Self-Coaching: Evaluation of Public Speaking Ability

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Abstract

In the business incubator, one of the biggest obstacles faced by business students is public speaking skills. If students do not have this ability, the consequence is that it is difficult to develop a business, because it will have to do with convincing other people, discussing, and so on. The purpose of this study was to see the impact of the self-coaching method on business students regarding the evaluation of their public speaking skills. This study involved 73 business students, using the form of open-ended questions. This study uses a qualitative method. The results of this study show that students can evaluate obstacles, learn important learning points from Steve Jobs' video presentation, and evaluate weak points that the student wants to improve on. The benefit of this research for business incubators is that it helps to map the current constraints and abilities of students regarding their public speaking skills. Then, this research can be useful for preparing training and mentoring for students according to their needs. Scientifically, this research contributes to the development of entrepreneurship education and coaching.

Keywords
Entrepreneurship education, entrepreneurial skill, coaching, public speaking

1. Introduction
One of the most important programs in forming entrepreneurs is capacity building. Increasing knowledge, skills and competencies will have a positive effect on the entrepreneurial journey. The incubator plays a role in fostering through its mentoring program for business development from students (Elia, 2021). Incubators provide resources that can increase the capabilities of their tenants (Somsuk, 2014). Incubators can provide facilities that support business development to be sustainable (Schwartz and Gothner, 2009). Mentoring is one of the important programs to support tenants in the business ecosystem (Feld, 2012).

Where the research is being conducted, there is a need to improve public speaking skills. Young incubator participants need to be equipped with good communication skills in order to develop their business. Generation Y needs mentors to get information on improvements they can make (Adiguzel, 2014). Mentoring programs are needed to help participants (Sullivan, 2000). Skills can be trained through training and learning processes in entrepreneurship education which will have an impact on participants such as creativity and courage in taking risks (Wei et al. 2019).

This study aims to determine the impact of the self-reflection method on the coaching process carried out in the business incubator. The aim is to find out the obstacles faced, the learning of public speaking obtained from Steve Jobs' presentation, and aspects that will be improved by the students in improving their public speaking skills.

2. Literature Review
Entrepreneurial skills can be formed from entrepreneurship programs (Fayolle, 2006). There are many soft skills required in the Entrepreneurship Education curriculum. One of them is improving communication skills (Hood and Young, 1993). External factors can motivate and influence cognitive aspects of learning (North, 1990). Successful entrepreneurs can influence people to understand their entrepreneurial journey, in terms of business management and other skills (Acs et al. 2018). Currently, social media can be a tool to help learning so that practicing a skill can be done in an interesting way (Alabdulkareem, 2015). The use of social media can provide a fun learning experience, but not many teachers use this (Sheldon, 2015). Self-reflection can help identify what things need to be improved in the communication process. How is grammar, delivery, expression and pronunciation (Carter and Nunan, 2001).
Currently, there are many technologies that can help in learning public speaking, such as videos, podcasts, films and others. These tools can help in improving the communication skills of study participants (Eshankulovna, 2021). In

addition, technology helps for learning. The ability to communicate will provide access to collaboration on a wider scale (Swallow, 2017). Multimedia-based activities can help students to be motivated in learning (Patel, 2013). Active learning will help participants learn to understand better the material being taught and can be critical in dealing with problems. By asking and doing reflective methods will help students in the learning process (Fadhlulah and Ahmad, 2017).

Speaking is the ability needed for people to communicate and express themselves (Chaney, 1998). One of the obstacles in doing public speaking is nervousness, which actually happens to anyone who does public speaking (Lucas, 2009). In communicating in front of many people, several things need to be considered, such as clarity in delivery, both from tone of voice, accent and high and low voice (Lamerton, 2001). Body language and engagement with the audience are things that need to be strengthened in communicating in front of the public (O'Hair, 2010).

3. Methodology
This study uses a qualitative approach. The method used is self-reflection from business students who are members of the business incubator. The steps of the method are to find out what are the obstacles in doing public speaking, then give the video 'Steve Jobs introduces iPhone in 2007 on the YouTube social media platform to learn what things inspire respondents to do public speaking. Then examine what aspects students want to improve to improve their public speaking skills. Data was collected using an online survey through an open-ended survey. The data went through 2 stages of coding to get a theme, then analyzed using cross-case analysis.

4. Data Collection
This study involved 73 business students, using the form of open-ended questions. The supporting variables from the data are the business stages that are being undertaken by business students. There are 4 categories of business involved, F&B, Services, and Fashion. Data was collected using an online form.

5. Results and Discussion
Public speaking obstacles faced by business students are divided into 4 main focuses. (Table 1) First, the data shows that nervousness is the main source. Fear, nervousness, and fear of being wrong are factors that become the main problem. Second, lack of self-confidence to make presentations in public. This can be seen at the launching stage to scaling up, the data shows that there is a need, and it increases at the end of the stage. Third, the factor that becomes an obstacle is delivery, it's about how they convey what they want to convey during the presentation. This is an obstacle for business owners at every stage. Fourth is presentation skill. Students are constrained how to present well, uniquely, and attract the attention of the audience. "Sometimes I still get nervous when for example public speaking in front of a lot of people. Moreover, for the past 2 years, public speaking has only been done in front of a laptop to make presentations." opinion of one of the respondents.

Table 1. The Constraints of Public Speaking

The Constraints	Business Categories					Total
	Prototyping	Launching	Selling	Expanding	Scaling Up	
Delivery	33,3%	12,5%	25,0%	10,0%	28,6%	21,1%
Presentation Skill	0	12,5%	12,5%	10,0%	0	10,5%
Nervous	66,7%	43,8%	27,5%	50,0%	28,6%	35,5%
Self-Confidence	0	31,3%	35,0%	30,0%	42,9%	32,9%
SUM	100,00	100,00	100,00	100,00	100,00	100,00
N = Documents	3	17	36	10	7	73

Table 2. Lesson Learned from Video Presentation

Lesson Learned	Business Categories					Total
	Prototyping	Launching	Selling	Expanding	Scaling Up	
Presentation Skill	0	16,1%	29,8%	25,0%	50,0%	25,7%
Calm	33,3%	12,9%	12,8%	18,8%	0	13,3%
Important Point	33,3%	29,0%	10,6%	18,8%	0	17,1%
Visual	0	0	8,5%	6,3%	0	4,8%
Easy to understand	0	35,5%	19,1%	12,5%	12,5%	21,9%
Self-Confidence	33,3%	6,5%	19,1%	18,8%	37,5%	17,1%
SUM	100,00	100,00	100,00	100,00	100,00	100,00
N = Documents	3	17	36	10	7	73

Table 2 data shows that there are lessons learned from business students on video presentations from Steve Jobs. There are 6 important lessons from the presentation, namely presentation skills, easy to understand, self-confidence, showing important points, calm, and good at visual presentation. Presentation skills are defined as skills to make good presentations overall. The opinion of one respondent, "Steve Jobs in the video managed to master the material. He conveyed the information very well and his very clear pronunciation made the audience comfortable. Steve Jobs has done very good public speaking." Another respondent said, "His demeanor is enjoyable in his delivery to the audience and does not seem long-winded. Also, the presentation he gave was very interesting, with pictures with an interesting choice of words". In addition, easy to understand became the learning that was chosen by many, "The presentation is good and easy to understand for the listeners."

Next is self-confidence, how Steve Jobs can confidently present his products. One respondent gave his opinion, "Steve Jobs speaks with confidence that the product he makes is a revolutionary product that is needed by everyone". Another lesson learned a lot is the important point. According to respondents, Steve Jobs was able to convey important points in his entire presentation. "Using as few sentences as possible but still powerful in the slideshow, prioritize visuals, no need to tell a long story, just the point."

Table 3. Aspects that need to be improved

Aspects that need to be improved	Business Categories					Total
	Prototyping	Launching	Selling	Expanding	Scaling Up	
Practice	0	0	4,0%	0	0	1,9%
Speak Clearly	0	14,3%	16,0%	14,3%	14,3%	14,6%
Body Language	25,0%	10,7%	8,0%	7,1%	0	8,7%
Presentation Skill	25,0%	7,1%	16,0%	35,7%	0	15,5%
Material	0	21,4%	20,0%	14,3%	28,6%	19,4%
Calm	25,0%	3,6%	12,0%	7,1%	14,3%	9,7%
Self-Confidence	25,0%	42,9%	24,0%	21,4%	42,9%	30,1%
SUM	100,00	100,00	100,00	100,00	100,00	100,00
N = Documents	3	17	36	10	7	73

Data from Table 3 shows that there are aspects that are the focus of student improvement. They see there are 7 aspects that they need to focus on to improve their public speaking. The most important aspect is self-confidence, "confident

when speaking in public and collecting complete information". Then the next aspect is material. One respondent gave his opinion about mastering the material, "Trying to better master the material so as to reduce tension just before the presentation and not be in a hurry and adjust the intonation in giving a presentation so that the audience can understand the meaning of the presentation given". Next is to improve the presentation skill, "Master the stage and not get hung up on the material screen." and "Tranquility and storytelling in presentations." And students will improve other aspects such as speak clearly, calmly, body language and practice. This study confirms that social media can be an interesting learning tool and can improve skills (Alabdulkareem, 2015; Sheldon, 2015). Then, this method confirms that self-reflection can help improve the communication process (Carter and Nunan, 2001).

6. Conclusion

The conclusion of this research is that there is a method during coaching, which can help business students to reflect on their public speaking skills. In the process, they reflect on the constraints, then look at best practices to get lessons from the experts. From the results of the study, all participants felt the benefits of the reflection method of public speaking skills. There are several aspects that business students will focus on to improve their public speaking skills. Because one of the skills needed by entrepreneurs is public speaking. This research is useful for business incubators to understand the public speaking skill needs of their members. The provision of programs can be effective and efficient to facilitate students so that they can practice their communication skills, especially public speaking skills. This research is useful for developing a business incubator perspective, entrepreneurship education, and coaching sessions. The limitation of this research is that it has only conducted research in one business incubator.

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Biography

Puji Prabowo is a creativepreneur lecturer, and also a sociopreneur who has been working for 10 years. He is also a coach for business incubator at Binus University. He is enthusiastic about the entrepreneurial ecosystem, entrepreneurial skills, innovation, creative ideas, and business development.