

## Body Mechanics

**SPEAKER:** The body speaks, does it not? How does the body speak? What things must you focus on while you're up in front of your students? Gestures. What else?

**WOMAN:** Eye contact.

**SPEAKER:** Eye contact. What else?

**MAN:** How you're standing.

**SPEAKER:** How you're standing. Right.

**MAN:** How about your appearance?

**SPEAKER:** How about your appearance? We're gonna talk about that as well. Anything else? Is there anything else?

**WOMAN:** [INDISCERNIBLE] exercises and stuff and [INDISCERNIBLE] when people are done and [INDISCERNIBLE].

**SPEAKER:** All good stuff. All physical behaviors. Talk to me a little about eye contact. What is effective eye contact?

**MAN:** If someone asks you a question maybe look in their general direction or in direction, or like what you're doing right now.

**SPEAKER:** Okay, very nice. Somebody asks a question, look at their general direction. Should I stare at people?

**MAN:** No.

**SPEAKER:** Can I look at...

**MAN:** [INDISCERNIBLE] standing there [INDISCERNIBLE] two or three seconds later.

**SPEAKER:** Okay, let's try that. You said three seconds, right?

**MAN:** Well, [INDISCERNIBLE]. You're kind of standing in the room, you know?

**SPEAKER:** Is two...

**MAN:** Three seconds is quite too long. That's...

**SPEAKER:** Well, let's try it, okay? You guys count, and I'm just gonna pick somebody out and

I'm gonna look at him for three seconds. Okay?

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**MAN:** You're stalking.

**SPEAKER:** I am. I am stalking. Absolutely.

**WOMAN:** Only in therapy. [INDISCERNIBLE] you establish longer eye contact.

**SPEAKER:** There you go, very nice. Good rule of thumb. Absolutely. Direct eye contact when they're talking to you, absolutely.

**WOMAN:** [INDISCERNIBLE] answering their questions.

**SPEAKER:** Absolutely, when you're answering their question. All right. Let's see, eye contact. I believe Sheila mentioned it earlier in the week. There is a tendency sometimes for some of you when you get your comfort zone, you will forget some folks and you will focus on a section of the room. All right? Next thing you know, you're teaching and you're doing this. It's good eye contact with these folks over here, but who did you forget? What happens when you do that?

**MAN:** They feel left out.

**SPEAKER:** They feel left out. How does it impact them?

**MAN:** They're not getting the material that they're probably should be getting.

**SPEAKER:** Maybe, maybe not. How else would it impact them?

**WOMAN:** They might feel relieved because they're not [INDISCERNIBLE].

**SPEAKER:** Get out! They might stop doing what?

**WOMAN:** Participating.

**SPEAKER:** Participating, absolutely. All right. Now, again, my friend, Dr. Kline--let's see, where is my book on Dr. Kline? Oh, here it is. It's up here. You know, he's a good guy, and he talks about speaking effectively and he says, you know, "Eye contact should be direct but impartial." What do you think--what does that mean to you? Direct but impartial?

**WOMAN:** It's good to anybody.

**SPEAKER:** Yeah, absolutely. But just not very what?

**MAN:** Not [INDISCERNIBLE].

**SPEAKER:** Not very long. Okay? And also be careful with those eyes too, you know? You know, you can use them as gestures but...nothing too weird, all right? Okay.

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**MAN:** We need [INDISCERNIBLE].

**WOMAN:** Yeah.

**SPEAKER:** Oh.

**MAN:** Is there [INDISCERNIBLE]?

**SPEAKER:** Oh, wink, wink, yes. Does eye contact equal sincerity? No?

**WOMAN:** Not necessarily.

**SPEAKER:** Not necessarily. Can it impact sincerity?

**MAN:** Yes.

**SPEAKER:** Yeah. Look at this. Anyway, because I want to talk to you a little bit today about eye contact and--what is good eye contact? If I never make eye contact with you, will some of you read into that? What are you reading?

**MAN:** You're insecure.

**SPEAKER:** I'm insecure. Maybe I don't know what.

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Yeah, absolutely.

**WOMAN:** It could also be cultural.

**SPEAKER:** Possibly, I don't know.

**WOMAN:** I work in a part of the country--up there in Alaska where it's considered rude in one of the villages.

**SPEAKER:** Are you talking about like Eskimos?

**WOMAN:** No, [INDISCERNIBLE]. It's not just you fixing the immediates, you know, [INDISCERNIBLE].

**SPEAKER:** Okay.

**WOMAN:** The [INDISCERNIBLE].

**SPEAKER:** So that means that would go back to them knowing what.

**MAN:** Your audience.

**WOMAN:** [INDISCERNIBLE].

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**SPEAKER:** Yeah. Yeah. If that's the case, I would certainly...

**MAN:** [INDISCERNIBLE]...

**SPEAKER:** Yeah.

**MAN:** ...eye contact, but you know [INDISCERNIBLE] is a challenge. It's crucial.

**SPEAKER:** Yeah, that's all I need during the middle of my presentation, the--you know? Get it on.

**MAN:** Well, in the other tribes [INDISCERNIBLE] eye contact, you go away [INDISCERNIBLE] speak and that thing, so.

**SPEAKER:** Okay. Yeah, do you train those folks in things? Okay, well, then keep those things in mind, absolutely. Now, Dr. Kline says gestures. We've talked a little bit about eye contact. Let's talk about gestures. Now we're gonna be looking for eye contact today. I want you to see make eye contact with all of your audience. It's very natural. All right? Gestures, natural and spontaneous. What does that mean? Today, today, I want to talk you a little bit about gestures. Gestures are an effective way to deliver a presentation. What do you think about that?

**MAN:** Definitely not natural.

**SPEAKER:** Okay, it's not natural, absolutely.

**WOMAN:** How long have you been [INDISCERNIBLE]?

**SPEAKER:** Exactly. Well, no, I'm serious. I had a student one time, no kidding. He was like-- because, you know, I had a 20-minute presentation that he had to do, and he's like [INDISCERNIBLE]. And I was like okay. My first word, I started the clock. Good morning. Today, I would like to talk to you a little bit about stress and how it impacts the body. We were all-- everybody in the room was like, "Oh, my God." And me as an instructor, I had to play it off. I have to act like nothing is going on. I can't look at any of my students. My eye contact was straight forward. I was trying not to laugh or anything. I was thinking, "Oh, my God." Okay.

**WOMAN:** So [INDISCERNIBLE].

**SPEAKER:** Yeah.

**WOMAN:** [INDISCERNIBLE] about that, you know, the students are forgiving and [INDISCERNIBLE] mistake on something like that?

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**SPEAKER:** Oh, I'm just--I was just teasing Mark. I was just teasing Mark. But--you know, we're gonna be looking for things like gestures, you know? Just make sure they're natural and--make sure they match with what you're saying. That's important. What do I mean? I went out yesterday, and I started mowing the lawn. Yeah, the sun came out and we all were happy. There's no sun down there. All right. Good stuff. Let's talk a little bit about movement. Now we're almost done with this lesson, so we're gonna wrap it up, and we're gonna get Sheila up here talking about assessments. All right? So if you have any questions, let me know. Movement. You need to move?

**MAN:** Yes.

**SPEAKER:** Why?

**MAN:** Because I get cramps when I stand still.

**SPEAKER:** I get cramps when I stand still.

**WOMAN:** You don't look relaxed [INDISCERNIBLE].

**SPEAKER:** Okay.

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Some people like to do just what?

**MAN:** [INDISCERNIBLE].

**SPEAKER:** Stand back here. I don't know what it is, but it's some type of protective barrier back here. Sometimes, even some instructors are afraid to leave it. Sometimes, they can't let go of it. They'll touch it, and they'll--you know, they'll--you know, they're right here. They can't do it. They'll let go, lean on it, support. All right? Why move? Why move? Why come over here?

**MAN:** [INDISCERNIBLE] moving around--I mean it makes the audience focus its attention on you

to try to keep up with you, for one thing.

**SPEAKER:** Absolutely.

**MAN:** Because if you're standing in one spot, they're gonna get bored with that, and they're gonna start [INDISCERNIBLE].

**SPEAKER:** Was that--that's not bad for [INDISCERNIBLE].

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**MAN:** Yeah.

**SPEAKER:** I'm surprised they even got that.

**MAN:** Yeah.

**SPEAKER:** Not bad, not bad. All right, all right, good stuff. Can your movement get crazy and not purposeful?

**WOMAN:** Yeah.

**MAN:** Is that [INDISCERNIBLE]?

**SPEAKER:** Oh, yeah, the dancing thing. It's like get out. Oh, nervous. Twitching. All right.

**WOMAN:** It's very distracting if people are doing something that is just like you can tell they're nervous. They don't know what to do about [INDISCERNIBLE].

**SPEAKER:** Right, right. Yeah, people don't--and that's a good point with gestures, too. You know, some people don't--I'm surprised nobody asked me that. What do you do with these things? These things? What do you do with them? Huh? Some people don't know what to do with them. You get a lot of this. You get some of that. People lock them. Some people do this when they instruct.

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Yeah, I don't have much, do I? The natural thing to do is just to do what?

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Let them go. They want to breathe. All right? Just let them lay it. There you go. Leave them alone. They're fine. These arms know what to do without your help. They will move naturally with your what?

**MAN:** Your body.

**SPEAKER:** With your body, absolutely. Now when you want to say something and you want to make a--see I'm not even trying. These things are just hanging right now. All right? I'm not doing anything, but if I want to talk and use them, I can. All right? Keep that in mind. Just let them hang. It's cool. Trust me, it looks perfectly natural. All right? Now don't start getting all--you know, and she told me to make sure my arms were limped. All right? All right? Okay, good stuff. All right,

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movement. Yeah, let's keep it interesting. Let's move around. Is it okay to move behind your students? What do you guys think? Is movement okay back here?

**MAN:** [INDISCERNIBLE] exercise.

**WOMAN:** Yeah.

**SPEAKER:** All right. Move around if you got an exercise.

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Right. I mean--you know, sometimes--I mean, does movement really kind of make anybody nervous? Right? I mean, do we really want to, you know, do things like that?

**WOMAN:** Uh, no.

**SPEAKER:** Uh, no! I was waiting for Chris to say, "Yes." All right.

**MAN:** Don't ask me now.

**SPEAKER:** If you do go behind your students and if you're doing something like that, I just would--I would do it for what? Yeah, what's your reason? All right? What's your reason? Okay? Yes.

**MAN:** There are times like when you're teaching computer classes, if you're doing a demonstration, it's difficult to move. It's difficult to get up and move if you're showing how to do things.

**SPEAKER:** Absolutely. But you should, though, right, to help them out with their--yeah, facilitate. And certainly do it with the exercises. What if you have a setup like this? Can I come in here?

**MAN:** Yeah, sure.

**SPEAKER:** I can? How long do I stay? No?

**WOMAN:** Not very long.

**SPEAKER:** No? You don't want me coming in here? Terry? You want me to come in? No?

**WOMAN:** As long as you don't get too close.

**SPEAKER:** Get too close. How long do I have to stay? Is there a problem with being in here?

**WOMAN:** No.

**MAN:** [INDISCERNIBLE] it's got nothing [INDISCERNIBLE], though.

**SPEAKER:** Yeah, so you can do it. I just wouldn't do what?

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**WOMAN:** Stay long.

**SPEAKER:** Yeah, stay too long. And also--now this is something that--it's not a big thing, but try if you can for--you don't want for long periods of time, like if you're doing PowerPoint, is to do what?

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Yeah, we're not really too interested in your backside. All right? When you're doing PowerPoint, like how?

**MAN:** [INDISCERNIBLE].

**SPEAKER:** Yeah. Now if you can't do this and you can't see--maybe your vision isn't that great, what's an option?

**WOMAN:** [INDISCERNIBLE] so you don't have to look at it too [INDISCERNIBLE].

**SPEAKER:** That would be good, but you still need to know where you're at, right.

**WOMAN:** Yeah.

**SPEAKER:** So, is there anything wrong with this?

**WOMAN:** No.

**SPEAKER:** Just don't do what?

**MAN:** [INDISCERNIBLE].

**SPEAKER:** You don't need to stay there forever. Okay? All right. Yes.

**MAN:** Can you [INDISCERNIBLE]?

**SPEAKER:** Oh, yeah, absolutely. Absolutely. Yeah, you can move too much. Yeah, sure.

Absolutely. Because sometimes people get a little bit corny with their movement too. They're like this. They're like a tennis match. They're like--the next thing I want to do is I want to talk to you about APDs. And APDs, let me tell you, they are very, very important. Okay, take it easy, big fella. We don't need this and that. All right? So it's a military marching movement thing here we got going on. Questions on movement? Are we gonna be looking for movement?

**MAN:** Yes.

**SPEAKER:** Yes. How much movement are we gonna be looking for?

**MAN:** [INDISCERNIBLE].

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**SPEAKER:** Natural.

**MAN:** Is running out the door too much? [INDISCERNIBLE].

**SPEAKER:** Get out of your comfort zone. All right? If you're used to standing back there or you're used to just standing in just one spot, just--I want to see you get out of your comfort zone. Just move a little bit, okay? Even if you do something like this, that would be better than just staying in one spot. Okay? Questions? Anything else? Let's talk about voice. Tell me about a good voice. What's a good voice to you?

**WOMAN:** It's loud enough.

**SPEAKER:** Say it again.

**WOMAN:** It's loud enough.

**SPEAKER:** Okay, it's loud enough, absolutely.

**WOMAN:** Not monotone.

**SPEAKER:** Sorry, what did you say? Huh?

**WOMAN:** Not monotone.

**SPEAKER:** Yeah, right, not monotone. Yeah, we definitely don't want to just start listening to somebody that's just gonna talk about speaking effectively in a monotone way. That's very boring, and we don't want to hear things like that. That will definitely do what to us?

**WOMAN:** It's just gonna be [INDISCERNIBLE].

**SPEAKER:** Okay. Don't--whenever I see that one in Sienfeld, he had a girlfriend that was a low talker.

**WOMAN:** Oh, yeah.

**SPEAKER:** He's [INDISCERNIBLE] a low talker. [INDISCERNIBLE]. The low talker. If you think you're a low talker, what's your option?

**MAN:** Microphone.

**WOMAN:** Get a microphone.

**SPEAKER:** Get a mic. Now most coordinators will require it of you regardless, but if you have a very strong and loud voice, chances are they're gonna tell you to take it off or turn it off--oh, turn it

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off or take it off. Okay? Who's big mouth like me? Now here we go. Chances are you will probably won't need one. Now obviously what will impact voice?

**WOMAN:** Size of the room.

**SPEAKER:** Size of the room. People will suck the voice, the volume up as well, so keep that in mind. So, what would be a good thing to do when you first start talking? There you go, absolutely. You don't want to be 30 minutes, an hour in, and then somebody goes, you know, I'm breaking. I can't really hear you in the back. Great, they've just missed a whole hour. Yeah. All right. Intelligibility, what does that mean? Intelligibility?

**WOMAN:** You don't slur your words or...

**SPEAKER:** Okay.

**MAN:** Enunciate.

**SPEAKER:** Enunciate. I went to Red Lobster last night, and, boy, I tell you what I had me some tasty schrimp.

**MAN:** It's okay if you're vice president.

**SPEAKER:** I haven't had any schrimp, have you? I went for a walk the other day, and, boy, did my feets hurt. How many do you have? All right. The point is, is that we want to make sure that if you start sounding like that that could impact again your what?

**WOMAN:** Credibility.

**SPEAKER:** Credibility. And also some people, they will get in front and they will say words that don't exist. Yeah. What's the one that they always--not--what is it called?

**MAN:** Irregardless.

**SPEAKER:** Irregardless. It's just what, folks?

**WOMAN:** Regardless.

**MAN:** Regardless.

**SPEAKER:** Regardless. All right. So keep that in mind. Now if you're unsure, don't--I wouldn't worry a lot about it. Okay? None of us--nobody is an expert necessarily in grammar, in the BLM, but just keep those things in mind that it could impact your credibility. Can you talk to fast?

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**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** That is a big danger, why? Because...

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Not only that. But guess what you are during your lesson a lot of people will be what again?

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Yeah. You're gonna be a fast talker. And let me tell you right now. APDs are seven steps. Let me tell you the first step. Anybody have any questions? Okay, let's move on to the second step. Okay, ease down there, Speedy Gonzalez. All right? We got a list. Take it slow. All right, take it slow. Don't talk--don't be a slow talker.

**MAN:** [INDISCERNIBLE].

**SPEAKER:** Don't be a Slowpoke Rodriguez. You guys remember those characters? I watch too much cartoons, you know? Speedy Gonzalez, he has friend the slowpoke. "Oh, here comes the slowpoke. He's got a gun." You wanna hear that. Slowpoke Rodriguez, he had a gun. Okay, never mind. We'll move on. All right. That's an old cartoon as well. Let's see, anything about voice? Anything else? Here's a big one. The big story I have been waiting to tell you. Do you ever

see people that do a lot of um, um--anyways, uh, what I want to talk about next is--uh, uh.

**MAN:** [INDISCERNIBLE].

**SPEAKER:** Now I don't know if Sheila does it, or if Carol does it, but in my seminar, I'm going to count your--what are those called?

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Vocalized pause. It's called vocalized pause--uhs and ums. Now, why would I care about that? Uh, why would I, uh, care about that? Uh, why do you guys, uh, think I would care?

**WOMAN:** Very distracting.

**SPEAKER:** Very distracting. How distracting is that for some of you? Do you take notice of that?

**MAN:** We start to count them.

**SPEAKER:** Carol, yes?

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**WOMAN:** It's like that [INDISCERNIBLE].

**SPEAKER:** Yeah, absolutely. So from now on, if you all hear me saying uhs and ums, you can go ahead and raise your hand if you want to, because how do you break yourself of it? Because most of you are gonna have this problem.

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** Absolutely, what else?

**WOMAN:** You should organize. [INDISCERNIBLE] for your...

**SPEAKER:** It would help, but here's my tip for you. Stop it. Stop it. That's enough. We don't want to hear it anymore. We don't need to do it. Why do people do vocalized pause?

**WOMAN:** Because they [INDISCERNIBLE].

**SPEAKER:** Maybe, but a lot of people don't like what? Silence. But you need it. Use silence as an ally. Why do you need silence for as an instructor?

**MAN:** Gather your thoughts.

**SPEAKER:** Gather your thoughts. What else?

**WOMAN:** [INDISCERNIBLE] think about things.

**SPEAKER:** Yeah, especially if you're asking what?

**WOMAN:** Questions.

**MAN:** Questions.

**SPEAKER:** Questions. Great things happen when you use pause, an effective silent pause. Does that make you uncomfortable when I pause like that? Now obviously if I did it for long periods of time, it would, but use pauses and not uhs and ums.

**MAN:** You can really be conscious because you're speaking [INDISCERNIBLE].

**SPEAKER:** And that's why I said stop it because that's--it's like drinking anonymous, that kind of stuff. You first have to be aware that you're doing it. Now that I've told you--you listen to yourself when you talk. You're gonna hear them, because I remember my supervisor told me, you know, "Gary, that was a great presentation and everything, but you had 175 vocalized pauses in 20 minutes."

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**WOMAN:** You could get a lot of [INDISCERNIBLE] in the last couple years and [INDISCERNIBLE] and I've been recording since, and then transcribing them afterwards. And that's really brought home for me that I do that and also that other people--people will come up and they [INDISCERNIBLE] in the meeting that they make perfect sense when you're listening to them, and then when you go back to transcribe it, it's like, "This makes no sense at all." So recording yourself and then listening [INDISCERNIBLE].

**SPEAKER:** Absolutely, very nice. Carol?

**WOMAN:** You know, I wish I knew what you just [INDISCERNIBLE].

**SPEAKER:** Oh, did I? It's...

**WOMAN:** [INDISCERNIBLE].

**SPEAKER:** It's virtually impossible to eliminate them completely, but the key is to do what?

**MAN:** Be aware.

**SPEAKER:** Be aware and keep them if you can to a very minimum. Right? So having said that, we're gonna go ahead and wrap this baby up. I had a very good time with you all in presentation

skills. Keep a lot of these things in mind today when you--I said we were gonna do an exercise.

Well, the exercise is gonna be your five-minute presentation. So we want to see if you apply these things in your presentations.

[END AUDIO]