

PLANNING AND PRACTICING FOR PUBLIC SPEAKING

Speeches are actions among people, and, indeed, most effective ones. - Georg Wilhelm

- How much planning goes into a presentation before listeners actually hear it?
- What elements can add to the interest level and effectiveness of a presentation?
- How can you polish your presentation skills to improve your speaking success?

Public speech requires prepared and formal presentation. The speaker's strong feelings or attachment with the issue may give intensity to the expression, but it may not result in effectiveness. His deep involvement in a particular issue will simply bring out his passionate and intense feelings about it. Therefore, if the speaker has to ensure the optimum effectiveness, he must prepare and present his speech carefully. He need not consider the occasion of public speech as an ordeal but, on the other hand, it can be considered as a good opportunity to convey his message to others. He may develop inferiority complex if he concentrates on himself, his inabilities and his lack of experience. He has to improve and develop his communication skills and communication attitude by trying to concentrate on the message which he has to impart. Though the speaker must have sufficient knowledge of his subject, it would be useless if it is not planned carefully and with distinct purpose. The

Unplanned speech is more likely to lose his credibility. When a businessman has to speak on the business affairs, he must have sufficient knowledge of all the aspects of his business in order to speak confidently about it. He has to plan and organize the introduction, the main ideas, supporting ideas and the conclusion of his speech. Disorganized or poorly organized speech lowers the audience's opinion of the speaker. Therefore, the speaker has to organize elaborately and practice his speech material carefully.

Oral communication is an essential element of business. Although you may not have an opportunity to speak formally early in your career, you are likely to do so often when you advance to a supervisory level, regardless of your other duties. Because your time will be limited and because you will often have only one chance to present your points well, planning will be *imperative*.

Your first talk may be a fifteen-minute product demonstration to a few potential customers, a one-hour speech to a large convention, a ten-minute sales report to the Executive Committee, or a three-hour workshop on management techniques. While they can vary in length, topic, and audience, most presentations and speeches are:

- ❖ Tightly scheduled to start and end at specified times
- ❖ Formal in tone
- ❖ Given to a group

Sometimes one speaker does all the talking. Sometimes two or more people share the responsibility, as in a panel discussion. Often the presentation includes a question-and-answer session, allowing the audience to participate more fully. The audience may be coworkers, customers, professionals from other companies, or some other group with a shared interest in the topic. Clearly, presentations vary as much as business situations.

Perhaps you're thinking, "I won't need to give presentations. I'm not going into sales or public relations." You may be right. But presentations have become a routine part of the information age. Accountants, architects, designers, computer operators; nurses, paralegals, administrative assistants all are likely to give presentations or make speeches as part of their work.

- Paralegal Kara Flenoy never thought she'd give presentations. One day she was invited to speak at a high school's Career Day. She had 30 minutes to tell an audience of students and teachers about her company, her training, and a "typical" day in her job. Kara prepared carefully and thoroughly for her presentation and was very well received. Now she participates in all Career Days, and company executives value her contributions.
- Presentations were the furthest thing from Brad Rodriguez's mind when he was learning to be a computer operator. One day Brad's manager asked him to speak at the annual computer convention in San Francisco. At first, Brad's main interest was the trip to San Francisco. Then Brad discovered additional benefits, such as meeting many interesting people in his industry. And he found that, by speaking at the conference, he was able to meet and talk with a variety of people in his field. Now he enjoys giving presentations.
- Danielle Kiluti works as a nurse in the Medical Department of a large firm. There she became involved in the company's Drug-Free Workplace Program. When asked to speak to employees about the program, she accepted because she was committed to the program. That was three years and twelve presentations ago. Now Danielle presents all over the country.

The ability to make effective, informative presentations is an acquired skill. It is definitely an asset and certainly required of leaders in any field. If you possess this skill, you improve your chances of being promoted. And, at a minimum, you open yourself up to exciting, challenging opportunities.

PREPARING TO SPEAK

Preparing speeches and oral presentations is much like preparing any other message: You define your purpose, analyze your audience, and plan how to present your points. However, because speeches and presentations are delivered orally under relatively public circumstances, they require a few special communication techniques. A speech is a one-shot event; your audience cannot leaf back through pages to review something you said earlier. For this reason, you must make sure audience members will hear what you say and re-member it.

Define Your Purpose

Speeches and presentations can be categorized according to their purpose, which helps you determine content, style, and audience participation. The four basic categories are to inform, to persuade, to motivate, and to entertain. Here are sample statements of purpose for business speeches:

- To inform the accounting department of the new remote data-access policy
- To explain to the executive committee the financial ramifications of OmniGroup's takeover offer
- To persuade potential customers that our bank offers the best commercial banking services for their needs
- To motivate the sales force to close 10 percent more business this quarter

Many of your business speeches and presentations will be informative, and if you're involved in a marketing or sales position, you'll need to do persuasive presentations as well. Motivational speeches tend to be more specialized. Many companies bring in outside speakers who specialize in motivational speaking. Entertainment speeches are perhaps the rarest in the business world, and they are usually limited to after-dinner speeches and speeches at conventions or retreats. But no matter which kind of speech you plan to make, it will always start with understanding your audience.

Plan Your Speech or Presentation

Planning an oral message is similar to planning a written message: You establish the main idea, organize an outline, estimate the appropriate length, and decide on the most effective style.

PLANNING ACTIVITIES

As a rule, the longer and more formal the presentation, the more detailed your planning will be. But whether your talk is short or long, formal or informal, your first task is to figure out what you want to say and how you will say it. This aspect of planning a presentation is similar to the writing process. As with the writing process (discussed in Unit Four), when preparing a presentation, you need to identify:

1. **Your purpose.** Ask yourself why you are speaking and what you want to accomplish with your talk. Identify both your general and your specific purposes.
2. **Your audience.** Think about who will be listening to your talk. Will the group be friendly or skeptical? Do you know them? Will they know much about your topic? Let your answers guide the approach you take, the information you cover, and your overall delivery.
3. **The ideas you want to communicate.** As with writing, you need to identify what ideas support your purpose. What does the audience need to know? Do you need to do some research to strengthen your presentation?
4. **The order in which you will present each idea.** Decide whether the direct or indirect approach suits your topic. Then choose the best way to present the information, piece by piece. Do you need to define terms before you discuss an idea? Can you introduce a policy first and then explain why it is being implemented?

5. **Establishing the Main Idea.** What is the main idea, or theme, that you want to convey to the audience? Look for a one-sentence generalization that links your subject and purpose to the audience's frame of reference, much as an advertising slogan points out how a product can benefit consumers:
- Demand for low-calorie, high-quality frozen foods will increase because of basic social and economic trends.
 - Reorganizing the data-processing department will lead to better service at a lower cost.
 - We should build a new plant in Texas to reduce operating costs and to capitalize on growing demand in the Southwest.
 - The new health plan reduces our costs by 12 percent while maintaining quality coverage.

Each of these statements puts a particular slant on the subject, one that is positive and directly related to the audience's interests. This sort of "you" attitude helps keep the audience's attention and convinces people that your points are relevant.

CHECKLIST FOR PLANNING BUSINESS MESSAGES

A. Purpose

1. Determine whether the purpose of your message is to inform, to persuade, or to collaborate.
2. Identify the specific behavior you hope to induce in the audience.
3. Make sure that your purpose is worthwhile and realistic.

B. Audience

1. Identify the primary audience.
2. Determine the size and composition of the group.
3. Analyze the audience's probable reaction to your message.
4. Determine the audience's level of understanding.
5. Evaluate your relationship with the audience.
6. Analyze the audience's informational, motivational, and practical needs.

C. Main Idea

1. Stimulate your creativity with brainstorming techniques.
2. Identify a "hook" that will motivate the audience to respond to your message in the way you intend.
3. Evaluate whether the main idea is realistic given the length limitations imposed on the message.
4. Collect any necessary information.

D. Channel and Medium

1. If your purpose is to collaborate, give an informal, relatively unstructured oral presentation to a small group.
2. If you are celebrating an important public occasion, give a prepared speech to a large audience.

3. If you need a permanent record, if the message is complex, or if immediate feedback is unimportant, prepare a written message.
 - a. Send a letter if your message is relatively simple and the audience is outside the company.
 - b. Send a memo if your message is relatively simple and the audience is inside the company.
 - c. Write a report if your message is objective and complex.
4. If you need to communicate quickly, overcome time-zone differences, or personally reach a widely dispersed audience, choose electronic communication.
 - a. Use voice mail if your message is short and clear.
 - b. Use teleconferencing for informational meetings.
 - c. Use videotape for sending motivational messages to a large number of people.
 - d. Use fax machines to overcome time-zone barriers.
 - e. Use e-mail for speed, lower cost, and increased access to other employees.
 - f. Use computer conferencing to focus attention on ideas instead of status.

Organizing an Outline

With a well-crafted main idea to guide you, you can begin to outline your speech or presentation. This outline will be affected by your subject, your purpose, and your audience, as well as by the time allotted for your presentation. If you have ten minutes or less to deliver your message, organize your thoughts much as you would for a letter or a brief memo. Use the direct approach if the subject involves routine information or good news; use the indirect approach if the subject involves bad news or persuasion. Plan your introduction to arouse interest and to give a preview of what's to come. For the body of the presentation, be prepared to explain the who, what, when, where, why, and how of your subject. In the final paragraph or two, review the points you've made, and close with a statement that will help your audience remember the subject of your speech.

Long speeches and presentations are organized like reports (see Chapter 13 for specific suggestions). If the purpose is to entertain, motivate, or inform, use direct order and a structure imposed naturally by the subject (importance, sequence, chronology, spatial orientation, geography, category—as discussed in Chapter 13). If the purpose is to analyze, persuade, or collaborate, organize your material around conclusions and recommendations or around a logical argument. Use direct order if the audience is receptive and indirect if you expect resistance. Regardless of the length of your speech or presentation, bear in mind that simplicity of organization is especially useful in oral communication.

A carefully prepared outline may be more than just the starting point for composing a speech or presentation. If you plan to deliver your presentation from notes rather than from a written text, your outline can also become your final “script.” The headings on this type of outline should be complete sentences or lengthy phrases rather than one- or two- word topic headings. Many speakers also include notes that indicate where visual aids will be used. You might want to write out the transitional sentences you'll use to connect main points. Experienced speakers often use a two-column format, which separates the “stage directions” from the content.

Presentation software can help you organize your speech. Packages such as PowerPoint and Freelance Graphics include special outline tools that simplify organizing and formatting your outline. Both provide a variety of ways to print notes and handouts. For example, PowerPoint allows you to view all your overhead transparencies and slides in thumbnail to help you choose the items you want to discuss and display.

Of course, you may have to adjust your organization in response to feedback from your audience, especially if your purpose is to collaborate. You can plan ahead by thinking of several organizational possibilities (based on “what if” assumptions about your audience’s reactions). Then if someone says something that undercuts your planned approach, you can switch smoothly to another one.

Estimating Length

Time for speeches and presentations is often strictly regulated, so you’ll need to tailor your material to the available time. You can use your outline to estimate how much time your speech or presentation will take. The average speaker can deliver about 125 to 150 words a minute (or roughly 7,500 to 9,000 words an hour), which corresponds to 20 to 25 double-spaced, typed pages of text an hour. The average paragraph is about 125 to 150 words in length, so most of us can speak at a rate of about one paragraph a minute.

Say you want to make three basic points. In a 10- minute speech, you could take about 2 minutes to explain each point, using roughly two paragraphs for each. If you devoted a minute each to the introduction and the conclusion, you would have 2 minutes left over to interact with the audience. If you had an hour, however, you could spend the first 5 minutes introducing the presentation, establishing rapport with the audience, providing background information, and giving an overview of your topic. In the next 30 to 40 minutes,

A human resources manager used this outline for a brief speech he delivered to persuade a group of executives to invest in an on site fitness center for employees.

PHYSICAL FITNESS IS GOOD FOR BUSINESS

Purpose: To convince company officers to approve an on-site fitness center.

I. Introduction

Mention the words *computer programmer*, and the picture that comes to mind is a person sitting in a cubicle and pounding away at a keyboard for 12 or more hours a day. This may be the stereotype, but it is outdated. Pro-grammers and employees in general are more and more aware that physical activity makes them more healthy, happy and productive. Corporations have also learned the benefits of having healthy, fit employees.

II. The most obvious improvement is in lowered health costs. [Slides]

A. People who are physically active generally are healthier and take fewer sick days.

B. Increased activity leads to better general health and fewer visits to the doctor, which means lower health insurance costs for the company and less absenteeism.

C. Better physical fitness results in a reduction in work-related injuries.

III. Improving employees' physical fitness increases company profitability.

A. Studies show that improved physical fitness increases employee productivity.

[Slide]

B. Physical activity also increases creativity.

IV. A survey of college seniors showed fringe benefits to be the second most important factor (after salary) in choosing a company.

V. Conclusion: Installing an on-site fitness center makes good business sense.

This excerpt is taken from a presentation that was made to persuade a company marketing department to reassess its strategies.

INTRO: Have our marketing techniques become stale?1. The Internet and World Wide Web open up 24 BIB totally new marketing possibilities. An age of the Internet has mushroomed since its introduction. The number of business advertising outlets on the Internet has increased significantly in the last few years.2. Selling products via the Internet is gaining popularity. B. Marketing via the Internet can increase profitability. Transition: **Compared with the excitement of the Internet, our marketing techniques seem dated.**

you could explain each of the three points, spending about 10 to 13 minutes on each point (the equivalent of five or six printed pages). Your conclusion might take another 3 to 5 minutes. The remaining 10 to 20 minutes would then be available for responding to questions and comments from the audience.

Which is better, the 10-minute speech or the hour-long presentation? If your speech doesn't have to fit into a specified time slot, the answer depends on your subject, your audience's attitude and knowledge, and the relationship you have with your audience. For a simple, easily accepted message, 10 minutes may be enough. On the other hand, if your subject is complex or your audience is skeptical, you'll probably need more time. Don't squeeze a complex presentation into a period that is too brief, and don't draw out a simple talk any longer than necessary.

PRACTICING YOUR PRESENTATION SKILLS

Presentation skills refer to your speaking ability, your body control when speaking, your comfort level with your material, and your ability to plan for and handle problems that may arise during a talk.

You can work on your presentation skills before you even have a speaking assignment. By analyzing and adjusting how you use your voice, words, and body language as you speak, you can improve the delivery of your message. The benefits of sharpening your skills extend beyond formal speaking situations; you will become more effective in the daily interactions that require you to speak.

Once you do have an assignment and know what you are going to say, practice is essential. When you are relaxed and confident, both byproducts of good planning and sufficient practice, you put your audience at ease. You lend credibility to what you have to say.

Practice, Practice, Practice

Speech classrooms often have a speaker's lectern mounted on a table at the front of the room. Lecterns can seem very formal and can create a barrier between you and your listeners. Therefore, if you are attempting to build identification and good feelings, standing behind a lectern may be inappropriate. Moreover, short people can almost disappear behind a lectern.

Because their gestures are hidden from view, their messages lose much of the reinforcing power of body language. For these reasons, you may wish to experiment in practice with speaking from the side of the lectern or even in front of it.

If you plan to use the lectern, place your outline high on its surface so that you do not have to noticeably lower your head to look at it. That way, you reduce *the loss* of direct eye contact with your listeners. Print your, key-word outline in large letters that you can read easily with a glance. If you are using note cards, don't try to hide them or look embarrassed if you need to refer to them. Most listeners probably won't even notice it when you use them. Remember, your audience is far more interested in what you have to say than in any awkwardness you may feel.

As you practice, imagine your audience in front of you. Begin practicing, from your full outline, then move gradually to your key-word outline as the other becomes imprinted in your mind. Maintain eye contact with your imaginary listeners, just as you will during the actual presentation. Look around the room so that everyone feels included in your message. Try to be enthusiastic about what you are saying. Let your voice suggest that you are confident. Strive for variety and color in your vocal presentation: avoid speaking in a monotone, which never changes pace or pitch. Pause to let important ideas sink in. Let your face, body, and voice respond to your ideas as you utter them.

Effective presentations are the result of careful planning, preparation, and plenty of practice. As we mentioned before, you can start by practicing your presentation skills

long before you have an assignment. Then when you receive an assignment, you can work on specific aspects of the presentation.

You'll need to become familiar with the sequence of topics in your presentation. Practice by making key points over and over again. Experiment with pausing, emphasizing a word, lowering or raising your voice, using visual aids and handouts, looking at your audience, standing straight, and so on. As you practice, you refine, revise, and improve both the content and delivery of your message.

Here are some guidelines that will help you to make your practice effective:

1. **Read your speech aloud.** Do this just as if you were in front of your audience. Stand in front of a mirror if you can, and always dress professionally when you practice so you can project confidence.
2. **Practice in the place you will speak.** Try at least once, if possible, to practice your speech in the room where you will actually deliver it. You increase your own comfort level by being familiar with your surroundings. You can also correct problems, for example by locating missing markers if you plan to use a writing board.
3. **Practice using equipment.** Rehearse as often as necessary how you will coordinate audiovisual equipment. Basically, you want the audience to stay focused on what you are saying, not what you are doing.
4. **Ask friends to be your "practice audience."** They can provide feedback about your volume, rate, clarity, tone, rhythm, pronunciation, eye contact, use of visual aids, posture, hand motions, and body movements. If possible, select someone who is an effective, experienced speaker. You would be surprised how willing (and flattered) coworkers and others will be to help. Review the suggestions and criticisms you receive as objectively as possible. How can the recommendations' or comments improve your talk?
5. **Time yourself.** It's essential to determine the length of your presentation. If you are allotted 20 minutes for your speech but in practice you are running 30 minutes, you need to trim your presentation.
6. **Work on improving transitions.** Use your voice, body movements, or visual aids in addition to words to tell the audience you are introducing a new thought.
7. **Get away from your notes.** Try presenting by referring only minimally or not at all to your notes. Commit some of your presentation to memory so that you can look at your audience and move with ease.

You may want to join Toastmasters International, an organization devoted to public speaking. Through membership you will have the opportunity to listen to other speakers and prepare and give speeches of your own. Members provide valuable feedback to help one another. Attending Toastmasters or a group with similar goals is a satisfying way to gain confidence in your public speaking ability and meet interesting people from a variety of work backgrounds.

Troubleshooting: What If . . . ?

Experienced speakers can share horrendous stories of what can go wrong in speaking situations. Knowing some of the potential problems can help you to prepare for-and possibly avoid-disaster:

1. **What if my handouts do not arrive?** Speakers often ship their handouts to the hotel or conference center in advance. Sometimes the handouts are lost or late. One solution is to carry the handouts with you. Another is to keep at least one good copy with you. If necessary, you can find a local print shop and quickly run off as many copies as you need. If you have not taken these precautions, as a last resort you can simply announce to the audience that your handouts have not arrived but that you will mail a copy to each person who gives you his or her name and address.

It is best to avoid shipping your slides, transparencies, computer software, or other visuals. They are often irreplaceable, particularly at the last minute, so keep them nearby at all times.

2. **What if someone asks a question in the middle of my talk? What if I don't know the answer?** If you have planned a question-and-answer session for a certain time, ask the audience to save questions for that time. If not, ask the interrupter to see you at the end of your talk. Best of all, if you can work in the answer without jeopardizing the effectiveness of your talk in any way, do so. In a situation where you do not know the answer, just say so. Offer to find the information later and get back to the individual.
3. **What if the audiovisual equipment does not work?** Your best insurance is to check equipment before you give a presentation to make sure it is in working order. If it is not, ask the hotel or meeting director for back-up equipment. If none is available, check the phone book for a local rental shop. The person charged with providing this equipment, often a conference official, should be willing to help you and cover any expense.
4. **What if the speaker before me speaks overtime?** Sit patiently and wait. While you're waiting, revise your plans. For a number of reasons, some speakers will not end their presentations on schedule. Perhaps they did not plan and time their talks as carefully as you did. Perhaps the previous speakers spoke too long. If another speaker immediately follows you, then you must end on time.

Do not pass on the discourtesy of the previous speaker. However, if a break or intermission follows your talk, you might be able to take a few minutes (but not all) of that break time. If you are the last speaker at the end of the day, you may more comfortably go over your time limit. But be aware that some people will leave.

5 USE YOUR JUDGMENT

Tape yourself for 10-15 minutes giving a presentation or reading a passage from an article or essay, or even from this textbook. Trade tapes with at least two other classmates

(one at a time) and evaluate your classmates' speaking skills based on the Speaking Checklist on page 172 at the end of Unit Three.

Return the checklists to the people whose voices you rated. Once you receive your checks from classmates, make sure you understand their comments. If you do not, ask for clarification. Use this feedback to improve your speaking skills.

Deciding the Purpose and Objectives of Public Speech

Almost every speech consists of an introduction, the body of message and subordinate supporting ideas. From the outline of the topical speech pattern, it becomes obvious that the speech material or the subject gets divided according to its logical components.

Chronological Pattern

The speech material or the data of information is divided according to time sequence in chronological pattern. A particular course or sequence of events described through a speech which is organized in a chronological order, gives a historical sense to the audience. In such a speech, the speaker does not arrange his material topic-wise, but he arranges it item-wise. The time factor is used as an organizing mechanism in chronological pattern. It helps the speaker to take review of the past course of events and further, it also helps him to discover its development into contemporary events. If desired, the speaker may guess, infer or project the future events on the basis of his knowledge and experience of the past.

Chronological Patterns of Speech Arrangement:

1. *Subject*: "Rise and Fall of the Maratha Empire".

The Maratha Upheaval
Shivaji, the Great, and the foundation of the Maratha State,
The Rebirth of Maratha State,
The Beginning of the Empire,
The Empire under the Peshwas,
Causes of the Downfall of the Maratha Empire,
Conclusion. -

2. *Subject*: England under the Destinies of King James II

(1685-1689 A. D.):
Accession of James II
His Character,
His Parliaments,
Rebellions against James II
The Glorious Revolution (1688)
Causes of the Revolution,
Nature of the Revolution
Results of the Revolution
End of his Regime.

Spatial Pattern

The data of information is divided according to physical or geographical location in spatial arrangement of speech material. When the speaker has to inform the audience about different regions or areas having their own unique and special features, the spatial method is the most suitable speech pattern for it. As, this pattern uses space, location and distance as its organizing principle, it is useful for planetary and geographical descriptions. For example, it would be well suited to describe military or trade routes and centers in different- countries, environmental regions, linguistic regions, territorialities of the birds and animals, centers and regions of natural resources, etc.

Spatial pattern of speech arrangement:

Subject: 'Temple Architecture in Western India'

- Daidyasundar Temple, Lonar
- Garuda Temple, Lonar,
- Baglcha Temple, Lonar,
- Wagh Temple, Lonar
- Mor Temple, Lonar
- Munglya Temple, Lonar
- Narsimha Temple, Lonar
- Mahadev Temple, Lonar
- Vishnu Temple, Satgaon
- Mahadev Temple, Satgaon
- ryfahadev Temple, Sakegaon
- Mahadev Temple, Kothali
- Siddheshwar Temple, Sultanpur
- Rameshwar Temple, Sindkhed Raja.

Causal Pattern

The speaker uses causal pattern when he argues either from cause to effect or from effect to cause, especially while dealing with a social, economic or political problem. This method is most suitable on the occasion when-the speech deals with a specific problem. By describing its effects, the speaker wants to inform the audience about the urgency, seriousness, vitality and reality of the problem. For example, a speaker might describe a problem of air and water pollution. He may start with the description of its deteriorating effects and. later he may discuss its underlying causes. After; discussing the causes, he may end his speech. But, usually such a speech ends with the suggestions, remedies, recommendations or solutions of the problem.

Problem-Solution Pattern

The speech material of this pattern is divided into two parts. In the earlier part, the speaker describes and analyses the causes and effects of the problem. After having analyzed the problem, the speaker moves to the main objective of his speech, i.e., to suggest or propose solution to the problem. He may also try to show the worth of his proposed solution, evaluating it and by assuring its practicability and success. Obviously, problem-solution pattern is effective for a persuasive speech.

The body of the problem solving pattern may include:

1. Definition of the problem,
2. Explanation of its nature and scope of the problem.
- 3 Explanation of the causes,
4. Proposed solutions,
5. Explanation of the solutions.

Problem-solution pattern of speech arrangements:

Subject: Environmental Pollution.
Introduction,
Origin of pollution
Effects of pollution,
Types of pollution,
Types of pollutants,
Levels and Movements of pollutants,
Remedies.

Determining Sub-points and Supporting Material

The speaker has to express his point in a clear, simple and impressive language. In addition to effective and appropriate language, he must provide supporting material to the audience to clarify his ideas. The Supporting material is nothing else but the norms of evidences that support the ideas being made by the speaker. Analogies, statistical data, example and quotations are some of the important forms of the supporting materials:

Analogies

The speaker can use analogy when he makes a comparison between two ideas, things or situations. He can show how one idea or a thing is like or unlike the another. This comparison is made on the basis of partial similarities between them though they can never be exactly similar in all respects. Contrast is another form of analogy in which two things having opposite aspects are compared. An analogy is useful for clarifying and dramatizing a point; Abraham Lincoln was skilled in using analogies. Let us take one of its examples: Abraham Lincoln was resting with his managers in a hotel lobby. As usual, the village duds had congregated there, and one bolder than the rest, remarked, "Mr. Lincoln your speech was good but there were some points quite beyond my reach." The simple Lincoln looked up and chuckled, "I am sorry for you; I once had a dog that had the same trouble with flies."

- Edmund Tisdell

Statistical Data

Statistical or numerical facts are also important forms of supporting materials. Numerical data provides a great deal of information in concise and concrete form. It conveys the speaker's authoritativeness in the subject. It classifies a given point with factual information. When statistics is used as supporting material, the speaker must verify whether it is taken from a reliable source or not. He should also ensure that it is accurate in every minute detail.

“We are told that there are some millions of people in poverty and poorly nourished in this country, yet here at Niagara is wasted the equivalent of 250000 loaves of bread an hour. We may see with our mind’s eye 600000 fine fresh eggs dropping over the precipice every hour and making a gigantic omlette in the whirlpool”.

- Edwin S. Slosson in
Daily Science News Bulletin

Examples

Examples are frequently noted as supporting material. Like statistical data, the examples can also add concreteness to the ideas presented by the speaker. The examples can also add dramatic presentation to the given idea. The audience believes the statement made by the speaker when it is supported” by the specific instances and illustrations.

Quotations

The speaker can support his ideas very effectively if he uses the quotations or testimonies in his speech. It can enhance the eloquent qualities of the speaker. It must be remembered that in public speech, the speaker should use the quotations of the experts, thinkers or of the qualified people in their respective subjects. Secondly, it is essential to select those quotations which are particularly memorable and dramatic. Apart from the dramatic effect of the quotations, they are cited for many other reasons. They enhance the credibility of the speaker and add validity to his arguments. For example, we can quote the following lines from Shakespeare’s “Kind Lear” and ask the speaker to prepare his speech carefully, “Mend your speech a little, Lest it may mar your fortunes”

While selecting supporting material, the speaker must know the interests of his audience. The audience may have special interest in certain topics the speaker can choose something which refers to it. The audience generally gives response to the speech which does not bore them. Therefore, it would be improper to-use a lot of statistics. The speaker can use relevant examples” with dramatization and humor. if it suits the occasion and the audience. The irrelevant supporting material can spoil even a good speech. Therefore, the speaker has to use the facts, illustrations, analogies, examples and statistics which have a direct bearing on the topic being discussed.

The speaker has to select the supporting material which may directly appeal to the emotions and motivational needs of he audience. The audience instinctively tends to respond to their basic human needs. The basic human needs can easily motivate them for some action. The speaker ought” to know some of the basic motivational needs such as those of self presentation, love, sex, beauty, social recognition, economic security, etc. The supporting material needs to be presented in such a way that it may strongly appeal to the motivational factors. These appeals should be made with different kinds of supporting materials. The speaker who wants to provide convincing proof through supporting material has to use the well-organized variety of the evidence in the form of illustrations, analogies, instances, statistical data; quotations, etc.

Outline of a Public Speech

Speech outline shows a plan of presentation. Therefore, it is an important aspect of speech preparation. It is a written form of the accepted pattern of arrangement. Though every speech represents individual thoughts, arguments and requirements, it consists

certain common features like-introduction, body and conclusion. Writing the outline of a speech helps the speaker to study and review the speech. It also helps him to see if it misses some vital factor which is essential for achieving better effects. While preparing an outline, the speaker decides what material he has to use, what to omit and how to order the material in a particular form to suit the topic, occasion and the public. It can also help him to predict the probable response of the audience to his ideas and to the style of presenting those ideas in his message.

Introduction

The speaker uses introduction to prepare the audience to listen to his message. His primary aim in introduction is to catch the attention of the audience, usually with some kind of 'dramatization. " Before bringing the problem home of the in, he 'may take preview of the given topic to' establish link 'or communication line between 'himself and the audience and also between If the audience and the topic. After having established the communication line, his efforts turn to bringing the problem or the subject' of speech home to the public. In other words, the speaker tries to establish a triangular link between himself and the subject, the subject and the public and the speaker himself. In doing this, he can make use of humor to catch the attention of the audience. It requires technique, practice and ease to tell a joke before the public, especially at the beginning of the speech. The art of organization helps the speaker to tell a joke. It not only captures' the attention of the audience but it can also neutralize their hostility. If the audience are not well-disposed towards the speaker the humor can probably be a very good device to relax the tension between them. The speaker should try to avoid the outdated jokes. He can draw humor from the situation and also from the public gathered on the occasion. He can create humor by twisting and turning the words and phrases. The quotations from the literature, scriptures, thinkers, experts or famous persons are usually very effective for introduction. But a quotation must be relevant to the topic of speech. Like good quotations, most of the audience also love a good story or a parable at the beginning of the speech. The story to used in the introduction can be true or imaginary; but the audience must be informed whether it is fictional or a true one. As compared to the length of the total speech, the story should be proportionately short, but it must be complete. The speaker can also make an introduction to his speech with a direct reference to the occasion or to the topic itself

Body

The body of the speech includes the main points and the supporting evidences. It is a written form of the accepted speech organization pattern discussed earlier. Different patterns of speech arrangement can be used to make the body of a speech. 'The speaker has to decide which one of them would be the appropriate pattern for the purpose in his mind. The speech purposes like analyzing, informing or persuading, etc., can be achieved, by careful selection and planning of the patterns; like those. of chronological, spatial, topical, cause-effect and problem solving arrangements.

Conclusion

The conclusion gives the final, impression of the speaker and his speech. In it, he summarizes the main points of his speech. The experience and eloquent speakers always

plan the conclusion of their speech even more carefully than the introduction, because a well planned conclusion gives a sense of completion to the audience. The conclusion reiterates the purpose statement, which is usually made earlier in the introduction. For re-statement of the purpose of speech, the speaker may use different words but it must convey the same idea. The re-statement of purpose motivates the audience to take certain action or to change their views and outlooks. The speaker sometimes does not re-state the purpose, but merely summarizes the main points of the speech. Usually, the”” summarization is not followed in a persuasive speech, but it is supposed to be more effective when the speaker imparts information or instructions to the audience.

THE LANGUAGE OF PUBLIC SPEECH

Words are the smallest meaningful elements in the language and they are constantly assembled and reassembled to convey the messages. For effective oral communication, the speaker has to develop his own style of language usage. The style of the speaker involves a choice of form without changing his message. It acquires the speaker selection of the right word at the right place in his speech. By locating and dislocating the words and phrases in the structures of the sentences speaker tries to achieve its desires effects on the audience there are always some speakers who are exceptionally skilled in their individual style of finding a right word for conveying certain meaning. When the audience listens to the speech of a well-skilled speaker, they are delighted by the art of his word - play. The speaker gets immediate feedback when the transmitted meaning is received and clearly understood by the audience. Sometimes, he may find the meaning unclear or ambiguous to the audience. In such it case, ‘he has to repeat and paraphrase his message. It is always a better way for him to ask himself what his audience might infer from his words and sentences. If the speaker has an inordinate liking for rhetoric’s, picturesque words and high-flown phrases, his speech becomes impressive, emphatic and effective. His language not only carries a message but also holds the attention of the audience and pleases them. But along with his attractive way of saying, the content of what he was to say is also an important essential to capture the minds of the audience. Sometimes, the speaker repeats certain words, phrases or the sentences. If the repetition does not tone the things up, it can act as the barriers to communication. Sometimes repetition may give a second change to the listener who might miss a, part of the message for the first time. Overemphasis and repetition usually result, in a ‘kind, of loudness which male the meaning of the words; more clear and intelligible. When the intensifiers like ‘so’, -very’, etc., are unnecessarily used, especially before the absolute adjectives, the overemphasis becomes distinctive. For example, very devastating, very unique, so perfect, etc. In fact, many adjectives and -adverbs become stronger if we do not put intensifiers before them; thus, ‘unique’ is stronger than ‘very unique’. -

The speaker may use the jargon or the technical vocabulary of a specialized field just to impress the audience with his knowledge of that subject. The effect of such a language on the audience in general: is negative. They might feel that the speaker’s language is embellished with incongruous words and affected phrases. If the speaker is successful in creating confusion by using extraneous connotations of the words, the audience may consider him childish, foolish and even pedantic.

PRESENTATION OF THE PUBLIC SPEECH

What is Speech Delivery?

Though speech is” prior to writing, carefully written public speech in its appropriate pattern of organization is absolutely necessary for a systematic delivery. But the delivery of the speech includes both verbal and non-verbal elements of oral communication. Certain linguistic factors such as style of language, uses of vocal variations in pitch, articulation, rate, loudness, etc., and certain para-linguistic factors like facial expression, posture, gestures, etc., also deserve adequate consideration. When we think about the methods of speech delivery, the speaker’s goal of speech is not only the delivery of speech, but, on the other hand, he uses it as the means to “achieve his goal. The goal of the speaker is to communicate his ideas, thoughts and feelings by means of effective delivery. The speaker is to be judged not merely by his dramatic and flowery style of delivery, but also by the merit of his ideas, word economy and rhetorical style. In the same way, speech delivery does not merely include the speaker’s fluency of speech; on the other hand, it also includes his ability and skill of using the vocal and visual cues.

Modes of Delivery

The methods of delivery refer to the speaking situations, the amount of preparation and the type “of presentation employed by the speaker. There are four major modes of speech delivery which are commonly used in public speeches. Each of them is appropriate for the different purposes and each of them has its own strengths and weaknesses. Each of them requires enough of practice for the perfect and successful delivery.

Impromptu Delivery

The speaker has to organize his speech material promptly and quickly for impromptu delivery because he does not get enough time for formal written preparation of his speech. In a meeting of the management committee, the chairman may ask one of the members to report the major events in his sales during the past month. The assistant sales manager will have to respond immediately and he will have to prepare himself in a few seconds. As this method is sometimes unavoidable and does not allow enough of time for preparation, many people get unnerved and uncomfortable by it in this method, the speaker has to stand before the audience without preparing the matter of his speech. He has to speak out his thoughts as they arise in his mind. The audience finds maximum spontaneity in such a delivery.

In impromptu delivery, the speaker quickly determines the central idea. Main points and their order. His preparedness comes from his general awareness of the topic, its main points and the supporting material. It is always preferable to begin the impromptu delivery with some illustration of human interest. The speaker’s ability to dramatize the story may increase the interest and the speaker’s ability to dramatize the story may increase the interest and involvement of the audience. The audience may even become curious about the purpose of telling the story at the beginning. The purpose should be to make them interested in the speech and to catch their attention for further listening. The speaker can prepare a list of various topics for impromptu speaking. Then he has to select any one of it and start speaking immediately on it. He can listen to himself and evaluate his own performance in private. The impromptu speaker has to remember that the audience does not expect a well accomplished or highly polished speech from him, because they know that he has not been given adequate time for preparing his speech in advance. The impromptu speech is usually assigned only a few moments before the

speech. Mark Twain humorously remarks on it that, “it usually takes more than three weeks to prepare a good impromptu speech.”

Memorized Delivery

Most of the speeches in business are not memorized. In a memorized delivery, the speaker plans the speech before hand. He writes the entire prepared speech and memorizes it. As the speaker commits the speech to his memory, he does not require to read from the notes or manuscript. The memorized delivery does not sound natural or spontaneous without conscious efforts of the speaker to achieve it. Often, the memorized speech sounds as a mechanical or robot-like delivery. The speaker looks freely at the audience, because he does not look into the notes, but the speech loses its natural qualities. The speaker concentrates himself on recalling and reproducing the memorized speech. In this process, he cannot pay sufficient attention to the non-verbal communication which takes place through vocal changes, eye contact, gestures, postures, facial expressions, etc. On the other hand, he concentrates on the words which are committed to his memory. It would be advisable to such a speaker that he should concentrate on the thoughts, feelings and ideas of the message, rather than on the words that represent them. Secondly, he has to make use of the vocal expressions and other techniques of dramatization in order to get the interest and attention of his audience. The robot-like memorized speech always carries a risk of forgetting some part of the message. If the speaker happens to forget some part of the message, the button of his mechanical speech gets automatically switched off.

Extemporaneous Delivery

In extemporaneous speaking, the speaker carefully prepares the speech outline and plans the supporting material. Neither does he write down the outline speech nor memorizes it word by word. He may use minimal notes on a small card to help him to recall the main points of the topic. The minimal notes usually consist of the key phrases, titles and subtitles -of the main points, etc., which remind the speaker of the speech organizational pattern. The major issues and the supporting ideas in the notes are written in abbreviated form. The speaker has to make himself sure about the completeness of the message and also about its appropriateness of length. Careful speech preparation and rehearsal can make him feel sure about the completeness, clarity and appropriateness of the message, but the preparation does not go to the extent of writing out a complete manuscript. Extemporaneous style of speaking allows the speaker to be prepared, spontaneous and flexible. The speaker feels secure with extemporaneous delivery because the prepared material gives him self-confidence and he speaks before the audience with ease, directness, natural gestures and body movements. Majority of the public speakers prefer the extemporaneous method because most of the audiences give better response to it. “Though it is well suited for” the occasions of public” speaking, the other modes are also required for different speaking occasions.

Manuscript Delivery

Manuscript delivery is the most formal mode of delivery. The speaker takes the copy of the speech manuscript and reads it before the audience. This method is necessary for certain occasions. When every word of the speaker is important and likely to be

misconstrued by those who want to take disadvantage of it. Usually, the Prime Ministers and the Presidents of different countries make use of the manuscript delivery because every word of their speech reflects the national policy of the government. If they do not think out every word carefully, they may find themselves in political difficulty. The manuscript delivery is useful in business also. If the general manager has to make presentation on behalf of the board of directors before the workers of the company, the manuscript method would be the most suitable one for in. If someone misconstrues or misquotes some part of the message; the manuscript can prove what the speaker and exactly said. A good manuscript speaker's skill can be recognized when his audience remains unaware of the fact that he is reading the manuscript. The manuscript reading can be more 'effective if the speaker uses all the means of non-verbal communication skillfully and appropriately.

For a long time Mary had worried about taking public speaking. She had never thought of herself as a public speaker. She was not sure she could carry it off, so she avoided the class as long as possible. Finally the time came when she simply had to take the course. She entered the first class meeting with dread and discovered about twenty-four other stony-faced students who looked as uncomfortable as she felt. Later, her teacher confessed to the class that he also felt discouraged when he saw the sullen group. Mary thought about dropping the class but realized that was not really an option. So she decided to stick it out and try to survive as best she could.

Her first oral assignment was a speech of self-introduction. Preparing for this, it dawned on Mary why marine biology was so fascinating to her. As she spoke on this subject and became involved in her presentation, she forgot much of her nervousness. While certainly not perfect, Mary's first speech did some things quite well. It helped others get to know her as a person, and it built respect for her later informative and persuasive speeches on the fate of the oceans. She was pleased when her classmates emphasized the positive things she had done.

As she listened to other speakers, Mary found to her surprise that she was starting to enjoy the class. Some of the speeches were quite stimulating, and she joined in the discussion of how they had worked well and how they might be improved. The "great stone faces" began to chip away to reveal the colorful, warm human beings they had masked, and she found herself liking many of her classmates.

Mary

As the term went on and Mary gave additional speeches, she discovered that others would listen to her and take her seriously. She learned to care about her classmates and to rejoice in their small successes as they improved. As she researched her speeches, she learned to keep her audience constantly in mind. She sought out facts, opinions, examples, and stories her listeners would find useful and interesting. Toward the end of the term it dawned on her: *she was a public speaker!* She also could now recognize the strategies, techniques, and even manipulations in the world of communication surrounding her. She knew she would be ready to accept the challenges of public speaking and careful listening whenever the need for these should arise in her life.

Perhaps by now you have guessed the point of our story. There is not one Mary, but there are many Mary's. Mary represents all the successful students we have known in many years of teaching public speaking. Her story is their story, and it can be yours as well.

To write your own success story, you need five essential ingredients. The first is your own *commitment*: you must want to succeed and be willing to work toward that goal. The second is *experience*: you must give speeches and learn from the constructive suggestions of your classmates and instructor. Third is a helpful *instructor*, who will encourage your growth as a speaker. Fourth is a *supportive audience* of class-mates, who will encourage you and whom you can help in return. Fifth is this *textbook* to guide and enrich your learning process by pointing out the "hows" and "whys" of public speaking.

While all these ingredients are important, perhaps the most important is your commitment. You must *determine* that you will learn the art of public speaking, that you will find topics that deserve your best effort, that you will treat listeners ethically and responsibly, and that you will be a constructive listener for other speakers. In this chapter we will explain why this class deserves your commitment, help you understand the nature of the art you will soon be learning, and prepare you to meet the ethical challenges of public speaking.

PRESENTING YOUR FIRST SPEECH

Once you have analyzed your topic and outlined your ideas for your first speech, you are ready to prepare for presentation. An effective presentation spotlights the ideas, not the speaker, and is offered as though you were talking with the audience, not reading to them or reciting from memory.

Spotlight the Ideas'

The presentation of a speech is the climax of planning and preparation - the time you have earned to stand in the spotlight. Though presentation is important, it should never overshadow the speech. Have you ever had this kind of exchange?

"She's a wonderful speaker - what a beautiful voice, what eloquent diction, what a smooth delivery!"

"What did she say?"

"I don't remember, but she sure sounded good!"

Unfortunately, there are times when speakers use presentation skills to cover up a lack of substance or disguise unethical speaking. Lost in such moments is the basic purpose of public speaking - *the presentation of ideas in messages that have been carefully prepared so that they deserve the attention they receive from listeners.*

As you practice speaking from your outline and when you present your speech, concentrate on the thoughts you have to offer. *You should have a vivid realization of these ideas during the moments of actual presentation.*³ In other words, the thoughts should come alive as you speak joining you and your listeners.

Sound Natural

An effective presentation, we noted in Chapter 1, preserves many of the best qualities of conversation. It sounds natural and spontaneous, yet has a depth, coherence, and quality

that are not normally found in social conversation. The best way to approach this ideal of improved conversation is to present your speech extemporaneously. An *extemporaneous presentation* is carefully prepared and practiced but not written out or memorized. If you write out your speech, you will be tempted either to memorize it word for word or to read it to your audience. Reading or memorizing usually results in a stilted presentation. Do not read your speech! That defeats the purpose of public communication because it robs the audience of its chance to participate in the creation of ideas. *Audience contact is more important than exact wording.* The only parts of a speech that might be memorized are the introduction, the conclusion, and a few other critical phrases or sentences, such as the wording of main points or the punch lines of humorous stories.

Key-Word Outline

To sound conversational and spontaneous, use your key-word outline while speaking. *Never make the mistake of using your fun outline as you present your speech.* You may lapse into reading it and lose contact with your audience. (The following key-word outline is based on the outline presented earlier.)

“FREE AT LAST”

Attention: HIGH SCHOOL VALEDICTORY SPEECH

Thesis statement: NOT FREE - ENEMY WAS RACIAL PREJUDICE

- | | |
|------------------------------------|--------------------------|
| 1. ENCOUNTER WITH BULLY | |
| A. “JAP”: DIDN’T BELONG HERE | <i>mime the bully</i> |
| B. WORDS BURNED IN SOUL | |
| 1. ASHAMED OF HERITAGE | |
| 2. HATED LIVING IN AMERICA | <i>pause and smile</i> |
| II. PARENTS HELP | |
| A. SURVIVED MUCH WORSE | |
| B. TAUGHT ME TO ACCEPT REALITY | |
| C. TAUGHT ME GAMAN | Pause and write on board |
| III. <i>GAMAN</i> - INNER STRENGTH | |
| A. NO FEAR OR ANGER | <i>Emphasize</i> |
| B. ACCEPTED SELF | |
| C. PROUD OF HERITAGE | <i>pause</i> |

Summary: *GAMAN* - JAPANESE ROOTS - CONQUERS PREJUDICE.

Concluding Remarks: BUT I AM ALSO AMERICAN: CAN TALK ABOUT IT; THEREFORE, “FREE AT LAST”

DISCUSSION

- Although we have defined ethos in terms of public speakers, other communicators also seek to create favorable impressions of competence, integrity, likableness, and forcefulness. Advertisers always try to create favorable ethos for their products. Bring to class print advertisements to demonstrate each of the four dimensions of ethos we have discussed. Explain how each ad uses ethos.
- Select a prominent public speaker and analyze his or her ethos. On which dimensions is this speaker especially strong or weak? How does this affect the person’s leadership ability? Present your analysis for class discussion.

3. Political ads often do the work of introducing candidates to the public and disparaging their opponents. Study the television or print ads in connection with a recent political campaign. Bring to class answers to the following questions:

- a. What kinds of positive and negative identities do the ads establish?
- b. Which of these ads are most and least effective in creating the desired ethos? Why?
- c. Which of the self-awareness inventory questions discussed in this chapter might explain how the candidates are introduced? ‘

APPLICATION

1. As the introductory speeches are presented in your class, build a collection of “word portraits” of your classmates as revealed by their speeches. At the end of the assignment, analyze these “bios” to see what you have learned about the class as a whole. What topics might they prefer? Did you detect any strong political or social attitudes to which you might have to adjust? Submit one copy of your analysis to your instructor, and keep another for your own use in preparing later speeches
2. Prepare a full outline of your speech of introduction. On an attached page identify the design you are using and discuss why this design is most appropriate. Turn in a copy of your outline and this rationale to your instructor.
3. Identify any negative messages you might send yourself concerning public speaking. How might you change these messages, using the principles of cognitive restructuring?
4. To help visualize yourself succeeding as a speaker, write a script in which you describe specific details of an ideal experience of speaking. Start with getting up in the morning on the day of your speech and continue to the moments of satisfaction after you have concluded. Once you have completed your script, relax, concentrate on it, and bring it to life in your mind. As a model both for your own script and for your mental enactment of it, consider the following script and instructions for an informative speech developed by Professors Joe Ayres and Theodore S. Hopf:

Close your eyes and allow your body to get comfortable in the chair in which you are sitting. Move around until you feel that you are in a position that will continue to be relaxing for you for the next ten to fifteen minutes. Take a deep, comfortable breath and hold it . . . now slowly release it through your nose (if possible). That is right. . . now take another deep breath and make certain that you are breathing from the diaphragm (from your belly) . . . hold it . . . now slowly release it and note how you feel while doing this. . . feel the relaxation fluidly flow throughout your body. And now, one more Really deep breath. . . hold it . . . and now release it slowly. . . and begin your normal breathing pattern. Shift around, if you need to get comfortable again.

Now begin to visualize the beginning of a day in which you are going to give an informative speech. See yourself getting up in the morning, full of energy, full of confidence, looking forward to the day’s challenges. You are putting on just the right clothes for the task at hand that day. Dressing well makes you look and feel good about yourself, so you have on JUST what you want to wear, which clearly expresses your sense of inner well-being. As you are driving, riding, or walking to the speech setting, note how clear and confident you feel, and how others around you - as you arrive -

comment positively re-garding your fine appearance and general demeanor. You feel thoroughly prepared for the task at hand. Your preparation has been exceptionally thorough, and you have really researched the target issue you will be presenting today. Now you see yourself standing or sitting in the room where you will present your speech, talking very comfortably and confidentially with others in the room. The people to whom you will be presenting your speech appear to be quite friendly, and are very cordial in their greetings and conversations prior to the presentation. You feel ABSOLUTELY sure of your material and of your ability to present the information in a forceful, convincing, positive manner. Now you see yourself approaching the area from which you will present. You are feeling very good about this presentation and see yourself move eagerly forward. All of your audio visual materials are well organized, well planned, and clearly aid your presentation.

Now you see yourself presenting your talk. You are really quite brilliant and have all the finesse of a polished, professional speaker. You are also aware that your audience is giving head nods, smiles, and other positive responses, conveying the message that you are truly "on target." The introduction of the speech goes the way you have planned. In fact, it works better than you had expected. The transition from the introductory material to the body of the speech is extremely smooth. As you approach the body of the speech, you are aware of the first major point. It emerges as you expected. The evidence supporting the point is relevant and evokes an understanding response from the audience. In fact, all the main points flow in this fashion. As you wrap up your main points, your concluding remarks seem to be a natural out-growth of everything you have done. All concluding remarks are on target. When your final utterance is concluded, you have the feeling that it could not have gone better. The introduction worked, the main

points were to the point, your evidence was supportive, and your conclusion formed a fitting capstone. In addition, your vocal variety added interest value. Your pauses punctuated important ideas, and your gestures and body movements were purposeful. You now see yourself fielding audience questions with brilliance, confidence, and energy equal to what you exhibited in the presentation itself. You see yourself receiving the congratulations of your classmates. You see yourself as relaxed, pleased with your talk, and ready for the next task to be accomplished that day. You are filled with energy, purpose, and a sense of general well-being. Congratulate yourself on a job well done!

Now - I want you to begin to return to this time and place in which we are working today. Take a deep breath. . . hold it . . . and let it go. Do this several times and move slowly back into the room. Take as much time as you need to make the transition back.¹⁵

USE YOUR JUDGMENT

As a class, brainstorm as many words as possible that are often mispronounced or incorrectly used. Review how these words should be pronounced and used. Keep a list for yourself.

IN BRIEF

1. The secret to successful presentations is planning. Like the writing process, planning a presentation begins with a thorough understanding of your purpose for speaking and the audience to whom you are speaking.

2. Once you understand your purpose and audience, you must gather information, select an approach, and organize your information into an outline. At this point, you may choose to speak from your outline or create a draft from which to speak.
3. When writing your presentation, your writing style should reflect spoken language.
4. Data (facts and figures) and humor must be used carefully in presentations but can add to the interest and acceptance of a spoken message.
5. Visual aids and handouts help listeners by giving them information in another format and by allowing them to take something away from the presentation that summarizes key points. They also can help speakers organize their presentations.
6. Demonstrations, by either the speaker or audience members, are a valuable teaching tool in presentations.
7. You can improve your presentation skills before you get an assignment. By listening to yourself speak, you can learn to adjust your volume, your rate of speech, and your emphasis. Also, by focusing on language use and pronunciation, it is possible to improve and correct the way you pronounce and enunciate words.
8. You can learn to control your body language to complement your speaking, even when stage fright is a problem.
9. By practicing your presentation before you give it, you can catch organizational problems, time yourself, plan voice quality and gestures, correct problems manipulating visual aids and handouts, smooth out transitions between main points, and commit difficult parts of your presentation to memory.
10. Knowing in advance what can go wrong in your presentation and planning how to avoid or fix these problems is a good defensive strategy.

WORDS OF NOTE

Define each of these terms introduced in Chapter:

1. Demonstrations
2. Enunciation
3. Handouts
4. Lcd units
5. Monotone
6. Oral communication
7. Outline
8. Pitch
9. Rate
10. Subjective
11. Transparencies
12. Visual aids
13. Volume

Questions

1. What three characteristics do most business presentations and speeches share?
2. When planning a presentation, what four things do you need to identify?

3. What is the “backbone” of a presentation?
4. How does spoken language differ from written language? How does this affect preparing and giving an oral presentation?
5. What should you consider in deciding to speak from an outline or a fully written speech?
6. What are two pitfalls to avoid when speaking?
7. How do visual aids, handouts, and demonstrations help the audience? How do they help the speaker?
8. What are some examples of visual aids? What are some guidelines to follow in using visual aids?
9. What are some guidelines to follow in using handouts?
10. What two means of using demonstrations does the chapter discuss?
11. The chapter discusses four techniques for improving voice quality. Name and explain each technique.
12. What are five tips for controlling body language and making it effective?
13. What can you do to help alleviate stage fright?

SHARE YOUR PERSPECTIVE

1. Select a common product and outline a 15-minute presentation in which you persuade your audience (your classmates) to purchase the product. Include visual aids and/or handouts.
2. Using the same product you chose above, outline a 15-minute presentation in which you persuade your audience (your classmates) *not* to purchase the product. Include visual aids and/or handouts.
3. In writing, explain how your presentations in items 1 and 2 differed and why.
4. Give one of the two presentations, practicing all of the following before the presentation:
 - Content and organization
 - Visual aids and/or handouts
 - Voice
 - Body language
5. Plan (in writing) and give another presentation in which your purpose is to pass on information. Here are some possible topics:
 - Research a local, national, or international company and report to your audience what you learned.
 - Research a business topic and report to your audience what you learned.
 - Describe and demonstrate a hobby.
 - Read about a current political or social conflict (national or international) and explain to the audience the nature of the conflict and the parties involved.
 - Research cultural differences and considerations for doing business in another country and report what you have learned.