

# Public Speaking

Prezentační dovednosti

# Public Speaking

## ■ “Talk is cheap”

– Not anymore, a well organized, thoughtful talk makes many people a very lucrative wage

■ Henry Kissinger

■ Barbara Walters

■ Colin Powell

# Speaking Opportunities

## ■ At work

- Selling your ideas
- Technical presentations
- Customer Presentations and Reviews

## ■ Daily Life

- School Board Meetings
- Town Zoning Board Meetings
- PTA Meetings
- Boy and Girl Scout Meetings

# Similarities between PS and Conversation

- Organize your thoughts
  - Giving someone directions to your house
- Tailor your message to the audience
  - Your 5 year old asks you where babies come from
  - Your 14 year old asks you where babies come from
  - Your 22 year old asks the same question
- Telling a story for maximum impact
  - Don't tell the "punch line" of a story first
- Adapting to listener feedback
  - Watch for non-verbal feedback – looks of confusion, looks of pain or hurtfulness

# Differences between PS and Conversation

- PS is more structured
  - Usually time limited
  - Questions not allowed to interrupt the speech,
    - usually left for at end (time permitting)
- PS requires more formal language
  - No slang, jargon or bad grammar
  - Speeches should be something special so that they qualify as life events and are remembered
- PS requires a different method for delivery
  - More formal delivery
    - No vocalized pauses – “uh”, “ah”, “um”
    - Don't use stock phrases repeatedly – “you know”, “basically”, “I mean”

# The Speech Communication Process

- Speaker - speech communication starts here
- Message - whatever is communicated
- Channel – means by which a message is communicated
- Listener – the receiver of the communicated message
- Feedback – comes in many forms and must be understood
- Interference - anything impeding the communication of the message
- Situation – the time and place of occurrence

# Listening

## ■ Listening is important

- Over our lives we will listen to many more speeches than we will deliver
- Helps develop critical thinking
- Many Fortune 500 companies provide employees with listening training
- Studies show a direct link between academic success and the ability to listen
- Listening and hearing are two different things

# Listening and Critical Thinking

## ■ There are four types of listening:

- Appreciative
  - Listening for pleasure or enjoyment
    - Music, movies, comedy, plays...
- Empathetic
  - Listening to provide emotional support for speaker
    - A shrink listens to a patient; you listen to a friend's rant
- Comprehensive
  - Listening to understand the speakers message
    - Direction to a friend's house; in a class or seminar
- Critical
  - Listening to evaluate a message
    - A campaign speech; a peer's research paper

## ■ Critical Thinking

- Comprehensive and Critical Thinking require you to think and evaluate while listening, this helps develop Critical Thinking skills



# Causes of Poor Listening

## ■ Not Concentrating

- Daydreaming, mind wandering, dozing

## ■ Listening Too Hard

- Trying to remember every fact, no matter how minute

## ■ Jumping To Conclusions

- Putting words into the speakers mouth; interrupting speaker, anticipating what speaker will say/do next

## ■ Focusing On Delivery Instead Of Message

- Speakers accent, clothes, stuttering, presentation tools

# Better Listening

- Take Listening Seriously
  - Like any skill it takes practice and self-discipline
- Resist Distractions
  - When you catch your mind wandering make a conscious effort to pull it back on track; try to anticipate what the speaker will say/do next
- Don't be Diverted by Appearance or Delivery
  - Lincoln and Gandhi were strange in appearance but were excellent speakers
- Suspend Judgment
  - “a closed mind is an empty mind”
- Focus Your Listening
  - Listen for main points
    - A good speech only has a few
  - Listen for evidence
    - Is it accurate
    - Are the sources objective
    - Is it relevant
    - Is it sufficient to support the speakers claim
  - Listen for technique
    - Study the speakers technique as a learning tool

# Analyzing the Audience

- Good speakers are audience-centered
  - Primary purpose of a speech is to get a desired response
- Keep the audience foremost in mind at every step of preparation and presentation
  - To whom are you speaking?
  - What is it you want them to know, believe or do as a result?
  - What is the most effective way to compose and present your speech to accomplish those ends?

# The Psychology of Audiences

- It's up to the speaker to make the audience choose to pay attention.
- Every speech contains two messages:
  - One from the speaker
  - One received by the listener
  - “People hear what they want to hear and disregard the rest.” – Paul Simon's *The Boxer*
- People are egocentric
  - Egocentrism – the tendency for people to be most interested in themselves, their own problems and the way to solve them.
  - They pay closest attention to what affects their own values, beliefs and well being.

# Demographic Audience Analysis

## ■ Look for observable audience traits

- Identify the general features
- Gauge their importance to the situation

## ■ Traits

- Age
  - Whatever your age, you're a product of your world
- Gender
  - Old stereotypes no longer apply
  - Avoid sexist language and references
- Racial, Ethnic or Cultural Background
  - Be aware of differences and be able to adapt
- Religion
  - Highly charged emotional issue, be sure to consider the religious orientation or you might end up being embarrassed.
- Group Membership
  - Guilt by association – people judge you by the company you keep

# Situational Audience Analysis

- Builds on demographic analysis ; identifies traits unique to the speaking situation
  - Size
  - Physical Setting
  - Disposition toward the Topic
    - Interest
    - Knowledge
    - Attitude
  - Disposition toward the Speaker
  - Disposition towards the Occasion

# Adapting to the Audience

## ■ Before the Speech

- Assess how the audience is likely to respond
- Adjust what you say to make it
  - Clear
  - Appropriate
  - Convincing

## ■ During the Speech

- Things may/will not go exactly as you plan
- Don't panic, remain calm and adapt
- Remember:
  - Who am I speaking to?
  - What do I want them to know, believe or do?
  - What is the best way to accomplish this?

## ■ Practice, practice, practice

# Organizing a Speech – Main Points

## ■ Main Points

- Number of main points
  - It is better to be remembered for covering 3 or 4 points well than to leave the audience confused and sorting out 7 or 8 points you made.
- Strategic Order of Main Points
  - Chronological Order
  - Spatial Order
  - Casual Order
  - Problem Solution Order
  - Topical Order



## Main Points (cont.)

- Each main point should be independent of the other main points.
- Use the same pattern of wording for each main point
- Balance the amount of time spent on each main point.

# Organizing a Speech – Supporting Materials

## ■ Supporting Materials

- The “flesh” that fills out the skeleton of your speech
- By themselves main points are only assertions.
- Listeners need supporting materials to accept what the speaker says
- Three major types of supporting materials:
  - Examples
  - Statistics
  - Testimony
- Always provide sources to give credibility to the supporting materials

# Organizing a Speech

## ■ Connectives

### – Transitions

- Words or phrases that indicate speaker has finished one thought and is moving to another:

- “In addition” , “also” , “Not only” , “That brings me to the next topic”

### – Internal Previews

- Lets the audience know what the speaker will take up next

- “now that we realize the seriousness, I will address three solutions”

### – Internal Summaries

- Remind the audience of what they have just heard

- “Let me reiterate...”

### – Signposts

- Brief statements that let you know where you are in the speech

- Numerate – “First this..., second this ...”

- Introduce a main point with a question – “What make this so...”

- Simple phrase – “The most important thing to remember...”

# Beginning and Ending

- Get Attention and Interest
  - Reveal the Topic
  - Establish Credibility and Goodwill
  - Preview the body of the speech
- 
- Signal the End of the speech
  - Reinforce the central idea

# Use of Language

## ■ Language is Important

- How well do you use language?
  - Do you confuse the use of good/well?
  - Do you use phrases like “terrible disaster” or “a good benefit”?
  - Do you use “in the eventuality” instead of “if”?
  - Do you clutter your speech with meaningless words as “you know”, “like”, “basically”, “man”, and really”?
- Classics:
  - “Dean of Students promises to stop drinking on campus.”
  - “For Sale: Unique home in downtown Craigsville. Large lot. Many trees. One you would enjoy living in.”
  - Headline: “Lost sisters reunited after 18 years at grocery checkout counter.”

# Meanings of Words

- Words have two kinds of meanings:
  - denotative
    - the literal or dictionary meaning of a word or phrase.
  - connotative
    - the meaning suggested by the associations or emotions triggered by a word or phrase
    - give words their intensity and emotional power
    - the same words may have completely different effects on different audiences

# More things to remember...

- Use language accurately
  - “say what you mean”
- Use language clearly
  - Use familiar words
  - Choose concrete words
  - Eliminate clutter
- Use Language vividly
  - Imagery
  - Concrete words
  - Simile
  - Metaphor
  - Rhythm
  - Parallelism
  - Repetition
  - Alliteration
  - Antithesis

# Use Language Appropriately

- To the occasion
- To the Audience
- To the topic
- To the speaker



# Use Nonsexist Language

## ■ Sexist Language

- Language that promotes the stereotyping of people on the basis of gender.

## ■ Nonsexist Language

- Language that does not stereotype people on the basis of gender

## ■ Avoid:

- generic use of “he”
- use of “man” when referring to both men and women
- stereotyping job or social roles based on gender
- unnecessary or patronizing labels

# Speech Delivery

## ■ Types of Delivery

- Read from manuscript
  - only done when absolute accuracy is required
- Reciting from memory
  - seldom done, if done rehearse until you're very comfortable doing it
- Impromptu
  - speaking with little or no preparation
  - avoid unless you are extremely comfortable with the subject
- Extemporaneously
  - carefully prepared and delivered from a brief set of notes

■ Should sound spontaneous even if it has been rehearsed extensively

# Vocalization

- Volume – loudness or softness
  - adjust to the situation (electronically if necessary, don't yell)
- Pitch – highness or lowness of the voice
  - use inflections in your voice to avoid “monotone”
- Rate speed at which you speak
  - 120-150 wpm is normal, too slow leaves people hanging on your words, too fast and they get confused and miss information
- Pauses – momentary breaks in your speaking
  - takes experience to know when to pause, pause at the end of thought units
  - avoid vocalized pauses (“uh”, “er”, “um”...)
- Variety
  - vary the loudness, pitch and rate to make the speech sound more natural and interesting
- Pronunciation – use correct pronunciation of common words
  - genuine, arctic, theater, err, nuclear, February, library
- Articulation – physical production of speech sounds
  - we habitually chop, slur and mumble, rather than enunciating
  - “ought to”, “didn't”, “for”, “don't know”, “ask”
- Dialect – variety of language distinguished by variations of accent, grammar or vocabulary

# Nonverbal Communications

- kinesics – the study of nonverbal body motions as a systematic node of communication
- People trust their ears less than their eyes.
  - when a speaker's body language is inconsistent with their words the listeners will tend to believe their eyes
- Other aspects of nonverbal communications
  - Personal appearance
  - Body action
  - Gesticulation
  - Eye contact

# Visual Aids

## ■ Kinds of visual aids

- Objects
- Models
- Photographs
- Drawings
- Graphs
- Charts
- Slides and Videotapes
- Computer-Generated Graphics
- Transparencies
- Multimedia

# Visual Aid Preparation

- Prepare them well in advance
- K.I.S.S. – Keep It Simple Stupid
- Make sure they are large enough
  - should be able to be seen by “all” viewers when presented, not just those “up front”.
- Use easy to read fonts – there is a reason for Times-Roman
  - non-serif fonts are harder to read
- Use a limited number of fonts
- Use color effectively
  - highlighting
  - used well proven color schemes, what colors work well together is a tough choice for most people