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## KEY CONCEPTS

impromptu speech  
manuscript speech  
memorized speech  
extemporaneous speech  
spontaneity  
sincerity

gestures  
facial expressions  
walking transitions  
appearance  
posture  
eye contact

volume  
rate  
inflection  
pause  
pronunciation  
articulation

maintain constant contact with them through your delivery style. Lastly, technology fails. Be prepared to give your presentation if the computer or the PowerPoint files don't work. You need to be flexible.

PowerPoint can be a useful tool if it is used properly. Just be sure that you remember the essence of any public presentation is the relationship and interaction between the speaker and the audience.

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## SUMMARY

This chapter provided information to help you deliver a more effective speech. There are distinct differences between oral and written communication. Oral communication is a cooperative act that includes immediate feedback from the audience. It requires the speaker to create a message that is easy for the audience to listen to. It is different from written communication in that the sender must be concerned about the nonverbal messages of both the speaker and the audience. Stage fright is common to many people, but there are ways to cope with it. These include reducing excess tension, focusing on the topic, realizing that you are not alone, and developing a positive attitude. If you can remember to keep public speaking in its proper perspective, you will be less fearful of speaking in front of an audience.

There are four different types of speech delivery: impromptu, manuscript, memorized, and extemporaneous. Of these, the extemporaneous delivery has a major advantage: The speaker prepares the topic in advance, but the delivery is still flexible enough to allow the speaker to adapt to the audience.

There are several techniques you can learn to improve your ability to share ideas with an audience. Spontaneity and sincerity are two important aspects of delivery. In addition, you can use your body to its best advantage by incorporating the following into the delivery: natural gestures, facial expression, walking transitions, appropriate appearance, good posture, and direct eye contact. Still another way to enhance delivery involves the use of your voice. Volume, rate, inflection, appropriately placed pauses, and pronunciation and articulation are factors to consider when delivering your speech. Your confidence as a speaker will increase as you learn to effectively incorporate these techniques into your delivery.

Finally, the following suggestions may help when practicing your delivery. Once you feel comfortable with the material, begin practicing the speech aloud. Whether you do this in front of a mirror, a video camera, or your family, remember that you have something of value to share with the audience. Practicing your delivery should increase your confidence, because you will know that you have adequately prepared for your presentation.

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## REVIEW QUESTIONS

1. What are the differences between oral and written communication?
2. What steps can you take to help control speech anxiety?
3. Name the four methods of speech delivery and briefly describe each one.
4. Why is it important for your bodily movements to be spontaneous?
5. Why is it helpful for a speaker to establish direct eye contact with an audience?
6. What are the different ways in which you can use your voice to improve your delivery?
7. What steps can you use to practice your delivery?

## Communication and TECHNOLOGY

### Effective Delivery and PowerPoint

*“PowerPoint makes us stupid” (Gen. James Mattis of the U.S. Marine Corps, quoted in Bumiller, 2010). “It’s dangerous because it can create the illusion of understanding and the illusion of control” (Gen. H. R. McMaster, who banned PowerPoint presentations from his meetings, quoted in Bumiller, 2010).*

The essence of any public presentation is the interaction between the speaker and the audience. The speaker must be able to continually adapt and adjust to audience feedback in order to effectively get his/her message across. For example, the speaker must be able to adjust voice quality and use walking transitions or other bodily movements to help the audience stay focused on the message.

With the advent of presentational software like PowerPoint by Microsoft, many speakers have forgotten the all-important relationship between speaker and audience. PowerPoint and other presentational software have become a substitute for a “real” speaker. Warren Burger, a design expert, said, “People are using PowerPoint as a way to limit their engagement with the audience. Whether they realize it or not, they’re using it that way” (quoted in Hustad, 2012).

Presentational software has become prevalent. In fact, one billion people worldwide use PowerPoint in some way, according to Microsoft. Despite its millions of users, many businesses, conferences, and the military are beginning to ban the use of PowerPoint because it is interfering with, not helping, speakers communicating their messages clearly and effectively.

Many times speakers overuse or misuse presentational software. Specifically, PowerPoint limits the speaker’s ability to creatively communicate ideas. According to Chip and Dan Heath, authors of *Made to Stick: Why Some Ideas Survive and Others Die*, “Business managers seem to believe that once they’ve clicked through a PowerPoint . . . they’ve successfully

communicated their ideas. What they’ve done is share data” (quoted in Ewers, 2007). In other words, public speaking is more than just a matter of presenting data.

Second, and most important, PowerPoint detracts from the interaction between the speaker and the audience. In a *CNNMoney* article, Megan Hustad (2012) reports, “The hardest thing about any presentation is looking your audience squarely in the face—and that’s precisely what presentation software allows people to avoid.” The speaker does not have a lot of freedom to pause, for example, in the middle of a slide presentation, to engage the audience’s questions. Everyone, including the speaker, stares at the screen. Karen Friedman cautions, “These presenters are talking to their slides, not their audience. I see this every day, and I always tell my clients the same thing: Nobody came to see a slideshow, they came to see you” (quoted in Hill, 2003). The speaker’s responsibility is to engage the audience, and it seems that PowerPoint can hinder the interaction between the speaker and his/her audience.

If you decide to use PowerPoint or some other presentational software, there are some guidelines you can follow to ensure you creatively present your ideas and that you engage your audience. First, remember that more is less. Keep your slides simple and to the point. Don’t put too much information on a single slide and don’t have too many slides. Second, slides should be used to clarify ideas or help the audience visualize your main points. Charts, graphs, and photos, for example, are excellent tools that can be enhanced with the use of PowerPoint. Third, as you deliver your presentation, remember all the important aspects of effective delivery like eye contact (avoid reading your slides, talk to the audience), conversational quality, and spontaneity. Most of all, don’t forget the audience is there, and

## PRACTICING YOUR SPEECH

We have discussed several steps that are designed to help you feel more confident when you are required to speak in public. It is important to remember that there is no one right way to deliver a speech. The appropriate delivery style will depend on you, your topic, the situation, and the audience. Implementing the skills in this chapter will help you feel more self-assured and in control. The finishing touches for your presentation are achieved through practice. Several steps to help you prepare to speak are discussed in the following table.

Keep in mind that each individual's background brings a uniqueness to any topic he or she chooses to share with an audience. Believing that you have something special to share will give you a tremendous boost in confidence. The speech is an interactive process between you and the audience. As a speaker, it is your goal to communicate your ideas in a way your audience can understand and appreciate. Appreciating your audience's different approaches to your message can go a long way in ensuring a successful speech.

**TABLE 14.3** Types of Delivery

<b>Practice out loud</b>	Notice places where you stumble or where more information is needed. Practice several times until it becomes fluid and you are keeping focused on the ideas.
<b>Refine delivery</b>	Watch your nonverbal gestures in the mirror while practicing, record your voice on your cell phone, or record your delivery of your speech on your computer. This will help you check for any adaptors you may be using, and it will also allow you to spot any issues with articulation and pronunciation.
<b>Elicit feedback</b>	Ask your family and friends to offer you feedback, either physically or digitally. This will not only make you more comfortable speaking in front of others, but it will also help you practice eye contact, using pauses instead of fillers, and staying within a time limit.
<b>Extra practice</b>	Try speaking in an empty classroom a couple days before the speech. Make sure to incorporate your presentational aids while you speak. If you are planning to use the classroom's computer, it may be helpful to make sure everything works and you are comfortable operating it.



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should change as you move to different points in the speech. As you try to stir your audience, for example, the pitch of your voice should rise.

## ■ Pause

It is virtually impossible to deliver a speech without inserting some pauses. There are a few places in a speech where pauses can be very effective. First, a **pause** is helpful as you shift from one idea to the next. This gives your audience notice that you are about to move on to another point. Furthermore, it allows your audience time to assimilate new or complex ideas. Second, pauses are used effectively when you are striving for emphasis.

The technique of using well-placed pauses is developed with practice. As you become more adept at using pauses, you will achieve your goal of sustaining the audience's interest. An audience often responds to a pause by looking up at the speaker. They are waiting to hear more. You have their attention—now proceed.

Vocalized or verbal pauses such as *ah*, *um*, *like*, and *you know* should not be confused with well-placed silent pauses. In fact, these interjections can be interpreted as signs of nervousness or lack of adequate preparation and will detract from your effectiveness and credibility as a speaker.

## ■ Pronunciation and Articulation

If your audience is to understand the words in your speech, you must say them correctly (**pronunciation**) and clearly (**articulation**). A common occurrence in speech is the mispronunciation of words. We have all done it at one time or another and have probably suffered a degree of embarrassment when the error was pointed out. For example, the following table illustrates four words that are frequently mispronounced:

<i>Word</i>	<i>Common Pronunciation</i>	<i>Correct Pronunciation</i>
Candidate	cannidate	can-didate
Escape	excape	es-cape
Jewelry	jewlry	jew-el-ry
Athlete	ath-a-lete	ath-lete

To ensure that your delivery is free of mispronunciations, consult a dictionary for those words you have any doubt about. Also, practicing your delivery in front of a friend or family member may help catch errors.

Articulation refers to the clear or distinct pronunciation of words. It is not identical to pronunciation, for you can say a word crisply but still mispronounce it (for example, saying the *w* in *sword* or the *l* in *salmon* is a mistake in pronunciation). A few general pointers may give you more confidence about the question of articulation. Avoid the following when delivering your speech: (1) running words together, such as “wanna” for *want to* or “didja” for *did you*; (2) omitting word endings, such as “havin” for *having* or “runnin” for *running*.

and may communicate to your audience that you are not sincere about the ideas you are sharing with them. Instead, it appears that you are acting a part in a play.

The level of your voice should correspond to the way you treat your topic. There will be times when you will want to raise or lower your voice based on your feelings about the subject. Let the volume of your voice change as a result of your enthusiasm for the topic. If possible, practice your speech in the same room in which you will be presenting it. Have classmates or friends sit in the back of the room during your practice session. Adjust your volume according to their feedback. You will then know how loudly to deliver your message when the time comes.

### ■ Rate

The **rate** of your speech is dependent on the number of words you deliver in a given amount of time. Most Americans deliver between 120 and 150 words per minute. Your rate should vary, depending on the speaking situation. The appropriate rate will grow out of the relationship among the audience, the message, and the speaker. Furthermore, the rate will fluctuate throughout the speech; there will be moments when you find it necessary to pick up the pace and other times when you find it more appropriate to slow down.

Although some beginning speakers talk too slowly, most novices experience the opposite problem: They tend to speak too rapidly. Anxiety usually causes this condition. When we get nervous, we tend to speak more rapidly owing to excess tension. The difficulty of the situation is compounded when the audience is unable to comprehend the message.

Special efforts are necessary first to identify and then to correct this problem. For instance, it is helpful to listen to your voice on a recorder. This gives you an opportunity to hear the speed at which you speak, thereby increasing your awareness of the problem. A friend or family member also can help by listening to you practice your speech. Ask that person to listen specifically to whether you deliver your speech too rapidly. Finally, indicate in italic print in your notes to slow down at particular points. Such reminders will keep you aware of your speaking rate during your delivery. For example:

As part of his job as a sales representative, Patrick spends time engaged in public speaking. In order to enhance his presentational skills, he joined the local chapter of Toastmasters. Each month, members gather to give speeches and offer feedback to one another. In his first speech, the other members indicated that he spoke much too fast and that some of his important points were lost to them. In preparation for his second speech, Patrick has written *SLOW DOWN* at the top of his note cards to remind himself to speak at a normal pace.

### ■ Inflection

Think of how boring it is to listen to a speech delivered in a monotone voice. **Inflection** is the tone of your voice. Lack of variety in vocal inflection has been known to put more than one audience to sleep. The inflection of your voice can and



## Serving Your COMMUNITY

### Effective Delivery

The delivery of your message can have a great impact on the overall effectiveness of the message. Refer to the Serving Your Community activity in Chapter 13. Using the key-phrase outline you developed, do the following:

1. Schedule a meeting with the office of student government on your campus.
2. Ask if you and your partner can speak for a minute on the importance of volunteerism at the next meeting of the student government board.
3. As you deliver your one-minute presentation, use your body to communicate. Specifically try to incorporate:
  - a. Gestures
  - b. Facial expressions
  - c. Walking transitions
  - d. Pausing
  - e. Eye contact
4. As you deliver your speech try to use your voice to communicate your ideas. Specifically try to focus on:
  - a. Volume
  - b. Rate
  - c. Inflection
  - d. Pause
  - e. Pronunciation
5. After you each give the one-minute speech, review and discuss how your body and voice affected the speech.
6. How did this process help you appreciate difference?

### ■ Volume

**Volume** refers to the loudness of a speaker's voice. Before the use of electronic devices, it was essential for an individual to speak in a loud and powerful voice. This holds true in the classroom as well, since it is not likely that you will have the opportunity to use a microphone. Consequently, you will find it necessary to adjust your voice so that all members of the audience will be able to hear your message. If your audience must strain to hear you, they will probably miss a large part of your message. In fact, you run the risk of losing them altogether as responsive members. Additionally, if you speak very softly, you may appear to lack confidence.

By the same token, you do not want to shout or scream at your audience in order to capture their attention. Shouting can be construed as overdramatization

task. However, the rewards are gratifying: Your audience will feel more involved in your presentation, and you will be able to see it on their faces and in their eyes.

For many it is easier to establish direct eye contact with a small audience, because the size of the group is less threatening. Even with a small group, however, it is difficult to establish direct eye contact with every member of the audience; an attempt to do so will result in little more than scanning the audience. This is not direct eye contact; rather, it is a mechanical back-and-forth motion. Some speakers tend to look above the heads of those in the audience in an effort to appear to be looking at everyone. Still others simply stare out a window or keep their eyes glued to their notes. These techniques prohibit the speaker from responding to any feedback the audience sends.

What the speaker needs to do is establish direct eye contact with certain members of the audience. We suggest picking individuals who are scattered in different parts of the room. For your first speeches, try to include people with whom you feel comfortable or those whom you believe will be supportive. Doing so will make it easier for you to practice this technique and to respond to any feedback they might give you. As you gain experience and confidence, you will be able to gradually include members of the audience whom you do not know, as well as those who give negative feedback. You need to respond to both positive and negative feedback in order to make your speech more effective. (See the Global Connections box on page 147 for a discussion of how culture affects the use and interpretation of eye contact.)

In our culture, direct eye contact is extremely important because it communicates confidence and the appearance of a strong self-concept. In addition, it shows concern about communicating with others. An audience can sense when a speaker is in control and will respond favorably. Naturally, a boost to one's self-image will provide greater confidence for subsequent speeches. This "snowball" effect leads to growth and maturity for the public speaker.

Learning to use direct eye contact is like learning any other skill: Practice is the key ingredient. At first, your attempts may seem mechanical. You may feel uncomfortable because you are self-conscious about your behavior. With time and practice, however, direct eye contact can become a natural part of your communication behavior. Know in advance that many people in the audience will be unable to establish direct eye contact with you; this does not mean that they are rejecting you.

## USING YOUR VOICE

Your voice gives meaning to the words in your speech. As you may remember from Chapter 5, this is called paralanguage. Your voice can reflect the way you feel about your topic; therefore, you can use it to emphasize points. For example, a voice that quivers during the eulogy at a friend's funeral expresses the speaker's sorrow and pain. Likewise, a voice that grows louder reflects anger or passion about some issue, for example, a speaker's outrage over the number of homeless people in the United States and the lack of assistance governmental agencies provide. It is equally important that you pronounce words clearly and precisely so that the audience will understand your message. Several vocal aspects of delivery are discussed next, including volume, rate, inflection, pause, and pronunciation and articulation.



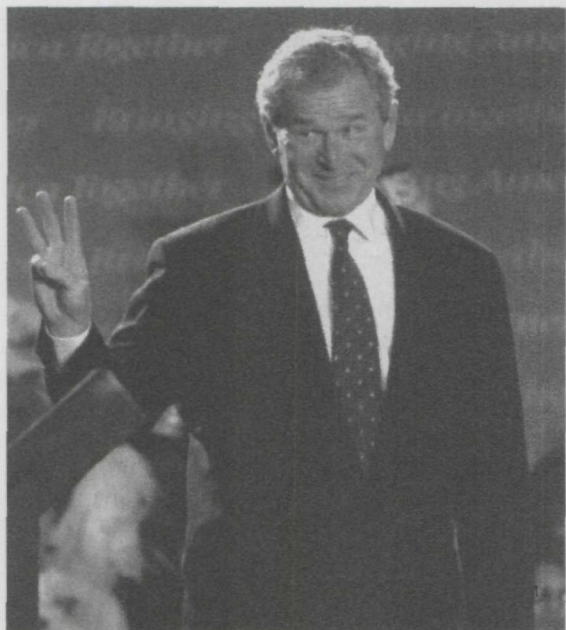
*Richard Nixon's appearance in his debate with John Kennedy in 1960 impacted the audience's overall impression of him.*

## ■ Posture

Good **posture** is one aspect of bodily action that commands the attention of your audience. When speaking in front of a group, avoid slouching or bending your knees; keep your spine straight, your shoulders back, and your feet a comfortable distance apart. You do not, however, want to look like a soldier standing at attention. Avoid a rigid stance because it communicates that you are tense and inhibits any other natural movement. Avoid, too, appearing so loose and casual that you find yourself leaning against the blackboard or sprawling over the lectern. Finally, avoid shifting your weight from foot to foot as you speak. Good posture can enhance your presentation because you will appear more confident and involved in the topic and the audience. You want the audience to concentrate on what you are sharing; proper posture will not detract from this goal. Instead, it will reinforce your image as a well-prepared, confident public speaker.

## ■ Eye Contact

Perhaps one of the most difficult skills for the public speaker to master is direct **eye contact**. As mentioned earlier, your eyes are one of your most revealing features; therefore, a conscious effort to establish direct eye contact acknowledges that you wish to draw the audience in. Understandably, many speakers feel anxious about this



*A speaker's facial expressions can enhance or detract from his or her credibility.*

the speaker's dependency on the lectern. It also allows the speaker to divert some of his or her excess energy, thereby relieving the mental anxiety associated with talking before an audience. Taking a step or two forward to emphasize a point or turning slightly during a transition captures the group's attention and shows your involvement with the presentation.

When incorporating **walking transitions**, make sure that they grow out of your involvement with the presentation. They should not detract from your speech. If you have a reason to move about, you will avoid overuse. When you appear relaxed enough to move about in front of your audience, your efforts will contribute to a greater sense of confidence on your part.

## ■ Appearance

The speaker's **appearance** also communicates a message to the audience. The members of the audience see you before they hear you speak; consequently, their first impression of

you can be shaped by your appearance. In formal settings we see political speakers paying particular attention to their appearance. One memorable instance of the importance of appearance occurred during the 1960 presidential debate between John F. Kennedy and Richard M. Nixon. Nixon's suit was somewhat wrinkled, he had a five o'clock shadow on his face, and he was perspiring during the debate. On the other hand, Kennedy appeared presidential. After 50 years, scholars still point to this instance as a lesson on the importance of candidate appearance.

Although personal attire does not play a significant role in classroom speeches, you should make sure that your appearance does not draw the audience away from your intended message. For example, a wild hairdo will surely distract the audience. You do not want the audience to pay more attention to what you are wearing than to what you are saying to them. In fact, if your audience's attention is focused on your appearance, it is probably safe to say that your appearance is doing you a disservice. In deciding what to wear, consider both the audience and the nature of the speaking situation. For example, a talk with high school students about drug abuse would call for casual attire (no suits), while a presentation to a group of business managers would call for a suit (no jeans with sweaters). Both audiences would likely be uncomfortable if the speakers dressed differently. You should use your appearance to enhance your credibility, if possible. For example, if you were giving a speech on the importance of yearly veterinarian visits for pets, you might wear the uniform you wear as a veterinary assistant. Your uniform will communicate your expertise and will also help you feel more confident.

the audience will help the speaker feel more confident during the speech and in subsequent speeches as well. Audience support builds confidence.

For example, Tasha, who suffers from attention deficient disorder, wants to inform her audience about the disorder and how she copes with it every day, especially as a student. Her sincerity affects the audience, who respond with active nonverbal feedback like smiling and head nodding.

## USING YOUR BODY

Effective use of your body is another way to enhance your speech. Your nonverbal communication can convey as much to the audience as the words in your speech. In fact, your bodily actions can reinforce the major ideas in the presentation. Becoming aware of some of the ways to use your body to increase audience involvement and understanding is highly desirable. Many components contribute to the role your body plays in delivering a speech, including gestures, facial expressions, walking transitions, appearance, posture, and eye contact (see Chapter 5 for a detailed discussion of nonverbal behavior).

### ■ Gestures

Hand movement in a speech delivery should be spontaneous; in other words, it should naturally stem from the speaker's involvement with the subject. Your hands can be used to emphasize or clarify your ideas.

**Gestures** are useful only as long as they remain natural, real, and spontaneous. Adding gestures for the sake of incorporating movement into the delivery will detract from, not enhance, your presentation. Be aware that gestures can communicate additional meaning to your message and gestures may or may not be interpreted correctly by your audience.

### ■ Facial Expressions

Your face usually communicates your feelings, so use it to help communicate your message to the audience. As with gestures, your **facial expressions** should be spontaneous, arising naturally from your involvement with your topic. Allowing the audience to see your commitment to your topic also may elicit their interest; knowing that you have the audience's attention gives your confidence as a public speaker a welcome boost. Good technique obviously has its rewards.

We can look to the 2004 presidential primary race for an example of inappropriate use of facial expression. Former President George W. Bush was often criticized for his "smirk." Bush's facial expressions often gave the impression he was not serious or sincere. This hindered his ability to convey his credibility to the voters.

### ■ Walking Transitions

Foot movement can also be used to enhance your talk. More important, foot movement can help the speaker decrease the amount of physical distance between himself or herself and the audience. Foot movement has the benefit of reducing

**TABLE 14.2** Types of Delivery

Impromptu	No advance preparation or practice
Manuscript	Delivered from a prepared script
Memorized	Manuscript committed to memory
Extemporaneous	Prepared, practiced, but conversational in style

## SHARING IDEAS

Every speech delivery is enhanced by the speaker's ability to share ideas. The more a speaker can concentrate on the ideas in the speech rather than on himself or herself or the speaking situation, the more likely the receiver also will concentrate on those ideas. In other words, the speaker's goal is to get his or her audience just as involved in the subject as he or she is. This objective is possible only if the speaker is genuinely interested in the topic. A lukewarm attitude will not get the audience's attention. The individual who is able to concentrate on sharing his or her ideas will develop into a more confident, effective speaker. Several factors discussed in this section will aid the speaker in confidently communicating with the audience.

### ■ Spontaneity

Just as involvement leads to greater sharing of ideas, so too does a feeling of spontaneity with the audience. **Spontaneity** refers to a speaker's apparent natural behavior at the time of delivery. As a speaker's involvement with the topic increases and his or her concentration becomes focused on ideas and audience, he or she sends signals of spontaneity and immediacy that are absent from memorized and manuscript deliveries. Words chosen spontaneously convey to an audience that the sender both is interested in the topic and wants to share his or her ideas. Not only are the words more appropriate to the specific audience, but the accompanying vocal inflections also add to the interest, further capturing the attention of the audience.

The same is true of movements and gestures (see Chapter 5). The speaker may not be aware of facial expressions, gestures, or bodily movements, but when spontaneous, these reiterate the desire to share. For example, a preplanned gesture, such as mechanically pointing a finger when a certain word is said, can communicate an aura of superficiality. However, the same gesture made spontaneously will help draw the audience more completely into the presentation.

### ■ Sincerity

Another key component to sharing ideas is the incorporation of **sincerity** into the presentation; that is, a speaker wants to show the audience that he or she cares about the topic, its presentation, and the audience. By doing so, the speaker may capture the audience's interest in the topic. The speaker wants to start a chain reaction from speaker to audience. In turn, the positive feedback he or she gets from

## EMBRACING DIFFERENCE

### Types of Delivery

Carlo has just listened to his professor discuss the different types of delivery used by speakers. His teacher reviewed the impromptu speech, the memorized speech, the manuscript speech, and the extemporaneous speech. In most instances, Carlo learned that the extemporaneous speech is the most effective type of delivery. However, he also knows that it is the speaking situation and the type of audience that must dictate the approach used by the speaker.

1. How does Carlo's delivery approach enhance his ability as a speaker?
2. To enhance your appreciation of difference, please complete the following activity:

Identify a time when a speaker effectively used the following types of delivery. Describe the situation and the audience.

- a. Impromptu
- b. Manuscript
- c. Memorization
- d. Extemporaneous
3. How does this activity help you appreciate difference?
4. How does this activity enhance your ability as a public speaker?

speech. In addition, it suggests to the audience that the speaker is trying to interact with them, because the speaker's language is more spontaneous and the response to audience feedback is more immediate. This feeling helps keep the audience involved because their diverse perspectives can be acknowledged. Consider the following:

Harriet Gaynor teaches Economics 200, a required course for all liberal arts and sciences students at Western University. Over the years, Gaynor has developed a reputation on campus as a superior lecturer. She teaches multiple sections of this course. Much of her success is a result of the tremendous amount of time she spends preparing her material. She practices each lecture to become familiar with the ideas she wishes to present. Although she brings the same outline to each section of Economics 200, the words she delivers to each class differ. Her choice of words grows out of her relationship with each class. The humor, pace, and movement in each lecture depend on the feedback she receives from her class.

Professor Gaynor's ability to rely on extemporaneous delivery has contributed to her success as a speaker and teacher. She is able to adapt to the different attributes, attitudes, and interests of her students. The flexibility and adaptability inherent in the extemporaneous delivery allow for a degree of give-and-take between speaker and audience. The four types of delivery are defined in Table 14.2.

the inexperienced speaker: Countless students forget a word or a phrase midway through their speech, lose their composure, and out of desperation return to the beginning of the speech to start again.

If you practice a speech sufficiently before giving it to your audience, a certain degree of familiarity results. Because you are now familiar with the ideas in your speech, you probably will not be shaken if a particular word or phrase escapes you during the pressure of the speaking situation. Unless your instructor asks you to memorize a speech for a specific assignment, try to avoid doing so.

Let us say that you need to memorize a phone number as part of a message you will later relay to a friend. Since you do not have a pencil and paper, you recite the numbers until they are committed to memory. While engaged in this task, you try your best to visualize the numbers. This seemingly simple task requires a great deal of concentration. When considered on these terms, the business of memorizing a speech suddenly becomes enormous. Nearly all the speaker's energy in this type of delivery is focused on remembering words, rather than on sharing ideas with an audience. The process of memorizing leaves little or no time for concentrating on how you will deliver the speech to your audience.

### ■ The Extemporaneous Speech

The type of delivery that combines the best features of the preceding methods is the extemporaneous delivery. An **extemporaneous speech** is thoroughly prepared and practiced, but it is delivered in a conversational style. In an extemporaneous delivery, the emphasis is placed on sharing ideas that have been researched and analyzed. The speaker often uses note cards or an outline while delivering the talk and can enjoy some flexibility with the audience because he or she has prepared, organized, and practiced his or her thoughts in advance. This allows the speaker to respond to the feedback he or she receives from the audience.

Extemporaneous delivery implies that the speaker has a thorough knowledge and understanding of the topic and an intelligent plan to present it. It avoids the stilted, formal presentation inherent in the manuscript speech or memorized

## ETHICS in Communication

### Delivering Your Presentation

Professor Nancy Webber has been invited to speak to the City Economic Council on job training for women in her community, a topic that Professor Webber knows a lot about. Thus, much of what she will present to the council is the same as the material she would present in one of her classes. But the audience is different, and the situation is certainly different. How can she ensure that her delivery will be both effective and ethical when she speaks to the council?

1. How does the diverse nature of her audience impact her delivery?
2. How does the situation impact her delivery?
3. Why must Professor Webber pay close attention to audience feedback?
4. How can being herself and using her own style build her confidence as a speaker?
5. How will you effectively and ethically deliver your presentation?

2011, when the United States killed Osama bin Laden in a raid in Pakistan. When he spoke to the nation, the public was looking to the president for verification that the terrorist was really dead and that further attacks were not expected. In addition, the world was watching to see what further steps the United States would take and how it would address its allies. The gravity of the situation required that Obama use a manuscript in which each word was painstakingly selected.

It is unlikely that you would find yourself in a situation of such magnitude; however, there are circumstances where a manuscript speech is appropriate, even desirable. If, for example, you are asked to explain new company procedures or describe the steps used in cardiopulmonary resuscitation (CPR), where accuracy is essential, a prepared manuscript is beneficial. The purpose of the manuscript is to keep you focused on your speech.

There are drawbacks, however. Because the manuscript speech is extremely precise, it is apt to be mechanical, lack spontaneity, and stifle interaction with the audience. It does not allow you to respond to the feedback you will receive from the audience. Some speakers even plan their gestures in advance. Indeed, it is a rare individual who can appear fresh when such minute details are orchestrated beforehand. If you must use a manuscript, make every effort to appear to be talking to your audience instead of reading lines to them. Remember from the beginning of this chapter, a speech is not the same as an essay. Consider the following:

Myra Crandall is the newly elected president of the Southridge Elementary School Parent-Teacher Organization and a stepmother to two boys in first and third grades. As an administrative assistant to the plant manager at Rey Manufacturing, she does very little public speaking. Myra is nervous about the acceptance address she must deliver at her installation because she doubts her ability to speak in public. She writes out her entire speech ahead of time and essentially reads it to the group. When she looks at the audience, she sees people gazing around the room in a sure sign of boredom.

Manuscript delivery is undoubtedly difficult to master. Obviously, Myra's delivery was lacking in the preceding illustration. Successful delivery takes considerable time, practice, and familiarity with the types of situations that necessitate its use.

## ■ The Memorized Speech

The type of delivery that requires the greatest investment of time is the **memorized speech**. The speaker not only develops the complete manuscript, but he or she also spends additional time memorizing it word for word. When would a speaker choose to memorize a speech? Perhaps in these cases: when delivering a eulogy, making a sales pitch (especially if it has proven to be successful in the past), or toasting the bride and groom at a wedding. In each of these situations, considerable effort has gone into preparing the message and selecting appropriate words; the speaker wants to communicate his or her thoughts exactly as planned.

Delivering a memorized speech has its drawbacks, most notably the difficulty in maintaining spontaneity. As with the manuscript speech, it does not allow you to adjust to the audience feedback. There is an additional pitfall to the memorized presentation, one that most experienced instructors have seen snare

This positive attitude can carry over to your audience. Being involved in your presentation communicates a feeling of confidence to the audience. In turn, you should feel more comfortable because you will be able to observe the audience's involvement in your presentation. Remember that you are a unique individual who has something special to share with the audience. There is no one right way to deliver a speech. An understanding of your individual approach to the speaking situation and your appreciation for your audience's diverse approaches to the topic can only increase your confidence. Believe in your ability to share ideas. You do it all the time with your friends, work associates, and family.

## TYPES OF DELIVERY

Four methods of delivery can be used to share information in public. Each, of course, has its own place in a communication situation. However, certain methods appear to be more advantageous than others. Depending on your talents, the speaking situation, the topic, and your audience, one of these methods will be most effective. Described below are the different methods of delivery.

### ■ The Impromptu Speech

What is the usual response when someone is asked to deliver an impromptu speech? Panic comes to mind! An **impromptu speech** is delivered without advance preparation or practice. Although difficult for the student, the impromptu speech has its benefits. An instructor may want to give his or her students an opportunity to “think on their feet” and at the same time expose them to being in front of the class. The typical introductory speech on the first day of class helps fulfill this goal. In this context, the impromptu delivery represents a useful tool. On a more practical level, business seminars or meetings frequently give rise to impromptu speeches.

For example, the assistant director of the botanical garden asks Jerry to summarize his findings on the viability of instituting a continuing education program for the community. Although Jerry has no advance notice, he talks about the program to the staff members at the meeting. In this situation, the impromptu speech came about as a natural part of the meeting. Despite Jerry's success in the preceding example, the impromptu speech generally does little to bolster a speaker's confidence. After just a few minutes, the presentation commonly becomes repetitive, which causes the speaker to become self-conscious and nervous.

To give an impromptu speech simply because you have failed to prepare comments ahead of time communicates to your audience that you really did not care about your responsibility enough to adequately prepare for your talk. An ill-prepared speaker does not gain the respect of the audience. As a speaker, your credibility and confidence will be diminished if the audience perceives you as either unprepared or uncaring.

### ■ The Manuscript Speech

If you were in a position of authority, like the president of the United States, it would be appropriate for you to use a **manuscript speech**, one delivered from a prepared script. Consider former President Obama's delicate position on May 2,

community and has seen how the clinic has helped her neighbors deal with inattentive landlords, resolve income tax issues, and other important legal matters. She decides to persuade her fellow classmates to also volunteer in their neighborhoods. Gale feels passionately about her topic and becomes very involved in the process of persuading her audience. Her audience gets caught up in Gale's enthusiasm and provides her with overwhelmingly positive nonverbal feedback by shaking their heads and smiling. As a result, Gale forgets about being nervous in front of her audience.

### ■ Remember That You Are Not Alone

Try to place the speech experience in its proper perspective. It is likely that several members of your audience have been in your shoes before, so they can empathize with your nervousness over speaking in public. People are basically kind. They do not want to see you fail. Perhaps this example will demonstrate our point: Have you ever been backstage in a theater when an actor forgot his or her lines? The audience did not laugh or ridicule the actor; instead, they remained quiet and probably empathized with the performer.

### ■ Develop a Positive Attitude

When you get up in front of your audience, it helps to remember that you have prepared something worthwhile to say to them. Since you are the person who has researched, developed, and organized your subject, no one will know your topic as well as you. In addition, the way you have decided to handle your topic probably depends on your values, attitudes, and past experiences. Even a simple assignment gives you an opportunity to bring your own rich background to the speaking experience. Condition yourself to think, "I have something interesting to share with others."

## GLOBAL CONNECTIONS

Clifford James was invited to give a presentation to a potential client in Zurich, Switzerland. The organization, Swan Electronics, was looking to purchase both training software and related consulting services from Clifford's firm, Montgomery Training Services. As he was preparing for his presentation, Clifford paid particular attention to his attire. He wore a conservative, blue Brooks Brothers suit and well-shined Cole Haan shoes. In addition, he wore an elegant, conservative Movado watch. In Switzerland, he knew that citizens valued high-quality items and at the same time frowned on ostentatious behavior (Morrison & Conway, 2007).

1. How did Clifford demonstrate an appreciation of difference?
2. How did Clifford use his appearance to enhance his confidence as a communicator?
3. How can this scenario enhance your confidence as a communicator?



## SKILL BUILDING

### Oral and Written Communication

Find an essay you have written for another class. Read it aloud.

1. How does it sound? Do you think an audience could easily listen to it?
2. How could you change the essay so that it could be delivered orally?
3. How might the diversity of the audience affect your delivery?

preparation, you will know where your speech is going and what you are about. You will have become the expert on your topic and know how to relate your ideas to your diverse audience. All your hard work will pay off by translating into a feeling of confidence that you are well prepared and that you will not be caught off guard.

A few additional pointers can help you deliver your speech with less apprehension: Control excess tension, focus on the topic, remember that you are not alone, and develop a positive attitude.

#### ■ Control Excess Tension

When told that they must deliver a speech, most people generally feel nervous. It's as if the word *speech* triggers an alarm. Nervousness often manifests itself in tension; it is possible, however, to use your body in a way that allows you to reduce the excess energy caused by tension. Merely taking a deep breath or a few steps away from the lectern may help free your body of extra energy. These small efforts will help you feel more relaxed when delivering your speech.

#### ■ Focus on the Topic and Audience Feedback

Concentrating on what you are talking about, rather than thinking about the fact that you are standing in front of an audience, is an important step in reducing speech apprehension. Concentrating on your message helps reduce your anxiety because you stop focusing on your role and instead direct your energy toward the treatment of your topic. It is also important to remember that the audience is a vital part of the speech process and their feedback can help you succeed. If you engage in thorough audience analysis, you know what diverse approaches the audience has brought to your speech and you can adjust accordingly. Once you take the focus off yourself, you will be able to share your ideas with the audience. These ideas and the audience need to be the center of attention, not you! A second important factor, then, is to select a topic in which you are genuinely interested (see Chapter 11 for a more complete discussion of selecting a topic). Consider the following:

Gale is a single mother of three young daughters and is working on a degree in prelaw at night. At least once a month, Gale volunteers at the local legal aid clinic. She strongly believes in giving back to her

Your audience will be right with you and will provide immediate feedback to you. An effective speaker will adjust to the audience's feedback. Written communication does not allow for immediate feedback and does not allow the sender the opportunity to adjust to the audience's diverse approaches to the communication situation.

Second, the speaker's priority is to make it easy for the audience to hear the message. Remember in Chapter 3, we discussed how difficult it is to listen. You can help your audience listen by making your message simple, informal, personal, and vivid. In a written message, the writer has the luxury of using complex, formal messages, as the receiver can reread and review the message. Consequently, your audience will only listen to your message once. There is no opportunity to replay your speech.

Lastly, you must be concerned about all the intentional and unintentional nonverbal messages you send as well as the nonverbal feedback your audience will be giving you. In written communication, nonverbal messages are of little or no concern to the writer or the reader. Table 14.1 defines oral communication.

In the rest of this chapter, we will discuss specific ways to improve your delivery and to understand the interactive process of public communication. To that end, we will focus on the different types of delivery, sharing ideas, bodily action, and voice quality and control. Incorporating the techniques that are natural to your uniqueness will help you deliver your speech more effectively and, in turn, lead to greater confidence when you are giving a speech.

## UNDERSTANDING SPEECH ANXIETY

Although most people like to talk in informal settings, many have a genuine fear of delivering a public speech. Personal concerns about how others perceive us are intensified when we speak in public. The internal tension is understandable; no one likes being rejected—the greatest fear associated with public speaking. Unlike writing in a diary or turning in a project to an instructor, our public speeches are visible to an entire audience.

While there is no magic formula to dispel your fear of public speaking, you can take comfort in knowing that your nervousness can be significantly reduced by following a plan. This plan requires that you follow several of the points mentioned in Chapters 11, 12, and 13: Select an appropriate topic, analyze your audience, find supporting materials to incorporate in your speech, and organize your ideas and support into a logical presentation. As a result of doing this extensive

**TABLE 14.1** Oral Communication

- 
- Is a cooperative act between speaker and a diverse audience
  - Provides immediate feedback to the sender
  - Must be simple, informal, personal, and vivid
  - Contains both intentional and unintentional nonverbal messages
-

Professor Nancy Webber, director of the Women's Studies department, has been invited to speak to the City Economic Council on job training for women. She is excited about the opportunity to talk about this topic because she has written several books about training women to rejoin the workforce.

She has lectured about this topic many times in her classes. However, in preparing for this speech, she realizes that she will be speaking in a different situation and to a different kind of audience. For example, she won't know the members of the audience as she does when she lectures to her students. Also, the group will be larger than she is used to and the setting will be much more formal. Her lecture notes will not work in this speaking situation.

For the speech before the City Economic Council, Professor Webber decides to write her comments out word for word and to create several charts and graphs to use as presentational aids. Although the content may be the same as what she discusses with her students in class, Professor Webber's delivery will not.



There is no one right way to deliver a speech. Multiple types of delivery are possible depending on the audience, situation, and your own talents. It is best to find your own voice and the best approach for you and that situation, as Professor Webber has done. In this chapter, we will discuss the options you have for effectively delivering your speech. Effective speakers appreciate the different approaches to communication an audience brings to the interaction. Through thorough self- and audience analysis and practice, you can decide what is the best option for you.

Delivery is usually the most dreaded aspect of the speaking situation. Understandably, people feel self-conscious when they are standing in front of an audience. Fear of rejection is an overwhelming factor in public speaking; however, learning what to do in order to feel comfortable during speech delivery can lead to improved self-confidence. An audience views a composed public speaker as a confident communicator with a message worth listening to. Furthermore, the positive feedback received from the audience reinforces your self-confidence.

We are all afraid that we aren't "doing it right" and that the audience will reject us. It is essential that your delivery style be appropriate for your audience and the situation. Thorough analysis of your talents and skills and of the audience will help you to understand the diverse frames of reference you need to consider when delivering your speech. We begin this chapter with a discussion of the differences between oral and written communication. Many of us mistakenly believe that the speech is just an essay read aloud. To deliver your ideas effectively, you must understand the nature of oral and written communication.

## ORAL AND WRITTEN COMMUNICATION

There are several aspects of oral communication that make it very different from written communication. Public communication is not just a message read aloud to an audience. First, the speech is a cooperative act between the speaker and the audience. Remember from Chapter 1 that all communication is an interdependent process.



## CHAPTER

# 14

## Delivering Your Speech

### **AFTER STUDYING THIS CHAPTER, YOU SHOULD**

#### ***understand***

- the differences between oral and written communication.
- the four factors that help control speech anxiety.

#### ***be able to***

- use the four types of delivery.
- enhance your speech delivery through spontaneity and sincerity.
- use your body to enhance your delivery.
- use your voice to improve speech delivery.

