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## REQUIREMENTS FOR THIS BLOCK

Read all the material, give a 2 minute speech, Open Book Exam



# Effective Speaking

## EFFECTIVE SPEAKING

### **PART I - FUNDAMENTALS OF EFFECTIVE SPEAKING.**

#### **A. Acquiring the Basic Skills.**

1. *Take heart from the experience of others.*

There is no such animal, in or out of captivity, as a born public speaker.

What each person needs is enough courage to stand on his hind legs and make a clear, coherent report.

2. *Keep your goal before you.*

Concentrate your attention on what self-confidence and the ability to talk more effectively will mean to you.

3. *Predetermine your mind to success.*

Your thoughts make you what you are. By changing our thoughts, we can change our lives. You have set your sights on the goal of increased confidence and more effective communication. From now on, you must think positively, not negatively, about your chances to succeed in this endeavor. You must develop a buoyant optimism about the outcome of your efforts to speak before groups.

4. *Seize every opportunity to practice.*

No one can learn to speak in public without speaking in public any more than a person can learn to swim without getting in the water.

#### **B. Developing Confidence.**

Emerson said, "Fear defeats more people than any other one thing in the world." Here are some ideas to help you quickly overcome stage fright and develop confidence in a few short weeks of practice.

1. *Get the facts about fear of speaking in public.*

a. You are not unique in your fear of speaking in public. Eighty to ninety per cent suffer from stage fright.

b. A certain amount of stage fright is useful. It is nature's way of preparing us to meet unusual challenges. So, when you notice your pulse beating faster and your

respiration speeding up don't become alarmed. Your body, ever alert to external stimuli, is getting ready to go into action. You will be capable of thinking faster, talking more fluently, and generally speaking with greater intensity than under normal circumstances.

c. Many professional speakers have assured me that they never completely lose all stage fright. It is almost always present just before they speak, and it may persist through the first few sentences of their talk.

d. The chief cause of your fear of public speaking is simply that you are unaccustomed to speaking in public. Fear is misbegotten of ignorance and uncertainty. For the beginner, speaking in a complex series of strange situations. To make this fearful situation simple and easy: practice, practice, practice. Public speaking can be made a joy instead of an agony merely by getting a record of successful speaking experiences behind you.

2. *Prepare in the proper way.*

Only the prepared speaker deserves to be confident. Daniel Webster said he would as soon think of appearing before an audience half-clothed as half-prepared.

**NEVER MEMORIZE A TALK WORD FOR WORD.** The man who writes out and memorizes his talks is wasting his time and energy, and courting disaster. All our lives we have been speaking spontaneously. We haven't been thinking of words. We have been thinking of ideas. If our ideas are clear, the words come as naturally and unconsciously as the air we breathe. A memorized talk will probably be delivered in a mechanical way. Why? Because it will not come from our hearts, but from our memories.

**ASSEMBLE AND ARRANGE YOUR IDEAS BEFOREHAND.**

Search your background for significant

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experiences that have taught you something about life, and assemble your thoughts, your ideas, your convictions, that have welled up from these experiences.

**REHEARSE YOUR TALK.**

3. *Predetermine your mind to success.*

There are three ways to accomplish this:  
**LOSE YOURSELF IN YOUR SUBJECT.**

Sell yourself on the importance of your subject. Explore all phases of your subject, grasp its deeper meanings. and ask yourself how your talk will help the audience to be better people for having listened to you.

**KEEP YOUR ATTENTION OFF NEGATIVE STIMULI THAT MAY UPSET YOU.** For instance, thinking of yourself making errors in grammar or suddenly coming to an end of your talk somewhere in the middle of it, is certainly a negative projection that could cancel confidence before you started. Keep your attention off yourself just before your turn to speak. Concentrate on what the others are saying, and you will not be able to work up excessive stage fright. **GIVE YOURSELF A PEP TALK.** Say to yourself that you are more qualified than any other member of the audience to give this particular talk, and that you are going to do your best to put it across.

4. *Act confident.*

To feel brave, we must act as if we were brave, we must use all of our will to that end, and a courage-fit will very likely replace the fit of fear. To develop courage when you are facing an audience, act as if you already had it. Step out briskly and take a deep breath. In fact, breathe deeply for thirty seconds before you ever face your audience. The increased supply of oxygen will buoy you up and give you courage.

## **C. Speaking Effectively the Quick and Easy Way.**

Here are three cardinal rules for a quick and easy way to learn to speak in public:

1. *Speak about something you have earned the right to talk about through experience or study.*

Tell us what life has taught you. Don't be afraid to use personal experiences.

2. *Be sure you are excited about your subject.*

3. *Be eager to share your talk with your listeners.*

There are three factors in every speaking situation: the speaker, the speech or the message, and the audience. The first two rules in this chapter dealt with the interrelationships of the speaker to a speech. Up to this point there is no speaking situation. Only when the speaker relates his talk to a living audience will the speaking situation come to life. The talk may be well prepared; it may concern a topic which the speaker is excited about; but for complete success, another factor must enter into his delivery of the talk. He must make his listeners feel that what he has to say is important to them. He must not only be excited about his topic, but he must be eager to transfer this excitement to his listeners.

## **PART II - SPEECH, SPEAKER, AND AUDIENCE.**

### **A. Earning the Right to Talk.**

1. *Limit your subject.*

Once you have selected your topic, the first step is to stake out the area you want to cover and stay strictly within those limits. You must limit and select before you begin, narrow your subject down to an area that will fit the time at your disposal.

2. *Develop reserve power.*

After you have narrowed your subject, then the next step is to ask yourself questions that will deepen your understanding and prepare you to talk with authority on the topic you have chosen: 'Why do I believe this? When

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did I ever see this point exemplified in real life? What precisely am I trying to prove? Exactly how did it happen?"

### 3. *Fill your talk with illustrations and examples.*

"The true example is the finest method I know of to make an idea clear, interesting, and persuasive." (Norman Vincent Peale). How can we acquire this most important technique of using illustrative material?

There are five ways of doing this: Humanize, Personalize, Specify, Dramatize, and Visualize. **HUMANIZE YOUR TALK** - The average speech would be far more appealing if it were rich with human interest stories. The speaker should attempt to make only a few points and to illustrate them with concrete cases. **PERSONALIZE YOUR TALK BY USING NAMES** -When you tell stories involving others, use their names, or if you want to protect their identity, use fictitious names.

**BE SPECIFIC-FILL YOUR TALK WITH DETAIL** -Use the 5-W formula every reporter follows when he writes a news story: answer the questions When? Where? Who? What? and Why?

**DRAMATIZE YOUR TALK BY USING DIALOGUE** -If the speaker has some imitative skill and can get the original tone of voice into the words, dialogue can become more effective. Also, dialogue gives your speech the authentic ring of everyday conversation.

**VISUALIZE BY DEMONSTRATING WHAT YOU ARE TALKING ABOUT** More than 85% of our knowledge comes to us through visual impressions.

### 4. *Use concrete, familiar words that create pictures.*

The speaker who is easy to listen to is the one who sets images floating before your eyes. Pictures. Pictures. Pictures. They are as free as the air you breathe. Sprinkle them through your talks, your conversation, and you will be more entertaining, more influential. In every sentence the speaker

should put either a fact or a proper noun, a figure, or a date.

## **B. Vitalizing the Talk.**

Vitality, aliveness, enthusiasm-these are the first qualities I have always considered essential in a speaker. People cluster around the energetic speaker like wild turkeys around a field of autumn wheat. How do you acquire this vital delivery that will keep the attention of your audience?

### 1. *Choose subjects you are earnest about.*

If a speaker believes a thing earnestly enough and says it earnestly enough, he will get adherents to his cause. Stoke the fires of your enthusiasm for the subject and you will have no difficulty holding the interest of a group of people.

### 2. *Relive the feelings you have about your topic.*

When you speak in public, you will generate excitement and interest in your talk in proportion to the amount of excitement you put into it.

### 3. *Act in earnest.*

Just before you begin, take a deep breath. Keep away from furniture or from the speaker's stand. Keep your head high and your chin up. You are about to tell your listeners something worth while, and every part of you should inform them of that clearly and unmistakably. You are in command, and as William James would say, act as if you are.

## **C. Sharing the Talk With The Audience.**

### 1. *Talk in terms of your Listeners' interests.*

Their interests and their problems are what they are most interested in. This linkage with what your hearers are most interested in, namely, themselves, will insure attention and guarantee that the lines of communication will remain open.

### 2. *Give honest, sincere appreciation.*

Openly criticize an audience and they resent it. Show your appreciation for something they have done that is worthy of praise, and you win a passport into their hearts.

### 3. *Identify yourself with the audience.*

As soon as possible, preferably in the first words you utter, indicate some direct relationship with the group you are

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addressing. If you are honored by being asked to speak, say so. "I am very grateful for your kind words of welcome. "I can assure you that I am proud to be associated with . . ." "This has been a delightful and meaningful evening for me in many ways."

4. *Make your audience a partner in your talk.*  
The use of audience participation will break down any walls that may be between you and the listeners. One of my favorite methods of getting audience participation is simply to ask questions and to get responses.
5. *Play yourself down.*  
Nothing will take the place of sincerity in this speaker-audience relationship. An audience is quick in taking the measure of a speaker who assumes that he is superior in mental accomplishment or in social standing. To endear yourself to an audience, play yourself down.

## **PART III - THE PURPOSE OF PREPARED AND IMPROMPTU TALKS.**

### **A. Making the Short Talk to Get Action.**

Every talk, regardless of whether the speaker realizes it or not, has one of four major goals. What are they?

1. *To persuade or get action.*
2. *To inform.*
3. *To impress and convince.*
4. *To entertain.*

Because so many speakers fail to line up their purpose with the purpose of the meeting at which they are speaking, they often flounder and come to grief. Choose one of the four purposes only after you have analyzed the audience and the occasion which brings them together.

Start your talk by giving us the details of your example, an incident that graphically illustrates the main idea you wish to get across. Second, in specific clear-cut terms give your point, tell exactly what you want your audience to do; and third, give your reason, that is, highlight the advantage or benefit to be gained by the listener when he does what you ask him to do.

1. *Give your example an incident from your life.*  
In it you describe an experience that taught you a lesson.

- a. Build your example upon a single personal experience.
  - b. Start your talk with a detail of your example.
  - c. Fill your example with relevant detail.
  - d. Relive your experience as you relate it.
2. *State your point-what you want the audience to do.*  
Hammer home the desired action you wish the audience to take and the benefit they can expect as a result of doing what you ask. This step is governed by three rules:
    - a. Make the point brief and specific.
    - b. Make the point easy for listeners to do.
    - c. State the point with force and conviction.
  3. *Give the reason or benefit the audience may expect.*  
You hold out the incentive or reward the listeners may expect if they do what you have asked in the point.
    - a. Be sure the reason is relevant to the example.
    - b. Be sure to stress one reason-and only one.

### **B. Making the Talk to Inform.**

1. *Restrict your subject to fit the time at your disposal.*
2. *Arrange your ideas in sequence.*
3. *Enumerate your points as you make them.*  
("My first point is this:...")
4. *Compare the strange with the familiar.*
  - a. Turn a fact into a picture.
  - b. Avoid technical terms.
5. *Use visual aids.*
  - a. Keep the exhibit out of sight until you are ready to use it.
  - b. Use exhibits large enough to be seen from the very last row. Certainly your audience can't learn from any exhibit unless they see it.
  - c. Never pass an exhibit around among your listeners while you are speaking. Why invite competition?
  - d. When you show an exhibit, hold it up where your listeners can see it.
  - e. Remember, one exhibit that moves is worth ten that don't. Demonstrate if practicable.
  - f. Don't stare at the exhibit as you talk-you are trying to communicate with the

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audience, not with the exhibit.

- g. When you have finished with the exhibit, get it out of sight if practicable.
- h. If the exhibit you are going to use lends itself to "mystery treatment", have it placed on a table which will be at your side as you speak. Have it covered. As you talk, make references to it that will arouse curiosity but don't tell what it is. Then, when you are ready to unveil it, you have aroused curiosity, suspense, and real interest.

## C. Making the Talk to Convince.

### 1. Win confidence by deserving it.

The purpose of our talk is to convince, so it is necessary to set forth our own ideas with the inner glow that comes from sincere conviction. We must first be convinced before we attempt to convince others.

### 2. Get a "Yes" response.

Every idea, concept, or conclusion which enters the mind is held as true unless hindered by some contradictory idea. That boils down to keeping the audience yes-minded.

"My way of opening and winning an argument," confided Abe Lincoln, "is to first find a common ground of agreement." It was said that for the first half hour his opponents would agree with every word he uttered. From that point he began to lead them off, little by little, until it seemed as if he had got them all into his fold.

### 3. Speak with contagious enthusiasm.

I say "contagious," for enthusiasm is just that. It thrusts aside all negative and opposing ideas. When your aim is to convince, remember it is more productive to stir emotions than to arouse thoughts. Feelings are more powerful than cold ideas. What you do determines the attitude of your listeners. If you are lukewarm, so will they be. "When the congregation falls asleep, there is only one thing to do; provide the user with a sharp stick and have him prod the preacher." wrote Henry Ward Beecher.

### 4. Show respect and affection for your audience.

"The human personality demands love and it also demands respect. Every human being

has an inner sense of worth, of importance, of dignity... when you love and respect a person you build him up and, accordingly, he loves and esteems you ... " (Dr. Norman Vincent Peale)

### 5. Begin in a friendly way.

## D. Making Impromptu Talks.

### 1. Practice Impromptu Speaking.

### 2. Be Mentally Ready to Speak Impromptu.

### 3. Get into an Example Immediately.

### 4. Speak with Animation and Force.

### 5. Use the Principle of the Here and Now.

### 6. Don't Talk Impromptu-Give an Impromptu Talk.

## PART IV - THE ART OF COMMUNICATING.

### A. Delivering the Talk.

There are four ways in which we have contact with the world: what we do, how we look, what we say, and how we say it. This chapter will deal with the last of these-how we say it.

### 1. Crash through your shell of self-consciousness.\*

The biggest stumbling block is stiffness, not only of the physical, but of the mental as well. We must remember to talk like a human being.

### 2. Don't try to imitate others-be yourself.

### 3. Converse with your audience.

The first essential of good talking is a sense of communication. The audience must feel that there is a message being delivered straight from the mind and heart of the speaker to their minds and their hearts.

### 4. Put your heart into your speaking.

Sincerity and enthusiasm and high earnestness will help you too. When a man is under the influence of his feelings, his real self comes to the surface. The bars are down. The heat of his emotions has burned all barriers away. He acts spontaneously. He talks spontaneously. He is natural.

### 5. Practice making your voice strong and flexible.

We shrug our shoulders, move our arms, wrinkle our brows, increase our volume, change pitch and inflection, and talk fast or slow as the occasion and the material may dictate.

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## **PART V - THE CHALLENGE OF EFFECTIVE SPEAKING.**

### **A. Introducing Speakers, Presenting and Accepting Awards.**

1. *Thoroughly prepare what you are going to say.*
2. *Follow the T-I-S formula.*

**T** - stands for Topic. Start your introduction by giving the exact title of speaker's talk.

**I** - stands for Importance. In this step you bridge over the area between the topic and the particular interests of the group.

**S** - stands for Speaker. Here you list the speaker's outstanding qualifications, particularly those that relate to his topic. Finally, you give his name, distinctly and clearly.
3. *Be enthusiastic.*
4. *Be warmly sincere.*
5. *Thoroughly prepare the talk of presentation. Here is a time-tested formula:*
  - a. Tell why the award is made. Perhaps it is for long service, or for winning a contest, or for a single notable achievement. Explain this simply.
  - b. Tell something of the group's interest in the life and activities of the person to be honored.
  - c. Tell how much the award is deserved and how cordially the group feels toward the recipient.
  - d. Congratulate the recipient and convey everyone's good wishes for the future.
6. *Express your sincere feelings in the talk of acceptance. Here is a suggested format:*
  - a. Give a warmly sincere thank you to the group.
  - b. Give credit to others who have helped you, your associates, employees, friends, or family.
  - c. Tell what the gift or award means to you. If it is wrapped, open it and display it. Tell the audience how useful or decorative it is and how you intend to use it.
  - d. End with another sincere expression of your gratitude.

### **B. Organizing the Longer Talk.**

1. *Get attention immediately.*
  - a. Begin your talk with an incident-example.
  - b. Arouse suspense.
  - c. State an arresting fact.
  - d. Ask for a show of hands. A splendid way to get interested attention is to ask the audience to raise their hands in answer to a question.
  - e. Promise to tell the audience how they can get something they want.
  - f. Use an exhibit.
2. *Avoid getting unfavorable attention.*
  - a. Do not open with an apology.
  - b. Avoid the "funny" story opening.
3. *Support your main ideas.*
  - a. Use statistics.
  - b. Use the testimony of experts.
  - c. Use analogies. An analogy, according to Webster, is a "relation of likeness between two things. . . consisting in the resemblance not of the things themselves but of two or more attributes, circumstances, or effects."
  - d. Use a demonstration with or without an exhibit.
4. *Appeal for action.*
  - a. Summarize.
  - b. Ask for action.

### **C. Applying What You Have Learned.**

1. *Use specific detail in everyday conversation.*
2. *Use effective speaking techniques in your job.*
3. *Seek opportunities to speak in public.*
4. *You must persist.*
5. *Keep the certainty of reward before you.*

# Study Questions for Effective Speaking

## Part I

- A. In acquiring the basic skills you must keep your \_\_\_\_\_ before you. (choose one) notes audience goal
- B. 1. "\_\_\_\_\_ defeats more people than any other one thing in the world."  
fear          hunger          war          anger  
2. Always memorize a talk word for word. (check one) true \_\_\_\_\_ false \_\_\_\_\_  
3. Never rehearse your talk as it may become stale. true \_\_\_\_\_ false \_\_\_\_\_  
4. Keep your mind off negative thoughts. true \_\_\_\_\_ false \_\_\_\_\_
- C. 1. Never use \_\_\_\_\_ experiences. (choose one) bad          personal          printed  
2. It is not wise to get too excited about your subject. true \_\_\_\_\_ false \_\_\_\_\_

## Part II

- A. List the five ways of using illustrative material. 1. \_\_\_\_\_ 2. personalize  
3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_
- B. 1. In sharing the talk with the audience, be careful not to identify yourself with them. true \_\_\_\_\_ false \_\_\_\_\_  
2. Make your audience in your talk. (choose one)          feel good          aware          a partner

## Part III

- A. List the four goals in speaking. 1. to persuade or get action 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_
- B. You must \_\_\_\_\_ your subject to fit the time at your disposal. (choose one)  
expand          choose restrict          arrange
- C. The purpose of the talk to convince is to get a " \_\_\_\_\_ " of response. (fill in)
- D. A talk that is not prepared before-hand is called an \_\_\_\_\_ talk. (fill in)

## Part IV

- In delivering your talk, be yourself and put your \_\_\_\_\_ into your speaking.  
heart          soul          time          salad

## Part V

- A. In introducing speakers follow the T - I - S formula. Fill it in below:  
T- \_\_\_\_\_  
I- \_\_\_\_\_  
S- \_\_\_\_\_
- B. List three (3) of the five ways you can apply what you have learned.  
1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_



# Public Speaking

by Edsel Whitney

## TYPES OF DELIVERY

### 1. IMPROMPTU.

Given on the spur-of-the-moment when the speaker is not informed in advance that he will be called upon. Also characterizes the spontaneous give and take type of speaking that takes place in business and organizational meetings.

### 2. EXTEMPORANEOUS.

Given when the speaker has had an opportunity to prepare; it is the best type of delivery for most speaking situations.

*a. Preparation involves good research and analysis of subject, outlining of major ideas, and selection of supporting materials, evidence and selection of supporting materials, evidence and proof.*

*b. The speaker refers to brief notes to recall major points. This style conveys the impression that you know the subject, are well prepared, and that you are sincere in wanting the audience to receive and remember your ideas.*

### 3. MANUSCRIPT.

Given when very exact wording is required: when presenting policies, contracts, research reports, etc. Written out word-for-word and delivered by reference to a script, it is a difficult type of speech to deliver effectively.

### 4. MEMORIZED.

Given when very exact wording is required but reading from a script is inappropriate. Written out word-for-word and committed to memory, it is an extremely difficult speech to deliver effectively and is not recommended.

## EXTEMPORANEOUS SPEAKING

### 5. PRELIMINARY ANALYSIS.

The substance of the speech should suit the audience, the circumstances in which it delivered, and the knowledge and reputation of the speaker.

## A. THE AUDIENCE.

#### 1. *Knowledge of the subject:*

what general or specific information about your subject are listeners apt to possess?  
How much knowledge can you assume?

#### 2. *Attitude:*

will the listeners be neutral, favorable, or hostile toward the subject and/or the speaker?

#### 3. *Occupation:*

does the audience represent a cross section of vocations, or are the listeners predominantly teachers, insurance men, parents, etc.?

#### 4. *Sex:*

is the audience predominantly male or females, or is it a mixed group?

#### 5. *Age:*

are the listeners young, old, or middle-aged?

#### 6. *Economic status:*

middle, upper or lower class?

#### 7. *Attitudes and beliefs relevant to subject:*

political, religious, cultural, economic.

#### 8. *Size:*

small, intimate group; larger group, more formal in nature.

## B. THE OCCASION.

#### 1. *Purpose of the meeting:*

is it business, a community problem, a celebration of some holiday, anniversary or cultural event?

#### 2. *Location:*

hall, dining room, auditorium? Is location noted for any historical or symbolic event?

#### 3. *Facilities:*

lectern, microphone, projectors, etc.?

#### 4. *Time:*

at what time of the day and for how long are you to speak?

#### 5. *Other events on the program:*

entertainment, business meeting with reports, other speakers, etc.?

#### 6. *After the speech:*

question or discussion period following your

# Public Speaking

by Edsel Whitney

speech?

## C. THE SPEAKER

1. *Knowledge of the subject:*  
do you know enough about the subject or where additional information can be found?
2. *Time to prepare:*  
is enough time available to gather information and prepare the speech?
3. *Access to information:*  
is a good library available, or material in your home or office, or friends who can assist you?
4. *Interest in the subject:*  
do you want to talk on the subject suggested?
5. *Reputation:*  
are you accepted as knowledgeable or as an authority on the subject?

## D. THE SUBJECT.

1. *Scope.*  
Usually you are asked to speak about some general topic. Can it be narrowed to permit sufficient discussion in the time available? YOU would have to decide whether all aspects of the matter could be discussed or whether some would merely be mentioned in passing. And in the latter case, you would have to decide whether the resulting discussion would adequately portray the problem.
2. *Adaptability.*  
Given the knowledge and interests of the audience, can the subject be discussed in comprehensible and meaningful terms?

## 6. PREPARING THE SPEECH: AN OVERVIEW.

### A. GATHERING INFORMATION.

1. *Think through what you already know about the subject.*
2. *Discuss subject with others to obtain various viewpoints and ideas.*  
Be sure your position is realistic, intelligent, fair, up-to-date.
3. *Search for additional information.*

Consult library sources, previous work you have done on the subject, experts who may be available to assist.

### B. ORGANIZING.

1. *The discussion part of the speech should be organized first.*
2. *With the body of the speech set, develop the conclusion, then the introduction.*
3. *Outline your ideas.*  
Begin with the most general idea, i.e., your major idea or central theme, and move to more specific statements. Use standard outline symbols and a pattern of indentation to show the relationship of ideas to one another.

### I. ...idea developed from theme but less general

#### A. ...statement derived from I (above), restricting and/or modifying it in some manner.

1. *...specific bit of support: evidence or proof which substantiates or illustrates (A.).*
2. *...a second bit of support.*

#### B. ...statement derived from I., different from, but of equal value and parallel in structure to A.

## MAJOR IDEA - THEME

### C. DELIVERY

1. *Prepare the notes you will use.*
2. *Rehearse and polish the speech; go over it several times, mentally and then aloud.*  
Fix the sequence of ideas in your mind.  
Practice to develop fluency in expressing the ideas.

### 7. PURPOSE.

The general purpose of the speech will usually be clear from the nature of the request to speak. You must decide on the specific purpose. This is the most important step in speech preparation and one which should precede organization of the "discussion."

# Public Speaking

by Edsel Whitney

## A. General Purpose.

### 1. *INFORM.*

All speeches must in some way enlighten and instruct and should increase the listener's understanding of processes, problems, situations, etc.

### 2. *PERSUADE.*

Your speech can be designed to gain acceptance or approval of your point of view concerning a problem. It can also attempt to modify or change the attitudes and opinions of listeners and motivate them to specific action.

### 3. *ENTERTAIN.*

Usually at social occasions when a group has gathered to celebrate some event, some happening. Appropriateness is the major criterion for this type of speech.

### 4. *IMPRESS.*

Speeches of introduction, appreciation, and acceptance fall into this category. They stress value, worth, noble spirit and sentiment; they praise and pay tribute for the deeds well done.

## B. Specific Purpose.

This is stated in the theme, major or central idea, thesis, subject sentence, proposition, point of view. It must be a clear and succinct statement of an idea which can be developed, amplified, and supported. All points (sub-divisions) of the discussion should relate to the specific purpose.

### Examples:

1. *Jefferson's writings are characterized by faith in the individual.*
2. *Parliamentary procedure is a system of logically integrated rules which make possible the management of business in large assemblies.*

helps listeners to follow, understand and remember what you tell them. There are a number of ways (patterns) in which the main points can be arranged. A speech sometimes combines several patterns. Below are examples of some of the more frequently used arrangements. (Remember every speech also must have an introduction and a conclusion.)

## B. EXAMPLES OF TYPICAL PATTERNS.

### 1. *Time Patterns.*

Suited particularly to speeches explaining a process an activity, historical events, etc.

**THEME:** Changing a flat tire is a relatively easy task if done systematically.

- I. (First) The automobile is securely braked and blocked.
- II. (Second) The automobile is raised, jacked.
- III. (Third) The tire to be changed is removed,
- IV. (Fourth) The replacement is put on and fastened securely.
- V. (Fifth) The automobile is lowered.
- VI. (Sixth) The tools and replaced tire are put away.

**THEME:** In each of the last three decades the U.S. has faced a serious crisis

- I. In the (first decade) considered in this survey, the decade 1930-40, the crisis was that of an economic recession.
- II. In the (second decade), the years between 1940-50, the crisis was that of global war.
- III. After the war had ended, a new crisis developed. In the most recent decade, (the decade 1950-60) the crisis was one of threats to the government from internal and external sources.

### 2. *Space Pattern.*

Suited particularly to speeches presenting geographic, physical, governmental or sectional subjects, etc.

## 8. THE DISCUSSION.

### A. ORGANIZING.

The discussion can develop two to five main points of the theme. The main points-statements less general than the theme and each developing some different aspect, function, quality process of it - should be arranged in a sequence which

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**THEME:** An insight into the characteristics of various peoples can be gained through examining their recreation.

- I. Recreation in Japan
- II. Recreation in Italy
- III. Recreation in England

### 3. *Topical Pattern.*

Suited particularly to speeches presenting qualities, aspects, classes, types, etc.

**THEME:** Selecting a new suit should be based on careful evaluation of several factors.

- I. Material
- II. Workmanship
- III. Style
- IV. Cost

## C. UNIFYING: TRANSITION AND PARALLEL STRUCTURE.

These techniques provide unity, coherence, and continuity to the discussion. They bind it together, providing emphasis and focus to the major division (points). They let listeners know when discussion of one main division has ended and another is about to begin.

### 1. *Transitions may be simple devices of enumeration:*

first, second, third, etc.; adverbs: moreover, also, furthermore, finally; or complete sentences. Avoid indiscriminate use of next, next, next; also, also; now, now, now; they give a choppy, disjointed effect to the discussion and fail to provide focus and clarity.

### 2. *Parallel Structure involves casting main points in similar language and sentence form.*

Sample transitions are included in bracket in some of the patterns of organization illustrated in Sec. 8 to indicate how they might be employed.

## 9. SUPPORTING AND CLARIFYING IDEAS.

### A. PURPOSE.

1. *Support claims, conclusions, inferences of the speaker.*
2. *Motivate and convince listeners to accept*

*those views*

3. *Stimulate interest and make ideas memorable.*

## B. SOURCES OF SUPPORT.

Not mutually exclusive, in practice they overlap and blend together.

### 1. *Ethical Proof (support from the speaker).*

Traits and characteristics revealed by speaker's personality, physical appearance, dress, behavior and actions, fair and open mind, honesty, sincerity, degree of personal commitment to subject. All choices made by a speaker as revealed by his general manner, particular delivery, his language and his selection of ideas are related to ethical proof. Any or all traits and characteristics may create favorable or unfavorable impressions and responses in listeners.

### 2. *Motivational Proof (support from the audience).*

Use depends on careful audience analysis by the speaker. Appeals to basic, universal desires and values: desire for survival, health, material possessions; to pride in self and for community and the like. Example: In a speech opposing the site chosen for a new school with the argument that the site is bounded by heavily traveled roads, motivational proof would include references to children's safety, possibility of serious accidents, mothers constantly worrying about children, etc.

### 3. *Logical Proof (support from the subject matter).*

Data which is more or less undisputed and which supports the validity of statements made in the speech. Example: Traffic counts would establish whether the streets mentioned in the previous example were in fact heavily traveled. Accidents which had occurred at schools similarly situated would support that contention that the proposed location was dangerous. In deductive reasoning, a general principle is applied to a specific case. In inductive reasoning, several specific cases are examined to determine the general principle involved.

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## C. FORMS OF SUPPORTING MATERIAL.

### 1. *Comparisons and Contrasts.*

Often used to clarify the unknown by references to the known. Examines similarities or dissimilarities of ideas, processes, actions, events, etc. When used as proof, the aspects of materials compared or contrasted must be similar in purpose, function, design, etc. There should be more areas of similarity than dissimilarity. Example: A comparison or contrast of two types of government. A comparison or contrast of two types of business operations to show that what works in one will or will not work in the other, because of certain factors.

### 2. *Examples and Illustrations.*

Add interest, memorableness, besides proving or clarifying ideas. Can be factual or hypothetical. Often permit effective use of emotional appeal. Careful wording and building to a specific point is important. Avoid trite connectives such as "and then he ... and so he ..."

### 3. *Definitions.*

Used to establish a common basis for views, and to clarify, identify, or explain.

### 4. *Statistics.*

Often very persuasive because of specificity. Avoid over-use, being too exact; round figures off, relate to experiences of audience. Example (Poor) Last night's TV special cost P255,875. (Better) Last night's TV special cost more than a quarter-of-a million pesos.

### 5. *Testimony.*

Direct or paraphrased; audience appeal lies in status of source and interest qualities of the statement. Weakness: quotations supporting virtually any point can be obtained, reducing value as proof.

## 10. THE CONCLUSION.

### A. PURPOSE

1. *To emphasize the theme or central idea of the speech.*
2. *To review the main points of the speech*

## B. METHODS OF CONCLUDING.

1. *Summarize, repeat, review, restate the theme and the main points in somewhat different language from that used in discussion.*
2. *Use method in the conclusion that were used in introduction but repeat a story, a quotation, a series of questions, with a slightly different twist or with a different application.*
3. *Appeal for action, for belief; apply speech to listeners' interests and needs.*

## C. DO'S & DON'TS.

### 1. DO'S

- a. Remember the summary is your last chance to achieve purpose of speech.
- b. Remember that the last words are often the ones remembered the longest; be emphatic and forceful.
- c. If a newspaper reports your speech, your conclusion is the part which will probably get into print.
- d. Let the speech end quickly but without being abrupt.

### 2. DON'TS

- a. Do not merely stop at end of the materials; the audience may expect more and speech will seem incomplete
- b. Try not to stretch out or introduce points not covered in discussion; avoid such phrases as "And one more thing I wanted to tell you was . . ."
- c. Don't change your manner or style of delivery when concluding.
- d. Never start walking toward your seat or begin packing up notes, aids, etc., while you are still talking. Finish before you do anything else.

## 11. THE INTRODUCTION

### A. PURPOSE:

1. *Gain the attention of the audience.*
2. *Acquaint the speaker with the audience and vice-versa, especially if speaker is not known to listeners.*
3. *Provide background material for subject of speech.*

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## B. METHODS OF GAINING ATTENTION.

### 1. *A Series of Rhetorical Questions.*

If speaker's subject is "On Living Your Life Over," he might begin: "If you could live your life over, what one thing would you do differently? Would it be to be more serious in your school work? Would you try to develop broader interest? Would you choose a different vocation? Would you live in a different part of the country?" Present theme following the questions and then the discussion itself.

### 2. *A Story, A Narrative, A Humorous Anecdote.*

These must relate to, and illustrate, some aspect of a theme. If theme is: "It is better to teach by doing than by preaching," the following fable might lead into this theme: A father crab was scolding his son for walking sideways. "You must walk straight," he said. "Please show me how," the young crab replied. The father set off, trying hard to walk straight, but of course he could not keep from going sideways."

### 3. *Special Interests and Needs of Listeners.*

Interest develops when common relationships, interests, and beliefs are touched: jobs, wages, children, hobbies, community, etc.

### 4. *Familiar Historical Incidents, Quotations.*

Refer to personalities, books, plays, events which reflect the common history or experiences of the listeners.

### 5. *Use Striking, Unusual, Curious Facts.*

Examples: "We live in an age when everything seems upside down. It is a time when what goes up, does not come down; satellites attest to that. It is a time when a man may eat two breakfasts at the same time on the same day, in places 3,000 miles apart; jet air travelers can attest to that."

### 6. *Use Original, Creative, Novel Techniques Visual Aids often help.*

Examples: Start a controlled fire to capture attention for a talk on safety; blow a whistle to introduce a speech on refereeing.

## C. ACQUAINT SPEAKER WITH AUDIENCE AND VICE-VERSA.

1. *Refer to the chairman and preceding speakers; be generous, show good-will, express pleasure at the invitation to speak.*

2. *Refer to matters of local interest.*

If you are not from the community, find out something about it.

3. *Refer to place, occasion and purpose of meeting; use dominant ideas and values of listeners; express pleasure that so many seem to be interested in the subject.*

## D. INTRODUCING THE SUBJECT.

1. *Let the theme, central idea and point of view, develop from materials presented in the introduction.*

2. *Following the theme, list the main points you will cover in the discussion of your speech.*

## E. DO'S AND DON'TS.

### 1. *DO'S.*

- a. Move confidently to speaker's stand.
- b. Get set before you begin, arrange notes, adjust microphone.
- c. Be alert to tie in your opening remarks with those of person who introduced you.
- d. Consider visual aids, sound effects, other novel techniques as possibilities introduction.
- e. Get your audience's attention before the beginning of the discussion.

### 2. *DON'TS.*

- a. Try not to make the introduction long-winded, or to apologize.
- b. Never offend audience unless you want to take a chance and shock them into attention.
- c. Do not present your subject until attention is secured.
- d. Don't start by saying "Today I'm going to talk to you about ..." (unless audience is highly motivated to hear the speech).
- e. Unless the audience is already highly motivated don't begin with a question such as "Have you ever wondered how oil is distributed?" which may lead listener to answer mentally "No, and I don't want to hear about it!"

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## 12. DELIVERY

General Principles. Listeners respond to, and evaluate the subject matter of, a speech partially by the way it is delivered. Delivery creates moods, interest, force, energy, emphasis, clarity and proportion. Basic idea: Do whatever seems most comfortable and natural so long as you do not call attention to the delivery and away from the subject matter. Delivery should be consistent with the tone and spirit of the speaker, his subject and the occasion.

### A. GENERAL POSTURE AND MOVEMENT.

1. *Arrange yourself and your clothing before rising to speak; move briskly and smoothly to lectern.*
2. *Stand straight; avoid using lectern as crutch; face audience directly.*
3. *Move occasionally to relax yourself and to give variety to delivery; move from side to side of lectern or forward toward audience; avoid movement backward and away from audience*
4. *Make movements consistent with ideas and language of speech.*  
Example: when introducing a second main idea ("Turning now to the second major point,") move laterally or shift weight.
5. *Ask a friend to check your delivery for random, meaningless movement; jingling coins in pocket, moving pencil from hand to hand.*

### B. EYE CONTACT.

1. *Talk to the audience.*  
Pick out specific listeners in various parts of audience to insure covering all listeners; range over audience slowly and smoothly.
2. *Eye contact helps create a personal identification between listener and speaker; listener feels he is being spoken to.*
3. *Avoid looking at ceiling, floor, notes, or over head of listeners.*
4. *Eye contact also allows speaker to judge how audience is reacting.*

### C. GESTURES.

Specific body movements emphasize ideas, create moods, and sustain interest and attention.

1. *Type of gesture is almost unlimited but basically involves hand, arm, head and shoulder.*
2. *Gestures should be proportional to the importance of the idea they emphasize.*  
Once begun they should be completed: e.g., avoid simple flicks of wrist, or emphasizing a point by merely raising a finger on lectern without moving entire arm. This type of movement gives disjointed, staccato-like effect to speech.
3. *Let gestures precede or be simultaneous with ideas they accentuate.*  
If gestures follow ideas they emphasize, a comic effect may result

### D. VOICE AND ARTICULATION.

Basic requirements:

1. *Voice must be loud enough to be heard; volume refers to degree of loudness.*  
Observe listeners toward back and sides of the room to see if they are straining to hear; make adjustments accordingly.
2. *Voice must be pleasant enough to avoid irritating listeners.*  
Avoid, if possible, meaningless noises, "Uh-h-h" "Um,um," and affectations.
3. *Articulation (clarity of utterance) must be precise enough to be understood.*
4. *Consult dictionary to check pronunciation (correctness of utterance).*
5. *Variety in pitch (highness or lowness of voice) and inflectional pattern (putting emphasis and stress on those words which are necessary to sense of the message) help avoid monotony; avoid artificiality.*

### E. RATE.

1. *Average person speaks between 125-145 words per minute.*  
If rate is too fast, articulation may be affected; If too slow, it may become monotonous.
2. *In general, as rate is quickened the voice rises; therefore, be sure rate is consistent with tone and mood of address (excited*



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*person speaks more rapidly than calm person).*

3. *Humor depends greatly for effect on rate, timing, and pacing.*  
Observe listeners' reactions to judge if you are going too fast or too slowly.

## 13. PREPARING AND USING NOTES.

### A. PURPOSE.

1. *As an aid to your memory.*
2. *To provide a sense of security.*

### B. TECHNIQUES IN PREPARING NOTES.

1. *Use 3 by 5 cards, not small bits of paper, or large binder or typing pages.*
2. *Use one side of a card only to reduce confusion in turning cards back and forth to find next point.*
3. *Number the cards.*
4. *Type the cards.*
5. *Use an outline form in recording material.*

Write out in complete sentence form the major divisions of your discussion and the first sentence of the introduction and conclusion. This helps to get the major parts of the speech off to a smooth start.

6. *Put material across the narrow width of the cards; you get more on, and cards will be easier to handle.*
7. *For the usual brief talk (20 mins. or so) a few cards (4 or 5) should be sufficient.*
8. *Indicate on notes the places you plan to use aids; many speakers have forgotten to display aids they had carefully prepared.*

### C. TECHNIQUES IN USING NOTES.

1. *Practice speech from notes; for changes, simply alter the cards since retyping them for each change reduces familiarity with the order and location of material.*
2. *Practice sufficiently to fix points of speech in mind so that it is not necessary to refer to notes too frequently. Address the audience, not the notes.*
3. *When waiting to be introduced, avoid conspicuous study of notes before the audience; when getting up to speak, don't try to hide notes.*
4. *Avoid putting notes on lectern before*

*speaking; someone may accidentally remove them.*

If there is no lectern, keep notes in hand, not in pocket or on the table. They may get stuck in a pocket as you rush to get them to check a point, or you may grab the tablecloth along with notes.

5. *Give your audience a visual greeting and make introductory remarks before referring to notes.*
6. *Refer to notes as infrequently as possible and without being obvious.*
7. *Statistics, direct quotation, and testimony are useful to the degree that they are accurate.*

Read this type of material from notes without letting the notes get between you and audience. Occasionally it may add authority and reliability to a speech to obviously consult notes for statistics or quotations.

## 14. VISUAL AND AUDITORY AIDS.

### A. PURPOSE.

1. *Clarify points.*
2. *Emphasize ideas.*
3. *Add interests.*
4. *Concentrate attention, to focus ears and eyes of the audience on the subject.*

### B. TYPES OF AIDS (Practically unlimited).

1. *Cartoons.*
2. *Chalkboards.*
3. *Charts.*
4. *Diagrams.*
5. *Flannel boards.*
6. *Graphs.*
7. *Maps.*
8. *Models.*
9. *Pictures.*
10. *Projectors.*
11. *Recordings.*

### C. USING AIDS: DO'S & DON'TS.

1. *Do's*
  - a. *Make certain aids are large enough to be seen easily and clearly.*
  - b. *Make certain they emphasize what you want to explain. Explain everything you show; show nothing you don't intend to*



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explain. For example, cover all pictures on a page except the one you want the audience to concentrate on.

- c. Make aids precise and neat; avoid cluttered effect; use different colors, etc., to show different parts you will refer to.
  - d. Be able to locate quickly what is to be explained. Mark books ahead of time to locate maps, charts, etc. Use pointer to direct listener to specific part of the aid. If using model make sure it works.
  - e. Get aids in place before speaking—charts pinned up, drawings on the chalkboard—except those you want to "unfold" as you speak for effect.
  - f. Provide enough information for the listener to understand aid. It can't talk for itself nor explain itself.
  - g. Remove aid from view when finished with the point to which it refers. When speech is finished remove all from view.
2. *Don'ts.*
- a. Refrain from "speaking to" aids.
  - b. Don't stand in front of aids or hide behind them. If possible keep them to one side behind you. Avoid handling aids. Keeping them in motion or turning them from one side to another often results in only few people being able to see clearly.
  - c. Do not give materials out to audience to examine as you speak. Audience will start looking and stop listening.
  - d. Don't permit samples, etc. to be passed around the audience; you'll lose attention as listeners anxiously await their turn.

## 15. USING THE MICROPHONE.

These suggestions apply to the use of a microphone when giving a speech to a "live" audience. Radio and television speaking require certain additional techniques beyond the scope of this presentation.

### A. PURPOSE.

1. *To help the speaker reach more people.*
2. *To permit speaking in a conversational style, person-to-person, with each member of a large audience.*

### B. BEFORE THE SPEECH.

1. *Check microphone by speaking to it in a normal, conversational tone.*
2. *Have someone help "take a balance"—check volume, distance placement, etc.*
3. *Practice raising and lowering it; get it adjusted for height before speech.*
4. *Find out how microphone will be controlled during speech; sometimes a technician simply turns it on and leaves; you may be responsible for adjustments during program*

### C. MAKING THE SPEECH.

1. *Speak in a personal and direct manner, not as though yelling at a large crowd.*
2. *Speak directly into the microphone; the typical public address microphone does not pick up from every direction.*
3. *Stay close to microphone - about 4 to 8 inches is usually best.*  
As you get further away, some lose the voice gradually; others have a sudden "drop-off" point beyond which they will not pick up at all; others give voice a hollow, echo-like effect.
4. *When speaking listen to yourself and observe audience to see if microphone is being used effectively.*

### D. DO'S & DON'TS.

1. *Do's*
  - a. Ask Chairman to help you if you are not experienced with the instrument and its use.
  - b. Turn away from the microphone to cough, sneeze, clear you throat, etc.
  - c. Breathe quietly and control script noise. Many microphones amplify such sounds into roars.
  - d. Ask for a neck or lapel microphone (permits more movement when speaking).
  - e. Set aside a microphone which operates poorly, cuts out, howls, chatters, etc., and which cannot be fixed quickly. It is best in such situations to continue without the microphone.
  - f. Microphone may act up if you touch it or its stand; try stepping back from it. If microphone howls, try to stop it by gently

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cupping your hands around it or tightening the plug of the cord leading into it. With smaller, portable units, try moving the microphone to a plane different from the amplifier or the speaker, or further away or closer to these units. Most systems do need adjustment as the equipment warms up and room conditions change.

## 2. Don'ts.

- a. Don't be the "great voice" who scorns electronic aid; use it.
- b. Do not "blast"- overload the system with too much volume or explosive sounds.
- c. Don't be guilty of a confidential remark anywhere near a microphone.
- d. Never check the microphone by tapping or blowing; this can be harmful and tells nothing except that equipment is on. Check by talking into it to determine volume fidelity, etc.

## IMPROMPTU SPEAKING

### 16. THE IMPROMPTU SPEECH.

#### A. PREPARATION.

1. *Keep up with developments in community, state, country, school, job, company, etc.*
2. *Build a stock-pile of illustrations, examples, stories, etc., which develop general themes. Use only those applicable to the specific topic.*

#### B. ORGANIZATION.

1. *Use standard patterns: time, space, topical, etc.*
2. *These speeches rarely have formal introduction and conclusion.*

#### C. DO'S & DON'TS.

1. *Do's*
  - a. Begin with a definite, limited theme; develop one or two aspects of it.
  - b. Take time, crystallize the idea and the way it is to be presented.
  - c. Sit down when finished, but be definite; avoid, "That is all I can think of so I guess I'll sit down."
2. *Don'ts*
  - a. Do not ramble on, talk in circles, repeat or contradict yourself.

- b. Never apologize for not saying more; you aren't expected to make a formal address.

## DISCUSSION OR CONFERENCE SPEAKING

### 17. PURPOSE

1. *To enlighten participants and/or audience by mutual exchange of information, ideas, experiences.*
2. *To develop solutions to problems affecting participants. Usually a chairman is selected to guide the group.*

#### A. TYPES OF DISCUSSIONS.

Panel, symposium, case conference, lecture-forum, round table.

#### B. SPECIAL NOTE.

Discussion is NOT debate. It is a means to find the best answer to a problem and consideration should be given to all possible solutions.

### 18. STEPS IN ANALYSIS AND DEVELOPMENT OF A SOLUTION

#### A. IDENTIFY THE PROBLEM.

What is it (nature, parts, limitations, terms)?  
What are its effects? Why must it be solved?

#### B. ANALYZE THE PROBLEM.

What caused it? What was done in the past to solve it?

#### C. LIST AND EVALUATE ALL POSSIBLE SOLUTIONS.

What criteria must be met? What are the advantages and disadvantages of each solution? Would greater problems be created by any solution? What is needed - money, personnel, equipment, etc. - to establish solution?

#### D. SELECT THE BEST SOLUTION.

Why is it the best? Can its weaknesses be reduced or eliminated?

#### E. ESTABLISH THE SOLUTION.

Who will be responsible? What assistance must be given? When will it take effect? How will its effect be evaluated?

### 19. TIPS FOR THE DISCUSSION CHAIRMAN

#### A. PROVIDE FOR THE PHYSICAL COMFORT OF PARTICIPANTS.

Check lighting, heat, seating arrangements;

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provide paper, pencils, chalkboards, etc.

## **B. INTRODUCE BRIEFLY THE REASON FOR THE MEET.**

Then introduce participants and state the specific nature of the problems.

## **C. HAVE A GENERAL KNOWLEDGE OF THE QUESTION.**

Try to remain in the background. Establish a climate of inquiry, analysis, objectivity.

Establish specific attainable objective for the meeting; get participants to agree with it.

## **D. PREPARE AN AGENDA WITH LEADING QUESTIONS.**

Help direct a solution and stimulate participants should they neglect various aspects of a problem. Stimulate thought by asking for opinions; avoid asking the kind of questions which can be answered with a simple "yes" or "no."

## **E. PROMOTE PARTICIPATION BY ALL.**

Encourage frank, open discussion; try to avoid side-discussion; let only one person at a time speak. Handle monopolizers of time tactfully: "Having heard X's views, perhaps we ought to hear now from others." Draw into discussion those who seem timid: "We know that Y has given some thought to this matter; perhaps he would present his views now." Diminish conflict between members.

## **F. TRY TO CLARIFY MEMBER'S CONTRIBUTIONS AND KEEP FOCUS ON CENTRAL QUESTIONS.**

"May I state your idea in my own words to see if I have understood it accurately?" "Can you give us a concrete example to illustrate your general idea?" "I'm not sure we understand what you mean; can you define those terms for us?"

"Those are interesting observations, but may we examine only those which are related to the issue now under discussion and save the others until later?"

## **G. INDICATE POINTS OF AGREEMENT:**

"The group seems to agree on these points."  
Work for agreement, but do not let opposing views go unexpressed.

## **H. SUMMARIZE PROGRESS AS MEETING PROCEEDS.**

This helps to check repetition and keeps group from talking around a problem. Make summaries brief; ask members to check your summary and let them suggest points you may have overlooked. Use chalkboard or other graphic aids to keep summary of major points before the group.

## **I. IF A PROBLEM IS COMPLEX**

and discussion lengthy, summarize, state areas of agreement, and give group a short break.

## **J. IF A CONSENSUS IS REACHED,**

repeat it for the benefit of all and for final agreement.

Indicate what steps should be taken to implement the solution.

## **K. IF GROUP SEEMS DISCOURAGED,**

try to maintain a positive attitude; work for a recess or postponement rather than accept failure.

## **L. CONCLUDE BY POINTING TO SUCCESS.**

Indicate areas of partial agreement and if nothing else, emphasize that "the careful, detailed consideration given to the problem may help solve it in the future" Point out that further study and more discussion at a later meeting may make consensus possible.

## **20. TIPS FOR DISCUSSION PARTICIPANTS.**

### **A. STUDY AND RESEARCH.**

Analyze the problem before coming to the meeting; plan to contribute ideas and evidence. Unless participants come prepared, discussion may merely pool ignorances.

### **B. PLAN TO PARTICIPATE.**

No one person can examine all aspects of a problem.

### **C. SUPPORT OPINIONS WITH EVIDENCE.**

Offer facts when you state, "This is the cause of the problem." Offer evidence supporting another person's view at the appropriate time: "Mr. Chairman, I have evidence which supports X's view."

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## **D. EVALUATE THE IDEAS OF OTHERS.**

Listen constructively, not destructively; aim to avoid personality conflict, Say "I wonder if there is evidence to support that view?"

Not: "You can't prove that"

## **E. BE OPEN-MINDED.**

Prepare to modify ideas when others offer suggestions you didn't think of. Support your convictions, but don't argue for the sake of argument, nor agree just to get the meeting over.

## **F. EXPRESS VIEWS BRIEFLY, CLEARLY, LOGICALLY.**

Give others equal opportunity. Avoid interrupting others when they are speaking.

## **G. BE PREPARED TO SAY YOU DON'T KNOW.**

No one person can know everything

## **H. VOLUNTEER TO HELP.**

Assist the group to find facts, interview experts, visit locations, sway public opinion, etc.

## **21. ANSWERING QUESTIONS.**

### **A. LISTEN CAREFULLY.**

Try to catch intent as well as content of the question. Respond only to those you hear completely

### **B. REPEAT THE QUESTION.**

This technique will insure that you and all present have heard the question accurately. Often the chairman will do this for you.

### **C. DEFINE, IF NECESSARY.**

Be sure that you and the audience are considering the same things.

### **D. IF ASKED FOR FACTS, present them as directly and briefly as possible.**

### **E. IF ASKED FOR AN OPINION, give it and support it with evidence; be brief and specific.**

### **F. RELATE QUESTIONS TO MAIN SPEECH.**

Often a questioner didn't understand a point in the speech. Go back to that part of the speech and demonstrate how it relates to the question; if necessary, develop the point in a bit more detail.

### **G. IF QUESTION IS STRONGLY ARGUMENTATIVE, answer it but maintain your view; if question has merit,**

**say so.**

Don't get into arguments with a questioner; offer to consult with him later if he isn't satisfied.

### **H. IF YOU DON'T KNOW the answer to a question, say so; suggest references, offer to find out.**

### **I. RECOGNIZE AS MANY DIFFERENT PEOPLE AS POSSIBLE.**

Don't let one person monopolize a question period. If a questioner begins to make a speech, try tactfully to interrupt him and get him to state his question.

### **J. IF A PERSON HAS DIFFICULTY FRAMING QUESTION, try tactfully to help him if you think you sense what it is he want to ask.**

## **OCCASIONAL SPEAKING**

## **22. INTRODUCING A SPEAKER.**

### **A. PURPOSE**

1. *To acquaint the audience with the speaker.*
2. *To acquaint the speaker with the audience.*

### **B. CONTENT.**

Answer as many of those questions in the introduction as possible.

1. *Why this speaker?*
2. *Why this subject?*
3. *Why this audience?*
4. *Why at this time?*

### **C. DO'S & DON'TS.**

1. *Do's:*
  - a. Remember the introduction will set the tone for the meeting; appropriateness is a major criterion for this type of speech.
  - b. In presenting background material, use the most logical order for the particular situation; not all questions in B above will supply in every case.
  - c. In an introduction, use extemporaneous delivery; avoid if possible, notes, cards, or a manuscript.
  - d. Be brief: audience is not present to hear the introducer.
  - e. Be accurate: get biographical details, speaker's accomplishments and his name correctly.

# Public Speaking

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- f. Sit quietly and attentively during his speech.
- g. When speaker has finished, express a few words of appreciation.

## 2. *Don'ts.*

- a. Try not to embarrass the speaker by over-praising or by using inappropriate humor.
- b. Don't tell the audience that they will hear a most interesting and vital talk; this puts speaker in a spot; let audience decide after the speech.
- c. Never steal speaker's glory by giving his speech.
- d. Do not make a speech about yourself and the speaker if you happen to know him or are responsible for his presence.
- e. Don't save his name until last, unless element of surprise fits the purpose and situation.

## 23. NOMINATION SPEECH.

### A. PURPOSE.

- 1. *To introduce the candidate to strangers.*
- 2. *To strengthen the opinion of his supporters; to sway undecided voters. To formally nominate.*

### B. CONTENT.

- 1. *Name the candidate*
- 2. *Outline the requirements of the office.*
- 3. *Show how the candidate fulfills them.*
- 4. *Make the nomination*

### C. DO'S & DON'TS.

- 1. *Do's:*
  - a. Be brief and specific
  - b. Be sure the information is accurate and correct.
  - c. Emphasize special qualities and qualifications of the candidate.
  - d. Emphasize the candidate's name.
  - e. Use notes sparingly.
  - d. Let the tone of the speech fit the occasion.
- 2. *Don'ts.*
  - a. Never speak in glittering generalities about the candidate's qualifications; offer proof to show that he is "a hard working person."

- b. Do not save his name until last. Avoid involving another candidate or office holder by comparing or contrasting with your candidate.

## 24. ACCEPTANCE OF OFFICE SPEECH

### A. PURPOSE.

- 1. *To accept the position publicly.*
- 2. *To express appreciation.*
- 3. *To unite the organization.*

### B. CONTENT.

- 1. *Expressions of appreciation at selection and support.*
- 2. *Recognition of retiring officers and their accomplishments.*
- 3. *A general outline of goals, aims, hopes during your term.*

### C. DO'S & DON'TS.

- 1. *Do's.*
  - a. Be serious.
  - b. Be brief.
  - c. Give credit to all those who have helped and who will help in future.
  - d. Assert yourself as being worthy without being egotistical.
- 2. *Don'ts.*
  - a. Never act surprised; you and everyone else knows you were elected.
  - b. Don't express doubt about your abilities.
  - c. Avoid referring to unpleasant experiences which occurred during campaign or previous terms of office.
  - d. Do not speak too much in the first person, or sound as if you are going to run the group dictatorially; use "we", "us", "our", not "I".

## 25. PRESENTATION AND ACCEPTANCE SPEECHES.

### A. PURPOSE.

- 1. *To honor the recipient.*
- 2. *To officially deliver the award.*
- 3. *To allow the recipient to respond.*

### B. PRESENTATION CONTENT.

- 1. *The history of the award, its donor, etc.*
- 2. *The history of the organization making the award.*

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3. *A brief review of previous recipients.*

4. *A biography of the present recipient and reasons for honoring him at this time;*

5. *A description of the award.*

## C. ACCEPTANCE CONTENT.

1. *Express sincerely your appreciation for what the award means to you and others.*

2. *Praise the cooperation and assistance of others.*

3. *Outline plans for the future.*

4. *Respond in a manner consistent with that used by person making award. If he was humorous, you may be; if he was serious, you should be.*

5. *Tact, taste, and appropriateness should guide your remarks.*

## D. DO'S & DON'TS.

1. *Do's*

a. Be sincere.

b. Be accurate; get facts down.

c. Indicate how the recipient reflects what the award symbolizes.

d. Make the presentation in the name of the group and express best wishes of the group.

e. If possible notify the recipient before the meeting.

f. Call the recipient to the stage to receive the award.

g. Actually (always) present something; if award has been delayed, or if too big to bring on stage, present a certificate.

2. *Don'ts*

a. Avoid over praise and flowery oratory.

b. Do not put too much emphasis on award itself.

c. Try not to handle the award awkwardly.

## Study Questions for Public Speaking

1. The 4 types of delivery are: 1) \_\_\_\_\_ 2) \_\_\_\_\_  
3) \_\_\_\_\_ 4) \_\_\_\_\_

2. In preparing an extemporaneous talk, what 4 things should you consider? 1) The audience  
2) \_\_\_\_\_ 3) \_\_\_\_\_ 4) \_\_\_\_\_

3. When organizing a speech, the \_\_\_\_\_ should be organized first. Within the body of the speech, develop the \_\_\_\_\_ then the \_\_\_\_\_.

4. What are the 2 purposes of the conclusion? 1) \_\_\_\_\_  
2) \_\_\_\_\_

5. The purpose of the introduction is to: 1) \_\_\_\_\_  
2) \_\_\_\_\_ 3) \_\_\_\_\_

6. Eye contact with the audience is not necessary. true \_\_\_\_\_ false \_\_\_\_\_

7. What type of notes are best used in delivering a speech? \_\_\_\_\_

8. Give 4 reasons to use visual aides. 1) \_\_\_\_\_ 2) \_\_\_\_\_  
3) \_\_\_\_\_ 4) \_\_\_\_\_

# Open Book Exam For Speech

Student's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_ Date: / /

## Part I

- A. In acquiring the basic skills you must keep your \_\_\_\_\_ before you. (circle one)
- notes      audience      goal
- B. 1. " \_\_\_\_\_ defeats more people than any other one thing in the world." (circle one)
- fear      hunger      war      anger
2. Always memorize a talk word for word. (check one) true \_\_\_\_\_ false \_\_\_\_\_
3. Never rehearse your talk as it may become stale. true \_\_\_\_\_ false \_\_\_\_\_
4. Keep your mind off negative thoughts. true \_\_\_\_\_ false \_\_\_\_\_
- C. 1. Never use \_\_\_\_\_ experiences. (circle one) bad      personal      printed
2. It is not wise to get too excited about your subject. true \_\_\_\_\_ false \_\_\_\_\_

## Part II

- A. List the five ways of using illustrative material. 1. \_\_\_\_\_ 2. personalize
3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_
- B. 1. In sharing the talk with the audience, be careful not to identify yourself with them. true \_\_\_\_\_ false \_\_\_\_\_
2. Make your audience \_\_\_\_\_ in your talk. (circle one) feel good      aware      a partner

## Part III

- A. List the four goals in speaking. 1. to persuade or get action 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
- B. You must \_\_\_\_\_ your subject to fit the time at your disposal. (choose one)
- expand      choose      restrict      arrange
- C. The purpose of the talk to convince is to get a " \_\_\_\_\_ " of response. (fill in)
- D. A talk that is not prepared before-hand is called an \_\_\_\_\_ talk. (fill in)

## Part IV

- In delivering your talk, be yourself and put your \_\_\_\_\_ into your speaking. (circle one)
- heart      soul      time      salad

# Open Book Exam For Speech

## Part V

A. In introducing speakers follow the T -I - S formula. Fill it in below:

T- \_\_\_\_\_

I- \_\_\_\_\_

S- \_\_\_\_\_

B. List three (3) of the five ways you can apply what you have learned.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Public Speaking Section:

1. The 4 types of delivery are: 1) \_\_\_\_\_ 2) \_\_\_\_\_

3) \_\_\_\_\_ 4) \_\_\_\_\_

2. In preparing an extemporaneous talk, what 4 things should you consider? 1) The audience \_\_\_\_\_

2) \_\_\_\_\_ 3) \_\_\_\_\_ 4) \_\_\_\_\_

3. When organizing a speech, the \_\_\_\_\_ should be organized first. Within the body of the speech, develop the \_\_\_\_\_ then the \_\_\_\_\_.

4. What are the 2 purposes of the conclusion? 1) \_\_\_\_\_

2) \_\_\_\_\_

5. The purpose of the introduction is to: 1) \_\_\_\_\_

2) \_\_\_\_\_ 3) \_\_\_\_\_

6. Eye contact with the audience is not necessary. true \_\_\_\_\_ false \_\_\_\_\_

7. What type of notes are best used in delivering a speech? \_\_\_\_\_

8. Give 4 reasons to use visual aides. 1) \_\_\_\_\_ 2) \_\_\_\_\_

3) \_\_\_\_\_ 4) \_\_\_\_\_

9. I have read \_\_\_\_\_% of the printed notes for Effective Speaking and \_\_\_\_\_% for Public Speaking.



# Special notes for the Teacher

Dear Teacher,

**I.** In the first class period begin by having each student come to the front for a 30 second speech. They give: (1) Their name (2) Where they live or are from (3) What they do (school, job). That is all.

Warn them to stand straight, no giggling, don't touch the mike, speak clearly. Interrupt any who try to speak longer than 30 seconds.

Teacher, note each as poor, fair or good for future reference.

On the last class have them repeat and note any improvements.

For the exam, have them put their name on their 2 Study Question sheets and turn in to you. Pass out exams and allow them to use printed notes only to answer the questions. Walk around during test and check.

Expect correct, complete answers and grade accordingly.

Exam - 60% of the grade.

Speech - 30%

Improvement in 30 second speech 10%

Return Study Questions after test is collected.

**II.** Here are the instructions for you to follow for page 5:

## PART 4

A.

### 1. *Crash through your shell of self-consciousness.* \*

1. Each student is to make up a rod out of newspapers (full size) rolled up together and taped so they will not come apart. This will make a good sturdy rod for the student to use in the exercise. **Be sure you make one up for yourself and show the class your rod.**

2. Each student is to prepare a 2 minute speech on a subject that irritates them or makes them mad when they think about it. My subject was about teachers being late for Sunday School.
3. On the day of this exercise, place a table in front of the classroom.
4. Each student is to hit the table with their paper rod as they give their two minute speech. They are to **show** their anger as they speak. Let them **get mad** as they speak.
5. You go first and exaggerate your anger for emphasis. Hit the table hard.

**An example of my speech:** "One thing that really makes me upset, and that is Sunday School teachers coming in late. (hit the table-bang) They know that SS starts at 8 a.m. (bang) yet they continually (bang, bang) come to church late. (bang) What kind of example (bang) are they....."

Teacher, the purpose of this exercise is to help the student break out of his shell of self-consciousness. This is the worse type of speech they will ever have to make and any speeches following this will be much easier. You and your students will be surprised what this exercise will do for them.

If the student is not putting their all into this exercise then you help them by walking up and hitting the table as they give their speech.

I have seen students who could hardly speak in front of others turn into excellent speakers after they do this exercise.

This exercise is a must if people are going to be good public speakers.

God bless you as you teach this course.



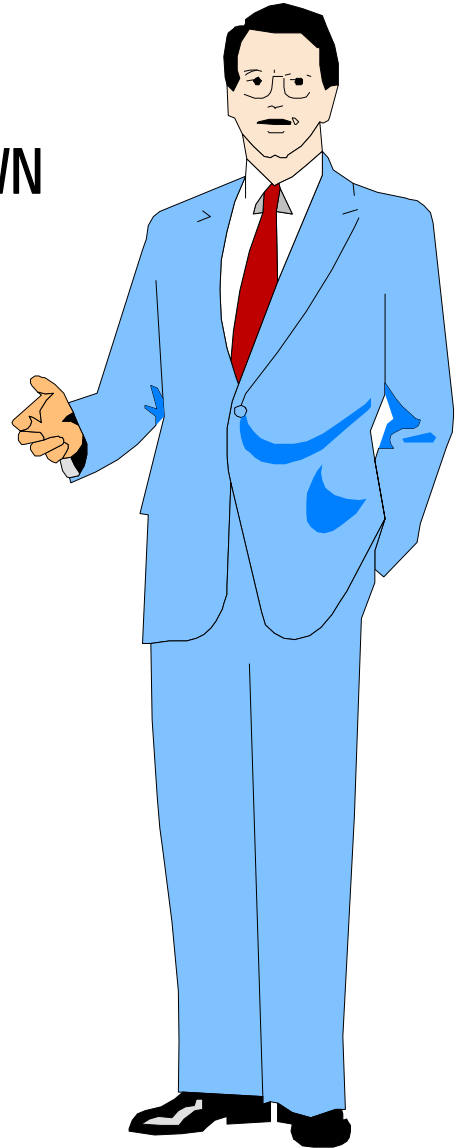
Melvyn L. Brown



# *Effective Speaking*

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