Module 1: The Impact of Your Voice

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<th>Timing/Media</th>
<th>Facilitation Process</th>
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<tr>
<td>60 minutes total</td>
<td><strong>The Impact of Your Voice</strong></td>
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<tr>
<td>15 minutes</td>
<td><strong>Welcome and Workshop Introduction</strong></td>
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1. Display overhead #1.

2. Welcome participants and introduce the workshop.
   - Welcome to the Speak to Influence workshop developed by Susan Berkley, a professional author and voice-over artist. Her company Berkley Productions Inc. provides voice mastery training for business and sales professionals.
   - This one and half-day workshop was designed and developed based on the content of Ms. Berkley’s book, “Speak to Influence – How to Unlock the Hidden Power of Your Voice.”

3. Select and demonstrate three or four of the speech problems listed on the first page in the workbook. An example of text and vocal treatments is provided.
   - *(Talk very loudly, almost yelling as you say this…)* You see, unlocking the hidden power of your voice is something that each one of you can do…given the right tools. And that’s part of what you’re going to be learning today – tools to help you enhance your voice.
   - *(Speak in a very monotone, unemotional voice as you say this…)* You’ll see how exciting it is when you learn how to use your voice to convey your natural enthusiasm and confidence which strengthen your
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professional image.
- *(Use a whiny, nasal voice and lots of vocal fillers as you this…)* Ummm, because, you know, the way others perceive you is very important to your success. I mean Duh! *(Cluck tongue.)*  Who doesn’t know that? So,…you’ll also be learning about verbal viruses, you know what I mean, those little words that your kids use, like ‘like, uh,’ that diminish your message.
- *Let’s jump in now and get started.*

4. Refer participants to “Our Speech is Deteriorating – Why?” in the workbook.

5. Explain how Americans’ speech is deteriorating and why.
- According to a Gallup poll that surveyed 500 men and women, Americans are plagued by a large number of speech problems that reduce our ability to communicate effectively.

6. Demonstrate each one of the vocal problems listed in the workbook. Tell them to place a check mark in the boxes of the ones they hear most often in the workplace. *(Record them on the flipchart)*

7. Ask participants what other speech problems they have encountered either in their work or home environments.

8. Debrief the demonstration by explaining how it’s widespread problems like these that have caused so many of us to sound sloppy and less than professional.

9. Show designated segment from Speak to Influence video.

10. Present the learning outcomes for the workshop.
This course was designed to eliminate or at least diminish your voice-related problems by helping you become more aware of them and by providing proven techniques from Ms. Berkley to help you overcome them.

Let’s take a few moments to review the learning outcomes for the workshop.

11. Display the overheads #2 – 3.

12. Refer participants to “Speak to Influence Workshop – Learning Outcomes” in the workbook.

In this workshop, you’re going to learn how to:

- Speak with more energy, emotion and enthusiasm
- Use body language to your advantage
- Apply breathing techniques to improve the impact and effectiveness of your messages
- Improve the credibility of your messages
- Make your voice more interesting and engaging
- Enhance your selling ability by varying your rate of speech
- Establish a better rapport during your conversations
- Convey your ideas in a more dynamic manner
- Minimize and control stress and anxiety-related to
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13. Ask participants which three of these learning outcomes they want to achieve in this workshop. Have them put a star by each of the outcomes that are most important to them.


15. Display overheads #4.


- In our fist module, the Impact of Your Voice, you’re going to:
  - Learn to recognize unprofessional and unpleasant vocal qualities
  - Understand that your voice can be your most powerful tool
  - Be able to identify outstanding speakers and their distinguishing qualities
  - Target some initial vocal traits that can be developed with practice
  - Realize that how a person hears his or her own voice is not exactly the same way in which others hear your voice
  - Be aware that one’s voice accounts for the majority of others’ impressions – rather than one’s word
17. Ask participants if they have any questions regarding the overall content of the workshop or the first module.

**The Power of The Voice**

18. Introduce the next exercise, The Voice’s Power to Invoke.

- As Ms. Berkley mentioned in the earlier video segment, a voice has the power to generate emotions, feelings, and gut-level reactions in other people.

- You’re going to experience the power of different voices in the next exercise.

19. Refer participants to “The Voice’s Power to Invoke – Video Notes” in the workbook.

- In this activity, you’re going to listen to a short video with four voice clips. As you watch and listen, make notes about your reaction or response to each voice.

- In your workbook, note the emotions, feelings, gut reactions and associations that are evoked as you listen to each one.

20. Show designated segment from Speak to Influence video. Stop the video between voice clips to allow participants to complete the worksheet.

21. Debrief the activity with:

- Let’s talk about each voice that you heard.
### Timing/Media

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- What emotions, feelings, gut reactions and associations did the first voice invoke for you? (Record them on the flipchart.)

- What emotions, feelings, gut reactions and associations did the second voice invoke for you? (Record them on the flipchart.)

- What emotions, feelings, gut reactions and associations did the third voice invoke for you? (Record them on the flipchart.)

- What emotions, feelings, gut reactions and associations did the last voice invoke for you? (Record them on the flipchart.)

- Are you surprised by how many reactions a voice can invoke in someone?

- You currently hold that same type of power in your own voice! Your voice can be used to invoke specific emotions, feelings, gut reactions and associations in others.

- How does that make you feel? Hopefully, it will inspire you to really work hard during this workshop to achieve the vocal qualities that you desire. They can significantly improve your professional image and bolster your confidence when talking with your boss, co-workers, and anyone else with whom you interact.

- Your voice can have a strong impact on others. Let’s learn more about vocal impact.
22. Display overhead # 5, Vocal Impact.

23. Refer participants to “Vocal Impact = Listener’s Reaction to Voice and Message” in the workbook.

24. Explain “vocal impact:”:

- Vocal impact refers to the how the listener reacts to a voice as well as the message.

- A person’s voice conjures a variety of reactions in a listener, both on a conscious and unconscious level:
  - It evokes emotions and feelings – like glad, angry, sad, guilty, hopeful;
  - It infers impressions of capabilities and professionalism;
  - It prompts a gut level reaction. This may include an immediate response on the behalf of the listener who may agree -- or disagree -- with your perspective. He or she may react by believing what you have to say or by not believing a word.
  - Your message can also prompt an association in the listener. Your words or voice may remind the listener of someone else or a similar previous
When it comes to vocal impact, the key is for you to develop vocal qualities that enhance the delivery and understanding of your messages as well as present yourself in the most professional manner.

Part of what will make your voice stand apart from others is learning to make your voice and words memorable.

In our next activity, you’re going to listen to some famous voices.

25. Refer participants to “Famous Voices” in the workbook.

In this activity, you’re going to listen to three audio clips of famous people. As you listen to each one, make notes about what makes each voice memorable.

Be as descriptive and specific as possible.

26. Show designated segment from Speak to Influence video.

27. Debrief with the following:

Look at the qualities that you noted for each voice.

What qualities do you think make each voice memorable? (Encourage participants to discuss the qualities they noted.)

What difference did you hear between the famous voices and the other clips? (Answer: Enthusiasm)

Which of these, if any, would you like to develop in your voice? Note them in your workbook.
• It’s interesting to note how you interpret the sound of other’s voices. However, sometimes your perception of your voice is not based in reality – sometimes you think your voice sounds a certain way and then when you listen to it from a more objective perspective, you realize there’s a difference.

28. Refer participants to “Perceptions of Your Own Voice – Real or Wishful Thinking?” in the workbook.

29. Explain the difference in perceptions in the way you hear your own voice versus the way others hear your voice.

• When you hear your own voice, the voice you hear is somewhat distorted by your facial and inner ear structures. It is also distorted by the mental image you have of yourself. This is called vocal disparity.

• To test this phenomenon, you need to record your voice on tape and then play it back and listen to it objectively.

• You probably have heard yourself on tape before, but the goal of this activity is to make you more cognizant of your vocal qualities and to hear yourself as others hear you which is possible using a tape recorder. *(Alternative option: If time permits and there is sufficient number of tape recorders, participants may tape their voices at this time.)*

• Your voice’s impact upon others is particularly important when it comes to your clients or customers. How do you know if you are communicating effectively with them?
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<td>page 8</td>
<td>30. Refer participants to “Are You Communicating Effectively with your Clients and/or Customers?” in the workbook.</td>
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<tr>
<td>#6</td>
<td>31. Display overhead # 6.</td>
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<td>32. Describe face-to-face communication.</td>
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<td>• Think about your clients and/or customer relationships – both internal and external. How do you typically interact with them? Is it face-to-face or on the phone or a combination of both?</td>
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<td>• When it comes to face-to-face communication and the recipient senses a difference between verbal and visual signs, the body language will take precedence.</td>
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<td>• As you can see by the pie chart, 55% of the message is conveyed through facial expression and body language.</td>
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<td>• 38% of the message is conveyed through voice quality – pitch, tone, volume and inflection.</td>
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<td>• Only 7% of the message is conveyed through the actual words!</td>
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33. Display overhead #7.

34. Describe phone communication.

- Notice the big difference when it comes to phone communication.

- An amazing 84% of the message is derived from the speaker’s voice and the feelings it elicits in the listener.

- 16% of the message is derived from the speaker’s choice of words.

- What does this tell you about the importance of your voice particularly when you have a client or customer that you only interact with via the phone?

- It implies that your voice is the most important component of the message and your conversation. Therefore major improvements or enhancements in your voice can significantly impact the success of your message.

- Are there any questions about these charts?

35. Refer participants to “Key Points” in the workbook.

36. Review key points summary with participants.

- Americans’ speech is deteriorating due to a number of factors that can be corrected: mumbling, yelling, monotone voice, verbal viruses, poor grammar, unpleasant vocal qualities and difficult to understand accents/dialects.

- By developing your vocal qualities and improving your message delivery, your voice can be your most
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<td>powerful tool and significantly enhance your vocal impact.</td>
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<td>• Being able to convey the way you feel, think and believe is critical to having your message interpreted accurately.</td>
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<td>• You hear your own voice differently than others hear you.</td>
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<td>• When communicating via the phone, 84% of the message is derived from the speaker’s voice and the feelings it elicits in the listener. Only 16% of the message is derived from the speaker’s choice of words.</td>
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37. Ask participants if they have any questions before you move onto the next module.