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英汉

北京大学国际MBA指定教材

响亮 而清晰

如何准备与进行有效的商业和技术演讲

How to Prepare and Deliver Effective Business and Technical Presentations

Loud and Clear

乔·L·莫里西

George L. Morrisey

[美] 托马斯·L·西克莱斯特 著

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英文版
原版销售
超过30万册

中国人民大学出版社

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图书在版编目(CIP)数据

响亮而清晰:如何准备与进行有效的商业和技术演讲

(美)莫里西等著;王佳倩译.

北京:中国人民大学出版社,2003

ISBN 7-300-04909-5/F·1486

I. 响…

II. ①莫…②王…

III. 商业-演讲-汉、英

IV. H019

中国版本图书馆 CIP 数据核字(2003)第 073099 号

北京大学国际 MBA 指定教材

响亮而清晰(中英对照版)

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出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号 邮政编码 100080

电 话 010-82642342(编辑部) 010-62511239(出版部)

010-62515351(邮购部) 010-62514148(门市部)

网 址 <http://www.crup.com.cn>

<http://www.ttrnet.com>(人大教研网)

经 销 新华书店

印 刷 涿州市星河印刷厂

开 本 787×965 毫米 1/16

版 次 2003 年 8 月第 1 版

印 张 15 插页 2

印 次 2003 年 8 月第 1 次印刷

字 数 270 000

定 价 38.00 元

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印装差错 负责调换

Dr. Mandel's Remarks

孟百利博士点评

I have used many books over the years. Of course for this kind of subject — giving oral presentations — no book can take the place of practice and live coaching. But a good book can enhance the process. That's why I like to assign one to my students.

“Loud and Clear” strikes me as less encumbered than many of the others. What I mean is that many presentation books include much too much information for the busy manager or student. They tend to suggest that one needs more information than one actually does for a good presentation. These books wind up scaring the person who is looking for clear, helpful advice.

“Loud and Clear” helps, rather than scares, the reader. It is succinct, relatively short, and nicely focused on the important issues. It is written in straightforward prose. I like its workbook exercises — e. g., the Audience Analysis Audit. These exercises raise useful questions of the type most students do not consider on their own. Also, these work sheets help to refocus the reader's attention on the early stages of preparation, such as establishing a clear objective, analyzing the audience, and organizing the material. Often unsophisticated pre-



多年来我采用过众多的书籍。当然对于此类主题——口头演示——任何书籍都不能取代现场练习与指导。但是，一本好的书籍能够提高其过程。这就是我为什么要为我的学生指定这本书的原因。

《响亮而清晰》打动我的是它与众不同的方便。我指的是许多关于演示的书总是为本已忙碌的经理或学生们准备了太多的信息。它们倾向于表明人们需要更多的信息，而不是去做好的演示。它们最终吓走了前来寻求清晰而有益的建议的人们。

《响亮而清晰》能帮助读者，而不是吓走他们。它的内容简洁、短小而紧扣主题，行文简捷。我喜

senters worry about their Powerpoint slides and body language much too early in their preparation.

As a person who gives presentations and coaches others as well, I find that “Loud and Clear” comes as close to a realistic approach as any book I have seen on the subject. The book mirrors reality. That’s a major plus for this book.

BARRETT J. MANDEL PhD

欢它的业务手册练习部分，如《观众分析表》。这些练习提出的那些有益的问题往往是许多学生自己都没有意识到的。这些工作表也帮助读者重新关注演示的前期准备阶段，如确定清晰的目标，分析观众和组织材料等。不成熟的演示者往往在他们的准备中过早地考虑其幻灯片和身体语言。

对我这个经常进行演示并指导演示的人来说，“响亮而清晰”是在同类主题的书籍中最接近实际的。它就是现实的影像。而这也是它的一个显著非凡之处。

孟百利博士

Barrett J. Mandel PhD

Visiting Professor, Beijing International MBA Program at Peking University (BiMBA).

Adjunct Associate Professor, Graduate School of Business Administration, Fordham University, New York, NY.

Founder and CEO of SWG Consulting Resources, Inc., New York, NY (1981), recently bought by The Madison Consulting Group, Inc. (New York). Dr. Mandel continues as Executive Vice President.

Dr. Mandel has a Ph. D. in English Language and Literature from the University of Connecticut, an M. A. in English Language and Literature from the University of Connecticut and a B. A. in English from Emerson College in Boston.

Dr. Mandel is very experienced in teaching

孟百利博士

北大国际 MBA 的客座教授。

弗德汉姆大学工商管理研究生院副教授。

纽约 SWG 咨询公司（1981 年创建）创建人和总裁。该公司最近已为麦迪逊咨询集团公司收购，孟百利博士留任公司的执行副总裁。

孟百利博士曾获康涅狄格大学获英语语言文学专业博士学位，并持有波上顿爱默生学院英语专业学士学位。

孟百利博士在高级商务沟通教学方面非常富有经验。他是美国国家英语教师理事会和国家大学英语协会的主任。他创办和发展了一个交流咨询和培训机构，其客户主要包括常规性公司和非营利性客户，例如麦肯锡咨询公司、卡耐基公

Executive Communication. He was the national director of both The National Council of Teachers of English and The National College English Association. He founded and developed a communications consulting and training business, the customer base of which includes such regular corporate and non-profit clients as American Express, McKinsey and Company, The Carnegie Corporation, Altria Corporation (Philip Morris), CIGNA Corporation, and Ernst & Young.

He is the author of two books on teaching and many articles on teaching, writing, language, and literature. His publications appear on magazines ranging from scholarly journals to popular magazines.

司、Altria 集团公司（菲利浦莫里斯）、美国信诺保险集团和安永国际会计公司等。

孟百利博士还曾就教学问题著书两本，并在学术杂志和流行杂志上就教学、写作、语言和文学等问题发表多篇文章。

Preface

序 言

It has been thirty years since the first edition of this book was published. I am amazed at how its principles for making business and technical presentations continue to guide thousands of individuals and organizations. It is gratifying to think that such continuing demand shows how useful this book's techniques are. There have been many other books written on the subject over the years, most of which focus heavily on presentation skills and the use of visuals. These are important topics of course. My Colleagues and I have extensive coverage of both in this book. However, I know of no other book that gives as much attention to *preparation*.

The finest presentation techniques and the most up-to-date visual display will not overcome a poorly prepared message. I believe this approach in *Loud and Clear* has stood the test of time. It emphasizes being certain that you have a clear vision of what you want to *accomplish* with your presentation (not what do you want to say). This approach provides a foundation from which you can design a stronger presentation that is more likely to achieve the results you want with every group you face, whether they

本书第一版自问世到现在已经有 30 年了。我很惊喜地看到,书中所描述的从事商业以及技术性演示的原则仍然在指导着成千上万的个人和组织。持续的需求表明本书所提供的技巧是多么有用,而这确实令人欣慰。在这些年中也有很多其他关于这一主题的书,它们当中的大多数将重点放在演示技巧以及视觉材料的运用上。当然这些都是很重要的因素。我和我的同事在本书中已经广泛包括了上述的两点。然而,我发现没有任何其他的书对于准备工作给予足够的重视。

即使你具有了最精良的演示技巧以及最时髦的视觉材料,然而如果没做充分的准备,也会功亏一篑。我相信《响亮而清晰》这本书所提供的方法已经经历了时间的考验。它强调你必须清楚地认识到,自己想从演示中获得什么(而不是你在演示中要说些什么)。本方法提供了一种基本技能,帮助你设计出使你更有可能获得预期的、更有效的演示,不论你面对的是什么样的团体,不论他们是顾客、高层管理人

are customers, upper management, colleagues, or the general public.

I was fortunate to recruit two presentation experts to co-author this book with me, thus ensuring that it stays as up to date as it is useful. Tom Sechrest (who co-authored the third edition) remains on the leading edge of presentations technology and is able to bring a university perspective to the table. Wendy Warman has been using this approach for several years to train executives and technical professionals to make effective presentations; she knows first hand what corporate America wants and needs in this important arena. This is a book on *planning* and that is my primary area of expertise. As a management consultant and professional speaker for more than 25 years, I have worked with some of the most forward-thinking corporations as well as many of the world's finest speakers and trainers. The synergy in this team has been terrific. The output is much more valuable than what we would have produced individually.

Who Can Benefit from This Book?

While professional speakers will certainly benefit from this book, it has been designed primarily for individuals who are experts in their business or technical fields and who, as part of their responsibilities, must present their ideas to others, inside or outside of their organizations. It is also designed for people who must train or coach these individuals.

员、同事还是公众。

我很荣幸地请到两位演示方面的专家共同撰写此书,这样就保证本书不仅实用而且跟得上时代。汤姆·西克莱斯特(Tom Sechrest)(他是本书第三版的合著者)仍然处于演示技巧的领导地位,他能够提供一种高等教育的视角。温迪·沃曼(Wendy Warman)使用这种方法训练经理以及技术职业人员做有效的演示已经有数年了;她对于在这一重要的竞技领域里美国公司的需求状况,有着第一手的认识。同时这是一本关于规划的书,而这也是我最精通的领域。作为一个有着25年管理咨询顾问以及职业演示者生涯的专业人士,我曾经和一些非常有长远战略眼光的公司一同工作,而且我也曾和很多世界上最优秀的演示者以及培训者共事。我们之间的优势得到发挥,而且产出的结果也远比我们个人的所能更具价值。

谁可以从本书中获益?

职业的演示者自然可以从本书中获益,而本书的最初设计初衷却是面向那些在他们的商业或者是技术领域是专家的人,以及那些作为他们职责的一部分,不得不在组织内部或者是外部将自己的想法表述给其他人的人。本书也为那些必须训练或是指导上述人员的人而编写。

Typical of those who would find this a valuable guide are:

▲ *President* of a company or a nonprofit corporation, for a report to the board of directors or stockholders.

▲ *Sales engineer*, for a technical sales presentation to customer representatives.

▲ *Controller*, for an overview of the company's financial projections to a high-level management group.

▲ *Manufacturing cost analyst*, for a review of staff loading requirements with the department manager.

▲ *Research scientist*, for a presentation of the results of a study at a formal gathering of peers (for example, a national symposium) or to management people not specifically oriented to that technical field, two distinctly different types of presentation.

▲ *Government department head*, for presentation of a new initiative to the appropriate legislative body.

▲ *Credit manager*, for introduction of a new credit-application system to employees.

▲ *Training instructor* for presentation of a seminar or workshop.

▲ *Human resource specialist*, for an employee recruitment Presentation.

▲ *Project engineer*, for a report on the current status of a directed design change to a customer or to his or her own management.

▲ *Purchasing agent*, for a bid-seeking meeting with potential subcontractors.

▲ *Supervisor*, for a motivational presentation

下列人士会认为本书是一本有指导价值的书:

▲ 公司或者是非营利集团的总裁,向董事会或者是股东提交一份报告。

▲ 销售工程师,向客户代表做一个技术性的销售演示。

▲ 财务主管,向高层管理层介绍公司的财务预测。

▲ 生产成本分析师,与部门经理一同审核公司的人员需求。

▲ 科研专家,在一个正式场合向同行介绍一项研究的成果(例如,一个全国研讨会),或者是向不精通技术的管理人员做演示;这是两种完全不同的演示。

▲ 政府部门领导,向适当的立法机构提出一项新的建议。

▲ 信贷经理,向雇员介绍一项新的信贷申请制度。

▲ 培训师,在讨论会或研讨会上演示。

▲ 人力资源专家,做人员招聘的陈述。

▲ 项目工程师,给顾客或者自己的管理者做一个关于某一直接设计变化目前状况的报告。

▲ 采购员,与潜在的次合同签订者进行竞标会议。

▲ 上司,鼓舞雇员的工作干劲而做充满鼓动性的演示。

▲ 安全工程师,向维护督察人员做事故预防的演示。

▲ 技术人员,向其他技术人员或者是非技术人员做演示。

on workmanship to employees.

▲ *Safety engineer*, for an accident-prevention presentation to a group of maintenance supervisors.

▲ *Any technical person*, for a presentation to other technical people or to nontechnical people.

▲ *Any nontechnical person*, for a presentation to technical people or to other nontechnical people.

How can You, as an Individual, Gain Maximum Benefit from this Book?

Recognizing that many individuals will want or, of necessity, have to use this book without benefit of an accompanying skillstraining program, we suggest the following approach for maximum benefit. As with most tools, the versatility and usefulness of this book will increase in direct proportion to your effort and experience in using it. It will be of most value to you if you:

1. Skim through it quickly to get an overview.
2. Then read it carefully, doing the recommended action exercises.
3. Use it as a specific guide every time you make a presentation.
4. Refer to it for solving specific problems only after you are familiar with the total recommended approach.
5. Practice the recommended techniques every chance you get.
6. Start now!

▲非技术人员，向技术人员或者是任何其他非技术人员做演示。

作为个人，你怎样才能从本书中获得最大的收益？

很多的人需要或者是不得不使用本书，而他们却没有与之相配套的技能训练。为了达到更好的效果，我们建议用下面的方法。与其他的大多数工具一样，本书多功能性的提高将和你的努力以及你对它使用的次数直接成正比。如果你遵照下面的要求，将会受益匪浅。

1. 很快的浏览一遍本书，以获得一个大致的认识。
2. 然后仔细的阅读本书，完成推荐的实践练习。
3. 在每次做演示的时候都把它当作是一个专业指导。
4. 在对本书推荐的所有方法都熟悉以后，才在解决特殊难题时参考它。
5. 只要有机会就练习本书推荐的技巧。
6. 现在就开始！

How Can You, as a Presentation Skills Trainer, Use this Book in Your Training Program?

Your personal preferences and experience as an instructor and the particular circumstances of the moment will affect the approach you use in conducting a presentation skills-training program. Our training efforts have been successful when the following points were observed.

1. *Optimum group size:* 12 to 15 persons.

We have conducted effective classes, however, with as few as seven and as many as 25, in the latter case using a second instructor for divided practice sessions.

2. *Optimum program length:* 21 to 27 hours

a. Separate sessions of two, three, of four hours (three is the optimum length).

b. A three-day intensive seminar-workshop.

c. Combination of half-and full-day sessions.

The actual program length will be directly related to the number of participants because of the need for individual practice presentations. Also, you could easily expand the program to a full semester in a classroom setting, with greater subject depth and with more and longer practice presentations.

3. *Preparation exercises.*

a. Preassignment. Participants should come to first session with a presentation topic in mind and with a general knowledge of the subject matter.

b. Participants should write their presentation objectives in class, followed by small-group evaluation, while you circulate among the groups, assist-

作为一名演示技巧教练，怎样才能把本书运用到你的训练计划中去？

在设计一项演示技能训练计划时，你的个人偏好、作为指导者的个人经验以及当时的特殊情形都会影响到你的设计方法。如果遵照下面的几点，我们的训练努力将会是成功的。

1. 最佳人员规模：12人～15人。

在我们有效率的训练规模中，最少的有7人，最多的达25人。在后一种情况下，我们使用了另一个指导者来指导分组练习。

2. 最佳计划时间长度：21小时～27小时。

a. 训练长度分两个小时、三个小时或者四个小时（三小时是最佳的时间长度）。

b. 一个为期三天的集中培训。

c. 将半天制和全天制的培训相结合。

因为个人演示练习的需要，实际的培训时间将直接与参与者数量相关。而且，你可以很容易地在一间教室里将计划的规模扩充到整个学期，同时使选题内容加深并组织更多跨时较长的演示练习。

3. 准备练习。

a. 预先分配任务。参与者参加第一次训练时应已想好一个演示主题，并对主题有大致地了解。

b. 参与者应当堂写下他们的演示目的，然后分组评估。在此过程

ing as needed.

c. Each participant should prepare a Preliminary Plan, in or out of class, with in-class, small-group evaluation, while you circulate.

d. When practical and desirable, participants should design their visuals, in or out of class, for evaluation by other class members as well as by you as the instructor.

4. *Practice presentations by participants.*

a. Each participant should make at least two in-class presentations of 10-to 15-minute duration. Some variation, either shorter or longer, is possible without loss of value. Our experience indicates that individual learning is much greater with two or more practice presentations than with a single practice presentation, because of the opportunity to correct presentation errors.

b. We strongly recommend videotaping the practice presentations, with the opportunity for later review and evaluation with you as the instructor/coach or for selfevaluation by the presenter individually.

c. Audiotape recording is an acceptable alternative if video is not available, recognizing that evaluation is limited to the voice and verbal message only.

d. We recommend that you prepare both a written and a verbal evaluation, as the instructor, and by fellow participants, immediately following each practice presentation to provide instant feedback to the presenter as well as cumulative learning for all participants. (One technique that we have found effective is to rotate a "chief evaluator" role among participants, giving each the opportunity to

中, 你巡视各组, 提供帮助。

c. 在你辅导时, 每一个参与者在课上或是课外, 都应该准备好一个初步的计划, 由小组在课内进行评估。

d. 如果实际可行或是确有必要, 参与者在课上或是课外都应该设计视觉材料, 由其他的课堂成员, 以及你作为指导者进行评估。

4. 参与者练习演示。

a. 每一个参与者都必须至少做两个持续时间为 10 分钟或者 15 分钟的课内演示。在对演示的价值没有太大影响的前提下, 可以在时间长短上进行一些小小的调整。我们的经验表明, 个人进行两次或者更多的演示练习比只进行一次练习学到的东西要多, 因为改正演示错误的机会增加了。

b. 我们大力提倡将演示练习的过程录制下来, 以便今后进行回顾, 或供指导者/教练评估, 或者演示者自我评估。

c. 如果没有录像的条件, 录音也是一种可行的替代方法, 但评估仅限于声音以及语言信息。

d. 我们建议, 指导者和其他参与者在听取了演示之后立即准备一个书面的和一个口头的评估报告, 给演示者即刻反馈, 并使参与者加深学习。(我们发现, 一个有效技巧是, 参与者轮流扮演一个“主评估员”的角色, 这样就给每个人对其他人的演示做出建设性评估的机会。除了其他参与者的评论之外, 你也可以补充上自己的评论。)

5. 指导方法。

a. 你应该起到示范作用, 在你

evaluate constructively someone else's presentation. You can supplement this with your own comments as well as comments from other participants.)

5. *Instructional approach.*

a. You need to be a role model, demonstrating a variety of visuals and other aids and presentation approaches during your formal subject matter presentations.

b. Cover each of the six presentation steps completely detailed in Chapter 2, with supervised action exercises, before you proceed with practice presentations.

c. Encourage participants to read Chapter 3, **Developing and Using Presentation Visuals and Support Materials**, on their own, with an option of a separate, supervised workshop session on preparing visuals.

d. Schedule practice presentations to start as quickly as possible after you cover preparation steps and related exercises, making initial assignments during the first session.

e. Develop a series of short discussions on presentation techniques that can be interspersed as a change of pace between groups of practice presentations.

f. When feasible, schedule one-on-one coaching reviews with participants using the video- or audiotapes recorded during practice sessions.

Please bear in mind that these factors have proved effective in training programs that we have conducted. You may be equally successful using a different combination. You can adapt the material in this book easily to almost any approach.

正式的主题演示中展示多样化的视觉材料和其他的辅助手段以及演示方法。

b. 在你进行演示练习以前,要完全将本书中第2章所详细列示的六个演示步骤,包括课堂练习,全部讲述完。

c. 鼓励参与者阅读第3章《收集和使用视觉材料以及支持材料》。他们可以自己阅读,也可以采取有指导的、分别的讨论会的形式准备视觉材料。

d. 准备工作以及相关练习完成以后,设计演示计划,尽快开始,并在第一部分进行初次任务分配。

e. 对演示技巧进行一系列的简短讨论,穿插于不同小组的演示练习,对进度进行调整。

f. 如果可能的话,可使用练习中播放的录像带或者是录音带给参与者安排一对一的训练评估。

请记住这些因素在我们所进行的训练计划中已经被证明是有效的。通过使用一个不同的组合同样可以获得成功。你几乎可以轻而易举地将每一个方法运用到本书中所提供的材料里。

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