



INVITATIONAL SPEAKING

IN THIS CHAPTER YOU WILL LEARN TO:

- Identify the three conditions for an invitational speaking environment.
- Describe the two types of invitational speeches.
- Apply the four most common patterns of organization for invitational speeches.
- Identify three tips for giving effective invitational speeches.
- Identify two principles for giving ethical invitational speeches.

- The Invitational Speaking Environment
- Types of Invitational Speeches
- Organizational Patterns for Invitational Speeches
- Tips for Giving Effective Invitational Speeches
- Ethical Invitational Speaking
- Student Speech

Michael Nichols/National Geographic

Invitational speeches are designed to help you explore complex issues that have no easy answers. People like Jane Goodall, and her team, have spent their lives sorting out issues affecting chimpanzees. What environmental, social, political, or religious issues do you wish you could explore more fully?

Only if we understand, can we care. Only if we care, we will help. Only if we help, we shall be saved.

—Jane Goodall, primatologist, National Geographic Explorer-in-Residence

We all have encountered people whose positions on social and political issues are not at all like our own. In such cases, we are not likely to change their views nor are they likely to change ours, no matter how hard both parties try. In fact, in many situations, such as business meetings or community forums, trying to persuade someone that our view is the best is not only unrealistic but also can be inappropriate, especially in a situation in which mutual problem solving is the goal. Trying to persuade other people to change their views on a subject can also be inappropriate when we do not have enough information to know what is best for them or when their positions are so personal that it is not our place to ask them to change. For example, issues such as the death penalty, animal rights, and stem-cell research are tied to deeply held personal beliefs about politics, economics, and religion that are far beyond any one speaker's area of expertise.

As public speakers, what should we do in these types of situations? Do we simply give up when our audience sees things differently than we do? Or do we forge ahead with our attempts to persuade them even though we do not really understand their perspectives? In this chapter, you will learn a different approach, one that encourages us to explore the many sides of an issue.

You will learn that even though you may not be able to change the attitudes of your audience, or even want to change them, you can still enter the public dialogue. You will learn to engage in **invitational speaking**, a type of public speaking in which a speaker enters into a dialogue with an audience to clarify positions, explore issues and ideas, or articulate beliefs and values. To speak invitationally is to do something other than inform or persuade. To speak invitationally is to continue the public dialogue and seek mutual recognition despite firm differences in opinions, values, and beliefs (Bone, Griffin, & Scholz, 2008; Foss & Griffin, 1995).

Consider the following example that illustrates the difference between informative, invitational, and persuasive speaking. In a speech proposing that a school district change its school week from five days to four days, an informative speaker might describe the proposal and stop there. In a persuasive speech, the speaker might ask the audience to support the

invitational speaking

type of public speaking in which a speaker enters into a dialogue with an audience to clarify positions, explore issues and ideas, or articulate beliefs and values.

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switch to a four-day school week and possibly take a course of action such as supporting a local initiative to make the change. However, recognizing that this issue is complex and contentious, Courtney chose to give an invitational speech on the four-day school week. In her speech, she explored the implications of schools changing to a four-day week and then invited her audience to discuss the topic with her. In her invitational speech, Courtney engaged her audience in a civil and open investigation of a topic and explored its complexities without trying to persuade her audience of the “right” decision.

The Invitational Speaking Environment

How does a speaker move away from persuading and go beyond informing in a speech? To speak invitationally, you must create an **invitational environment**. In this environment, your highest priorities are to

- understand the issue fully;
- respect diverse views;
- appreciate the range of possible positions on an issue, even if those positions are quite different from your own;
- engage in a dialogue with your audience; and
- create a space in which your audience can express its views just as you can express your own.

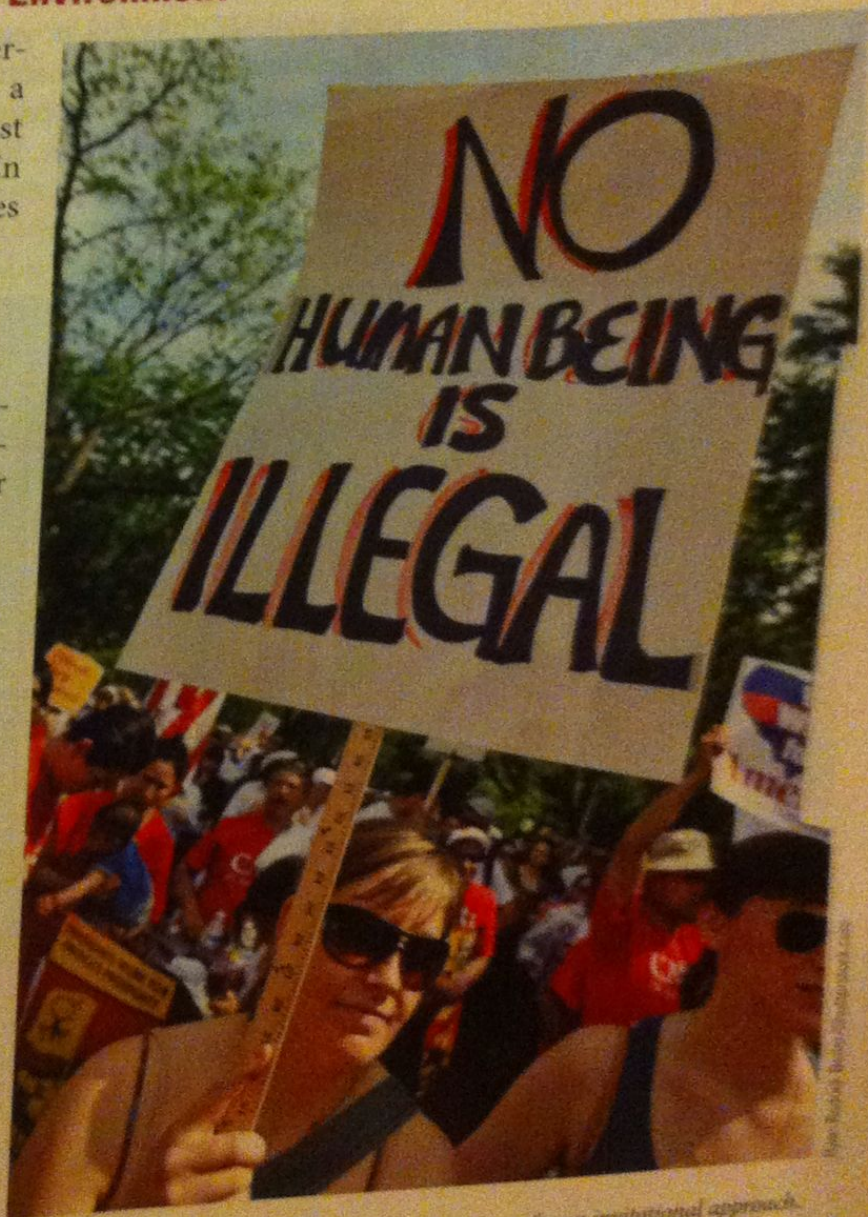
Although all speakers want to create an environment of respect, doing so is especially important in invitational speaking because the speaker and the audience members engage in a dialogue. Because invitational speaking allows for a dialogue, it is best suited for situations in which speakers have enough time with an audience to allow the full expression of a variety of positions on the subject.

A Real-World Example of an Invitational Environment

The events of September 11, 2001, created an atmosphere of chaos and conflict. The attacks on New York City and Washington,

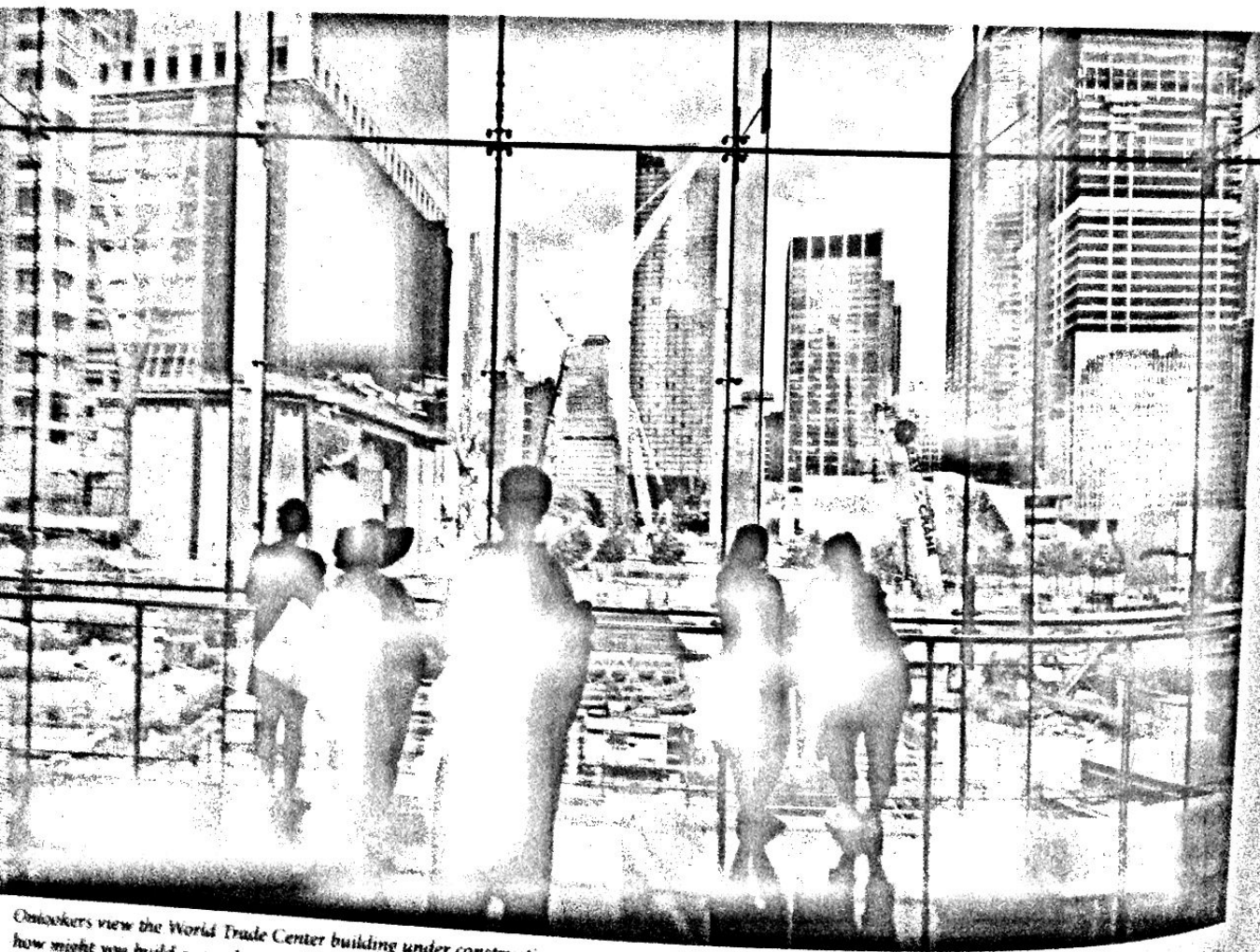
invitational environment

environment in which the speaker's highest priorities are to understand, respect, and appreciate the range of possible positions on an issue, even if those positions are quite different from his or her own.



Some of our most hotly debated issues are perfect topics for an invitational approach. Rather than persuade your audience of the “right” view, how might you create an invitational environment around immigration, such that your audience members feel comfortable and open not only to express their views but also to hear views they might disagree with or have not heard before?

D.C., and the failed attack leading to the plane crash in Pennsylvania seemed unimaginable to many people in the United States. Similarly, when talk began about replacing the fallen World Trade Center buildings and providing a memorial to the victims of the attacks, many people could not imagine what the new site would look like. The organizations responsible for rebuilding the site, the Lower Manhattan Development Corporation (LMDC) and the Port Authority of New York and New Jersey, recognized the public's need to provide input about the project, and they created an invitational environment in which people could do so. The LMDC twice held public meetings linking Long Island and New York City's five boroughs through videoconferencing to explore the issue of redeveloping the World Trade Center and Lower Manhattan. Furthermore, an LMDC Web site gave the public the opportunity to observe and participate in additional meetings. This unprecedented move invited thousands of citizens to participate in a dialogue (Lower Manhattan Development Corporation, 2004).



Onlookers view the World Trade Center building under construction on April 29, 2011, in New York City. Using an invitational approach, how might you build a speech related to the attacks, the U.S. response to them, or even our views of different religions?

When the first round of designs for the memorial failed to inspire the citizens of New York, officials initiated a second design competition, receiving a record 5,201 entries from forty-nine U.S. states and sixty-three nations. Further public forums solicited input from the community, and a thirteen-member jury reviewed the submissions. When the jury—which included, among others, a family member of one of the attacks victims, architects, public officials, and a historian—finally reached its decision, its statement illustrated the invitational approach taken to select the finalists: “We understand the obligation we have to the victims, to their families, to society—indeed, to history—to serve the mission given to us; to remember and honor those who died, to recognize the endurance of those who survived, the courage of those who risked their lives to save the lives of others, and the compassion of all those who supported the victims’ families in their darkest hours” (“World Trade Center Site Memorial Competition Jury Statement,” 2003).

The jury admitted the task was not easy. Coming to a consensus “entailed hours of frank discussions, agreements, and disagreements, always with the goal of arriving at common ground.” When selecting the finalists, the jury consulted with many members of the community, including New York City Mayor Michael Bloomberg, New York Governor George Pataki, people who live and work in Lower Manhattan, and representatives of the victims’ families. In a final invitational move, the jury exhibited all 5,201 submissions, allowing the public to consider the meaning of each submission. When the final design, *Reflecting Absence*, was displayed, the jury avoided suggesting how the audience should think, feel, and react to the memorial. Instead, the jury acknowledged “that memory belongs primarily to the individual.”

As the jury noted, “*Reflecting Absence* . . . evolved through months of conversation between the jury and its creators” (Lower Manhattan Development Corporation, 2003), making the process of selecting a memorial to the victims of the September 11 attacks on the World Trade Center a truly invitational one. As Port Authority Executive Director Joseph J. Seymour stated, “The rebuilding of Lower Manhattan has been the most open and accessible process in history” (Lower Manhattan Development Corporation, 2003).

This example illustrates one of the keys to creating a successful invitational environment: A speaker must alter the traditional roles of the speaker and the audience. Rather than taking on the role of the “expert” and assigning the role of the “listener” to the audience, invitational speakers consider themselves and the audience as both the experts and the listeners. They not only express their views but also listen carefully to their audience’s views. They then facilitate a discussion of ideas, and the speaking environment becomes more than a speech given by one person to an audience. As the example about the World Trade Center memorial shows, the traditional relationship between the speaker and the audience

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is replaced with one that encourages the exchange of views without risk of attack or ridicule.

To build this invitational environment, you must create three conditions: equality, value, and self-determination. These conditions allow you and your audience to see one another as knowledgeable and capable, although perhaps in different ways. These three conditions are interrelated, but they are presented separately here to clarify each condition and its goal. However, all of these conditions help you create an atmosphere of mutual respect, understanding, and exploration. They help you communicate effectively with people who hold positions quite different from your own (Barrett, 1991; Benhabib, 1992; Ellinor & Gerard, 1998; Isaacs, 1999; Loeb, 2010; Peck, 1987; Rogers, 1962; Walker, 1989).

condition of equality

acknowledging that all audience members hold valid perspectives worthy of exploration.

The Condition of Equality

When you create the **condition of equality**, you acknowledge that *all audience members hold valid perspectives worthy of exploration*. Your language, delivery, and presentation of ideas let audience members know that you recognize them as people whose knowledge, experiences, and perspectives are as valid for them as yours are for you. Because you and your audience are equal participants in a dialogue (although you still give the speech and lead the discussion), your audience members are able to offer their perspectives, share their experiences, and even question you—in the same way you do with them. A condition of equality creates a sense of safety and welcome that encourages audience members to share their perspectives. The jury who selected the World Trade Center memorial created the condition of equality by making every effort to recognize all community members as equals and to solicit their input.

condition of value

recognizing the inherent value of your audience's views, although those views might be different from yours.

The Condition of Value

When you create the **condition of value**, you recognize the *inherent value of your audience's views, although those views might be different from your views* as a speaker. In creating the condition of value, you let your audience know that when members express differing views and opinions, those differences will be explored in a spirit of mutual understanding and without judgment or any effort to change them. In fact, in creating the condition of value, you communicate that you will step outside your own standpoint (Chapter 2) to understand another perspective and see the world as your audience sees it. So when disagreement on an issue arises, you and the other participants in the dialogue try to understand the opposing positions and the reasons that people hold their views. The fact that jury members reopened the process after their first attempt is a reflection of the condition of value and their willingness to step outside their own standpoints.

condition of self-determination

recognizing that the members of your audience are experts in their own lives.

The Condition of Self-Determination

As a speaker, you can create a **condition of self-determination** by *recognizing that the members of your audience are experts in their*

... what is best for them and have the right to make choices about their lives based on this knowledge. Although their choices may not be the ones you would make, the members of your audience are free to decide for themselves how to think, feel, and act. The condition of self-determination means you will not close off conversation or try to persuade your audience to do something its members may not feel inclined to do. Rather, you create an atmosphere in which the people in your audience feel in control of their choices and are respected for their ability to make them. Once again, in the previous example, the jury displayed all 5,201 entries, allowed people to view each submission as well as the final selection, and determine for themselves the meaning of each.

In our increasingly diverse and complicated world, invitational speaking is a useful tool in some of the most difficult public conversations and exchanges. When you choose to speak invitationally, you are seeking a full and open exchange of ideas and positions. Creating these three conditions—equality, value, and self-determination—helps you succeed in this exchange. Remember, the goal of invitational speaking is to go beyond informing and to avoid any effort to persuade. Instead, when you speak invitationally, you try to explore issues in a spirit of acceptance and openness.

Types of Invitational Speeches

The two types of invitational speaking are to explore an issue and to articulate a position. We will look closer now at each type of invitational speaking.

Speeches to Explore an Issue

When you give an invitational speech to explore an issue, you attempt to engage your audience in a discussion about an idea, concern, topic, or plan of action. Your goal is to present an overview of the issue and to gather different perspectives from your audience so you can understand the subject more fully. Quite often, you use what you have learned from your audience to solve problems or plan courses of action that appeal to a broad range of perspectives.

Begin this type of speech by stating your intention to explore the issue. Then lay out the positions on an issue, trying to go beyond presenting two sides of an issue. If you can present three or more perspectives on an issue, then you help your audience understand the complexity and the reasons why making a decision may be so difficult. You might also share your opinions about the issue, even if they are tentative, but only to help the dialogue and not for the intent of persuading your audience to agree with you. As a speaker, you are laying the groundwork for an open dialogue, one rooted in equality, value, and self-determination and one in which people feel heard and respected by one another.

speech to explore an issue

a speaker attempts to engage an audience in a discussion about an idea, concern, topic, or plan of action.

The following example illustrates an invitational speech to explore an issue. David spoke invitationally about the issue of the federal minimum wage. His goal was to get his audience thinking about the amount of money someone earning the minimum wage actually makes, the way of life of the working poor, and possible ways to address this issue.

Specific purpose: To invite my audience to explore along with me the federal minimum wage and whether there are better approaches to assisting the working poor.

Thesis statement: A federal minimum wage of \$7.25 per hour leaves many working people dependent on public assistance agencies like our county's food bank, but raising the minimum wage creates many problems and may not be the best approach to helping the working poor.

Main points:

- I. The minimum wage of 25 cents per hour set in 1938 has risen to \$7.25 per hour, providing a full-time worker a little over \$16,200 annually.
- II. In recent years, food banks and other public assistance agencies have seen huge growth in the number of working families seeking their aid.
- III. Experts suggest that raising the minimum wage may decrease employment opportunities for entry-level employees.
- IV. Other options exist, but all have their own limitations.
- V. An open discussion about the minimum wage can help us gain more insight into this complex issue.

In this speech, David provides some history regarding the federal minimum wage, debunks some of the myths surrounding the working poor, and presents a few of the existing approaches to this issue. He then opens the discussion, knowing that his audience will have strong views. However, throughout his speech, he set the stage for an invitational discussion so that audience members felt free to share their views.

Speeches to Articulate a Position

When issues are quite contentious, and when you and your audience hold fairly well-developed perspectives on those issues, you may want to give an invitational speech to

Today's new technologies are quickly leading to advances in a number of fields. However, the ethical implications raised by some advances, such as cloning and stem-cell therapies, are not always clear. Invitational speeches are well suited to exploring the pros and cons of issues such as these. As an audience member, how might you express your concerns about an issue such as stem-cell research in an invitational way?



Alexandra Cousteau

Emerging Explorer and Social Environment Advocate

Please share a situation in which you spoke to an audience of peers and they held positions of equal merit to you but different than yours. What specific approaches did you use to invite expression of a variety of perspectives?

Because we drink clean water, we can all agree we want the water resources in our own backyard to be unpolluted; we can all agree on certain number of things no matter who we are. And that aspect of water transcends both politics and religion. I had an experience working with groups in the Middle East made up of Israelis and Arabs, where students from both sides of the conflict would get together and study together and work together and talk together and tell each other their stories. And they realized through this process that they have the same stories. They had a story of conflict, a story of lost loved ones, and a story of fear of others. And because they told each other these stories from their own perspectives, when there was conflict in Gaza, they protested that conflict together and they grieved for each others' losses even though the other was traditionally considered the enemy. So I think we can overcome a lot of those barriers to mutual understanding through effective communication in an unbiased and open way that focuses on our own experiences rather than what we've been taught to believe.

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articulate a position. When you deliver a speech to articulate a position, you *invite an audience to explore an issue from your perspective*. This type of invitational speaking is less common, and it is similar to informative speaking in that you share information with an audience. However, rather than simply giving people information, you are setting the stage for a conversation with audience members not only about your views but also about *their* views on the topic. The result is that both you and your audience leave the exchange with a richer understanding of a complex issue.

Consider the following example of an invitational speech to articulate a position. Martin chose the topic of guns and gun control. Rather than taking a persuasive tack to persuade his audience that the United States does not need stricter gun control laws, he chose an invitational approach. He knew that many in his audience strongly supported stricter regulations. Martin knew that changing their minds was not only unrealistic but could lead to angry interactions. So he chose to invite the audience into his world to see the issue of guns from another perspective. In doing so, he created an atmosphere of openness so people could voice their concerns, frustrations, and even their anger without judgment. Martin's specific purpose, thesis statement, and main points looked like the following:

speech to articulate a position

a speaker invites an audience to explore an issue from the speaker's perspective.

Specific purpose:

To invite my audience to consider some of the positive lessons that can be taught with the ethical use of guns.

Thesis statement:

Although many people fear guns, two hunting experiences in my childhood taught me to use guns responsibly and ethically, and I believe the lessons I learned have been invaluable in my life.

Main points:

- I. People fear guns for a number of reasons.
- II. I had two memorable hunting experiences during my childhood, one positive and the other negative.
- III. Those experiences have proved to be invaluable in my life and shaped my current views on the responsible and ethical use of guns.
- IV. I'd like to explore with my audience members their views and the ways in which the ethical use of guns might possibly be a healthy part of our lives.

In a persuasive speech, Martin would try to convince the audience that guns actually are not as bad as some people think. In an informative speech, he would give his audience information about current gun-control laws. However, in this invitational speech, he was more interested in sharing positions than changing minds. His goal was to facilitate understanding and the exchange of ideas on gun control, an extremely controversial topic.

When you articulate a position, you develop that position as fully and openly as possible. You invite your audience to see the issue from your perspective and return the gesture by asking to see the issue from the perspective of your audience. Your goal is not to provide information or persuade anyone to change, although both of these things might happen. Instead, you seek to promote a deeper understanding of the issue by exploring different views on it so that both you and your audience will be able to frame it in more complete, inclusive ways in the future.

How necessary and effective are random searches at airport security checkpoints? This is a frequently debated topic. What are some of the benefits and drawbacks of these types of searches? How would you articulate your position about this topic in an invitational speech to your classmates?



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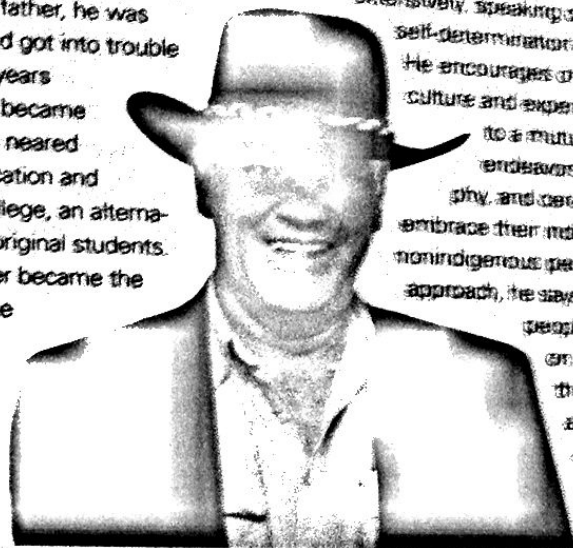
CIVIC ENGAGEMENT IN ACTION



Trespassers Welcome

The life story of Australian aboriginal philosopher and educator Jack Beetsen reads like a rags-to-riches story. The son of a Nongaiwon mother and an Ngemba father, he was kicked out of school at age thirteen and got into trouble with the police. After spending a few years working in various unfulfilling jobs, he became a street kid in Sydney, Australia. As he neared thirty, he decided to continue his education and started attending Tranby Aboriginal College, an alternative learning environment for adult aboriginal students. He got stuck around and several years later became the school's executive director. In 2001, he was named the author of *Dialogue among Civilizations*, and he was awarded the Unsung Hero Award by the United Nations, one of only twelve people in the world to receive this award.

Today Beetsen lives on his farm, the Linga Longa Philosophy Farm, in New South Wales, Australia. A product of Beetsen's lifelong efforts to bring indigenous and nonindigenous people together, the farm's workshops and forums provide a rare opportunity for people of all cultures to come together to explore their identities and differences in a friendly, informal environment. He and his wife, Shani, began the farm "so that nonindigenous Australia wouldn't have the excuse that 'there is no-where we can go to find out'" about indigenous culture. Beetsen is so welcoming that he has said he'd like to put up a "Trespassers Welcome" sign on the front gate in the hopes that people will feel free to stop by for a conversation.



Courtesy of University of New England (Australia)

Beetsen is a well-respected community leader who also travels extensively, speaking out about compassion, justice, and self-determination for aboriginal and indigenous peoples. He encourages other aboriginal people to share their culture and experiences with others in an effort to come to a mutual understanding. One of his latest endeavors is to use aboriginal culture, philosophy, and ceremony to help aboriginal young people embrace their indigenous heritage and reconcile with nonindigenous people. Summing up his philosophy and approach, he says, "I share this particularly with young people who come out here who are living on the street.... There's not a person on the planet who's better than you are, but always remember you're no better than anybody else either. That's how I've tried to live my life." ("Jack Beetsen: Spoke with Terry Jones," n.d., "The Unsung Heroes of Dialogue," n.d.)

What Do You Think?

1. Beetsen suggests that no one is better than any other person. How might you engage your classmates invitationally on this claim?
2. Beetsen suggests that we need to share our cultural backgrounds and experiences with others to increase our understanding of our differences. What cultural backgrounds or experiences might you share in an invitational speech, and how would you listen respectfully and openly to the backgrounds and experiences of others?

Speaking invitationally, like any form of speaking, has its challenges and rewards. Remember, people are more likely to feel free to share their positions when the conditions of equality, value, and self-determination are met, and these conditions can take time to develop, especially among strangers or when issues are hotly contested. You can create the conditions from the very beginning of a speech and through your delivery. You also create them through the organizational patterns you choose for your invitational speech, which are discussed next.

Organizational Patterns for Invitational Speeches

Many organizational patterns are suitable for invitational speaking. The easiest for beginning speakers are the familiar chronological, spatial, and topical, as well as a new pattern called *multiple perspectives*. As your skill

PRACTICING HUMAN COMMUNICATION

Select an Invitational Speech Type

In class, identify some of the most controversial issues we face today as a society. List these issues on the board. How many of these issues do you have strong feelings about? Which issues do you wish you could learn more about in an invitational way? Select two topics from the list and, with a partner, discuss the ways you could frame speeches about these topics invitationally. For each topic, would you want to give a speech to articulate a position or to explore an issue? How would you use equality, value, and self-determination to create an invitational speaking environment? Save this list for the next Practicing Human Communication activity.

at invitational speaking develops, you can modify these patterns and adapt to your audiences and speaking situations as needed.

Chronological Pattern

A chronological pattern of organization allows you to trace a sequence of events or ideas. This pattern works well for speeches to articulate a position and speeches to explore an issue. In the next example, Jenni uses this pattern to explore an issue. She develops the issue and explores how various thoughts on that issue have changed over time.

Specific purpose: To invite my audience to explore the issues involved in implementing bilingual education in public schools across the United States.

Thesis statement: Bilingual education has a long and controversial history in the United States, and understanding the complexity of this history helps us understand today's framing of the issue.

Main points:

- I. Historically, bilingual education was designed to provide a better education for children who immigrated from a variety of countries.
- II. After World War I, legislation changed in many states, reducing the support for bilingual education.
- III. Today's debates over bilingual education reflect the cost of this kind of education as well as the right for children whose first language is not English to a quality education.
- IV. Now that we see the complex history, changing views, benefits, and costs of bilingual education, I'd like to explore this issue with my audience.

Jenni used the chronological pattern and traced the evolution of bilingual education to help her audience understand the issue more fully. In the discussion with her audience, she explored this history, listened to members' personal experiences and views, and raised questions of her own. Jenni's audience learned about the complexity of the issue and went beyond the "for" and "against" perspectives so commonly offered. Together, they explored issues and solutions that could work for a whole school rather than just one group of individuals.

A chronological pattern allows you to share history and offer background information that may help audience members enter a discussion. By tracing

your perspective on an issue over time, you establish common ground and openness for seeing how the perspective or issue might continue to evolve.

Spatial Pattern

The spatial pattern of organization can help you organize your ideas according to location or geography. You can use this pattern to articulate your position or explore an issue. This pattern is helpful when you want to discuss what a topic has in common or how it differs across countries, nations, states, or cities. Riley used a spatial pattern to describe the ways communities have responded to hate crimes and to explore how his community might begin to heal from such a crime.

Specific purpose: To invite my audience to visit the scene of several hate crimes committed across the country so we might know how to begin to heal from what happened in our own town.

Thesis statement: Trying to understand the response to the many hate crimes that have been committed in other communities across the United States might help my own community heal from our recent tragedy.

- Main points:**
- I. The response of a Texas community to the hate crime against James Byrd Jr. involved both public and private actions.
 - II. Similarly, the response of a Wyoming community to the hate crime against Matthew Shepard was both private and public, bringing in the surrounding areas as well.
 - III. The response of a California community to the hate crime against a church with a largely Middle Eastern congregation was far more public in nature.
 - IV. With these responses in mind, I'd like to invite the audience to discuss ways in which we might respond to our own recent tragedy.

By describing how other communities responded to hate crimes, Riley stimulated and encouraged discussion with his audience about the needs of the community and how listeners felt they might respond to their own tragedy. By exploring this issue, both he and his audience began to formulate a plan of action that helped the community come to terms with a painful event.

You can use a spatial pattern to invite your audience to see how other localities have dealt with many types of public issues, such as transportation, health, poverty, crime, education, and pollution. You can also use this pattern in business speeches to compare how other businesses have approached a problem. This pattern allows you to connect your position to others or help your audience explore an issue using information from other places.

Topical Pattern

When you articulate a position, the topical pattern is effective. This pattern allows you to discuss the aspects of your topic point by point. Martin's speech on gun control previously discussed used the topical pattern. In that speech, Martin addressed audience fears about guns, his own experiences with guns, and the lessons he learned from those experiences. He then initiated a discussion with the audience about his position. Here is an example of the topical pattern from Phillip's speech articulating his position about sentencing people who commit serious crimes to death or to life in prison.

Specific purpose: To invite my audience to consider that the death penalty may not be as just and efficient as keeping an inmate in prison for life.

Thesis statement: Although the death penalty is commonly accepted as a just form of punishment, keeping inmates in prison without the possibility of parole may be a better solution, but both approaches present ethical dilemmas.

Main points:

- I. Life sentences may be a better option than the death penalty, primarily because there have been cases of innocent people being placed on death row and subsequently executed.
- II. The death penalty does not seem to deter people from committing murder—the United States is one of the few industrialized countries to practice corporal punishment, yet it still has the highest rate of murder.
- III. Surprisingly, a life sentence is cheaper for taxpayers than an execution.
- IV. The suffering caused by a lifetime spent in prison cannot be overlooked.
- V. Because each approach presents moral dilemmas, I'd like to invite my audience to discuss what they think about sentencing people who commit serious crimes to life in prison compared with sentencing them to death.

Using the topical pattern, Phillip shared what he learned from his research about corporal punishment and life sentencing. However, he did more than inform his audience; he shared the ethical dilemmas of each and remained open to alternatives, new information, and concerns from his audience.

Multiple Perspectives Pattern

Although you can use this organizational pattern in other types of speeches, it is particularly well suited for invitational speeches. The **multiple perspectives pattern** allows you to *systematically address the many*

Multiple perspectives pattern

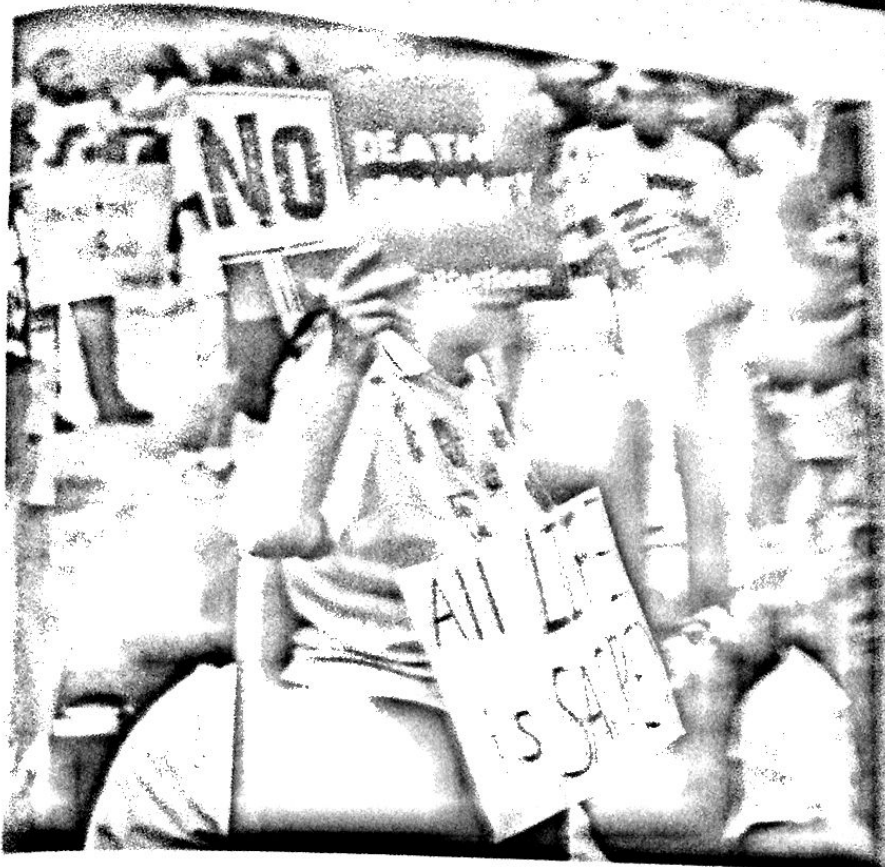
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sides and positions of an issue before opening up the speech for dialogue with the audience. You go beyond dividing an issue into only two opposing sides and illustrate multiple perspectives. This approach respects a diversity of opinions and also invites your audience to consider even more views than those you covered and makes room for additional perspectives from your audience.

This organizational pattern works well when you want to speak to explore an issue with an audience. In the next example, Cara invited her audience to explore what to teach in U.S. schools about the creation of the universe. She used the multiple perspectives pattern for her speech, inviting her audience to consider how views from different cultures might fit into an elementary or high school education. The following is the basic outline of her speech.

Specific purpose: To invite my audience to explore the many theories of creation and their role in U.S. education.

Thesis statement: Schools in the United States could consider teaching some of the many theories throughout time and across cultures that explain how the universe was created—particularly creationism, the Big Bang theory, intelligent design, ancient Egyptian and African theories, and Native American theories.

Main points:

- I. One of the modern theories of how the universe was created, that God created the universe, comes from the Judeo-Christian tradition.
- II. A second theory, proposed by the Greek philosopher Democritus in 400 B.C., set the stage for the Big Bang theory of creation proposed by most scientists today.
- III. A third theory, known as the intelligent design theory, accounts for the origins of RNA and DNA.
- IV. A fourth theory, offered by ancient Egyptian and African civilizations, presents a holistic view of existence in which many deities are worshiped as different aspects of God.
- V. A theory advocated by many Native American peoples, suggests that the creator of all, sometimes known as Thought Woman, has both female and male aspects and “thinks” all things into being.
- VI. I’d like to discuss with my audience the possibility that all of these creation theories be taught in U.S. schools to create a more inclusive curriculum.

To use a multiple perspectives organizational pattern, follow these three guidelines:

1. Do your research so you can explain the various perspectives on the topic to your audience.
2. Present each perspective fairly so audience members can make their own assessments.
3. Make room for even more points of view to be offered from the audience when you open your speech up for dialogue.

In this diverse world, invitational speaking is an option that allows you to continue the public dialogue, even about the most controversial issues. With effort and respect, you can establish the conditions of equality, value, and self-determination even when you disagree with someone. These three conditions become increasingly important because, as cultural critic bell hooks explains, if “a person makes a unilateral decision that does not account for me, then I feel exploited by that decision because my needs haven’t been considered. But if that person is willing to pause, then at that moment of pause there is an opportunity for mutual recognition because they have at least listened to and considered, honestly, my position” (hooks, 1994, p. 241).

Visual Aids and Invitational Speeches

Because invitational speeches ask audiences to consider many sides of an issue, there are several reasons to consider using them. One of the best-known studies of visual aids in speeches assessed the amount of information the audience recalls because of visual aids (Figure 15.1)

In another study, researchers asked people to examine a series of photographs and identify those that were repeated. With as many as 200 photographs in a series, people still could pick out the repeat photographs (Nickerson, 1965). However, when recall was tested by listening to series of numbers, people begin to forget which numbers were repeated in series of only six or seven numbers. Although common sense tells us that it often is more difficult to remember numbers, this study reinforces the previous one: visual information greatly improves audience recall. So one of the goals of your visual aids is to help your audience remember information.

Research also suggests that visual aids can help you explain material and thus enhance the clarity of your information. Complex ideas and numbers can be hard to understand verbally but are much easier to sort out when displayed visually. Presenting an idea visually makes it more concrete. Using poster boards and flip charts and even putting lists on a whiteboard or smartboard, in addition to the visual aids mentioned in Chapter 13 and Chapter 14, are worth considering for your invitational speech.

Poster Boards, Flip Charts, and Whiteboards or Smartboards

Poster boards and flip charts can be a good choice for invitational speeches because they are durable and can be reused. Like smartboards and whiteboards, flip charts allow you to record information during

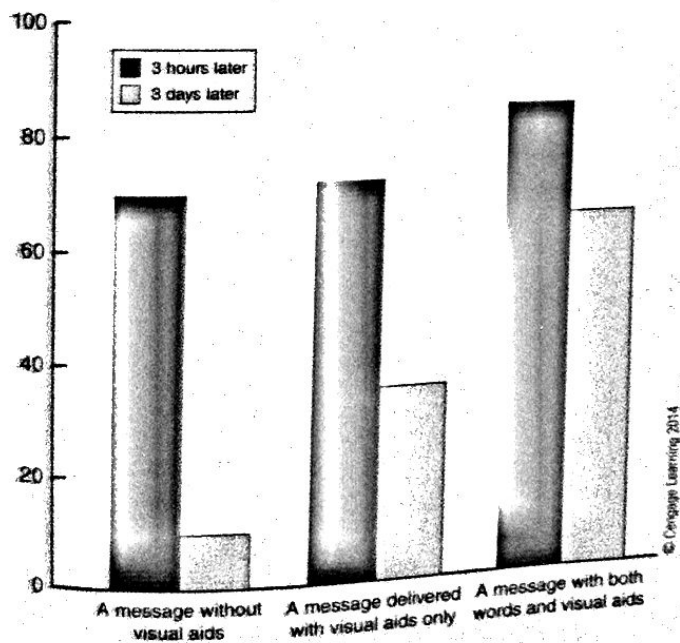


Figure 15.1 *Recollection of information based on visual aids*

Sources: Bohn and Jabusch (1982); Laskugel and Berg (1970); Zayas-Bazan (1977-1978).

your speech, which is convenient for speeches that involve discussion and brainstorming. Although many images can be shown to audiences electronically, a poster board allows a smaller audience to see the information up close.

list

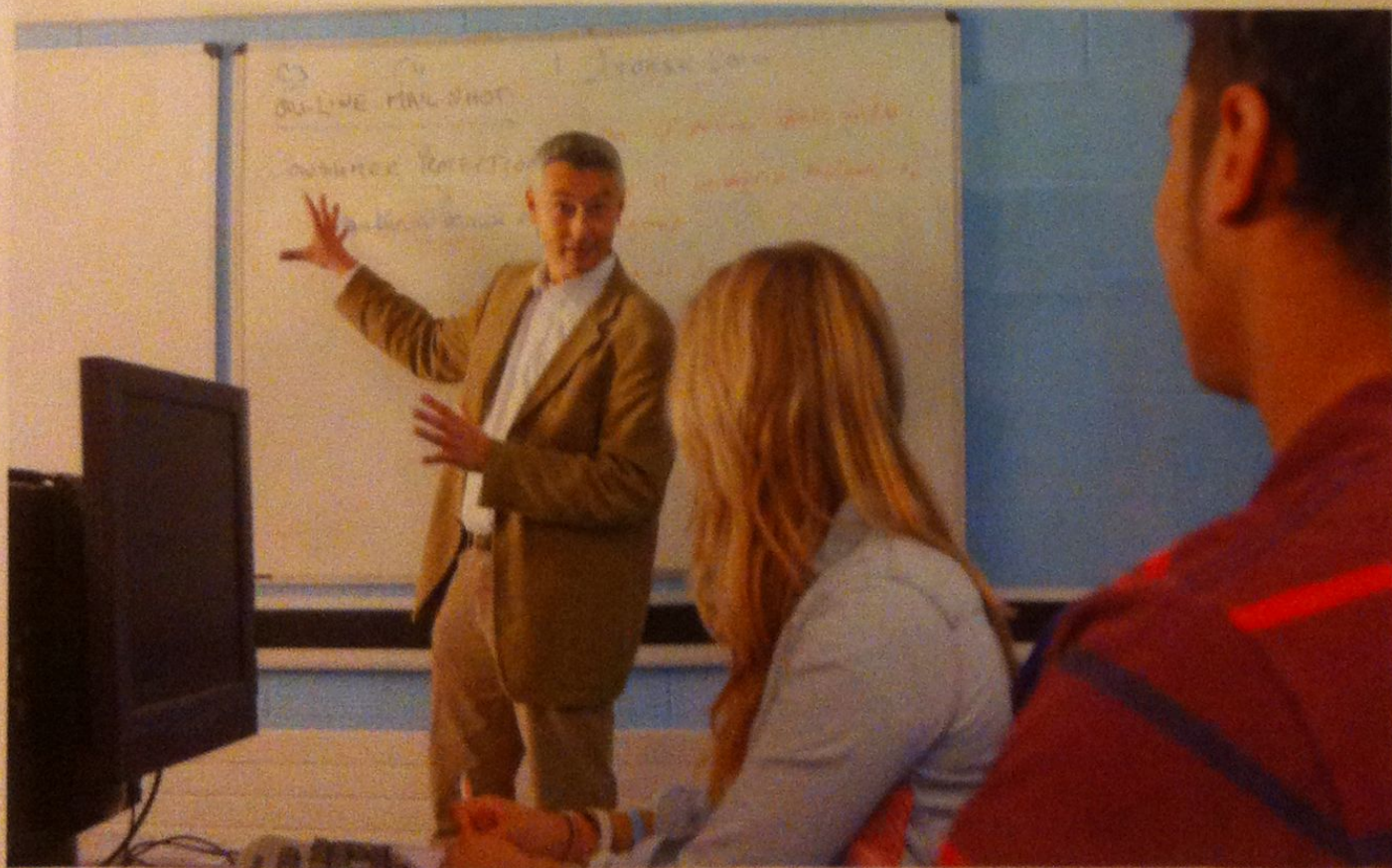
series of words or phrases that organize ideas one after the other

Consider putting lists of ideas on any of these visual aids. A **list** is a series of words or phrases that organize ideas one after the other. Lists are text-based visual aids, meaning they rely on the written word rather than on images to convey meaning. Use lists when your material lends itself to itemizing a group or a series such as names, key features, or procedures. Lists help audiences keep track of material and identify the main points of a complex speech or discussion. Use the following principles to record ideas as you brainstorm with your audience, and discuss many aspects of an issue:

- Make your list brief and balanced.
- Use keywords or phrases.
- Avoid full sentences.
- Follow the six-word, six-line rule: a maximum of six words per line and a maximum of six items per list (Davidson & Klien, 1999).
- Include headings (Rabb, 1993).

This invitational speaker is using a whiteboard to collect ideas from the audience in a small conference room. Different colors help him identify different ideas in his list of what his audience has shared.

Because of their size (about twenty-four by thirty-six inches), poster boards and flip charts are not suitable for large audiences. Use them for small groups where everyone will be sitting near enough to read them.



Use smartboards and whiteboards for larger audiences. If you choose these options as visual aids, consider the following guidelines.

Make the Design as Professional as Possible Take time to display your ideas neatly and professionally. Do not just throw something together. Instead, think carefully about what you want to include. Use color and images to attract interest and attention. Use rulers and guides to ensure straight lines for words and sentences. Print neatly and clearly so that you present a professional look.

Make sure you will have a stand for the poster board or flip chart. If you plan to hang your visual aids, bring pins or tape with you and think ahead about where you will display the poster board or flip chart so everyone can see it. If you are in a classroom, placing poster boards on the tray of the whiteboard is tempting but can cause problems. The boards tend to fall over, and because the chalk trays are usually behind you, you may block the audience's view of your posters. So consider where you will place them and perhaps ask a member of your audience to display them for you. Finally, think about where you will put poster boards when you have finished discussing them.

Speak to the Audience, Not to the Visual Aid As with whiteboards and smartboards, you may sometimes find yourself speaking to the poster board or flip chart rather than to the audience. To avoid this problem, practice your speech with the visual aid so you are able to glance at or point to it but talk to the audience.

Tips for Giving Effective Invitational Speeches

Like informative and persuasive speaking, invitational speaking has specific guidelines to follow so you can give a more effective speech. Three tips will help you give effective invitational speeches and create a speaking environment of equality, value, and self-determination: (1) use invitational language, (2) allow time for discussion, and (3) know your position.

Use Invitational Language

One way you can create an effective invitational speaking environment is to use invitational language. Phrases such as “You should,” “The correct position is,” “Anyone can see,” which advocate your position over others, only reduce your chances of creating the condition of equality. Equality means that all positions have merit; they are viable for the people who

PRACTICING HUMAN COMMUNICATION

Select an Organizational Pattern and Visual Aids for Your Invitational Speech

Return to the list of possible invitational speech topics you prepared in Practicing Human Communication earlier in the chapter. In groups, select a single topic and see if you can create a rough thesis statement and main points for four different invitational speeches on this topic, using each of the organizational patterns you read about. As a class, discuss which of these speeches you would find most interesting and why. Now identify several visual aids you might use effectively and discuss how you would incorporate them into the speech. As you discuss your favorite topic, organizational pattern, and visual aids, consider the tips for giving effective invitational speeches in the next section.

hold them, even if they may not be for you. Invitational language offers your view as one possible view but not as “the best” view.

Phrases such as “I came to this view because,” “For me, this position makes sense because,” “Because of that experience, I began to see this issue as,” and “Although this may not work for all of you, this is the position I hold” communicate to your listeners that you value them and only are trying to explain your view and not impose it on others. Try to use phrases that display respect for and openness to other positions throughout your speech.

Invitational language is also important during discussions with your audience. In discussions, people may offer views different from yours or even the opposite of yours. Encourage those views and dialogue about those differences and disagreements rather than silencing or censoring them. Offer positive reinforcement to the ideas of others so the dialogue can develop openly and freely. Respond with questions such as “Can you elaborate on that idea?” “How might that work?” “Why do you think so?” “Can you explain why you prefer that solution?” and “What benefits do you see with that position?” As you engage audience members in an exploration of an issue, draw them out and get them to elaborate on their views. If the discussion becomes heated, keep track of ideas you want to return to later by writing notes on a whiteboard or flip chart. In an invitational setting, you are asking your audience to articulate their position as fully as you do your own. Your language can help you open up the dialogue rather than limit it.

Finally, if you encounter a hostile audience member, your language can help manage and even reduce some of that hostility. When audience members respond with anger, it is usually because the speaker has touched a sensitive nerve. But your language can defuse the situation and reestablish value. Use words and phrases that acknowledge your audience member’s position, express your desire to understand that position more fully, and even apologize for upsetting that person. Rather than responding with angry words or denying that the person has reason to be angry, use language that communicates your respect for him or her as someone with views that may be different from yours.

Allow Time for Discussion

Exploring ideas and articulating positions with an audience take time. This means you must be patient and not rush through your presentation or hurry the discussion with your audience. If we are to create the conditions of equality, value, and self-determination and make a space for others in the public dialogue, then we must be willing to take the time necessary to do so. Sometimes this can seem inefficient. Western culture encourages us to get things done quickly and to make decisions without delay. Efficient presentations are often seen as brief, to the point, and tightly organized. However, in invitational speaking, brevity and

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efficiency may work against you if you become controlling and unwilling to explore someone's position. Invitational speakers must allow time for the dialogue about ideas.

When the time is limited, finding the time for invitational speeches can be challenging. If you are required or choose to speak invitationally, there is a solution to these time constraints. Begin by considering your time frame carefully. If you have only a small amount of time, reduce the scope of your presentation. Decide what you can address in a shorter amount of time and restructure your invitation. For example, instead of covering five different cultural views of creation, Cara could have named as many different theories of creation as she had been able to discover and then explained two of those views in detail. With this reduced scope, Cara still could have offered an invitation but with less detail than the presentation she first chose. By reducing the scope of your presentation, you respect the opinions of the audience and make it possible to engage in a discussion of the larger issue.

Know Your Position

One of the most important aspects of invitational speaking, especially when articulating a position, is to take time before you begin to put your speech together to figure out how you feel about the issue and why you feel as you do. This means you must research an invitational speech as thoroughly as you would any other type of speech. You must support your main ideas with evidence as well as personal opinion. To articulate your position fully and with respect for others, you cannot just ramble on about an issue that you have not given much thought to. You must take time to determine what your position is, why you hold it, and why it is correct for you. You will discover that your attempts to create conditions of value and self-determination will be enhanced if you speak with accuracy, clarity, and detail about your views and their place in your life. Similarly, when you explore an issue with an audience, you must be thoughtful about where you stand on that issue and make sure you are not presenting your view as the right one. Rather, be sure to present your views, if you do, as one option among many.

Ethical Invitational Speaking

Ethical invitational speakers must be sure their purpose is mutual understanding and that they are speaking on a topic that they are open to discussing. Let's look at these two components of ethical invitational speaking.

Stay True to Your Purpose

It is tempting to try to invite an audience to consider your perspective with the underlying goal of persuading them that your view really is best. To speak ethically, you truly must have invitation as your goal.

Although you can create the three conditions of equality, value, and self-determination in other types of speaking, in invitational speaking, you create these conditions because your fundamental goal is the exchange and appreciation of perspectives, not persuasion. If you really want to change your audience, do not pretend you are offering an invitational approach. Give a persuasive speech instead.

Share Your Perspective and Listen Fully to the Perspectives of Others

If you are not able to listen to perspectives that are incompatible with your own or to grant them value, then it would be unethical for you to give an invitational speech. Ethical speakers stay true to their beliefs and values, and they do not pretend they are open to views when they are not. Thus, your topic in an invitational speech must be one about which you truly are open. This does not mean you have to be willing to change your view, but it does mean you have to be willing to listen with respect to other views. If you cannot grant value and self-determination to someone who disagrees with you on a topic, then give an informative or a persuasive speech on that topic. Religion, sexuality, and instances of oppression are three topics that may be especially difficult for invitational speeches because people have such strong beliefs about them.

STUDENT SPEECH with Commentary

Four-Day School Week: An Invitational Dialogue

by Courtney Felton

I Are you ready to give an invitational speech? You can use the following speech as a model. Courtney Felton gave this speech in an introductory public speaking class. The assignment was to give a five- to seven-minute invitational speech, manage a five- to seven-minute dialogue with the audience, and wrap up with a one-minute conclusion. Courtney was also asked to provide at least four sources, meet the objectives of an effective introduction and conclusion, and provide relevant information. Notice how she created the conditions of equality, value, and self-determination and remained invitational throughout her dialogue with the audience. Access your CourseMate for Invitation to Human Communication to watch a video clip of this speech, see the accompanying outline, and read the discussion that followed the speech. (In the video, Eric Rollins delivered Courtney's speech.) Remember that you can use your CourseMate to access videos of other invitational speeches, including David Barworth's "Federal Minimum Wage" and Cara Buckley-Ott's "Creationism versus the Big Bang Theory."

Specific Purpose: To explore with my audience the idea of changing the five-day high school week to a four-day week.

Thesis Statement: To schools changing from a schedule with longer

Seven hours! That's a day's worth of skiing country. Seven hours students spend in school what it would have been were in high school. They hadn't had before! These activities.

The National Commission on the shortened week a dance (by both students and doctor appointments

This idea of having of interest for me. Since college—I have a feeling as well. Today I want from the normal school longer school days. Since this would be beneficial perspectives on this in your feedback on the

I'd like to start by perhaps the most significant get cuts. Cutting back such as transportation and the other costs to

Another advantage to hold sporting events the attendance at game Press article from Fox that "about 85 percent Fridays, so a Monday absences as students are

A third advantage more time to spend withments, or being able to not have time for on a

Exactly how many cle from the Wall Street the nearly 15,000-plus states currently use the Education Commission

While, in my opinion to address another side

Thesis Statement: Today I want to explore with you the idea of high schools changing from a regular five-day-week schedule to a four-day schedule with longer days.

Seven hours! That's almost enough sleep for a night. Or perhaps a solid day's worth of skiing. Or the time it takes to travel by plane across the country. Seven hours is also roughly the amount of time high school students spend in school in one school day. Take a second to imagine what it would have been like not having school on Fridays when you were in high school. This would have you with an extra seven hours you hadn't had before! That would have been seven hours to do countless activities.

The National Conference of State Legislatures states, "Supporters of the shortened week also boast of improved morale and increased attendance (by both students and teachers), open Fridays for sporting events and doctor appointments, and more time to spend with loved ones."

This idea of having a shorter high school week has been a topic of interest for me. Since all of us go to school—even though now it's college—I have a feeling it may be a topic that you might want to explore as well. Today I want to explore with you the idea of schools changing from the normal schedule of a five-day week to a four-day week with longer school days. Since I don't have a solid opinion on whether or not this would be beneficial to all schools, I'd like to share two of the many perspectives on this issue, one for and one against. I'd also like to hear your feedback on the issue.

I'd like to start by addressing the pros of a four-day school week. Perhaps the most significant issue right now in education is the idea of budget cuts. Cutting back on one day of school per week saves on expenses such as transportation, utilities such as heat for the school, food expenses, and the other costs to keep a school open.

Another advantage to having only four days of school is the option to hold sporting events on Fridays. And if students are free on Fridays, the attendance at games could increase. A March 12, 2009, Associated Press article from FoxNews.com, accessed on March 9, 2010, explains that "about 85 percent of the district's athletic events are scheduled on Fridays, so a Monday-to-Thursday school week means fewer Friday absences as students and teachers prepare for or travel to games."

A third advantage to the shortened schedule is the idea of having more time to spend with family or friends, taking care of doctor appointments, or being able to schedule any other weekday activity that one may not have time for on a five-day school schedule.

Exactly how many schools are actually doing this, though? An article from the *Wall Street Journal*, accessed on March 9, 2010, states, "Of the nearly 15,000-plus districts nationwide, more than 100 in at least 17 states currently use the four-day system, according to data culled from the Education Commission of the States."

While, in my opinion, all of these aspects seem appealing, I want to address another side of the issue and consider the views of those

Commentary

Courtney begins her speech with two simple words and a series of intriguing possibilities for what might take seven hours to do. In this way, she draws her audience into her topic and relates it to their lives.

Courtney cites a credible source (National Conference of State Legislatures) and uses a quotation that begins to introduce her topic. She then shares her own interest in the topic, relates her topic to her audience again, and reveals her specific purpose.

Courtney openly shares that she has no firm position and that she is interested in her audience's feedback. Although she offers only two positions on her subject, she is clear that there are many more. In doing so, she begins to establish an invitational environment for her audience.

Courtney shares the advantages and disadvantages of the shorter week in a fair and unbiased way. She cites her sources, is open about the pros and cons, and uses statistics and examples to explain some of the advantages of the shorter week.

Courtney continues to establish an invitational environment by clearly pointing out the exact number of schools that are adopting this plan.

Because she is exploring the issue with her audience, she then shares the disadvantages of the four-day week, presenting her evidence clearly and fairly.

She presents the cons of the four-day week invitationally, being open and nonjudgmental so that her audience can hear the evidence and make their own decisions about it. Notice that her language is unbiased.

Using a signpost (“Finally, it is important to consider”), Courtney addresses one final point before she opens the speech up to dialogue with her audience. In this point, she cites experts to enhance her credibility and to illustrate that she has done her research. She then closes with an invitation to her audience to explore the issue with her openly.

Just in case her audience was hesitant to participate, she prepared a list of questions she could use to encourage dialogue. Preparing like this helped her feel more confident and gave her a wide platform from which to begin the invitational dialogue.

Although she didn’t need the questions, they reminded her to remain neutral during the discussion and address the many aspects of her topic.

opposing the change. Each of the articles I looked at on FoxNews.com as well as the NCSL site discussed the following issues.

While the shorter week appears to be helpful in saving money, it may cause parents to take on the cost burden. With their children home during a normal workday, parents have to find extra child care.

Another important problem opponents of the four-day schedule discuss is the increased length of the school day. As current students, some of us may feel like the school day is already long enough. Adding to the length may make high school students even more tired, less able to concentrate, and could hinder their learning time while at school. And extending school further into the day cuts into students’ time for extracurricular activities on days other than Friday.

In addition, while an extra day off leaves time for family time and other activities, some parents—and even students—are afraid of how students will actually use this time off.

Finally, it is important to consider the current school reform movement. A research brief prepared by The Principles Partnership of the Union Pacific Foundation explains, “Some educators are concerned that the four-day week may appear to be inconsistent with the new emphasis for more time in school.”

Now that we have explored both sides of the issue, as well as opinions of students, teachers, and parents, I think it is important to hear your opinions as well as ideas that I may not have addressed yet.

Courtney and her audience discussed the issues related to moving from a five-day to a four-day week in high schools. To encourage audience members to share their views, she prepared the following questions in advance:

- To begin, by a show of hands, who would like to keep the current school schedule?
- And who would want to change the high school week to four longer days rather than five?
- For those of you who want to change, what aspect of changing is most appealing to you?
- For those of you who think the current schedule should stay, what isn’t appealing about changing for you?
- For those of you who were athletes in high school, how do you think changing this schedule would have affected your athletic schedule? Practice time, game time, et cetera?
- As a high school student, would you personally have been able to concentrate and work at the level you did on a five-day week for a longer amount of time at school?
- If you had had one extra free day, do you feel like you would have worked better as a student?
- What types of things would you have done with an extra day?

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- What aspects of the four days of the week would have been benefited by your longer day at school?
- Are there any other drawbacks or benefits you want to share that I didn't cover?

When the discussion was over, Courtney concluded her speech.

Thanks for sharing your ideas and opinions. I think that really helped shed some more light on the situation and how students really feel about the issue.

We've heard today some of the views in favor of and some against changing the current five-day high school week to a four-day week with longer days. For students, perhaps a shorter week would allow for more time outside school, but it could also cut into sports practice time and extracurricular activities. For parents, finding day care could be an issue, but for the schools, it could be a way to save money.

On the whole, though, I think there are multiple perspectives to consider, and I've enjoyed being able to talk about some of them with you.

— From GRIFFIN, *Invitation to Public Speaking, Fourth Edition* © 2012 Cengage Learning.

Courtney closes her invitational speech by expressing her appreciation to her audience members for sharing their views. She summarizes the dialogue in a fair and neutral way, restates that there are many ways to think about her topic, and ends in a respectful tone.

Chapter Summary

To Speak Invitationally Is to Articulate Your Position or Explore an Issue with Your Audience

- To speak invitationally is to engage in a dialogue about differences and to offer and seek mutual recognition of the variety of positions possible on an issue.

In an Invitational Speaking Environment, the Speaker Develops Conditions of Equality, Value, and Self-Determination

- The condition of equality entails recognizing that both you and your audience hold valid perspectives that are important to explore.
- The condition of value involves recognizing that audience members' positions have merit, even if they differ from your own.
- The condition of self-determination involves recognizing that your audience members have the right to choose what is best for them, even if those choices are not the ones you would make.

There Are Two Types of Invitational Speeches: Speeches to Explore an Issue and Speeches to Articulate a Position

- When you give a speech to explore an issue, you want to gather different perspectives and engage

your audience in a discussion about an issue or plan of action.

- When you give a speech to articulate a position, you want to invite an audience to see the world as you do and to understand issues from your perspective.

The Four Most Common Organizational Patterns for Invitational Speeches Are the Chronological, Spatial, Topical, and Multiple Perspectives Patterns. Three Tips Are Useful for Invitational Speakers

- Research your topic to understand your own position and why you hold it so you can give the fullest expression of your views possible.
- Use invitational language that encourages the respect and expression of different views and that helps you have an open discussion of those views.
- Allow time for dialogue and discussion in your speeches.

Remember, Invitational Speakers Must Be Ethical and Choose Topics About Which They Truly Want to Invite an Exchange of Perspectives Rather Than Inform or Persuade Their Audience

Key Concepts

condition of equality (390)

condition of self-determination (390)

condition of value (390)

invitational environment (387)

invitational speaking (386)

list (402)

multiple perspectives pattern (398)

speech to articulate a position (393)

speech to explore an issue (391)

Invitation to Human Communication Online

Speech Communication CourseMate includes an interactive eBook and interactive learning tools including National Geographic Explorer videos, student videos, quizzes, flash cards, and more. Speech Builder Express 3.0 and Speech Studio 2.0 are also available. Go to cengagebrain.com to access your CourseMate for *Invitation to Human Communication* where these resources can be found.

Further Reflection and Discussion

1. Can you identify situations in which you might have preferred giving an invitational speech but gave another type instead? What might have been different if you had given an invitational speech rather than the type of speech you did give?
2. Imagine you are giving an invitational speech on the subject of gays and lesbians serving in the military. How might you create conditions of equality, value, and self-determination in this speech?
3. Identify a person or a group with whom you strongly disagree. Consider whether you might speak invitatorially with that person or group and what benefits or disadvantages might result from such an interaction.
4. Develop an invitational speech to give to the person or group you identified in question three. Would you prefer to articulate a position or explore an issue with them? What is it about your position that you would like the person or group to understand, and what aspect of the other position would you like to explore? Did you allow time for these types of interactions in your speech?
5. Suppose that while you are giving the speech you developed in question four, a member of your audience strongly disagrees with the position you articulate. What kind of language could you use to acknowledge his anger and frustration but also continue to have a productive dialogue with him and other members of the audience? (You might role-play this scenario with members of your class.)

Activities and Web Links

Visit cengagebrain.com to access the CourseMate for *Invitation to Human Communication* where these activities and web links can be found.

1. Read this speech on animal rights. The speaker is presenting to a group that already holds the same opinion as he does. What position does the speaker take on the issue? Research additional viewpoints that you would need to add for this to be an invitational speech. What are the views on using animals for research testing? Are there

words or phrases in this speech that you might not use in an invitational speech?
Go to Web link 15.1.

2. Create an outline for a chronological invitational speech on the issue of equal pay for equal work. What did women get paid for their work during World War II? What do they get paid now in comparison to men's wages? What are the laws about equal pay, and where do those laws fit into the chronology? Do women receive equal pay for work equal to men's? What should be done? Is current legislation effective? Should the government introduce more legislation? If so, what should the legislation require? These Web sites will provide information for you to use. *Go to Web link 15.2.*