

# THE ULTIMATE GUIDE TO PUBLIC SPEAKING

Extract from *The Public Speaking Handbook* by Malynnda Bjernegaard and Elaine Compton

## Chapter 1.1: Basics of Public Speaking

A recent study published in Science Daily (2009) reports human infants begin learning language in the womb, and have the ability to memorize sounds, melodies, and voices before even being born. For example, a mother's voice is preferred for infants after birth, as are songs and sounds they were exposed to in the womb. The fact that our minds develop with a strong dedication to learning language as a primary focus from early on is an excellent predictor of its overall importance in our life. Since communication is a primary development function, learning how to communicate effectively is a skill that needs to be developed properly and learned through practice and critique.

Often people will recognize a good public speaker as having a special talent or ability with speaking in front of others. While natural talent may play a role in public speaking, there is no evidence that says only those who have a natural talent can give quality presentations. This is a skill you can develop with practice. In fact, just as riding a bike, learning another language, mastering writing composition, and many other skills in life, learning how to speak well in public is something that can be taught to do effectively and skillfully regardless of the innate talent. And with practice comes more ability to master public speaking skills and develop them as something others might recognize as a talent.

Your speech should now be at a place where you have collected most of the material you would like to use, know what your audience is going to be most responsive to, and have the basic structure with main points developed. Now you need to further your organization to include all the aspects that each portion of your speech according to the introduction, body, and conclusion. This chapter is very technical and will require you to pay particular attention to each concept described, as they will all be a part of your grading sheet material.

## Introduction

The introduction portion of your speeches will always require four things: an attention getter, a credibility statement, a goodwill statement, and an internal preview. Each of these should be created separately and given equal time in development and delivery. All four items will be graded separately in all of your speeches given during the semester.

### Attention Getter

An attention getter is one of the most important aspects of your speech. It triggers the audience and creates a reason for them to listen to you. First impressions in public speaking situations cannot be underestimated. Make sure you put adequate thought into what comes out of your mouth first, because the first 30 seconds really do make a difference in the speech.

The wording that you use in your attention-getter should be refined and practiced. Be sure to consider the overall tone that you would like your speech to have and create an attention getter that matches this. Doing otherwise will cause unnecessary confusion for your audience.

Some examples of attention getters could be humor, statistics, rhetorical questions, personal stories, illustrations, analogies, and quotation. Your attention getter should not be more than 1/3 of the total time you spend delivering your introduction.

### A Story - Underground Railroad

*Abdullah Al Jamal is a 9 year old boy from Syria. He lost everything during the war. His school, his house, and his father. Today he lives as a refugee in a UNHCR camp and is unable to go to school due to the psychological effect the war has had on him. Like Abdullah, there are 2 million children in the same situation that do not have access to psychological assistance to overcome war trauma.*

### Rhetorical Question - Underground Railroad

*Have you ever imagined a world without wars?*

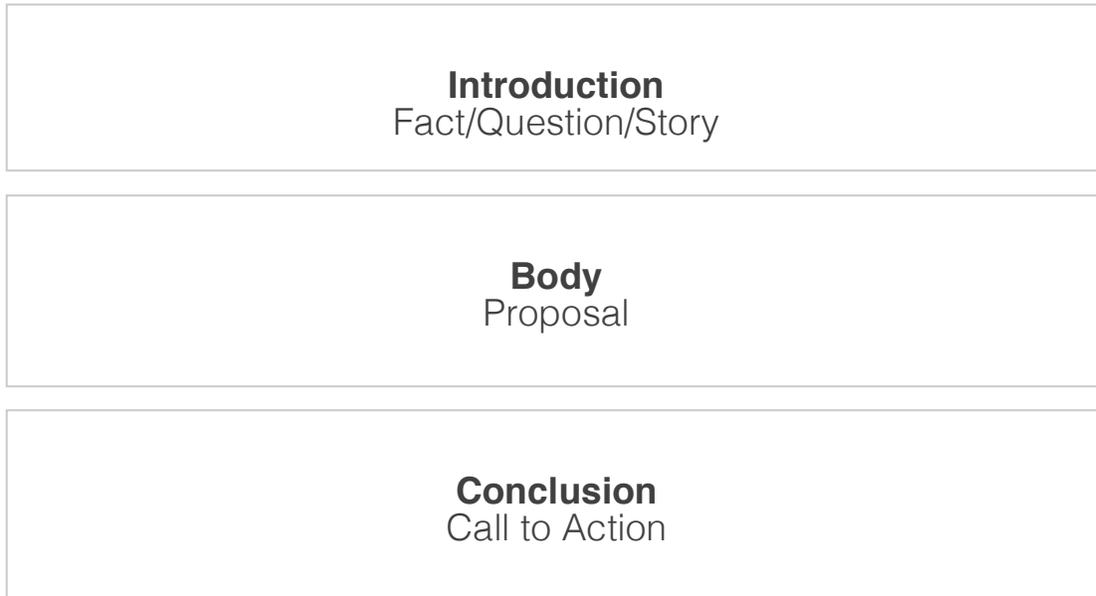
### Quotation - Underground Railroad

*"A journey of a thousand miles begins with a single step" - Lao Tzu*

### Shocking Statistic

*783 million people do not have access to clean and safe water worldwide.*

## Chapter 1.2: Basic Speech Format



### Connectives

Each main point used in your speech needs a connective transition statement to lead up to it. The type of connective transition you use will depend on how large of a point you are trying to make. The two types of transition statements that will be focused on here will be bridge transitions and signposts.

Bridge transitions are statements that provide the audience with a brief review of where you have been in the speech and create a link with where you speech will go next. For main points, bridge transition statements work the best because they clearly set apart and review the main point separate from the body portion of the speech. Here are some example bridge transition statements:

“Now that we have discussed the first step in the bread making process, the recipe, lets move on to the next step, which is mixing the ingredients.”

“Keeping with traditions of old are important, but lets now shift towards my second point, traditions of the future.

### Signpost Transitions

For sub-point separation, a signpost transition works best. Signposts are short words or phrases that set apart ideas from the body portion of the speech. This aids organization and often occur in patterns that create links. For example, “first”, “second”, “third” would all be signposts creating a link of ideas. “Next”, “Now”, “Finally” would be examples of signposts that do not necessarily provide a chain

of thought, but that do clearly set apart ideas in the speech. Signposts work best as sub-points because they don't cause a huge break in thought but only partially let the audience know that something is shifting within the main idea. The following is a list of signpost transition statements that you could use in your speech:

Next

Now let's consider

First

If you think that's shocking

Last

Similarly

We now turn

Altogether

On the other hand

At present

## Chapter 1.3: Basic Speech Format—Conclusion

Once you are ready to wrap things up in your speech, you will usually only have three objectives: signal to close, internal summary, and memorable ending. These three items are necessary in informative speeches and impromptu professional speaking situations.

For persuasive speeches, you will have an additional item to include: call to action. Your conclusion needs to be specific, rehearsed, and reinforce all the major themes of your speech. Be careful to end your speech within a short time frame once you have signaled that you are going to be done speaking. Abusing this can cause your audience to be confused with your information and possibly lose patience or interest. A good time format to follow is to never spend more than 1/4<sup>th</sup> of your total speaking time on your conclusion. In example, if you are speaking for 1 minute, your conclusion would last no more than 15 seconds in length.

### 1. Signal to Close:

The signal to close is important for audiences so that they can prepare themselves for the ending portion of your speech. This should cause the audience to listen for the major themes of your speech once more and possibly prepare themselves to decide on the outcome. A signal to close is similar to a signpost, but will always be a short phrase that calls the end. Some example signal to close statements:

In closing

To wrap things up

Now we have seen

To finalize

To end

### 2. Call to Action

For persuasive speaking, you will need to have a call to action statement that occurs in the conclusion of your speech. This will tell the audience exactly what you would like them to do in a 'call to action'. The best call to action statements will be specific enough that the audience will know exactly what is expected of them to do if they accept your persuasive message. Having a call to action statement that is vague will cause confusion with your audience and might hurt the potential persuasiveness that your speech could have. Below are some possible call to action example statements:

“So take better care of your environment by recycling. You can start with one item per day and then build up a habit to recycle all the paper and plastic products.”

“I extend to each of you a call to action to support the Red Cruzade for blood donations. Remember, giving blood could save up to 10 lives per year.”

Remember, you will only use call to action statements in the conclusion of persuasive speeches when your purpose is to influence your audience to make some sort of a change or commitment.

There are some persuasive speeches whose purpose is just to reinforce beliefs, and thus a call to action would not be necessary. For your public speeches, you will need a call to action in your persuasive speeches since you will be striving to change the behavior of your audience.

### 3. Memorable Ending

All good speeches will end with a strong memorable ending statement that leaves the audience feeling like you have done a wonderful speech from the beginning until the end. Your attention getter should have started your speech out with a positive halo effect, showing your audience you are prepared and polished. Your ending statement should leave the audience feeling the same way.

By crafting the final sentence carefully with desired impact will leave your audience thinking you were well prepared and polished even if what you had said before that line was not your best.

Always put the most thought into the first and last line that you speak to your audience so that they will start and end with a positive feeling about you and your message. Quotes are one example of memorable endings that can work well in a speech. Another option is to tie your content back to the attention getter that you used. If you started with a joke, for example, you could end by referring back to that joke and adding another punch line. If you started with a story, you could end by telling the audience the ending of that story and have your final line be what wraps up the major content. Be sure to memorize this last sentence and deliver it with polished delivery techniques.

### Conclusion in review

1. Signal you are about to close
2. Memorable ending and call to action

## Chapter 1.4: Types of Persuasive Speeches

There are three major types of persuasive speeches based on questions of fact, that aim to be fact checkers, questions of value, that aim to be emotional speeches, and questions of policy. The most common form of persuasive speeches for public speaking scenarios is question of policy because it requests change. Through this chapter, we will focus on this type of speech.

### Question of Policy

Most persuasive speeches are based on questions of policy. These deal with specific course of action that the speaker feels should be adopted. Sometimes questions of policy can be confusing to speakers because they often involve questions of fact and questions of value.

When you are preparing your speech about a question of policy it will be helpful to understand two different types. They are speeches to gain passive agreement and speeches to take immediate action.

- x Passive agreement: Your goal is to show that a policy is desirable, necessary, and practical. Your goal is to affect the thinking of your audience and to not necessarily get them to go out and do something as a result of your speech
- x Immediate Action: Your goal is to get your audience to do something in support of the policy that you are recommending. To achieve this result it is helpful if you make your recommendations for action as specific as possible so your audience will get involved right away.

There are four basic organizational patterns that work well for speeches on questions of policy. They are problem-solution order, problem-cause-solution order, comparative advantages order, and Monroe's motivated sequence.

- x Problem Solution: A speech arranged in this order has two main points.

The first main point shows the need for a new policy by outlining the existence of a serious problem.

The second main point will present a plan that will solve the problem and will demonstrate the practicality of the solution.

If you wanted to use the problem-solution order to oppose a change in policy it would still have two main points. The first point will show that there is no need for a change. The second main point will show that even if there were a need for a change, the proposed policy would not solve it and would in fact create serious problems if implemented.

- x A speech arranged in problem-cause-solution order has three main points.

The first main point will show the need for a new policy by showing the existence of a problem.

The second main point will analyze the causes of the problem.

The third main point will provide a plan that will solve the problem as well as demonstrate the practicality of the solution.

The problem-cause-solution will help you to get at the roots of a problem rather than simply controlling the symptoms of the problem.

- x The comparative advantages pattern of organization is better to use when the audience already agrees that there is a need for a new policy. You will use your main points to explain why your plan is better than any other potential solution.

## Monroe's Motivated Sequence

This organizational pattern has five steps that are based on the psychology of persuasion. The speech format will include the standard introduction, 3 main points and a conclusion. Monroe's is especially valuable when you want to move your audience to take immediate action.

1. The first step is to gain the attention of the audience. This will take place in the introduction of the speech.
2. The second step is to show that there is a need for a change from the status quo. This will be your first main point.
3. The third step is your second main point and should help satisfy the sense of a need by presenting a plan that addressed the need.
4. The fourth step is to help your audience see the benefits that would follow if they adopted your plan. Here is where you establish the practicality of your plan. This is your third main point.
5. The last step of Monroe's motivated sequence occurs in the conclusion of your speech. You will encourage your audience to take action in support of the plan that you have proposed.

At the end of this section you will find sample speeches and commentary for several of the organizational patterns presented. Look them over and see if you can pinpoint what organizational pattern the speaker used. Now that you

have a better idea about how to put together a persuasive speech we need to go over how to prepare your persuasive speech.

## Preparing Your Persuasive Speech

The general steps that you will follow to put together your persuasive speech are very similar to other types of speeches. You will need to determine your topic, your specific purpose statement (or position statement), know the type of speech you plan to give, poll your audience, and finally, you will need to organize your speech.

### Decide on the Type of Speech

Once you have selected your topic and created your specific purpose statement you will need to decide if you want to convince your audience to agree with you (passive agreement) or if you want to move them to some kind of action (immediate action). This should help you decide which type of organizational pattern you use.

### Analyzing Audience Attitudes

Make sure to review what you already know about your audience and ask the following questions:

What is my audience's opinion of me? Will it add to my credibility (ethos) or will it take away from my credibility?

What are my audience's beliefs and values about my topic? How can I use those beliefs to my advantage?

How can I communicate the need for the topic that I have chosen?

Once you have taken the time to understand your audience's attitudes, find out the points where you and your audience agree and you can also find out where your audience disagrees with you. Here is a sample audience poll:

Topic: (Put the topic that you would like to speak about on this line)

Position statement: (This is where you should fill out what your position is about the topic you have selected. Try to be as clear as possible to help get the most accurate information from your audience)

The audience should mark on a scale how they feel about your position statement.

You may also want to leave a space at the bottom of your poll for people who disagree with you to state why they disagree. This will help you to address any objections that people may have toward you and your topic.

## Organize and Researching Your Speech

It is helpful to put together a rough-draft outline of your main points before you do a huge amount of research. This will help you to narrow your search for supporting material that will help you to be persuasive. As you research your speech Sheryl Hamilton author of *Essentials of Public Speaking* (2012) keep the following in mind:

- x Research arguments for and against your position. You need to know both sides of the argument if you want to be viewed as credible (ethos.) If you know both sides of an argument it will help ensure that you are presenting the "best" arguments to your audience.
- x Research answers to major audience objections. You may not have time to go over all objections in your speech, but you may be able to cover the main ones. This will help you to refute the objections as you present your speech.
- x Research additional benefits. If you can show that your position will solve the problem, and will provide additional benefits, you are likely to be more persuasive.
- x After careful research you will need to select the best supporting materials for your presentation. Supporting materials that use a combination of logic, evidence, emotional appeals, and credibility will be most effective for persuasive speeches. It is good to use a variety of supporting materials to help clarify your points and to maintain your audience's attention, but it is especially important to use materials that will prove your position.

## Prepare your introduction and conclusion

Effective introductions and conclusions for persuasive speeches are important. Try to prepare information to use in your introductions or closings for your speeches.

An effective persuasive introduction includes an attention getter, a motivation to listen because your topic relates directly to them (goodwill statement), evidence of your credibility, and a preview of your main points.

An effective conclusion includes a brief statement of closing, a summary of your arguments, position, or recommendations, a specific call to action (depending on your organization pattern,) and will end with an impact.

## Make preparation outline and speaking notes

You will need to expand your rough-draft outline into a preparation outline that you will turn in for credit to your professor. This outline should be structured more formally and should include, transitions, source citations, and a complete reference page.

When you decide to write your speaking notes a good rule of thumb to follow is "the less the better." If you succumb to the temptation that many students have to put down way too many words on your speaking notes, you will likely end up losing your place, or reading from your notes.

Make sure to include only the most important information like quotes, statistics, and source citations. The trick is to get as comfortable as you can with your material so that it will flow naturally as you speak.

Prepare visual aids

When you are preparing supporting materials for your speech you can look for suitable visual aids that you can use. Make sure to use the suggestions from the chapter on visual aids as prepare your aids. The aids need to be well thought out and should enhance your speech without drawing attention away from it.

Rehearse your speech

Persuasive speeches tend to be the most difficult of all the speeches to deliver. You should plan on taking extra time to get comfortable with the material and to practice the delivery. Remember that effective delivery is more important in the persuasive speech than any other kind of speech. Credibility is judged in part by how the audience views how dynamic of a speaker you are.

## Chapter 2.1: Delivery Preparation

### Written delivery preparation

The delivery preparation process starts with preparing proper speaking outlines. The outline that you will prepare first is your full content outline. The second will be your speaking outline.

#### Full Content Outline

The idea is not to memorize this word for word, but rather to have a script worked out in case you need to review what you plan to say during the preparation period. You would never want to read a manuscript outline for a public speech. The lack of eye contact would negatively trump any benefits that your polished wording could have created. The following are guidelines for the full content outline:

- x Write out your speech as closely as you can to how you would naturally speak your speech.
- x Follow the basic outline formats discussed in chapter 6 and use the same headings, labels, etc. that occur in this basic skeleton outline for your full content outline. This will help with memory recall and with the development of the speaking outline.
- x Use your full content outline to time out how long your speech will most likely go and to get a sense of the overall tone your speech should have.
- x Never read your manuscript during the actual speech, no matter how tempting it is to have the polished wording spoken.
- x The examples provided at the end of the chapters on persuasive, informative, and introduction speeches are all full content, manuscript outlines. Use these as templates for creating your own full content outline.

#### Speaking Outline

Once you have read through your full content, manuscript outline you are ready to prepare a proper speaking outline for your speech. The speaking outline will closely mirror the basic skeleton outline discussed in chapter 6 with the addition of quotes, sources, and any other material that your mind could possibly draw a blank on. Likewise, information that you know will not be a problem to remember would be minimized on a speaking outline. The following are guidelines you should follow for a speaking outline:

- x The speaking outline should appear on paper no bigger than 3x5 cards so that there is minimal paper distraction. Only write on one side of the cards as well since the back of the cards would be visible to your audience and also be a distraction.

- x Use the same numbering and terminology as used in your full content outline. This will help your memory retention and help you avoid unnecessary confusion.
- x Practice speaking with your speaking outline rather than the full content, manuscript that you prepared. You will need to know what parts of the speaking outline are necessary and what parts you may have included without needing the information. Then you can re-write the speaking outline until you have information that you know is necessary.
- x Include delivery cues as needed. As you are practicing with your speaking outline you should notice places where you tend to use less eye contact, where you would need more emphasis and emotion, etc. Write a speaking cue on your cards to help you remember the added delivery techniques that would be necessary here.
- x

## Chapter 2.2: Spoken Delivery Preparation

### Strengths and Weakness Identification

A good place to start with your delivery preparation is to identify what type of strengths and weaknesses you have as a speaker. Your instructor and classmates should have given you feedback from previous speeches given during the semester. Use this information to identify what you will need to pay special attention to during this speech. For example, do you have the tendency to avoid eye contact when you are nervous but are able to use proper eye contact when telling personal stories? Perhaps you talk faster when you are nervous or tend to ramble when the nerves hit. Make a list of these tendencies so that you know what you should avoid and what types of information will help you have better delivery techniques. The following are example questions you could ask yourself during this stage in delivery preparation:

- x What are your nervous adapters?
- x Do you speak fast or slow when under pressure?
- x How are you using rate, pitch, speed, and volume?
- x What information do you find easier to talk about?
- x What makes you the most nervous when presenting?

Properly identifying the delivery barriers you have will help you anticipate problems in your speeches given during the rest of the semester. It will also help you to know what aspects of nonverbal delivery techniques to pay attention to.

### Nonverbal Delivery Techniques Dealing with Voice:

Nonverbal voice delivery includes the following: rate and pauses, volume, pitch and inflection, and articulation and pronunciation. All have specific

considerations to be aware of and take individual practice to master. The following are some tips in relationship to voice that you should be aware of:

1. Rate refers to the speed that you speak your words. A common nervous adapter is to speak quickly when your adrenaline hits during a speaking engagement. Being aware of this tendency will help you monitor how fast you are speaking.
2. Speaking too slowly can also become a problem for your audience. If your words drag on for them, they are more likely to engage in spare brain time for other things besides your message. Find out what tendency you have on rate, and write on your speaking notes cues to help you remember to perform a proper speaking rate.
3. Pauses refer to a stop in speaking. They can add dramatic emphasis and prepare the audience for following material that is of some importance. Pauses create places for your audience to stop and take a breather when information gets heavy with content or emotion. They also create places for them to refocus on your information and go deeper into the content or emotion that you are presenting. Be careful not to over-do the length of pauses you are using as they can cause awkwardness with your audience as well, leaving them to wonder when you will start to speak again. If your pause is too quick, your audience won't catch that you wanted them to have a moment for digestion and the additional emphasis won't be gained. Decide where you want these pauses for added emphasis and pencil them in on your speaking notes.
4. Volume refers to how loud your voice is. You can use volume for emphasis as well as for overall speaking. Your volume can be a nervous adapter that will appear for some people. Usually the volume will be quiet for a nervous adapter, but there are times when a speaker actually talks louder than what is good for the audience to endure when the nerves hit. Your instructor and classmates should have told you if volume is a nervous adapter for you to pay attention to.

In general, the speaking volume you have will depend on the physical set-up of your speaking engagement. If you are speaking in a small room, your volume won't need to be loud and carry like it will for a large room. If you have a microphone you are supposed to use while speaking you won't need to use as much force as you might otherwise as well.

4. Pitch and Inflection: Pitch and inflection can also be used to create added emphasis to the words you are using for emotional impact or clarity. Letting your voice pitch go lower when you want the audience to feel

emotions such as anger, sadness, hurt, or tenderness is usually a good idea. Making your pitch higher when you are trying to convey emotions such as excitement, seriousness, anger, or frustration can also get the desired effect. Be careful not to overuse pitch in your speech, as this could be distracting to your audience if it is put in places where emotional development is not needed. Also, be careful to use adequate pitch inflection because without it you will sound monotone, which is usually associated with boredom.

5. Articulation and Pronunciation: Often, negative judgments are created with audiences when pronunciation or articulation lacks precision. Avoid this by practicing your words beforehand if you know they could cause you to stumble. Also, be aware of how your articulation might lag due to dialects or drawls. Dialects can be enduring or attractive to some people but are usually a distraction in public speaking situations.

## Chapter 2.3: Nonverbal Delivery—Gestures

Your hand gestures add a lot of emphasis and emotion to your speaking, just as your voice does. Knowing how to control your hands in a positive manner can be one of the best things you pay attention to for polished delivery. Gestures can be substitutes for words in some situations, but mostly are used for added emphasis. Some specific things to keep in mind with gestures are:

1. Good gestures include hands in acceptable box space, not too large, not too high or too low.
2. Watch yourself to see if you are using repetitive gesturing, as this is often a form of nervous adapters.
3. Be sure your hands are not kept too tightly by your side or as the fig leaf.
4. Watch gesturing with your cards. This can be distracting to your audience.
5. Power persuasive gestures vs. informative open gestures: power gestures are hands down, informative are hands out; persuasive gestures often have fingers together, informative are fingers apart; power gestures tend to be firm and solidly given, informative gestures are warm and inviting. A suggestion for gestures is to pencil in specific gestures that you think would work well in your speech. Try to avoid cliché gestures, but do look for places where doing something would seem appropriate. An example would be to let your hand follow your words when you are describing three different things in front of your body or to let your hands gesture opposites when talking about them.

### Facial Gestures and Eye Contact

Facial gestures also need review and particular attention. Your face and eyes show the emotion that you are truly feeling, often without knowing you are

expressing them. Practicing facial emotions in front of a mirror or a video recorder can help you see what emotions are really coming across. In general, try the following tips to help improve your facial gestures and eye contact:

1. Try to have a natural smile while you are talking. This will help the audience feel like you are happy to be with them and that you like them. Audiences like to be liked. Forcing a smile, however, is not a good idea. If your smile looks forced or fake, it will have the opposite effect making your audience less comfortable with you as a speaker.
2. Show energy and enthusiasm in your facial expressions. You should get a natural rush of adrenaline before you speak. Use this to push your energy outward so that the audience feels like you are jazzed up and excited to be talking to them. Low energy will always transfer into a bored audience. Again, make sure your energy isn't fake or over the top. Showing fake emotions will always impact you negatively as a speaker.
3. Try to maintain constant eye contact with your audience. Look at an audience member for a couple of seconds, and then turn to someone else. Be sure you spend adequate time on each person so that you aren't giving your audience the 'sprinkler effect', which can be distracting and false. You want to look at your audience long enough that they feel you are trying to connect to them, but not so long that it makes them feel uncomfortable and like they want to look away. There have been those who have said to look right above your audience's eyes on their forehead or just above their heads all-together. Don't ever do this, as it is always obvious when eye contact is on something it should not be. Never lose eye contact when you are quoting and try to only glance at your cards. Anytime you look away from your audience you will risk losing their attention.

## Body Positioning

The way you position your body towards your audience will convey nonverbal messages to them. For example, if you are to stand in front of your audience with your hands folded over your chest, your body could be saying that you are closed off from them and perhaps annoyed at something. Body positioning and gestures can be rehearsed and somewhat scripted out for maximum impact and message reinforcement. Some tips for body gestures and movement are as follows:

1. Stand with your arms comfortably at your sides while speaking to your audience, and face them straight on. Doing so will convey confidence and poise.
2. Be careful not to stand too close or too far away from your audience. Doing so can be awkward for your audience and perhaps be communicating something that you are not meaning to. For example, if you were to stand close to a group of audience members on one side of the room and far away from audience members on the other side, you could be communicating favoritism with the group you are closest to. If you stand too far to the back of the room while speaking, you will be creating a distance

with your audience that could either mean you are afraid of them or that you don't want to have a close communication experience with them. Both of these emotions will hurt you if they are present while you speak.

3. Map out the room beforehand so you know what kind of ground you will need to cover so that everyone in your audience feels like you are comfortable with them and your surroundings.

## Body Movement

Although body movement is a form of body positioning, it deserves its own section because of the attention that it requires. Moving during your speech can be a serious distraction if you have a nervous adapter that affects your legs. Shifting back and forth during a public speech is a common nervous adapter and occurs because the adrenaline rushing through your body needs an outlet for energy. Creating a movement pattern can help channel this energy and help keep focus and control random movements that could be a distraction. The following are tips to be aware of with body movement:

1. Try to create a movement pattern that co-exists with your transition statements. These are natural places in a public speech to create a break in thought and moving during a transition statement will cause the audience to focus on this break and keep the organization of the speech.
2. Create subtle movements during your main points when you have information requiring more impact. Just stepping forward can create an immediacy effect and heighten the emotion of the content, for example. Allow yourself to move a bit once you have planted yourself on your main point 'base,' but be careful not to move so much that your movement becomes a distraction. Usually, once you have moved to a new speaking spot, keeping yourself planted and using your hand gestures instead is a good idea.
3. Sometimes you are not able to have movement around the room due to a stationary pulpit or speaking area. In these cases, you will still need to create movement with your hands and facial expressions to make up for the lack of body movement. Your gestures could be exaggerated and used more than when your body is involved in the gesturing of the speech.
4. Finally, always be aware of nervous adapters through movement like shaky legs, nervous side-step, weight shifting, standing with your feet crossed, rocking forward and back, and any other nervous unnecessary movement. Practice your movement until it looks natural and you know you will have the nervous movement adapters under control.

## Delivery Checklist

Place a check by each item after you have reviewed it in preparation of your speech delivery.

\_\_\_\_\_ I have created a full content manuscript outline and have done a number of timed rehearsals with it.

\_\_\_\_\_ I have created speaking notes and revised them so that they have information I know I will need during my actual presentation.

\_\_\_\_\_ I have timed my speech repeatedly using speaking notes until I am confident I will not go over or under the speaking time limits.

\_\_\_\_\_ I have practiced using my visual aids with my speech a number of times.

\_\_\_\_\_ I have identified places for a movement pattern in my speech and have practiced in a similar room so that I know how spread apart my stops will be.

\_\_\_\_\_ I have identified specific places in my speech to incorporate facial, body, and hand gestures for more impact.

\_\_\_\_\_ I have practiced eye contact by giving my speech to other people, videotaping myself, and/or giving my speech in front of a mirror.

\_\_\_\_\_ I feel confident I can look people in the eye during quotes, sources, introduction, and conclusion especially.

\_\_\_\_\_ I have practiced facial expressions in the mirror for further emotional impact and feel confident I can smile comfortably and look relaxed.

\_\_\_\_\_ I have a professional business style outfit picked out to wear for my public speech.

\_\_\_\_\_ I have identified my potential nervous adapters and have made precautions to reduce tendencies to display them.

## Chapter 3.1: Speaking in Small Groups

### Why We Join Groups and How Groups Form

According to the Social Identity Theory proposed by Henri Tajfel and John Turner in the 1990's, individuals get a sense of their identity and self esteem based on their membership to different groups. In other words, you are who you are partly because of who you choose to associate with.

Think about your own friends. Why did you choose to be around them? What do they offer to help define your individual identity? Surely you can find instances of groups you belong to that fit in all the categories listed above.

According to Tuckman's Theory of Group Development, proposed in the 1960's, groups all groups go through the following five stages: Forming, Storming, Norming, Performing, and Adjourning.

1. **Forming Stage:** During this stage of development, groups are often confused as to what their group roles will be. Most group members will put on their best face, regardless how true it really is. There is uncertainty as to how successful or cohesive the group will be.
2. **Storming Stage:** During the storming stage, group members will challenge each other for power and individual group roles will be developed. Group members often experience conflict, resulting in possible dislike of group members, disassociation with the group as a whole, and general discontent during this phase. Successful groups will often only experience this for a short time as roles are assessed. Dysfunctional groups will often stay or rebound to the storming phase during the duration of the group.
3. **Norming Stage:** This phase consists of recognition of the roles each group member will play and recognition of the individual differences, expectations, strengths, and general characteristics of the group. This normalcy is essential to developing a group that is able to work together on a task.
4. **Performing Stage:** This is where groups will actually perform whatever task the group was developed to accomplish. Group members often accept one another for who they are and conflict is minimized.
5. **Adjourning Stage:** The group finishes the performance and leaves, often with sadness. The need for the group has ended, and people move on.

## Chapter 3.2: Leadership

### Kinds of Leadership

There are a variety of different ways that someone becomes a leader of a group. You may be elected or appointed the leader of the group, or perhaps you may

emerge as the natural leader of the group over time. While there are times when there is no specific leader of a group, research suggest that there are essentially three types of leaders that tend to come forward when a need for leadership arises. They are the implied leader, the emergent leader and the designated leader.

1. The implied leader is a group member that other members of the group defer to because of their knowledge, experience, expertise or other quality
2. The Emergent leader is someone who comes forward as the leader through ability, sheer force of personality, or simply by talking the most (Lucas, 2009). Although the emergent leader can be an effective leader of the group there is always a danger that they may have emerged because they simply were the most assertive personality.
3. The designated leader is either appointed or elected to be the leader when the group is formed. This leader will be the person who will take care of procedural tasks and serve as the group's decision maker.

Regardless how your leader was chosen, most leaders of groups will fall within one of the following categories, the autocratic leader and the democratic leader.

1. The autocratic leader makes decisions with very little influence from others. This leader is the "boss" and everyone else is subordinate to them, but essential for goal achievement. Generally speaking groups with this type of leadership tend to produce more in terms of quantity, but not quality. Also, groups under this type of leader might easily fail after some time due to lack of empathy, and low quality of interpersonal relationships.
2. The democratic leader involves others in the decision making process. According to Shockley-Zalabak (2006), democratic leaders assume that creativity will be higher and there will be more broad-based support for goals if everyone participates. Overall, these types of leaders work to maintain a climate in which problem solving can take place while interpersonal relationships are maintained.

## Leader Responsibilities

Whatever type of leader your group has there are certain things leaders need to accomplish in order to keep a group on track. The most important of which is providing direction and purpose for the group members.

In addition to providing direction and purpose for the group members, leader need to keep the group on track, encourage quiet members to participate, keep the group communication from being one-sided, and try to maintain a positive communication climate so all members feel valued within the group.

## Chapter 3.3 Member Responsibilities

### Roles and Responsibilities

As a group member the way you communicate and your overall experience in the group in large part is determined by the role you assume in a group. Look over the following list and explanations of various roles group members may assume to see if you recognize yourself or a group member.

#### Work Roles

- o Initiator: The person who often starts the meeting and initiates the functioning of the group. Can be the leader of the group, or another task oriented group member.
- o Informer: The person who likes offering information to expand on ideas that are presented or create new ideas to consider. Often, this person has information to share regardless the topic and who thought of talking about it.
- o Clarifier: The person who will make sure everyone stays on the same line of thought, often because this person repeats what was said, adds clarification to muddled information, and is on the lookout for any group member who seems to not be up to speed.
- o Summarizer: This person behaves similarly to the clarifier in that they clarify information. The difference is that this clarification is always in the form of a summary at the end of essential group discussions. Can be the leader of the group, but not always.
- o Reality Tester (devils advocate): This position is best achieved when appointed by the group. Self appointed devils advocates often appear negative for negativity's sake and can be a blocking role rather than a positive, task oriented role. The reason for a good reality tester is this person can help your group avoid groupthink, a negative phenomenon groups often experience which causes poor decisions to be made because no one is challenging ideas.

#### Maintenance Roles

- o Harmonizer: This person values positive group climate, warm fuzzy feelings, and general cohesiveness in the group. They are able to smooth out differences and create a feeling of acceptance for all group members. They are often viewed as the 'mother' of the group. Treats are a good indicator that the harmonizer has been at work.
- o Gatekeeper: This person is able to keep conversations, ideas, and group work on track. This person has the ability to redirect energy when it gets on the wrong track and maintain focus for the group. Being able to help one group member participate while at the same time helping another group

member stop hogging work or words would be a good function of a gatekeeper.

- o Consensus tester: Testing how the group members are feeling about a particular decision is an important function of any group. Without this, often groups are lopsided with one or two group members running the show. The consensus tester is able to work well with others to make sure a general consensus is always reached. Can be a function of the group leader if this leader tends to be democratic in their approach.
- o Encourager: Similarly to the harmonizer, the encourager values a positive group climate but does so by adding energy and encouragement to group members and their accomplishments. The encourager often acts as the groups 'cheerleader' getting members pumped up and excited to perform their best.
- o Compromiser: The compromiser is an important maintenance role to have present in any group. Since conflict is a natural step in the group forming stages, having someone present that can take conflict and help reach formable solutions and compromises will help your group move through the storming phase quickly and without much pain.

## Blocking Roles

- o Aggressor/Dominator: The aggressor is a person who loves being in control to the point that they offend others. Often, Autocratic leaders will step into a blocking role of an aggressor if they do not keep their 'red personality' domination in check.
- o Blocker: This person stops group progress either due to negative comments, disregard for others opinions, non-involvement with the group and its process, or other general contemptuous behavior.
- o Comedian: A comedian can be an energizer gone overboard. This person often brings light to the party, but without checking on the direction of that light, can become a negative distraction. Humor and light attitudes can be a positive aspect to a group, but if this stops group progress, the person who brought the humor has stepped into a negative, blocking role.
- o Avoider: The avoider can do so by either physically or nonverbally avoiding group discussions. This person could choose not to attend meetings at all, or perhaps just stare at their phones, push their chairs back from the group table, avoid eye contact with others, or other nonverbal displays of avoidance. Avoiders always bring a group down and often make it appear as though the person who is an avoider is not pulling their fare share of work. Sometimes, an avoider is created because they have been disgruntled in the past and don't feel like they are part of the group. Having a good compromiser in the group should help remedy situations such as this.

## Responsibilities of Group Members

1. Commit to the goals of the group—watch out for hidden agendas
2. Fulfill individual assignments—divide work fairly
3. Avoid interpersonal conflicts—keep disagreements at a task level and not a personal level
4. Encourage participation in the group—be supportive and ask quiet members to speak
5. Work to keep group on track—be organized and careful to avoid quick decisions

According to the book *Public Speaking Choices for Effective Results* (Makay, Butland, and Mason, 2008), an active participant "contributes to the discussion, shares responsibilities for task completion, and works effectively with other group members."

Following the suggestions and guidelines listed above should go a long way toward helping you to be successful as a speaker and as a member of a team. It is the responsibility of everyone in the group to make sure and be active participants.

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