

# Developing a Speaking Guide for Interior Design

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# Typical Instructions

“... and there will be a 10 minute presentation”

# Communication

- Is essential in interior design
  - Graphic Communication
  - Written Communication
  - Verbal Communication

# Problem

- Interior Design Students are Taught
  - Graphic Communication
    - Bubble Diagrams, Plan Views, Renderings, Construction Documents, Sketches, Presentation Boards, Modeling, Perspective Views, Axonometric Drawings ....
  - Written Communication
    - Lettering, Design Statements, Specifications, Research, Estimates,
  - *Verbal Communication?*

# Problem

- Verbal Communication
  - Speech 101 ...
  - “... and there will be a 10 minute presentation”

# Research

- Communication skills ...
  - “are essential to personal, academic, and professional success”
  - boost self confidence
  - one of the single most important components for jobs of the future

(Emanuel, 2005)

# Research

- Communication skills enhance a person's ability to
  - Conceptualize
  - Research
  - Develop relationships
  - Express ideas effectively
  - Work in a team

(Emanuel, 2005)

# Research

- The ability to successfully articulate concepts verbally has been referred to as the art form of a good leader
- Most students are not getting the communication skills needed to compete in today's job market

(Emanuel, 2005)

# Observation

- Students seldom know how to properly present all aspects of an interior design project
  - the student focuses his or her time on producing the project deliverables, with very little consideration of the presentation until the last moments
  - students are provided very little in the way of speaking guidelines

# Observation

- Confusion often develops due to questions or concerns about
  - Content,
  - Delivery,
  - Attire
  - Etc...
- Confusion evolves to panic, anxiety, and/or disdain

# Observation

- Faculty members spend a great deal of time
  - answering repetitive questions concerning speaking content
  - attempting to calm the spirits of frightened students anticipating the dreaded project presentation
- Student presentations are quite frequently inconsistent, lacking in organization, and rudimentary in nature

# Question

Where is Verbal Communication Taught  
Within the Context of Interior Design?

And then ....

Capstone > SACS > QEP

# Capstone

- University Capstone
  - Focus on Writing and Speaking
- Interior Design Capstone
  - Design Project
- Teaching Fellowship in Oral & Written Communication

# SACS

- The Southern Association of Colleges and Schools (SACS)
  - Publication - Commission on Colleges Principles of Accreditation Core Requirements
  - Core Requirement 2.12 requires each institution to implement an acceptable Quality Enhancement Plan (QEP)

# Office of Quality Enhancement

- Student learning outcomes in oral communication
- Seminar to introduce and educate faculty participants on writing and speaking evaluation techniques, as well as available student resources
- Interventions to enhance the oral and written competencies of students across the curriculum

# Student Learning Outcomes

1. Content
2. Organization
3. Language
4. Adaptation to Audience and Context
5. Vocal Delivery
6. Nonverbal Delivery
7. Communication Apprehension
8. Audio-Visual Aids
9. PowerPoint Presentation
10. Overall Proficiency

# Student Learning Outcomes

- 1. Content
  - Students will demonstrate the ability to develop and orally deliver content in which the central idea/purpose is clearly stated, the content is accurate and relevant, and credible support is provided

# Student Learning Outcomes

- 2. Organization
  - Students will demonstrate the ability to organize and deliver presentations with an identifiable structure

# Student Learning Outcomes

- 3. Language
  - Students will demonstrate the ability to deliver oral presentations that are free of serious errors in grammar, pronunciation, and word usage

# Student Learning Outcomes

- 4. Adaptation to Audience and Context
  - Students will demonstrate the ability to adapt content and style to the audience and context within set time parameters

# Student Learning Outcomes

- 5. Vocal Delivery
  - Students will be able to deliver presentations in which the rate, volume, and tone facilitate audience comprehension

# Student Learning Outcomes

- 6. Nonverbal Delivery
  - Students will be able to deliver presentations in which eye contact, posture, attire, gestures, movement and facial expression enhance the presentation

# Student Learning Outcomes

- 7. Communication Apprehension
  - Students will achieve reduced levels of communication apprehension

# Student Learning Outcomes

- 8. Audio-Visual Aids
  - When using audio-visual aids, students will demonstrate the ability to develop and use audio-visual aids that are free of serious errors, legible, and used to enhance the presentation

# Student Learning Outcomes

- 9. PowerPoint Presentation
  - When using PowerPoint, students will demonstrate the ability to use PowerPoint presentations that reflect a logical sequence, include an appropriate number of slides and graphics, and incorporate transitions and other stylistic effects that are used appropriately and to enhance the presentation

# Student Learning Outcomes

- 10. Overall
  - Students will demonstrate overall proficiency in oral communication

# QEP Seminar

- “Finding a Voice: Improving Oral and Written Competencies”
- 10 week seminar
- Develop tools including
  - Speaking Guide
  - Speaking Rubric
  - Prepared Handouts

# Speaking Guide

- Illustrates the context in which interior design students utilize speaking assignments and describes a variety of interior design presentation types

# Speaking Guide for Interior Design

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Speaking in the discipline of interior design can vary dramatically depending on the context or objective. Topics of speaking may include project proposals and/or presentations, conceptual ideas for designs, informational presentations for products and/or processes, and intellectual discussions of theories, standards, and design-related law. Presentations can be formal or informal, as well as vary in length.

Speaking situations can range from very formal to very informal. Interior design students and professionals have to be able to discuss design concepts that are very abstract in nature, without particular reference to any design solution, in order to convey the thought process and design intent for the aesthetics of a project. For example, color could be described as warm or bright, but not as a specific color name. Project proposals and/or presentations, although somewhat conceptual, will often include very technical discussions of product specifications, design standards, and or federal or state regulations and codes. Careful outlining of speaking content can help organize technical information and eliminate confusion.

The typical audience for interior design speaking can also vary dramatically. Audience for the interior design student is most often the professor of a course. However, accreditation requires some formal presentations to clientele, or persons from other disciplines. For the design professional, the typical audience can vary from a layperson to other interior designers, in both formal and informal settings. In speaking to a layperson, the individual(s) may or may not have prior knowledge of interior design practices or terminology. Therefore, speaking components may be more explanatory in nature, with an emphasis on accurate language and definition of technical terminology. Speaking opportunities with other professionals tend to be concise and direct, with embellishments reserved for technical information or applications of interest.

Interior design speaking can be compared to other disciplines within the university. In most situations, the student or professional is ultimately selling ideas or information, whether literally or figuratively. However, clear instructions for approach, organization, and content, even in general terms, is easily adapted and a necessary component for effective speaking within interior design or any other discipline.

# Speaking Evaluation Rubric

- Outlining grading criteria and providing qualitative descriptions of each grade level for each component

# Speaking Evaluation Rubric – The Project Presentation

For each category, multiply the noted weight value times the appropriate grade (1-4).

	Grade Weight	Distinguished 4	Proficient 3	Marginal 2	Minimal 1
Content	4	Central idea/purpose is vividly stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion.	Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion.	Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent.
Organization	4	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.	Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.
Language	2	Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness.	Presentation is free of serious errors in grammar, pronunciation, and/or word usage.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Grammar, pronunciation, and/or word choice are severely deficient.
Adaptation to Audience & Context	2	Content and/or style are consistently appropriate and targeted to audience and context. Presentation makes full, effective use of time and stays within time parameters.	Content and/or style are consistently appropriate to the audience, and/or context. Presentation meets set time parameters.	Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside set time parameters.	Content and/or style are frequently inappropriate to the audience and/or context. Presentation falls well outside set time parameters.
	2	Vocal delivery is varied and dynamic. Speech	Vocal delivery is clear and distinct. Rate,	Vocal delivery is audible. Rate, volume,	Vocal delivery is too soft to hear, too fast to

# Prepared Handouts

- General prepared handouts from former participants and workshop instructors that could be integrated into course materials

# Intervention

- Speaking Center
  - Assistance for the development of speaking components in coursework, research presentations, and/or any other speaking activity, including
    - Introductory tours
    - Class speaking presentations
    - One-on-one skill development
    - Video critique rooms
    - Prepared handouts

# Application

- Added Project
  - Separated the presentation portion of the project
  - Allowed students proper time to develop a purposeful presentation development
  - Students focus solely on the presentation aspects, rather than continuing to work on the interior design of the project
- Added Assignments

# Project

- Project instructions outline each component for successful completion of the speaking requirement, including instructions pertaining to visual aids

# Project 3: Musical Studio – The Project Presentation

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### Points  
#% of Final Grade  
Due: [Date]

## Project Presentation Content

Each presentation will discuss the following components:

- The Client
- Concept / Inspiration Music
- Translation of music to interior materials and furnishings
- Organization and special features of the space

## Presentation Criteria

Each presentation should last approximately 6-8 minutes, and allow 2-4 minutes for questions. Make sure to format material toward a mixed audience of laypersons, teachers, and/or professionals, and provide concise and exact language.

## Presentation Materials

Each student will create a PowerPoint presentation that is visually cohesive with the Concept and Project Proposal Boards (Project 1) and the Project Book (Project 2). Quality of illustrations, graphs, charts, and overall professionalism of the presentation materials will be evaluated. Materials should be visually coordinated and easy to read/follow and include the following project components:

- Concept Statement
- Inspiration Music (Playing in Background)
- Concept Board
- Floor Plan
- Individual Room Floor Plans
- Perspective Views
- FF&E
- Notations of Special Features
- Video Walkthrough of Revit Model

## Creating the PowerPoint

Create a folder on your computer titled "ID ### Your Name". Place all project files into the folder, including the concept music and video walkthrough. Make a copy of the Project Book PowerPoint file. Modify the PowerPoint presentation to be suitable for class presentation with music and walkthrough video (see below for example storyboard). Remove table of contents, schedules, or other unnecessary items. Make sure to insert the music and video walkthrough into the PowerPoint directly from the "ID ###Your Name" folder. Then copy the entire folder to the CD/DVD.

## Presentation Attire & Preparation

Please dress professional and make sure all presentation materials work properly on the provided presentation equipment!

### **Project Submission**

Students are required to submit all course components, and the electronic file(s) on a single CD/DVD, for each assignment and/or project. Failure to do so will result in a grade of "0" for the assignment and/or part of the project. Projects not submitted on or before the deadline will not be accepted, and the student will receive a grade of "0" for the project.

The CD/DVD should have a coordinating label to the project and include the following files:

- Concept Board (original file and as a .PDF)
- Project Proposal Board (original file and as a .PDF)
- AutoCAD file
- Concept Statement
- Revit file
- Project Book (original file and as a .PDF)
- Exported image files of floor plan and perspectives
- PowerPoint presentation (original file and as a .PDF)
- Music file
- Video walkthrough file

### **Naming of Files**

Files should be easy to locate and well organized by name. To do so, please name each file with the student last name, first name, and title as follows:

Lastname\_Firstname\_Title (extension will vary according to file type)

Here are some examples:

- Doe\_Jane\_Project1.dwg
- Doe\_Jane\_Project1.pdf
- Doe\_Jane\_Project1.pptx
- Doe\_Jane\_Project2.rvt
- Doe\_Jane\_Project2.pptx
- Doe\_Jane\_Project2.pdf
- Doe\_Jane\_Project2\_FP.jpg (or .gif)
- Doe\_Jane\_Project2\_LivingRoom.jpg (or .gif)
- Doe\_Jane\_Project3.pptx
- Doe\_Jane\_Project3\_Music.mp3
- Doe\_Jane\_Project3\_Video.avi

# Assignments

- Speaking assignments include
  - Preliminary outline
  - Self evaluation
  - Peer evaluation
  - Scheduled, video recorded visit to the university's Speaking Center

# Project 3: Musical Studio – Assignments

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## Assignment P1: Preliminary Presentation Outline

**#pts.**

**Due: [Date]**

Develop an outline of the presentation using the Basic Outline Format guide sheet and the Citing Sources guide sheet. Note each presentation material needed for each component of the outline. Submit a copy of the completed outline.

## Assignment P2: First Delivery / Self Evaluation

**#pts.**

**Due: [Date]**

After completing the first draft of the presentation outline, use the General Tips guide sheet and the Delivery guide sheet to enhance the presentation. Then use the Self Evaluation guide sheet to check the organization and content. Submit a copy of the Self Evaluation.

## Assignment P3: Second Delivery / Peer Evaluation

**#pts.**

**Due: [Date]**

After completing the second draft of the presentation outline, present the project to a peer. Have the peer use the Speaking Evaluation Rubric and the Presentation Critique to properly evaluate the presentation and the content of the project presentation. Submit a copy of both evaluation forms.

## Assignment P4: Speaking Center

**#pts.**

**Due: [Date]**

After completing the third draft of the presentation outline, meet with a consultant at the Speaking Center to further review and develop the content/delivery. Have a completed participation form sent to the instructor and a link to the video. Make an appointment as soon as possible to assure availability!

# Results

- Students spent more time preparing for the speaking component
- Reported that they felt more confident due to preparedness
- Overall student understanding of the speaking requirements increased, as demonstrated in higher aggregate project speaking scores

# Results

- Increased abilities in
  - verbal content
  - organization
  - language
  - context
  - vocal delivery
  - non-verbal delivery
  - audio-visual presentations aids
- Overall decreased speaking anxiety

# Future Implications

- Comparison of interior design student scores on public speaking anxiety
  - pre-PRPSA (Personal Report of Public Speaking Anxiety)
  - post-PRPSA
- Create a standard document for the Interior Design Program

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