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**PUBLIC SPEAKING
Unleashed**

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P.O.N.F.I.D.E.N.T
PUBLIC SPEAKING



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FIRST EDITION

Public Speaking Unleashed

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It should be no surprise when called upon to speak to a group of people. We should approach this opportunity with excitement and self-confidence.

The Purpose of Speaking:

Public speaking is intended to deliver many different messages, but no matter what the occasion, the speaker hopes to achieve audience acceptance of his or her point of view.

It can be said then, that all speeches are persuasive in nature:

So the information you deliver to your audience is a persuasive process, persuading the audience to change its beliefs, but not only changing their beliefs, but also to act on those changes.

Perhaps you wish to inform your audience about successful business practices. Or, you may wish to get them to change their beliefs about successful business practices. Or, you may not only wish them to change their beliefs about successful business practices, but change their actions by offering step by step procedures for them to act upon.

The purpose is determined by the type of audience you are speaking to; by the circumstances of the speech; and sometimes by the course of action that you recommend.

But, whether the purpose of a particular speech is determined by the audience, by the circumstances, or by the speaker him or herself, preparation of the public speech must begin with the establishment of the purpose of the speech.

The purposed speech should be put into a sentence or short paragraph which is specific and concrete. Having a clear understanding and background knowledge of the purpose for giving this speech is critical. The Purpose gives direction to the speech and, to a degree, governs all subsequent efforts the speaker makes.

The speaker should therefore begin preparing his or her speech by asking the question what action do I want my audience to take.

The desired action is called the intended audience response (IAR).

The intended audience response should be of value to the audience, not just to the speaker. It is expected that the speaker has a responsibility for the welfare of the audience.

The following examples are dramatic in nature, but are used to prove the point of the IAR and the responsibility the speaker has to the audience.

When Hitler spoke to the German people prior to and during World War II, he sought and received support for a military machine that ultimately brought death and destruction to Germany.

We believe, therefore, that he misled the German people.

His intended audience response should not have been taken by the people, in their own self-interest.

The President of the United States has, on the other hand, suggested the exchange of atomic energy secrets and fissionable materials among the nations of the world.

This is an action that people could take in their own self-interest.

A speaker who deliberately recommends an action by the audience that was to their detriment is dishonest; or who would do so unknowingly is ignorant.

Certainly, the public speaker must avoid being either.

A speaker may recommend action that would be beneficial to the audience, but impractical to carry out. A speaker who would select such an IAR will, of course, fail.

To avoid such failure, the speaker should be able to answer these questions in the affirmative:

Does the audience have the authority to make the IAR? (Politicians do not address children.)

Does the audience have the capability to make the IAR? (Appeals for charitable contributions are not made to beggars.)

Would it be appropriate for the audience to make the IAR? (Women should not be asked to volunteer for heavy labor.)

In addition, the speaker should not ask for a response that he or she has neither the time nor the support to justify.

2. Selection of the Central Idea

People will take action consistent with the ideas they accept. In order to get an audience to accept the IAR, a speaker must present an idea that will lead to the desired response.

In order to clarify the relation between the central idea (CI) and the intended audience response, let us consider the following IAR examples:

Donate money to charity

Vote in the next national election

Read better books

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CI

1. If you donate money to charity, you fulfill your social obligation.

2. If you donate money to charity, you may deduct it from your income taxes.

3. Charitable organizations will help your own community.

1. It is a privilege to vote.

2. It is a civic duty to vote.

3. Vote to have good government.

1. There are great love stories among the classics.

2. Biographies can be instructive.

3. Historical novels can be enjoyable reading.

Building Meliorate Speech

These examples of fundamental ideas may appear at first sight to be the only reason in favor of taking the suggested advice or action. In some cases, this might be true.

Let us differentiate between a fundamental idea and an argument.

A fundamental idea is that idea, which, if accepted, will turn the IAR. In the examples above, if the audience is the congregation in a church, the primary fundamental idea for donating money to charity would be an omniscient choice.

If the audience were all business people, the deduction of charitable donations from income taxes would make more sense.

If neither of these would seem proper, the attraction to self-interest would seem to be the best choice.

It seems clear that one specific group would accept one idea more promptly than another.

The selection of the fundamental idea is merely a question of which idea (when fully brought forth) will impact the audience to take the action desired by the speaker.

When selecting the fundamental idea, like choosing the IAR, the speaker must examine the nature of his audience. The CI he selects must be within the intellectual compass of his audience.

The audience must have had the experience required to comprehend the idea. The CI should be a challenge to the audience. It must not be old-hat.

3. Subdivisions of the Speech

When you have determined the CI, you should then split it into several sub-ideas which will, successively, become the main headings of the body of your speech. The selection of the headings of a speech is a serious step in the planning.

First, the headings, when taken unitedly, should wholly cover the subject. For instance, a speech with the fundamental idea that "The U.S. Government is efficient," should have the following subordinate ideas:

- A. The Legislative Branch is Efficient

- B. The Executive Branch is Efficient

- C. The Judicial Branch is Efficient

The government has three branches. There are no other parts.

The complete development of these headings gives the fundamental idea and conveys that the entire government is efficient.

Having one fundamental idea, split up into sub-ideas selected in good order and supported, is a means of insuring unity in a speech. As a result of this unity, the audience will accept that you have given it a full and complete picture.

Your own experience will confirm to you that using only select sub-divisions will help you understand and call back a complex idea, while too many will tend to confuse you.

Consequently, the sub-ideas should not surpass five.

Past experience indicates that five separate headings approach the maximum number of items that people can easily remember. Too many sub-heads can really damage the unity of your speech. Exceeding five sub-ideas spell "disaster" to the speaker.

The order in which speech materials are demonstrated can either strengthen or weaken the effect of the speech. The speaker could find that his speech fits properly into one of the thought patterns.

If not, then, he/she should organize their information in relation to the strength of each point. A speech can be organized around either three or five targets.

The closer your ideas are to one of the arrangements below, the more effective your speech will be.

The Form of the Outline

The speaker should begin the outline of the speech by stating the intended audience response (IAR) in as concrete and clear terms as is feasible. This clarifies to the speaker that his “belief” about his purpose for speaking is transparent.

He/She should then write down the fundamental idea. This is the next step because the selection of the fundamental idea will dictate the foundation of the speech.

After choosing the fundamental idea, the speaker should check to see if it actually will (when developed) accomplish the desired response.

Division of the fundamental idea into sub-ideas should be the next step.

Before finishing the outline, you must explore each sub-idea, read about it, talk about it, and document whatever support can be found for it.

At this point you should review the fundamental idea and sub-ideas to see if the reading and other research you did will provide you the means to improve upon your choice of headings.

The next difficult task is to select from the saved materials, the best aids available for each particular idea; decide how much is needed and arrange them in the most dynamic way.

If some headings require more specific data for support than you have, then additional research is required.

Now that we have the ideas in place, we need to ask one more question: "Which of these ideas will the audience receive on my own authority, and which of these ideas will require supplemental support?"

In general, the more extreme the statement, the more likely it is that you will need to associate with a source of reference to convince the audience to your way of thinking.

Preparation of the Introduction and the Conclusion

After the body of the speech is finished, and only then, can you determine an appropriate introduction and conclusion.

Planning the Introduction

The purpose of the introduction is to prepare the audience to hear your speech.

For this to be effective, it must get the attention of the audience, make the audience like or respect you (or both), and create an interest in the ideas you plan to present.

Speak Audibly. Obviously, if they can't hear you it is as if you never gave the speech! The members of the audience need to listen from the beginning to completely and fully understand the speech.

What can be said to gain notice will depend upon the speaker, the audience, and the circumstances. Some methods that have been successful in the past are:

A shocking statement: "More people have been killed on our highways than have died on all the battlefields in the history of the world!"

A seemingly astonishing, but true declaration: "There are many Americans who actually enjoy paying their income taxes."

A question or a series of questions: "Have you ever stopped to think what it would be like to live in Red China? Have you ever wondered what it would be like to be a Chinese Communist?"

A familiar quotation: "For of all sad words of tongue or pen, the saddest are these: It might have been!"

The business-like approach: "Today we are going to exchange ideas and opinions on three factors. First, we shall consider . . . etc."

For instance: You may use a serious story, an anecdote, a joke, or a fable. Remember that one illustration is worth a thousand words of explanation.

Everyone likes a great story.

Pay attention to how speakers you hear get the attention of their audience.

Remember, the first sentence you say will be listened to by all. You might not ever again have so high a percentage of listeners.

Example: It might, depending on the audience and topic, jump off stage into crowd and walk up and down the aisle making eye contact.

Don't miss your best opportunity by wasting it on insignificance and formalities.

The routine recognition of important guests can be left to a less important part of the speech. "Ladies and gentlemen" is the safest type of salutation and is commonly used in nearly all speech situations.

Now that you have the attention of the audience, you need to focus on making the audience like or respect you enough to listen.

With an antagonistic audience, it might be necessary to draw out the introduction, but for most audiences, it is pleasing enough that you be well-prepared to speak to them, that you be interested in them, get the job done as quickly and as capably as possible.

Avoid long-winded introductions. Get to the point. Avoid apologies at all costs.

The speaker who says, "I'm not very qualified to speak to you on this subject.... ."
." should not to be speaking to begin with.

Your introduction should provoke the interest of your audience in the subject matter of your speech.

As a result, your shocking statement, challenging statement, series of questions, well-known quote, business-like approach, or demonstration should point up the theme of your speech.

Don't warm up the audience with some unrelated jokes and then say, in effect, "Well, it's time to get back to the speech." Only tell jokes which illustrate your point.

If you think you are going to be nervous during the first few minutes of your speech, begin with an introduction that requires movement.

Put a chart on one side of the stage so that you can walk over and point to it, use a demonstration and practice using it to open with, or plan to have a few pieces of note paper in your hands at the beginning.

Physical movement will help in calming you. Plan enough movement in your introduction to help make you comfortable.

After reviewing the above information, it appears that an introduction for a particular speech must be planned in terms of the nature of the speech, the speaker, the audience, and the speech circumstances.

We have offered some general suggestions that you might test out in your speeches, but we must state again these cautions:

First, introductions should be as brief as possible.

Second, materials in introductions should be used only if they support one of the three purposes of the introduction.

Third, the more original and timely, the more effective the introduction will be.

Fourth, all introductions should be planned, but flexible enough to include events that happen as late as your own introduction.

Planning the Conclusion

The purpose of the conclusion is to bring the complete speech together in a few words. To do this, it must give the audience a sense of completeness or finality, summarize the content of the body of the speech, and/or entice the audience to action.

Even though a conclusion may achieve all three of these purposes, any one of them might be sufficient to meet the needs of an individual speech.

To give the audience a sense of finality, the conclusion should be sufficiently designed to balance preparation of the Introduction and the Conclusion.

After the body of the speech is complete, and only then, is it possible to decide an appropriate introduction and conclusion.

It should be neither too long, nor too short. Refrain from the anti-climax. There is nothing worse for an audience than to believe that a speaker is concluding, only to find that he has gained energy and is going on to something new.

A preview of your speech in your introduction will help to prevent these anti-climaxes. Here are a few suggestions for giving your conclusion a sense of completeness:

A significant quotation: Save a particularly effective sentence from one of your favorite resources and use it as the foundation of your conclusion.

You could say...

"My remarks encouraging this class to help raise money for cancer research under the Stand Up 2 Cancer program, may be most effectively concluded by quoting an Ohio elementary school assistant principal, whose students were is frustrated by the loss of two of their favorite teachers, "We dedicated our community project this year to the memory of those teachers, we collected one dollar from each student in our building to raise money for the fight against cancer. By donating to the 'Stand Up To Cancer' organization, we got to name a star after Mrs. Artigas and Mrs. Volner. Many teachers, staff members, organizations and family members also contributed. Our total donation was \$3,250

Think of the thousands more we can by if all of us just donated a small amount, as little as a dollar.

Why Now?

"Because the tumblers are lined up, and sooner or later we will be able to pull the handle and open the safe. Funding for this translational research has largely come through the federal government, and even in good times was very conservative and tradition-bound. Now there is the added problem that federal funding is decreasing for the first time in over three decades. The Stand Up to Cancer model is focused on providing the funding to pull that handle faster and the oversight to make sure that the funded remain effectively on task. It would be conservative to estimate that the handle will be pulled ten years earlier with SU2C's involvement. In human terms, the lives of hundreds of thousands of sisters, brothers, daughters, sons, mothers and fathers who will need these transformed therapeutics in the next 10 years depend upon our success."

John Glaspy, M.D., M.P.H. is a professor of medicine at the Jonsson Comprehensive Cancer Center of the University of California Los Angeles School of Medicine.

A fitting example: "Let me tell you one story before I end my speech. This is the story of Melissa.

Melissa was diagnosed with an aggressive breast cancer that had already spread.

"It couldn't be surgically removed because of its location being so close to the spinal cord and her doctors told her many of the other treatments available often were not effective on that type of tumor. While standard low-dose radiation can be used, Melissa's doctors didn't think that it would be successful in controlling the tumor's growth. They also felt that chemotherapy wouldn't destroy that tumor either.

"I thought that there had to be something else, so I researched spine tumor treatments on the Internet".....

This goes on to emphasize why it is important to help by donating to help fight cancer.

The conclusion to every speech should be to summarize its content.

If you tell an audience in your introduction what to expect from your speech, by saying, "I am going to discuss these three things with you;" if you point out to the audience when you are discussing each of these by saying, "First, we will discuss ...".

In your conclusion, you say, I have told you three things about . . .,"they cannot help but have a clear picture of your message.

If this sounds too basic to you, remember that you are already highly knowledgeable with the content of your speech and have gone over the material many times.

Your audience, on the contrary, has not had that opportunity. If you give an audience three reviews of your primary structure (once in the introduction, once in the body, and once in the conclusion), you need have no apprehension of being misunderstood.

The suggested conclusions will, to a large extent, summarize your content. But, your fundamental idea will be even clearer if you review for your audience the main parts of your speech. You must be organized, or you cannot make such a summary.