due to COVID-19. It's funny how things work out in the end.

← [Reply](#) 👍



[Natalie Hales](https://weber.instructure.com/courses/501212/users/1589440)

Thursday

I was the opposite, I probably wouldn't have taken this class this semester if I had realized that it was online, but I'm really glad I did. It opened my eyes to how comfortable the technology can be and now I don't feel intimidated by the thought of presenting that way.

← [Reply](#) 👍 (1 like)



[Taylor Washburn](https://weber.instructure.com/courses/501212/users/86751)

Friday

Natalie, you and I are in the same boat!

← [Reply](#) 👍



[Tiffany McLelland](https://weber.instructure.com/courses/501212/users/1918709)

Tuesday

I would have to say the most useful thing I learned was from, "Managing Public Speaking Anxiety". It is definitely something everyone has to deal with. Oprah Winfrey, Steve Jobs, Tony Robbins, they all started at the same spot...the first speech. While some personalities can adapt to public speaking more quickly than others, I do think it is a skill anyone who wants to learn how to be better at it, can be with work. Starting with systematic desensitization, becoming more familiar with public speaking by doing it more often can logically reduce the novelty and uncertainty of it (2012). When we can restructure the way we approach talking in front of others as a conversation, it can help alleviate the "irrational fears" of getting up there. And lastly, running through a cognitive foreshadowing of our speech. Picture ourselves delivering an amazing message, answering all the questions that may come your way and see yourself sitting back in your seat when you're done. No fainting. No heckling. None of us want to end up on a comical YouTube video of Ultimate Speech Fails.

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[Shannon Sanders](https://weber.instructure.com/courses/501212/users/579963)

Thursday

I love that you brought the anxiety topic to the forefront. I completely agree with you. I think when we watch people deliver incredible speeches we think, "Wow, they are professional speakers, I could never do that good." But in fact, they may have incredible anxiety that we just don't see. All the prep work and practice that goes into good speeches isn't out there for us to see, we just see the end product. I appreciate that everyone has anxiety and no one is perfect. We are all human and it's nice to know that we don't have to feel alone with anxiety, just push through it and deliver. Thank you for sharing.

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[Melinda Mostyn \(https://weber.instructure.com/courses/501212/users/62713\)](https://weber.instructure.com/courses/501212/users/62713)



Friday

I too feel like I learned so many more great tools of how to decrease my anxiety when delivering a presentation. All of the course reading provided different angles of approaching a speech, that I could apply it to the skills I personally feel I am good at and am capable of. I felt like there was something there for every different personality type and skill set.

An interesting thing about this course, I thought that I would be less anxious if I would be able to do my presentations with an audience. I found that I was more self critical when I was given the opportunity to edit and re-do my presentation.

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[Nicholas Lassen \(https://weber.instructure.com/courses/501212/users/1882459\)](https://weber.instructure.com/courses/501212/users/1882459)



Friday

This concept of cognitive foreshadowing and systematic desensitization are excellent techniques that I will be using when coaching up and coming speakers. I was already unintentionally teaching things related to these techniques without knowing exactly how to explain why they are important from a theoretical perspective. This will allow me to more effectively answer the inevitable question I will receive of "Why do I have to practice my speech again coach?"

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[Taylor Washburn \(https://weber.instructure.com/courses/501212/users/86751\)](https://weber.instructure.com/courses/501212/users/86751)



Tuesday

I really enjoyed the reading material in this class. Gallo's book was so great to read and has such great advice for both my professional and personal life. One of my favorite readings, however, was about ensuring you are following your heart when having difficult conversations. Patterson et al. describe the importance of focusing on your motives and objectives and ensuring they are not changing subconsciously (Critical Conversations, 2002). I related strongly to this reading because I can often get so caught up in "my point" or "my side of things" and when having difficult conversations it is hard to take a step back.

In my professional career, I have to have a great deal of difficult conversations as I deal directly with employee compensation. Compensation is a very personal and impactful part of someone's livelihood and conversations concerning compensation can become emotionally charged. Reading this section allowed me to recognize the importance of staying on track and really understanding my motives and objectives.

When reading this section, I also thought about conversations I have with my husband and how we can better communicate by clearly understanding our personal motives and objectives. What about you? Did you enjoy reading Critical Conversations? Do you find that you'll be able to relate what is discussed in both your personal and professional life?

Edited by [Taylor Washburn \(https://weber.instructure.com/courses/501212/users/86751\)](https://weber.instructure.com/courses/501212/users/86751) on Jul 30 at 9:59pm

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[Jennifer Neal \(https://weber.instructure.com/courses/501212/users/889569\)](https://weber.instructure.com/courses/501212/users/889569)

Thursday

The few chapters we read in Critical Conversations rather made me want to buy the whole book! They were extremely insightful, so if the rest of the book is anything like that then I definitely have an interest in getting it. I think it probably helped more for personal life interaction--especially conflicts, where feelings try to get a jump on reason--even more than with stuff related to presentational speaking. At my job I've long been recognized as someone who de-escalates angry clients well, and reading those chapters reinforced my belief that they like working with me because I focus on root issues and not just temporary "wins".

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[Natalie Hales \(https://weber.instructure.com/courses/501212/users/1589440\)](https://weber.instructure.com/courses/501212/users/1589440)

Thursday

I have read Critical Conversations and recommend the whole book. It is very applicable to situations that we find ourselves in on a regular basis. Reading the excerpts again was interesting because you always relate what you read to what ever you are facing at that time in your life.

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[Tiffany McLelland \(https://weber.instructure.com/courses/501212/users/1918709\)](https://weber.instructure.com/courses/501212/users/1918709)

Friday

I also loved the Gallo book. I was so excited to see this book as required reading for this class. I'd already read it once, but going back and rereading, there is always more to learn and pick up on. I highlighted and wrote notes in the margin. I've also gone back and watched all the TED talks discussed in the book. Some I'd already seen, but it was a great refresher.

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[Natalie Hales \(https://weber.instructure.com/courses/501212/users/1589440\)](https://weber.instructure.com/courses/501212/users/1589440)

Thursday

I thought this class as going to be taught virtual and synchronous, so I was really disappointed when the first day of class I realized that it was completely online and asynchronous. I like to have the interaction with people and look them in the eyes when I am giving a presentation. As I read the first few chapters of Gallo (2014) and he advised that we see the audience as someone we are having a conversation with, I thought, "How am I supposed to give a presentation to a camera then? There is no audience to converse with!"

To my surprise I have enjoyed creating presentations for recordings, something I never would have discovered if I had the opportunity to give them live. It has forced me to learn new technology and get comfortable interacting with it. I know this will be a valuable job skill in the future (and I didn't mind that I could practice and restart if needed). Practicing the process of putting together digital presentations and incorporating all the elements that you would in a live presentation (even including being "conversational") is probably the most valuable take-away. Learning to navigate Kaltura is one that stands out in my mind. Which parts of the required technology were new to you?

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[Melinda Mostyn \(https://weber.instructure.com/courses/501212/users/62713\)](https://weber.instructure.com/courses/501212/users/62713)



Friday

I was also very disappointed that we did not get to meet as a class at all this semester. I was happy to at least have the interaction with some of you through the interview assignment. I found it difficult as well, during my recorded presentations to connect to a make believe audience because when doing presentations, I feel like a get energy from the audience. I also agree that this course has forced me to learn new technical skills, and for that I am so grateful.

[← Reply](#)



[Taylor Washburn \(https://weber.instructure.com/courses/501212/users/86751\)](https://weber.instructure.com/courses/501212/users/86751)



Friday

I agree with you Natalie that the change of this class to online really forced me to become comfortable with creating recorded presentations. It actually is now a benefit because my final presentation will be utilized for my work and I can now simply send a training video to someone and they can watch it at their own convenience.

I never understood how people were able to record their screens to make video presentations similar to Dr. Ault's lectures, and forcing myself to learn it is so valuable! I can now make countless training videos which my boss loves!

[← Reply](#)



[Nicholas Lassen \(https://weber.instructure.com/courses/501212/users/1882459\)](https://weber.instructure.com/courses/501212/users/1882459)



Friday

I had actually never uploaded a video to Youtube and took this as an opportunity to familiarize myself with the interface. It seems like an incredibly portable skills that I'm kind of glad I was forced to learn.

[← Reply](#)



[Patrick Fitzgibbon \(https://weber.instructure.com/courses/501212/users/1883371\)](https://weber.instructure.com/courses/501212/users/1883371)



Friday

Before this class, I really didn't like the sound of my voice and my stutter when I get nervous. However the act of practicing and critiquing my own presentations really moved the needle on my comfort zone. Though I still don't love the sound of my voice or my demeanor I've learned to just have confidence and to keep persevering. This course

taught me that people aren't rooting against me in my public presentations; just power through the discomfort.

Though it's been a welcome experiment to try and set my own pace with online Graduate coursework, I too miss the analogue classroom and hope to see you guys in person before too long.

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○



[Melinda Mostyn \(https://weber.instructure.com/courses/501212/users/62713\)](https://weber.instructure.com/courses/501212/users/62713)



Friday

Coming into this class I thought I knew enough about presentations. I have done enough presentations in my day, I didn't think I would learn anything new. This class did not just tell me that I shouldn't have too many words on the slide, but how I should best use a power point presentation. I learned that visual aids are more than just powerpoint slides, but multi-sensory options could be even more effective to get that lasting memory effect, a presentation that could be more memorable and interactive with the audience. "Students who were exposed to multisensory environments--text, pictures, animation, and video always, not sometimes, always had much more accurate recall of information than those students who only heard or read the information" (Gallo, 2014).

I enjoyed this course and the reading, especially from the Talk like TED text, as it brought didn't just give us tips of things that most people know are good to add into a presentation, but why and how. I know that presentations should drag on too long, but the text broke it down into the 18-minute rule. When I think of epic presentations that are most memorable, I often think of TED talks, so it was great to get tips from all of the most impactful TED talks that are out there. Certain presentational skills can be effective for specific types of presentations. the 18 minute rule is great for persuasive type of presentations. Multisensory aids are great for presentations that are informative and may have a call to action. In an interview you may want to consider the emotional impact you want to incorporate. Before this course I didn't even consider an interview a presentation. This course has helped me not only learn how to use presentation tools, but also when to use them.

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[Jennifer Neal \(https://weber.instructure.com/courses/501212/users/889569\)](https://weber.instructure.com/courses/501212/users/889569)



Friday

What this class taught me about powerpoints was oddly freeing. I think a part of me has known for a long time that the traditional ways of using powerpoints are frustratingly ineffective, but I felt like I had to use it that way. Because I felt like it wasn't really enhancing my presentation, I grew to really dislike it. But with the projects in this class and what I've learned I intentionally skewed away from those traditional uses and only used powerpoint when I really felt like it would expand on what I was saying--and I found myself really liking it! It both engaged my fun creative/artistic side, and helped me feel confident about the quality of the presentation I was giving.

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[Shannon Sanders \(https://weber.instructure.com/courses/501212/users/579963\)](https://weber.instructure.com/courses/501212/users/579963)



Friday

I was also interested in the TED information from this class. I felt the book was a great tool to learn from and it also made me Youtube different TED talks, which I would not have normally just looked at. It forced me to really take notice of the different presenters and what skills they present and what I can learn from them. A great example, thanks for sharing.

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[Nicholas Lassen \(https://weber.instructure.com/courses/501212/users/1882459\)](https://weber.instructure.com/courses/501212/users/1882459)



Friday

The most useful thing that I learned in this class is relating to the power of narratives. The story that was told in the Gallo book about the doctors who created a fake narrative for illustration purposes spoke to me. I always assumed that narratives should only be used in certain type of speeches and that more informative and serious pieces should be firmly grounded in the facts. I find this to be quite liberating in that it allows me to weave storytelling into places where you wouldn't normally find it in order to create those "wow" moments of unexpected wonder in a potentially dry topic! I will use this to make my lectures and coaching more salient and interesting.

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[Sharilyn Gamble \(https://weber.instructure.com/courses/501212/users/1869933\)](https://weber.instructure.com/courses/501212/users/1869933)



Friday

I feel like as everyone posts what they have learned, I have the same response... "I liked that part too!" I'm completely drawn to storytellers. There is nothing better than an individual who can create a great narrative and entice the listener into their world.

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[Shannon Sanders \(https://weber.instructure.com/courses/501212/users/579963\)](https://weber.instructure.com/courses/501212/users/579963)



Friday

The most useful thing that I learned in this class was the organization of a speech. I have used PowerPoint presentations in the past and wrote down notes on what I wanted to say and how I wanted to say them but I had never used a formal outline before. It is such a great resource and really lets you see the timeline and details of the information you want to relay. I appreciate this skill and will use it from now on in every presentation I give. I also found the use of pathos, ethos, and logos valuable in reaching the audience. I always used to watch speeches and wonder how they were able to touch the audience and leave a lasting impact but after reading Gallo, (2014) it really put it into specifics and it's something that I can use in my presentations. I appreciate all of the skills I have learned from this class because most of my presentations were not as organized as they could have been, I see that now after learning such great skills from all of the readings we have had the opportunity to read. Thank you for a great experience and I look forward to practicing more in my future speeches.

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[Sharilyn Gamble \(https://weber.instructure.com/courses/501212/users/1869933\)](https://weber.instructure.com/courses/501212/users/1869933)



Friday

I agree. I took copious notes during the video lecture on the different types of organization of a speech. It is fascinating to me that they can all be very effective methods of relaying the message you want to share with your audience.

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[Sharilyn Gamble \(https://weber.instructure.com/courses/501212/users/1869933\)](https://weber.instructure.com/courses/501212/users/1869933)



Friday

I have really enjoyed this class. I have spoken to several others who have taken this course before me and they have all felt that I was lucky to have taken it while campus is closed. That

was not my perspective at all. I felt as though there were many new techniques I have learned that I would have enjoyed working through, as well as learning from each of you. I have appreciated the opportunity to have online discussions with the class.

One of the most important lessons or take-away for me would be to consider the audience. This came from our first week's discussion in the Caplin (2008) reading. As I have been preparing my last two presentations, I have tried to be mindful of the audience's objective. As Caplin explained; "There are always two aims, two objectives to a presentation. One is the audience's, the other is yours. Fail to deliver on both, simultaneously, and the presentation won't really work. Deliver on both, and you – and the audience – will be satisfied."

Another element that I have tried to internalize is the need for practice. Beforehand, I would pretty much wing any presentation I have ever given. During this class, I have done my best to "Practice in front of people, record it, and watch it back" (Gallo, pg. 78). Although, I have struggled with finding enough time to reach my self-imposed perfectionism. Going forward, I know I will at least practice a few times before delivering a presentation. I'm curious, if anyone would like to share, how much time do you rehearse for the presentations?

← [Reply](#) 



[Patrick Fitzgibbon \(https://weber.instructure.com/courses/501212/users/1883371\)](https://weber.instructure.com/courses/501212/users/1883371)



Friday

Because I have an abundance of insecurity, I'll practice half a dozen times before actually presenting. In the case of the solution-selling presentation, I burned more than a few hours going over it again and again creating new slides and omitting others trying to make sure that it flowed with my manner of speaking.

I had the good luck of having my parents and grandmother in town for the last couple of weeks and practiced one final time in front of an audience; they were very encouraging and helped me with the confidence I needed to go ahead and send it in. Though I had a couple of stutters and stumbles in the final product, I feel far more confident having practiced the amount that I did.

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[Waleed Alanazi \(https://weber.instructure.com/courses/501212/users/1567795\)](https://weber.instructure.com/courses/501212/users/1567795)



Friday

Before this class I thought I already know much about presentations, but when I start to read about presentations it add a lot to my information. I really enjoyed reading the material. As an

international student the reading this book add a lot to my information. It is so fun to see the different ways between our cultures and compare it to what we were reading. The most important thing that I learned during this class is how to use Video and photos in PowerPoint slides. I usually have a problem creating my slides because I try to keep it professional. I do not know how much information I should put in each slide. If I ask myself what presentation that I enjoyed the most probably I would choose one of the presentations has fair amount of humor into the presentation (Gallo, Pg171). In the past I was trying to make any of my personation look professional no matter what is the subject. I come from a culture that doesn't add any humor when they do a presentation but I learned it is fine to add some humor during a presentation. In the future I will try to use these tools that we read in each presentation.

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[Emily Hulse \(https://weber.instructure.com/courses/501212/users/61383\)](https://weber.instructure.com/courses/501212/users/61383)

Friday

I have really enjoyed Gallo's "Talk Like TED," and have gained a lot from it. I think the most useful thing I will take away is Secret #6: Lighten Up (Gallo, pg. 160). Telling stories has always been something I tried to include in presentations, but I struggle with humor. I have a really dry sense of humor, and it tends to come off forced and not very funny for anyone except me. "You must learn to incorporate humor creatively and naturally (Gallo, pg. 162)." I am hoping to find some stories in my professional life that I can have well-prepared and practiced in order to ensure it doesn't feel so awkward for everyone.

It's been a great learning experience working with technology, too. Having to record presentations, speaking to nobody, has been difficult because there's no feedback. However, it's a great opportunity to learn how I can use it if I decide to start teaching. It has forced me to learn new tools and be more confident in my own ability to present.

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[Patrick Fitzgibbon \(https://weber.instructure.com/courses/501212/users/1883371\)](https://weber.instructure.com/courses/501212/users/1883371)

Friday

Every main chapter point of *Talk Like Ted* (Gallo, 2014) was useful in my growth as a public presenter. Creating moments, telling stories, and creating a multi-sensory experience were all important elements but one stood out among the rest and is discussed first: "unleash the

master within" (p. 17). Finding what made my heart sing was a difficult journey filled with a lot of soul searching.

Discovering the answer to that question helped me greatly during the personal branding assignment. When I considered what I did (Photojournalism) and what I'm passionate about (storytelling) I realized that to answer Gallo's third question, "What is it about the industry that makes your heart sing" (p. 20), I stumbled upon what I really want to do in the next phase of my professional career; I want to tell stories from and about Utah's open roads from the back of my Harley-Davidson motorcycle.

Is that cheesy? Maybe, but I'm OK with it.

What makes your heart sing and how is what you learned in this class going to help you express it?

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[Samuel Hart \(https://weber.instructure.com/courses/501212/users/63871\)](https://weber.instructure.com/courses/501212/users/63871)

Friday



I think one of my favorites was the personal branding lecture. To be a good sales person, you first have to identify who you are as an employee, what makes you, well, you, and what you bring to the table that nobody else brings. By identifying your personal brand, you have a more clear vision in really every aspect of the work experience. It really helps you to put your best foot forward in all aspects of life. As has been said for years, first impressions leave a lasting impact. It is pretty hard to overcome a first impression, so always having your best foot forward is immensely important. This also leads to increased referrals, promotion opportunities, and other benefits you might not realize. One example, not work related, by having my best foot forward with as many people I meet, it tends to reap rewards. I was given a discount on my subway earlier this month "because of how nice and respectful I was", and upon purchasing a incumbent bike, saved the \$50 delivery charge because of "how nice and kind I was". Obviously these are just small examples of little consequence in the grand scheme, but if having your best foot forward as much as you can reaps rewards on the little things, it just goes to show how it can affect the bigger things in life as well.

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