



13

Achieving Your Presentation Goals: Informing, Persuading, and Relating

chapter outline

Informing Others 327

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After reading this chapter, you should be able to

- Describe and use effective strategies to present a briefing, a report, and a public relations presentation.
- List and illustrate the nine steps in designing and delivering a training presentation.
- Identify and describe four strategies to motivate and persuade listeners.
- Define and provide an example of inductive reasoning, deductive reasoning, reasoning by analogy, and reasoning by cause and effect.
- List and explain eight logical reasoning fallacies.
- Explain three ways to use emotional appeals ethically and appropriately in a persuasive presentation.
- Describe and illustrate four ways to organize a persuasive message.
- Design and deliver an effective sales presentation.
- Describe and give examples of special occasion speaking situations, including introducing others, presenting and receiving an award, and giving a toast.

Mrs. P. F. E. Albee first started selling perfume door to door in 1886. Entrepreneur David McConnell, intrigued by the idea of selling cosmetics in homes rather than in a store, established the California Perfume Company. In just twenty years McConnell had 10,000 women selling more than 110 products door-to-door. The company changed its name to Avon in 1928. Although the company flourished in the mid-twentieth century, by 1990 Avon was in big trouble. With more women in the daytime labor force, the “Ding dong, Avon calling” slogan was not a message for success because selling door-to-door was much more challenging.

When Andrea Jung joined Avon in 1993 as a consultant, she knew the company could do better. She joined the marketing department in 1994 and, because of her communication talents and sales instincts, became CEO in 1999.¹ Andrea reengineered the company from top to bottom by rejuvenating the brand and establishing a trendy Flagship store and spa on Fifth Avenue. She also reached out to untapped markets throughout the world. Rather than being perceived as an oldtime line of cosmetics that people bought only in their home, Avon is now recognized as being available in stylish boutiques, online, and at other cosmetic stores around the globe. She also enhanced the sales force by upgrading the use of online sales tools. You can still purchase Avon from individual salespersons, but you have many more options to buy Avon products. Since Andrea took over the company's leadership, the stock price has risen 165 percent. Avon was a \$4 billion-a-year company when she became CEO; in 2010 it had grown to a \$10 billion company.² To remind her of the importance of leadership and being number one, she has a pillow in her New York office that reads, “If you are not the lead dog, the view never changes.”

Andrea not only knows how to sell cosmetics. She also knows how to sell “trendy” ideas that change the culture of a company. She is an excellent communicator. As we have emphasized throughout this book, leadership and communication are linked—two sides of the same coin. Andrea was able to reinvent Avon by articulately expressing her vision to her executive colleagues. She also knows something about how to both present and persuade. Her application of the five principles for leadership was the prime factor in her success. She became aware of what needed to be done, communicated well both verbally and nonverbally, listened, and appropriately adapted her message to transform a company. When persuading others it's especially vital that you adapt or customize your message to the listener.

leading questions

1. Andrea Jung is a good salesperson. She first had to sell her new colleagues on the idea that Avon needed a makeover before company salespersons could sell more Avon products. What are the characteristics of a good salesperson?
2. Women have made dramatic gains in serving as corporate CEOs and in other top leadership roles, yet there are challenges that women continue to face in achieving top leadership positions. What factors contribute to these challenges? What needs to change for more women to serve in top leadership roles?

terms & definitions

Inform to share information with others to enhance their knowledge or understanding of the information, concepts, or ideas presented.

To **inform** is to share information with others to enhance their knowledge or understanding of the information, concepts, or ideas presented. When you inform someone, you assume the role of a teacher by defining, illustrating, clarifying, or elaborating on a topic. In a professional context, briefs, reports, lectures, and training presentations are typical formats for informing others. Speaking to inform others can be a challenging task. The information you communicate to someone else is rarely, if ever, understood exactly as you intend it: Simply presenting information does not mean that communication has

“Make sure you have finished speaking before your audience has finished listening.”

—Dorothy Sarnoff

occurred. Communication happens when listeners make sense of the information they receive.

To **persuade** someone is to change or reinforce the person's attitudes (likes and dislikes), beliefs (what is perceived to be true or false), values (what is considered good or bad), or behavior. A sales presentation is a type of persuasive presentation you'll commonly encounter in a professional setting. When you interview for a job, you're doing more than simply presenting information about yourself; you're presenting a sales pitch on why the organization should hire you. Informative and persuasive speaking are related processes. A key difference is that in a persuasive presentation, you want the listener to do more than merely remember what you say; you want to change or reinforce what the listener likes, believes, values, or does. Persuasive speakers *intentionally* try to change or reinforce listeners' feelings, ideas, or behavior.

In addition to informing and persuading, there are special occasions on which you will be called on to say a few remarks. These special occasions can be informative, such as when you introduce someone before he or she speaks; but more often they will be ceremonial, such as when you are presenting or receiving an award, giving a toast, or giving a short speech of thanks or congratulations. Throughout the discussion of informative, persuasive, and special occasion speaking, keep in mind the five communication principles for leadership.

Informing Others

Think of the best teacher you ever had. He or she was probably a great lecturer with a special talent for making information clear, interesting, and memorable. As a leader, you no doubt will be called on in your professional life to present information to others. Leaders explain and help keep others informed. Skilled leaders are also expected to be skilled educators. What do effective leader/educators do to communicate information to others? They simplify so listeners understand the message, pace the information to avoid information overload, directly address the needs and problems of their listeners, and reinforce their messages nonverbally or visually.

USE SIMPLE IDEAS Mark Twain told a story about a Missouri farmer who ran for the state legislature five times but lost each election. He didn't lose because he didn't practice his campaign speeches; he gave his speeches to his cows each morning. The problem was, according to Twain, that he used "high-falutin'" words when he should have used shorter terms. He described his audience as "my enlightened constituents" and suggested he was trying to "obtain a mandate" for his "legislative mission." During one of his morning oration rehearsals, one of his cows knocked out his front teeth. He could then only use one-syllable words. The result: He won every election in his career from that day on.³

When you inform others, your job is to get your ideas across to your audience, *not* to see how much information you can cram in. The simpler your ideas and phrases, the greater the chance that your audience will remember them. We don't mean you should talk down to your audience. Listeners can sense a speaker's superior know-it-all attitude, and they won't like it. Simplify your message, but don't be condescending.

PACE INFORMATION FLOW Organize your talk so that you present an even stream of information, rather than bunch up a number of significant details around one point. If you present too much new information too quickly, you may overwhelm your audience, and your listeners' ability to understand may falter.

USE ADULT LEARNING STRATEGIES If your audience consists of adult listeners, you will need to ensure that you deliver your message in the way that adults learn best. **Adult learners** prefer the following:⁴

- To be given information they can use immediately
- To be actively involved in the learning process

terms & definitions

Persuade to change or reinforce a person's attitudes, beliefs, values, or behavior.

Adult learners people who prefer to be given information they can use immediately, to be actively involved in the learning process, to connect their life experiences with the new information they learn, to know how the new information is relevant to their busy lives, to know how the information will solve a problem, and to receive information that is relevant to their needs.

- To connect their life experiences with the new information they learn
- To know how the new information is relevant to their busy lives
- To know how the information will solve a problem
- To receive information that is relevant to their needs

Most people who work in business have in-baskets on their desks to hold work that must be done. Similarly, each of us has a kind of “mental in-basket,” an agenda of what we want or need from a presentation. Remember the characteristics of adult learners and the importance of adapting your message to others. You will hold your audience’s interest, and also have more success in informing them, if you tailor your information to address what is in your audience’s literal or metaphorical “in-basket.”

REINFORCE IDEAS NONVERBALLY You can also signal the importance of a point with nonverbal emphasis. Gestures serve the purpose of accenting or emphasizing key phrases, as italics do in written communication. A well-placed pause can emphasize or reinforce a point. Pausing just before or just after making an important point will focus attention on your thought. Raising or lowering your voice can also reinforce a key idea. Movement can help emphasize major ideas. Moving from behind the lectern to tell a personal anecdote can signal that something special and more intimate is about to be said. Finally, in business and professional settings you will likely present briefings, reports, public relations sales presentations, and training sessions. Photos, images, charts, and other visual information may be just what your listeners need to better understand your key ideas.

Presenting Briefings

A **briefing** (or a *brief*), as you might guess from the name, is a short talk that provides information to an audience. A briefing can focus on what has happened in the past, what is currently happening on a given project or topic, or what may happen in the future. The military, public safety organizations (police departments, security departments), medical organizations, and other organizations that need clear, short summaries of information almost exclusively rely on briefings to ensure the exchange of information.

Because briefings are short (from five to fifteen minutes), they typically don’t have an extended or formal introduction. You should still be mindful of catching your listeners’ attention, but not with a lengthy story or illustration. Just get to your points after a very short overview. Listeners expect a brief to be quick. Whereas in a more formal fifteen-minute presentation the introductory remarks and overview could take one-and-a-half minutes, for a briefing the introductory remarks may take thirty seconds or less. Beginning with a short question or stating the purpose of your briefing is typically expected.

Because several briefs are often presented one after another, the first brief may provide a longer introduction to introduce the briefings that will follow. For example, if you’re giving a briefing about the income and loss statement for the past quarter and you’re part of a four-person team, each of whom is sharing information, provide a short overview of your message, present your key ideas, summarize them, link to what the next person will say, and sit down.

The organizational pattern for briefings is usually topical or chronological. It’s still appropriate to use transition phases and signposts (“I have three points to make. First, . . .”), but the transitional phrases are shorter and less pronounced than in a more extended informative presentation.

Some briefings can be quite formal, and listeners may expect a no-nonsense delivery style with little use of humor and lots of information. In some organizational cultures, however, a briefing is expected to be informal and casual. It’s important to be aware of your audience as you make decisions on how to customize your briefing content.

Presenting Reports

A **report** is a summary of what has been accomplished in the past or an update on a project. In contrast to a briefing, a report is often a longer, more detailed summary of a past,

terms & definitions

Briefing a short talk that provides information to an audience.

Report a summary of what has been accomplished in the past or an update on a project.

present, or future event. For example, a briefing might include a short update on a new development at a manufacturing plant; a more lengthy report may summarize the history of the plant, what it produces, why the plant is being upgraded, and what is expected to happen to plant operations in the future. A briefing could provide a summary of reactions to the new employee training program; a report on the same topic could include information about the rationale for the new training, a summary of the training content, and a review of methods of assessing the training. Briefs are brief; reports are longer. Some organizations, however, use the terms *report* and *briefing* interchangeably. You may be asked to report on how to increase sales in the next quarter or to present the findings of a market survey your division has conducted in the past several months. Whatever the specific objective of the report, the general purpose is to communicate information or policy; some reports include a persuasive appeal to try some new course of action. Consider the following when preparing a report:

- *Adapt to your audience.* When you are presenting your report, keep in mind that your audience is there to hear you address a particular need or problem. Begin by briefly acknowledging that situation.
- *Present conclusions, then explain how you reached those conclusions.* If you are reporting on a particular project or study, first discuss what your research group decided to do to explore the problem. Then explain how you gathered the information.
- *End a report with solutions or identify what happens next.* Your listeners often want to know what the bottom line is. The most important part of some reports is this outline of new courses of action or changes in present policy. When your report proposes changes, tell your audience what's in it for them—what benefits will accrue to them directly as a result of the new proposal. One business consultant suggests this report technique:

Tune your audience into radio station WIIFM—What's In It For Me. Tell your listeners where the benefits are for them, and they'll listen to everything you have to say.⁵

In addition to listening to a report, audience members usually expect to receive a hard copy or email version of the report, or at least a summary of the report's key conclusions.

Presenting Public Relations Presentations

In a **public relations presentation**, the speaker is specifically providing information to promote a positive public image for the person or organization the speaker is representing. People who work for professional associations, blood banks, utility companies, government agencies, universities, religious organizations, or charitable institutions, as well as those employed by commercial enterprises, are often called on to speak to an audience about what their organization does or about a special project the organization has taken on. Public relations (PR) speeches are designed to inform the public and improve relations with them—either to present general impressions of the organization, or, because a particular program or situation has raised some questions or concerns, to emphasize the positive features of the organization. So although the purpose of many public relations presentations is to present information, there is often a persuasive edge to public relations messages. The speaker may be trying to enhance or maintain a positive, polished public image.

Here are some suggestions for developing PR presentations:

- Often a PR speech should simply describe the virtues and positive aspects of the policy or program the speaker is promoting. Note how the company, organization, or policy has significant benefits for the listener.
- If a specific problem or issue has prompted the speech, the speaker should identify the concerns. Then he or she should go on to explain how the company or organization can meet the need, solve the problem, or why there really is no problem.

terms & definitions

Public relations presentation
a presentation in which the speaker is specifically providing information to promote a positive public image for the person or organization the speaker is representing.

- PR speeches should anticipate criticism and objections, especially if the primary purpose of the speech is to change opinions or address a controversial issue. The speaker should acknowledge the listeners' points of view and then counter potential problems or objections. Explain how the company or organization has carefully worked through potential pitfalls and drawbacks and demonstrate how what may look like a problem can easily be addressed.

Presenting Training Sessions

Many organizations have extensive training departments whose function is to orient new employees to the organization and teach specific job skills, including communication skills. Business and professional organizations invest billions of dollars each year in training employees.⁶ **Training** is a special type of informative speaking through which the trainer seeks to develop specific skills in listeners to help them perform a specific job or task more effectively.⁷ The goal of a training session is for listeners to be able not just to recall information but to perform specific tasks. Since the goal of training is to implement behavior change, training presentations also seek to motivate listeners to perform the skill or task being taught.

Training is similar to any presentation, in that it's essential to focus on the needs, interests, and backgrounds of listeners. More specifically, what do trainers do, and how does training differ from other types of presentations? Figure 13.1 presents a needs-centered model of training that closely resembles the audience-centered model of communication that we introduced in Chapter 11. The model in Figure 13.1 is called a *needs-centered model* because the primary purpose of any training program is to respond to the learning needs of the trainee. Training that does not address a trainee's needs or specific job functions is not effective training.

What are the differences between training and traditional classroom education? In a nutshell, training focuses more on behavioral learning, whereas education emphasizes the cognitive domain. Table 13.1 summarizes the key differences between training and education.⁸

terms & definitions

Training a type of informative speaking, in which a trainer seeks to develop specific skills in listeners to help them perform a specific job or task more effectively.

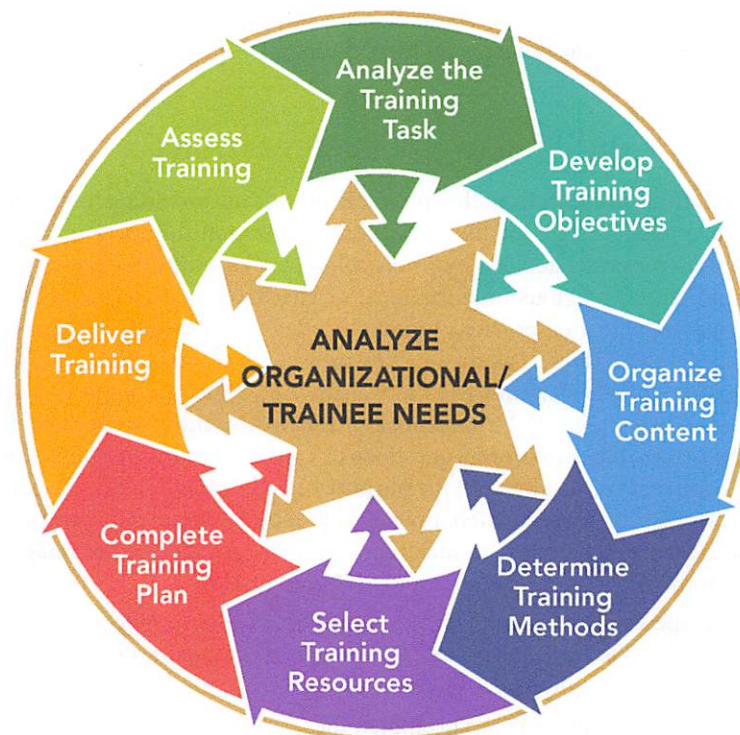


FIGURE 13.1 A Needs-Centered Training Model

TABLE 13.1 Comparing Training and Education

Training	Education
Emphasizes doing.	Emphasizes knowing.
Emphasizes achieving a certain level of skill. The goal is for each person to perform the skill correctly.	Emphasizes achieving, often in comparison to what others know. Learning may be assessed by grading “on the curve,” in which people are compared with one another.
Is more of a closed system in that there are specific right and wrong ways of performing a skill.	Is more of an open system in that there are often many ways to achieve the goal; creativity and critical thinking are encouraged.
Emphasizes analyzing how to perform specific skills following a prescribed step-by-step approach.	Is less focused on learning a linear sequence of behaviors but on acquiring information.

Drawing on adult learning theory, a trainer should view himself or herself less as a lecturer and more as a facilitator. Adult learners bring their own experiences to the training session; they want to focus on real problems that are in their literal or metaphorical “in-baskets” or on their “to-do” lists. A trainer follows the steps in Figure 13.1 in order to draw on those experiences and equip trainees to address problems.

ANALYZE ORGANIZATIONAL AND TRAINEE NEEDS At the center of the model in Figure 13.1—and the first and crucial ongoing step in any training—is the process of identifying the needs of the organization and those of the specific trainees who will attend the training session. How do you know what trainees need? One way to assess their needs is to ask them what those needs are, using surveys, questionnaires, or interviews. The process of identifying trainee needs is quite similar to analyzing your audience when delivering a presentation. *Every other aspect of designing and delivering a training presentation depends on the needs of the trainees.* In addition to analyzing the needs of individuals, it’s also important to consider the needs of the organization.

ANALYZE THE TRAINING TASK Viewing the model in Figure 13.1 as a clock, begin at the top and work your way around clockwise to explore the steps of designing and delivering a training presentation. After you’ve figured out what trainees need (for example, skill in listening or conflict management), an early critical step in designing a training program is to thoroughly analyze the specific task you want the trainees to perform. You conduct a task analysis. A **task analysis** is a detailed, step-by-step description of precisely what a trainee should do and know in order to perform a particular skill. As the trainer, if you are going to teach someone how to prepare and deliver a sales presentation, you first need to know what the steps in that process are before you teach them to others. You perform a task analysis to create a comprehensive outline of what you would be teaching others if you had unlimited time. You may only have three or four hours to teach a skill, so you may have to focus only on the most critical steps. A task analysis lets you discover what the essential elements of a task are. (Our needs-centered training model is itself a simplified task analysis of how to train someone. Each piece of the model represents an essential step in the process.)

DEVELOP TRAINING OBJECTIVES After you have figured out the steps in teaching a particular skill, it’s important to develop objectives or learning outcomes that you want your trainees to achieve. It’s important to specify the precise behavior you want trainees to perform at the end of the training. What do training objectives look like? We begin each chapter in this book with a list of learning objectives. Reviewing those objectives will give you an idea of the format and style for training objectives. Training objectives are also similar to the specific purpose statement for a presentation, discussed in Chapter 11. Training objectives specify what you want trainees to be able to do following the training presentation.

terms & definitions

Task analysis a detailed, step-by-step description of precisely what a trainee should do and know in order to perform a particular skill.



A trainer's job is to facilitate rather than to lecture. Demonstrating a skill and then having trainees practice performing it is much more effective than merely describing the skill.

ORGANIZE TRAINING CONTENT Once you have your precise training objectives in hand, you can begin drafting the information that trainees need to know and describing in more detail the behaviors that they will be expected to perform. The most typical organizational patterns for training content include (1) chronological (a step-by-step sequence of what someone does first, second, and so on), (2) by complexity (from simplest or easiest to learn to more complex or more detailed information), and (3) topical (identifying the natural divisions in a topic).

DETERMINE TRAINING METHODS To train someone, you don't just talk to them. Adult learners are not interested in hearing a three- or four-hour lecture; that's not good training. So you'll need to develop effective methods of presenting information to your trainees. You may decide that, rather than presenting a lecture, it would be better to have trainees participate in role-playing situations, discuss a case study, or

brainstorm solutions to a problem that you pose. A typical training session may involve a mix of methods, including the following:

- *Tell.* At times it may be important to lecture—but lecture should not be the prime focus of a training presentation. Trainees need to see how to perform a skill and practice their new behavior.
- *Show.* Provide models, videos, or demonstrations of how to perform a skill.
- *Invite.* Ask trainees to practice performing the new skill you are teaching.
- *Encourage.* Provide positive reinforcement when trainees perform the skill the proper way.
- *Correct.* Provide feedback that lets a trainee know when he or she is not performing a skill properly.

SELECT TRAINING RESOURCES Perhaps you've discovered an excellent video that masterfully illustrates the skill you want to teach in the training session. Or, maybe you've decided to use a small-group method and you want trainees to respond to discussion questions. Whether it's a video, a list of discussion questions, PowerPoint presentation slides, or some other type of resource, you'll need to decide what materials you'll need to prepare for the training presentation.

COMPLETE TRAINING PLANS After you've developed your objectives and settled on the content of the training, the methods you will use to present your message, and the resources you need, it is important to develop a comprehensive written plan that describes how you will present your session: a training plan (sometimes called a *lesson plan* in educational settings). There are many different formats. Some training plans are simply detailed outlines of the training content and methods. Other plans offer a complete narrative transcript of the training lesson. Most training plans include a description of the objectives, methods, training content, and training resources needed, along with an estimate of how much time each part of the training will take.

DELIVER TRAINING After developing a well-crafted plan, you are now ready to bring the training presentation to life. You deliver your training not only by presenting lectures, videos, and activities, but also by asking good questions to facilitate class discussion. An effective training presentation should be much more interactive than a speech, although the elements of effective speech delivery (such as eye contact, good posture, effective gestures, and varied vocal inflection) are essential when training others.

ASSESS THE TRAINING PROCESS When the training session is over, a trainer's job is not complete. Effective trainers evaluate how their training was received (Did trainees like it?) and even more importantly, whether trainees learned what they needed to. The ultimate test of a training session is whether trainees can use the new skills on the job. Did the training make a difference?

Each piece of the needs-centered model of training in Figure 13.1 reflects an essential element in what a trainer does. Trainers first and foremost focus on the needs of learners and then carefully develop a training program that meets those needs. Training others well involves more than just talking to them. Effective training develops a specific skill by having trainees practice and receive feedback to master the skills being taught.

Persuading Others

Go to any bookstore and peruse the shelves of books on management and leadership and you'll find books about how to influence others. The best-selling business management book of all time is Dale Carnegie's classic *How to Win Friends and Influence People*. At the heart of influencing others is being able to persuade them. We've noted that to lead is to influence, so being able to persuade others is a vital leadership skill. As we've noted, persuasion is the process of changing or reinforcing attitudes, beliefs, values, or behavior. Think of any great leader, in business or politics, past or present, and undoubtedly you'll be thinking of someone who possessed effective persuasion skills. Not all leaders use the same persuasive methods. Martin Luther King, Jr., and Mahatma Gandhi led through promoting nonviolent means of achieving their goals. In leading the United States out of the Depression and through World War II, Franklin Roosevelt used his skill as a communicator as well as his behind-the-scenes power and influence to achieve his goals. Lee Iacocca (former CEO of Chrysler Corporation), Jack Welch (former CEO of General Electric), and the late Sam Walton (founder of Walmart) are examples of business leaders who could inspire and motivate others.

To develop strong leadership and persuasive skills, you need first to understand principles of persuasion and then learn specific strategies for persuading others.

Principles of Persuasion

How does persuasion work? What makes you reach for your phone so you can call and order a gadget you've just seen advertised on TV? What motivates people to do things that they wouldn't do unless they are persuaded to do so? Let's look at four possible explanations.

PEOPLE RESPOND TO RESOLVE DISSONANCE When you are confronted with information that is inconsistent with your current thinking or feelings, you experience a kind of psychological discomfort called **cognitive dissonance**. You can be persuaded by being convinced that you have a problem and then pointed in a direction that will solve your problem. For example, if you have ever driven an automobile after consuming a drink or two, then seen a public service announcement from Mothers Against Drunk Driving documenting how even two drinks can contribute to serious traffic accidents, you've likely experienced

terms & definitions

Cognitive dissonance
psychological discomfort experienced when a person is presented with information that is inconsistent with his or her current thinking or feelings.

Communication Ethics @Work

Is Manufacturing Dissonance Ethical?

Advertisers on TV, the Internet, and billboards frequently use the principle of cognitive dissonance to entice you to buy their product. They try to make you feel inferior, unglamorous, or unpopular if you don't use their product. Is it ethical to "manufacture" problems or dissonance to get you to buy something or do something? Is it appropriate to make listeners feel harm

will come to them by trying to convince them they have problems of which they may not be aware? Research documents that fear appeals are effective in motivating people to take action. But is it *ethical* to create fear and panic by arousing listener's emotions by threatening them?

cognitive dissonance. The incompatibility of your behavior and your knowledge is likely to make you feel uncomfortable. And your discomfort may prompt you to change your thoughts, likes or dislikes, feelings, or behavior so that you can restore your comfort level or sense of balance—in this case, by not driving after drinking.

Skilled persuasive speakers know that creating dissonance and then offering their listeners a way to restore balance is an effective persuasive strategy.

PEOPLE RESPOND TO MEET NEEDS Besides creating cognitive dissonance, effective persuaders attempt to identify your needs and then convince you that they can meet your needs. For example, executives of a manufacturing company who observe people moving out of your town in search of jobs elsewhere might be able to persuade the town council to provide tax incentives to build a new plant in the area, reasoning that the town's need for jobs will make council members receptive to the request. The manufacturing company's executives can see the town's need for jobs and can craft a message explaining how the company will meet the need. As a speaker, the better you understand what your listeners need, the better you can adapt to them and the greater the chances that you can persuade them to change an attitude, belief, or value or get them to take some action.

Abraham Maslow developed the classic theory that outlines basic human needs.⁹ If you've taken a psychology course, you have undoubtedly encountered this theory, which has important applications to persuasion. Maslow suggests that all human behavior is motivated by a **hierarchy of needs**.

- *Physiological needs:* Basic physiological needs (such as the need for food, water, and air) have to be satisfied before we attend to any other concern.
- *Safety needs:* We need to feel safe and to be able to protect those we love.
- *Social needs:* Comfortable and secure, we attend next to social needs, including the need to be loved and to belong to a group.
- *Self-esteem needs:* The next level of needs is for self-esteem, or thinking well of ourselves.
- *Self-actualization needs:* Finally, if the first four levels of need have been satisfied, we attend to the need for self-actualization, or achieving our highest potential.

Although research does not completely support the notion that humans have a fixed hierarchy of needs (as Maslow originally thought), the theory does serve as a useful way of classifying basic human needs. Figure 13.2 illustrates Maslow's five levels of needs, with the most basic at the bottom.

terms & definitions

Hierarchy of needs Abraham Maslow's classic theory that humans have five levels of needs and that lower-level needs must be met before people can be concerned about higher-level needs.



FIGURE 13.2 Maslow's Hierarchy of Needs

Source: Maslow, Abraham (1954). *Motivation and Personality*. New York: HarperCollins.

As a persuasive public speaker, understanding and applying the hierarchy of needs helps you to adapt to your audience. One practical application is to do everything in your power to ensure that your audience's physiological needs are met. For example, if your listeners are sweating and fanning themselves, they are unlikely to be very interested in listening to your sales presentation. If you can turn on air conditioning or fans, you will have a greater chance of successfully making a sale.

Another way in which you can apply the need hierarchy is to appeal to an audience's higher-order needs. The U.S. Army once used the recruiting slogan "Be all that you can be" to tap into the need for self-actualization, or achievement of one's highest potential.

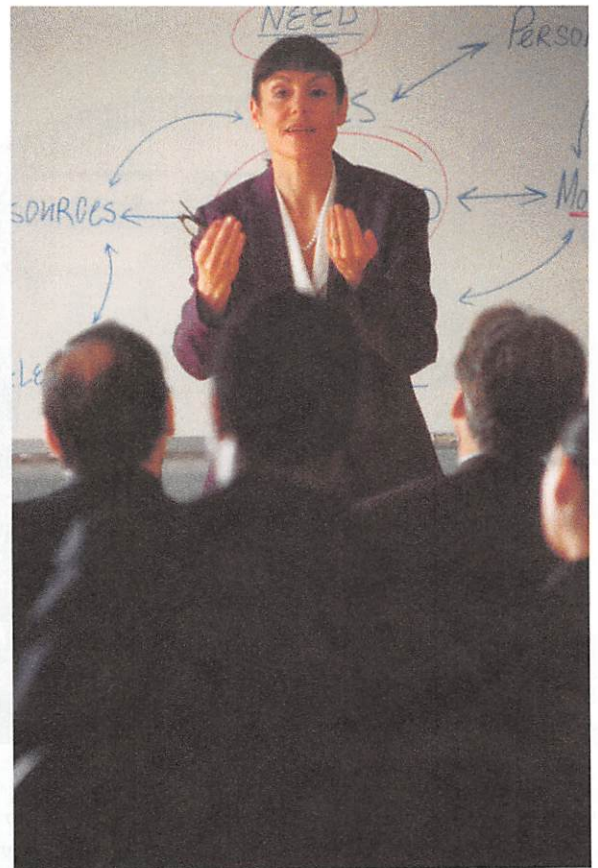
PEOPLE RESPOND TO FEAR MESSAGES One of the oldest ways to convince people to change their minds or their behavior is by scaring them into compliance. Fear works. The appeal to fear often takes the form of an "if-then" statement: *If you don't do X, then awful things will happen to you.* "If you don't buy this insurance policy, then your loved ones may not be able to pay the mortgage and they may be homeless." "If you don't wear a seatbelt, then you are more likely to die in an automobile accident." "If you don't support the development of a new hospital in our community, lives could be lost if we have to travel to the next county for medical attention." A variety of research studies support the following principles regarding the use of fear as a motivator.¹⁰

- A strong threat to a family member or someone whom members of the audience care about will often be more successful than a fear appeal directed at the audience members themselves.
- The more respected the speaker, the greater the likelihood that the appeal to fear will work.
- Fear appeals are more successful if you convince your audience that the threat is real and will affect them unless they take action.

PEOPLE RESPOND TO POSITIVE MESSAGES A TV commercial for a "big box" department store pledges, "For every dollar you spend in our store, we will return 5 percent to the public schools in your community; your students will have new computers to help them learn." A candidate for chair of the board of directors asserts, "If you support me for board chair, I can assure you our stock price and sales will increase." We've all encountered these kinds of positive appeals. Politicians, salespeople, and most successful business and professional persuaders know that one way to change or reinforce your attitudes, beliefs, values, or behavior is to use a positive motivational appeal. Positive motivational appeals are verbal messages promising that good things will happen if the speaker's advice is followed. The key to using positive motivational appeals is to know what your listeners value. Most people value a comfortable, prosperous life; stimulating, exciting activity; a sense of accomplishment; world peace; and overall happiness and contentment. In a persuasive speech, you can motivate your listeners to respond to your message by describing what positive things will happen to them if they follow your advice.

Strategies for Persuading

Greek philosopher and scholar Aristotle said that rhetoric is the process of discovering the available means of persuasion.¹¹ What are those available means? Aristotle singled out three primary strategies: (1) emphasize the credibility or ethical character of a speaker, which he called **ethos**; (2) use logical arguments, or **logos**; and (3) use emotional appeals, or **pathos**, to move an audience. The following strategies for developing your credibility as



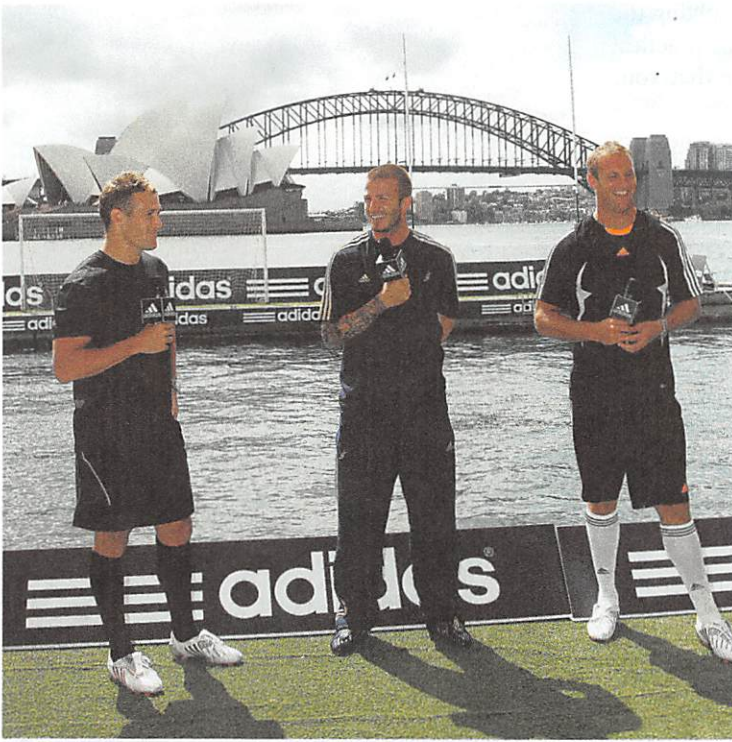
Strong gestures can be helpful in conveying your message, but you must also understand the principles of persuasion and learn specific strategies for persuading others.

terms & definitions

Ethos the credibility or ethical character of a speaker.

Logos the use of logical arguments.

Pathos the use of emotional appeals to move an audience.



The credibility of a speaker, such as well-known soccer star David Beckham—here launching “Four Codes of Football” for Adidas—increases the chances that listeners will be persuaded or motivated to do or buy something or to change a behavior.

a speaker—using logic, evidence, and emotion to persuade and motivate listeners—are based on Aristotle’s three strategies and bolstered by contemporary research. We’ll also revisit some of our strategies of message organization and discuss how to adapt ideas to people and people to ideas.

EFFECTIVELY ESTABLISH YOUR CREDIBILITY If you were going to buy a new computer, to whom would you turn for advice? Perhaps you would consult your brother, the computer geek, or your roommate, the computer science major. Or you might seek advice from *Consumer Reports*, the monthly publication of studies of various consumer products. In other words, you would turn to a source you consider knowledgeable, competent, and trustworthy—a source you think is credible.

As introduced in Chapter 11, **Credibility** is a listener’s perception of a speaker’s competence, trustworthiness, and dynamism. It is not something a speaker inherently possesses or lacks; rather, it is based on the listeners’ mindset regarding the speaker. Your listeners, not you, determine whether you have credibility. Regardless of your professional goal as a communicator, you must be perceived as a credible communicator. The more credibility you have, the more likely that your listeners will believe you, trust you, and like you. It’s important to be perceived as credible when presenting any message, but especially critical when trying to persuade someone.

How do you establish your credibility? It’s a centuries-old question. Aristotle thought public speakers should be ethical, possess good character, display common sense, and be concerned for the well-being of their audience. Quintilian, a Roman teacher of public speaking, advised that a speaker should be “a good person speaking well.” Modern research has generally supported these ancient speculations about the elements that enhance a speaker’s credibility.

Credibility is not a single factor but consists of multiple elements. Your goal is to be perceived as highly credible on each element of credibility when you speak. Ideally you should be perceived as competent, trustworthy, and dynamic.

- **Competence** is the perception that a person is skilled, knowledgeable, and informed about the subject he or she is discussing. You will be more persuasive if you can convince your listeners you know something about your topic. How? You can use verbal messages effectively by talking about relevant personal experience with the topic. If you have lived in a high-rise condominium you’ll have more credibility as a high-rise condo salesperson than someone who has only lived in a ranch-style house. You can also cite evidence to support your ideas. Even if you have not lived in a high-rise condo yourself, you can be prepared with information about the advantages of apartment living such as convenience and efficiency.
- **Trustworthiness** is a second element of credibility. While delivering a speech, you need to convey honesty and sincerity to your audience. You can’t do this simply by saying, “Trust me.” You have to earn trust. You can do so by demonstrating you are interested in and experienced with your topic. Again, speaking from personal experience makes you seem a more trustworthy speaker. Conversely, having something to gain by persuading your audience may make you suspect in their eyes. That’s why salespersons and politicians often lack credibility. If you do what they say, they will clearly benefit from their sales commissions or political influence.

terms & definitions

Credibility a listener’s perception of a speaker as competent, trustworthy, and dynamic.

Competence the perception that a person is skilled, knowledgeable, and informed about the subject he or she is discussing.

Trustworthiness the aspect of credibility that reflects whether a speaker is perceived as believable and honest.

- **Dynamism**, or energy, is the third element of credibility. Dynamism is often projected through delivery. Applying the communication principle of effectively using and understanding nonverbal messages, a speaker who maintains eye contact, has enthusiastic vocal inflection, and moves and gestures purposefully is likely to be seen as dynamic. **Charisma** is a form of dynamism. A charismatic speaker possesses charm, talent, magnetism, and other qualities that make the person attractive and energetic. Former General Electric CEO Jack Welch, well-known talk show host Oprah Winfrey, and motivational speaker Anthony Robbins are considered to be charismatic speakers by many people.

A speaker has opportunities throughout a speech to enhance his or her credibility. The first such opportunity is called **initial credibility**. This is the impression of your credibility your listeners have even *before* you begin speaking. They grant you initial credibility based on such factors as your appearance and your credentials. Dressing appropriately and having a brief summary of your qualifications and accomplishments ready for the person who will introduce you are two strategies for enhancing your initial credibility.

The second credibility-building opportunity, **derived credibility**, is the perception your audience forms as you present your speech. If you adapt your message appropriately to your audience, you will enhance your derived credibility. Specific strategies include establishing common ground with your audience (emphasizing what you have in common with your listeners), supporting your arguments with evidence, and presenting a well-organized speech. Using effective eye contact, posture, and vocal delivery also enhances your derived credibility.

The last phase of credibility, called **terminal credibility**, is the perception of your credibility your listeners have when you finish your speech. A thoughtfully prepared and well-delivered conclusion can enhance your terminal credibility, as can maintaining eye contact throughout and even after your closing sentence. Also, apply the communication principle of listening and responding thoughtfully to others. Be prepared to answer questions after your speech, regardless of whether there is a planned question-and-answer period.

EFFECTIVELY AND ETHICALLY USE EVIDENCE AND REASONING Besides knowing how to motivate listeners, an effective persuader knows how to structure a persuasive message for maximum effect. In addition to being considered a credible speaker, you will gain influence with your audience if you can effectively use logically structured arguments supported with evidence. The goal is to provide logical proof for your arguments. **Proof** consists of both evidence and the conclusions you draw from it; **evidence** is the illustrations, definitions, statistics, and opinions that are your supporting material. **Reasoning** is the process of drawing conclusions from your evidence. There are three major ways to draw logical conclusions: inductively, deductively, and causally.

Reasoning that arrives at a general conclusion from specific instances or examples is known as **inductive reasoning**. You reason inductively when you claim that a conclusion is probably true because of specific evidence. For example, if you were giving a sales pitch to convince your customer that Hondas are reliable cars, you might use inductive reasoning to make your point. You have a 2002 Honda Civic that has 140,000 miles on it and has required little repair other than routine maintenance. Your brother has a Honda Accord and has driven it twice as long as any other car he has ever owned. Your friend just returned from a 3,000-mile road trip in her Honda Odyssey minivan, which performed beautifully. Based on these specific examples, you ask your listener to agree with your general conclusion: Hondas are reliable cars.

Reasoning by analogy is a special type of inductive reasoning. As you recall from Chapter 11, an analogy demonstrates how an unfamiliar idea, thing, or situation is similar to something the audience already understands. Analogy is not only a type of supporting material; it can also be used to reason inductively. For example, you might reason, "Even though we're a small business, we should start a retirement plan for our company. If we don't we could lose our top employees. Our top competitor started a new 401(K) retirement plan for her employees and she's had much less employee turnover." The key to reasoning by analogy is to make sure that the two things you are comparing (your company and your competitor's company) are similar so that your argument is a sound one.

terms & definitions

Dynamism an aspect of a speaker's credibility that reflects whether the speaker is perceived as energetic.

Charisma a form of dynamism; a charismatic speaker possesses charm, talent, magnetism, and other qualities that make the person attractive.

Initial credibility the impression of a speaker's credibility that listeners have before a speech begins.

Derived credibility the perception of a speaker's credibility that the audience forms as he or she presents a speech.

Terminal credibility the perception of a speaker's credibility listeners have at the conclusion of a speech.

Proof evidence and the conclusions you draw from it.

Evidence the illustrations, definitions, statistics, and opinions presented as supporting material in persuasive speaking.

Reasoning the process of drawing conclusions from evidence.

Inductive reasoning reasoning that arrives at a general conclusion from specific instances or examples.

Reasoning by analogy a special kind of inductive reasoning that draws a comparison between two ideas, things, or situations that share some essential common feature.

Reasoning from a general statement or principle to reach a specific conclusion is called **deductive reasoning**. Deductive reasoning can be structured as a **syllogism**, a three-part argument that has a major premise, a minor premise, and a conclusion. In attempting to convince the marketing department at a car dealership to advertise on television, you might offer this syllogism:

MAJOR PREMISE: All of the top-selling automobile dealers in our county advertise on television.

MINOR PREMISE: Your automobile dealership is in this county.

CONCLUSION: Your automobile dealership should advertise on television.

Contemporary logicians note that when you reason deductively, your conclusion is certain rather than probable. The certainty of the conclusion rests primarily on the validity of the major premise and secondarily on the truth of the minor premise. If you can prove that all top-selling auto dealers advertise on TV, and if it is true that those that advertise sell more cars, then your conclusion will be sound.

You use **causal reasoning** when you relate two or more events in such a way as to conclude that one or more of the events caused the others. For example, you might argue that public inoculation programs during the twentieth century eradicated smallpox.

As we noted when we discussed cause and effect as a persuasive organizational strategy, there are two ways to structure a causal argument. One is by reasoning from cause to effect, or predicting a result from a known fact. You know that you have had an inch of rain over the last few days, so you predict that the aquifer level will rise. The inch of rain is the cause; the rising aquifer is the effect. The other way to structure an argument is by reasoning from a known effect to the cause. National Transportation Safety Board accident investigators reason from effect to cause when they reconstruct airplane wreckage to find clues to the cause of an air disaster.

Trying to establish a causal link where none exists is one type of **logical fallacy**. Unfortunately, not all people who try to persuade you will use sound evidence and reasoning. Some will try to develop arguments in ways that are irrelevant or inappropriate. To be a better informed listener, as well as a more ethical persuasive speaker, you should be aware of the common logical fallacies described in Table 13.2.

EFFECTIVELY ADAPT YOUR REASONING TO THE CULTURAL EXPECTATIONS OF YOUR LISTENERS Effective strategies for developing your persuasive purpose depend on the background and cultural expectations of your listeners. Most of the logical, rational methods

terms & definitions

Deductive reasoning reasoning from a general statement or principle to reach a specific conclusion.

Syllogism a three-part argument that has a major premise, a minor premise, and a conclusion.

Causal reasoning reasoning that relates two or more events in such a way as to conclude that one or more of the events caused the others.

Logical fallacy false reasoning that occurs when someone attempts to persuade without adequate evidence or with arguments that are irrelevant or inappropriate.

RECAP

Inductive, Deductive, and Causal Reasoning

Type of Reasoning	Reasoning begins with ...	Reasoning ends with ...	Conclusion is ...	Example
Inductive	specific examples	a general conclusion	probable	Dell and IBM computers are all reliable. Therefore, PCs are reliable.
Deductive	a general statement	a specific conclusion	certain	All financial officers at this company have advanced degrees. Tom Bryson is the chief financial officer at this company. Therefore, Tom Bryson has an advanced degree.
Causal	something known	a speculation about causes or effects of what is known	likely	The number of people with undergraduate degrees has risen steadily since 1960. This increasing number has caused a glut in the job market for people with degrees.

of reasoning we've presented evolved from Greek and Roman traditions of developing arguments. Rhetoricians from the United States typically use a straightforward factual-inductive method of supporting ideas and reaching conclusions. First, they identify facts and link them together to support a specific proposition or conclusion. North Americans also like debates involving a direct clash of ideas and opinions. Our low-context culture encourages people to be more forthright in dealing with issues and disagreement than do high-context cultures.

Not all cultures assume a direct, linear, methodical approach to supporting ideas and proving a point.¹² People from high-context cultures, for example, may expect that participants in a debate will establish a personal relationship before debating issues. People from some cultures, such as those of Eastern Europe, use a deductive pattern of reasoning rather than an inductive pattern. They begin with a general premise and then link it to a specific situation when they attempt to persuade listeners.

TABLE 13.2 Reasoning Fallacies

Fallacy	Example	Explanation
Causal Fallacy An inappropriate or inaccurate cause-and-effect connection between two things or events.	If we annex the new subdivision into our city, then we are likely to have more days of sunshine.	There is no logical or causal connection between the annexation of a subdivision and the days of sunshine.
Bandwagon Fallacy The argument that because everyone believes something or does something, the belief or behavior must be valid, accurate, or effective.	Everybody knows this product is defective.	Saying "everybody knows" is a fallacious attempt to suggest that because everyone agrees, others should "jump on the bandwagon" and also agree.
Either-Or Fallacy The oversimplification of an issue into a choice between only two outcomes or possibilities.	Because of the overcrowding at our schools, either we pass the school bond to build new schools or we'll have to bus our students to another school district.	There are more than two options for solving the problem. For example, less expensive portable classrooms can be purchased without a bond election.
Hasty Generalization Reaching a conclusion from too little evidence or nonexistent evidence.	Because I didn't receive the correct change when I made my purchase at Mega-Low Mart, this is evidence that Mega-Low Mart is trying to cheat their customers.	One example does not provide enough evidence to reach a sweeping general conclusion that Mega-Low Mart is trying to cheat customers. It could simply have been an isolated error.
Personal Attack Attacking the personal characteristics of someone connected with an idea, rather than addressing the idea itself.	Janice's idea that we decrease property taxes is a crazy idea because Janice never had a good idea in her life.	The idea may be a sound one. Simply attacking the person without critiquing the idea proposed does not address the proposal itself.
Red Herring Using irrelevant facts or arguments to distract the listener from the issue under discussion.	When a member of Congress is attacked for inappropriately using funds, the representative responds by talking about the sexual indiscretion of a colleague.	The representative is not directly addressing the issue but merely trying to distract from the issue at hand.
Appeal to Misplaced Authority Using someone without the appropriate credentials or expertise to endorse an idea or product.	Because superstar Bart McCoy likes this breakfast cereal, you will like it too.	Simply because a well-known athlete endorses a breakfast cereal does not prove the cereal is good, healthy, or tasty.

People in Middle Eastern cultures usually do not use standard inductive or deductive structures. They are more likely to use narrative methods to persuade an audience. They tell stories that evoke feelings and emotions, allowing their listeners to draw their own conclusions by inductive association.

Although we've emphasized the kind of inductive reasoning that will be persuasive to most North Americans, you may need to use alternative strategies if your audience is from another cultural tradition. If you are uncertain about which approach will be most effective, consider using a variety of methods and strategies to make your point. Use facts supported by analysis, but also make sure you provide illustrative stories and examples. Also, try to observe and talk with other speakers who have experience addressing your target audience.

USE EMOTION EFFECTIVELY AND ETHICALLY TO PERSUADE People often make decisions based not on logic, but on emotion. Advertisers know this. Think of the soft-drink commercials you see on television. There is little rational reason that people should spend any part of their food budget on soft drinks; they are “empty calories.” So soft-drink advertisers turn instead to emotional appeals, striving to connect their product with feelings of pleasure. Smiling people, upbeat music, and good times are usually part of the formula for selling soda pop.

One way to make an emotional appeal is with emotion-arousing verbal messages. Words with positive connotations (such as *mother*, *flag*, and *freedom*) and those with negative connotations (such as *slavery*, *the Holocaust*, and *terrorism*) trigger emotional responses in listeners. Patriotic slogans, such as “Remember 9/11” and “Give me liberty, or give me death,” are examples of phrases that have successfully aroused emotions in their listeners. McDonald’s “I’m lovin’ it” and Nike’s “Just do it” are short phrases that appeal to positive feelings and the satisfaction of accomplishment.

Another way to appeal to emotions is through concrete illustrations and descriptions. Although illustrations and descriptions are themselves types of evidence or supporting material, their impact is often emotional. When trying to convince her listeners to purchase high-quality child safety seats, a speaker used this example to evoke an emotional response in support of her goal:

Michelle Hutchinson carefully placed her three-year-old daughter into her child safety seat. She was certain that Dana was secure. Within minutes Michelle was involved in a minor accident and the seat belt that was never designed to hold a child safety seat allowed the seat to lunge forward, crushing the three-year-old’s skull on the dash. Dana died three days later.¹³

Effective use of nonverbal messages can also appeal to an audience’s emotions. Visual aids can provide emotion-arousing images. A photograph of a dirty, ragged child alone in a big city can evoke sadness and pain. A video clip of an airplane crash can arouse fear and horror. A picture of a smiling baby makes most of us smile, too. As a speaker, you can use visual aids to evoke both positive and negative emotions.

When you use emotional appeals, you do have an obligation to be ethical and forthright. Making false claims, misusing evidence or images, or relying exclusively on emotion without any evidence or reasoning violates standards of ethical public speaking.

ORGANIZE YOUR PERSUASIVE MESSAGE EFFECTIVELY Most persuasive speeches are organized according to one of four strategies: problem and solution, cause and effect, refutation, and the motivated sequence—a special variation of the problem-solution format that lends itself well to sales presentations.

Even though we discussed **problem-and-solution organization** in Chapter 11, we mention it again here as the most basic organizational pattern for a persuasive speech. The problem-and-solution strategy works best when a problem can be clearly documented and a solution or solutions proposed to deal with the problem. When describing the problem, your goal is to create dissonance or to identify an unmet need.

When you use problem-and-solution organization, apply the principle of appropriately adapting messages to others. If you are speaking to an apathetic audience or one that

terms & definitions

Problem-and-solution organization a strategy for organizing a persuasive speech that works best when a clearly evident problem can be documented and a solution or solutions proposed to deal with the problem.

is not even aware that a problem exists, you can emphasize the problem portion of the speech. Your fellow members of the Chamber of Commerce, for example, who don't see how a new shopping mall in a nearby community will affect retail sales in the downtown area, may need to be jolted from apathy: You can point out that the presence of malls has resulted in drastically declining retail sales in other communities. If your audience is already aware of the problem, you can emphasize your proposed solution or solutions (perhaps to try to stop the mall from being built or to aggressively promote your community as the best destination for shopping). In either case, your challenge will be to provide ample evidence that your perception of the problem is accurate and reasonable. For example, you would need to find statistics that document how a mall can lower sales. You'll also need to convince your listeners that the solution or solutions you advocate are the most appropriate ones to solve the problem. Again, evidence in the form of statistics or examples are needed. As another example, note the problem-solution structure in the example below. The president of a Chamber of Commerce is trying to convince the local school board to address the public perception that the school district is inferior compared to nearby school districts. The community is not attracting new businesses because of perceptions of academic mediocrity. The Chamber of Commerce president analyzes the problem and proposes a solution:

- I. **PROBLEM:** Students in public schools in our community are not learning as well as students in other nearby communities.
 - A. Our student test scores are down.
 - B. Our teachers are paid less than teachers in nearby school districts.
 - C. Parents are not volunteering in our schools.
- II. **SOLUTION:** We should slightly increase property taxes to increase revenues to finance improvements in our schools.
 - A. We could hire additional teachers to help improve test scores.
 - B. We could increase compensation for our best teachers.
 - C. We could hire a volunteer coordinator to increase parent volunteers in our school.

Like the problem-and-solution strategy, the **cause-and-effect organization** pattern was introduced in Chapter 11. We noted that a speaker could either identify a situation and then discuss the resulting effects (cause-effect) or present a situation and then explore its causes (effect-cause).

Regardless of which variation you choose, you should once again apply the principle of being aware of your communication with yourself and others. Specifically, you must analyze the problem and determine the critical causal link and then convince your listeners that the link is valid. An effect may have more than one cause. For example, sales at your company are 10 percent behind sales figures at this time last year. As sales manager, you are responsible for analyzing the issues and presenting your analysis to the company CEO. Here's a way you could organize your message:

- I. **CAUSE:** The design of our product line is out of date.
 - A. We have not hired any new engineers in the past five years.
 - B. Our engineers are using outdated computer equipment.
 - C. Our engineers are relying on outdated software to design our product.
- II. **EFFECT:** Our sales are down.
 - A. Our customers find our competitor's product more up-to-date.
 - B. Our customers are replacing the products they have purchased from us with products from our competitor.
 - C. Our customers have indicated that they do not intend to purchase our product in the future.

When using a cause-and-effect organizational strategy, it's not enough just to assert your causes and probable effects. You need to provide evidence to provide the link between the causes and effects.

terms • definitions

Cause-and-effect organization
a strategy for identifying a situation and then discussing the resulting effects (cause-effect), or presenting a situation and then exploring its causes (effect-cause).

A variation on cause and effect is organizing a presentation from effect to cause. For example:

- I. **EFFECT:** Holiday sales are sluggish. People aren't buying as many gifts as they did in previous years.
- II. **CAUSE:** The recession has decreased customers' purchasing power.

A third way to organize your efforts to persuade an audience is especially useful when you are facing an unreceptive audience—one that does not agree with your point of view or your specific proposition. **Refutation** is an organizational strategy by which you identify objections to your proposition and then refute those objections with arguments and evidence. It is better to present both sides of an issue rather than just your own position if you are certain that your audience is skeptical of your position.

You will be most likely to organize a persuasive speech by refutation if you know your listeners' chief objections to your proposition. In fact, if you do not acknowledge such objections, the audience will probably think about them during your speech anyway. Credible facts and statistics will generally be more effective than emotional arguments in supporting your points of refutation.

Suppose you represent a large hotel chain that wants to build a new luxury hotel in a southwestern city. The hotel chain has purchased most of the property it needs to start construction, except for one prime piece of property owned by two sisters who have a tamale stand on their property. You have approached the sisters, but they don't want to sell. They have agreed to meet with you to hear your final offer, so you'll need to be especially effective in refuting their concerns. You understand that the price you're offering is not the reason they are balking at selling. Rather, they promised their mother, who passed away last year, that they would always maintain the family business on the same location where their mother started the business. Here's an outline for a presentation to the two sisters based on the refutation organizational strategy.

- I. We would like to build a hotel on this property and we will honor your mother by naming our exclusive roof-top restaurant after her.
- II. In addition to purchasing your property, we would like to purchase your mother's recipe for tamales and feature them in our new restaurant.
- III. We would like to hire both of you as consultants to the hotel to work in the restaurant and be in charge of quality control of all food served in the hotel.

The presentation to the sisters consists of major points offered to directly refute their objections. When you use a refutation strategy, you address the specific concerns and offer solutions to the objections you know you will encounter.

Like refutation, the fourth organizational strategy is unique to persuasive speaking. The **motivated sequence**, devised by Alan Monroe, is a five-step organizational strategy for a persuasive presentation.¹⁴ This simple yet effective strategy integrates the problem-and-solution organizational method with principles that have been confirmed by research and practical experience. The five steps involved are attention, need, satisfaction, visualization, and action.

1. **Attention.** Your first task, and the first stage in appropriately adapting your message to others, is to get your listeners' attention. Using a rhetorical question, illustration, startling fact or statistic, quotation, humorous story, or a reference to historical or recent events are ways of starting a speech to gain favorable attention. The attention step is, in essence, your application of one of these strategies.

Business executive Raymond Kotcher used this attention-catching opener to begin a speech in which his goal was to encourage recent graduates with communication degrees to become involved in the global marketplace:

Now, I have a request. I want you graduates to consider what I have to say to you this afternoon not as a commencement address. Rather, think of my remarks—and I'll keep them brief—as an email, written just to you. An email written to you, an emerging communicator. And as with most personal notes

terms definitions

Refutation an organizational strategy by which you identify objections to your proposition and then refute those objections with arguments and evidence.

Motivated sequence a five-step plan for organizing a persuasive message: attention, need, satisfaction, visualization, and action.

Attention the first step of the motivated sequence involves capturing the audience's attention so that they will listen to the message.

that are written to mark milestones in our great and privileged society—setting off for college; yes, graduating from college; that first job; committing to that someone special; the first child—the email offers advice, encouragement, warnings about and hope for the future. Don't hit delete just yet!¹⁵

2. **Need.** After getting your audience's attention, establish why your topic, problem, or issue should concern them. Tell your audience about the problem. Adapt your message to them by convincing them that the problem affects them directly. Argue that there is a need for change. During the need step (which corresponds with the problem step in a problem-and-solution speech), you should develop logical arguments backed by evidence. It's during the need step that you create dissonance or use a credible fear appeal to motivate listeners to respond to your solution.

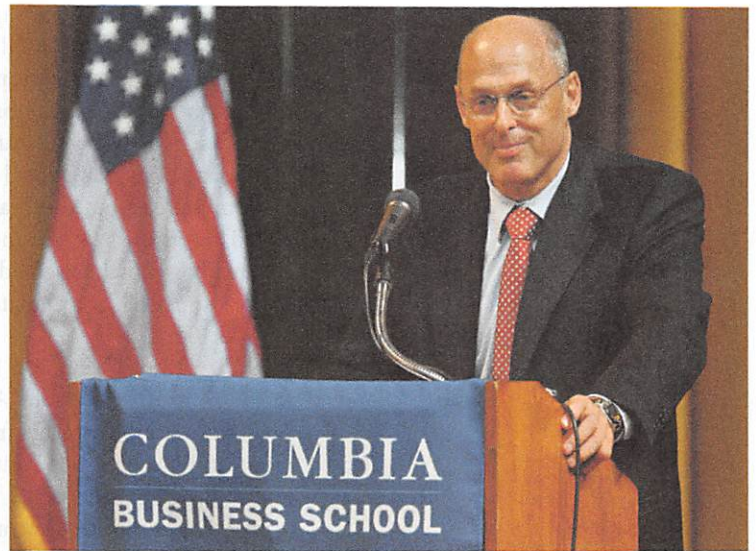
In trying to convince his audience that the world is changing and that they ought to be contributing to the global conversation, Kotcher points out that in order to be contemporary, they need to be up-to-date on cyberworld applications:

The audience of widely read blogs . . . rivals the size of the audiences of the online versions of major newspapers. Each day, 200 million Google searches are conducted, and half aren't in the English language. There are two billion cell phone subscribers in the world today. . . . And while I don't want to overburden this email with statistics, have you, like the estimated twenty million people around the world, played and worked in the cyberworlds created by Entropia or Second Life? Second Life is an online society where you can explore, or socialize, or buy goods and services or even build, rent, and sell real estate—using your credit card! Earlier this month, *BusinessWeek* reported on this 3-D world, and estimates in the article put the size of this virtual economy at \$1.5 BILLION—that's in real U. S. dollars—and growing.¹⁶

3. **Satisfaction.** After you explain and document a need or problem, you identify your plan (or solution) and explain how it will satisfy the need. You need not go into painstaking detail at this point in your talk. Present enough information so that your listeners have a general understanding of how the problem may be solved. You'll provide the specific action you want them to take later (in the action step). For now, identify in general terms what the solution to the problem is—satisfy the need you have identified. Here's the satisfaction step in Raymond Kotcher's message:

Relish the idea of joining the conversation. Today's media are participatory—integrating people with people to build community. Gone are the days of command and control. And this new networked world requires a new generation of communication leaders and leadership. Apply what you've learned at [college] and in your life so far. Already, one in five college-age students has traveled abroad in the past three years. More than one in three of you speaks at least two languages. And your generation truly wants to help build this global community.¹⁷

4. **Visualization.** Now you need to give your audience a sense of what it would be like if your solution were adopted or, conversely, if it were not adopted. **Visualization**—using words to create an image in audience members' minds—applies the principle of



A persuasive speaker, such as former US Treasury Secretary Henry Paulson, addressing Columbia Business School students, might use an organizational strategy such as the motivated sequence to craft an effective message.

terms & definitions

Need the second step of the motivated sequence, establishing the rationale, problem, or need for a listener to make a change so that the listener will agree with the action requested by the speaker.

Satisfaction the third step of the motivated sequence, which includes telling the listener of a persuasive message how the proposed solution will meet or satisfy the need.

Visualization using words to create an image in audience members' minds.

effectively using verbal messages. With a **positive visualization** approach, you paint a rosy picture of how wonderful the future will be if your satisfaction step is implemented. With a **negative visualization** approach, you paint a bleak picture of how terrible the future will be if nothing is done; you use a fear appeal to motivate your listeners to do what you suggest to avoid further problems. In either case, you use **word pictures**—lively descriptions that appeal to listeners' senses (sight, taste, smell, sound, and touch). Or you might combine both approaches: The problem will be solved if your solution is adopted, but things will get increasingly worse if it is not.

Here's how Kotcher helped his listeners visualize how the world is changing and how some previous college graduates have capitalized on being globally aware and active:

Justin Lane, for instance, a 1995 . . . graduate, is the New York bureau chief for the European Pressphoto Agency. He won the Pulitzer in 2002 for breaking news photography for his freelance contributions to *The New York Times*' coverage of the September 11 attacks. A year later, he traveled to Iraq to document cultural looting, the crisis facing Iraqi women, and the uncovering of mass graves. His photographs from Iraq garnered two gallery shows in New York and appearances in numerous newspapers, magazines, and books.

Then there's Chris McKee, also class of 1995. . . . He made an award-winning documentary that has opened up the little-known world of Mongolian nomads to the rest of the world. And Tyler Hicks, class of 1992, named by *American Photo* magazine as one of the twenty-five most important photographers, in large part because of his compelling images from war-torn places like Kosovo, Iraq, and Afghanistan.

And Michael Williams. . . . This Academy Award-winning producer is a pioneer in delivering some of the most original content to be seen in theaters and on television. He won an Oscar in 2004 for producing *The Fog of War*, a film that delivered a riveting look at former Defense Secretary Robert S. McNamara and his controversial role in the Vietnam War.¹⁸

The implication of these positive examples is that if you join the global technology revolution, you too will be successful.

5. **Action.** The action step is your speech's conclusion. You remind your audience of the problem (outlined in the need step), give them the solution (the satisfaction step), remind them of the great things that will happen if they follow your advice (positive visualization) or the bad things that will happen if they don't (negative visualization). Finally, you tell them what they need to do next (the action step).

To finish his presentation, Raymond Kotcher made this specific recommendation to his listeners:

So, this email to you is just about finished. Yet I can't close without giving you some personal advice—about what I have gleaned in my career and life since those impossibly cold mornings walking to class at 640 Comm Ave. Here goes:

ENGAGE YOUR CURIOSITY. Be indefatigable in ferreting out the answers to questions that will inform a world, assist a client, uncover an injustice, right a wrong.

NEVER FORGET YOUR INTEGRITY AND CREDIBILITY.

DEVELOP YOUR VOICE. You're a skilled communicator. Always strive to improve and develop your communication skills and apply them atop a deep understanding for all that has preceded you. Combine that with your personal experiences and what is important to you. And be willing to listen and to be taught, because learning NEVER ends.

FOSTER YOUR CREATIVITY. Oh, how the world, especially the business world, seeks creative and innovative thinkers who can communicate their imaginative ideas.¹⁹

terms & definitions

Positive visualization a rosy word picture of how wonderful the future will be if your solution is implemented.

Negative visualization a bleak picture of how terrible the future will be if nothing is done; a fear appeal used to motivate listeners to adopt a particular solution to a problem.

Word picture lively descriptions that help listeners form a mental image by appealing to their senses (sight, taste, smell, sound, and touch).

You can adapt the motivated sequence to the needs of your topic and your audience. For example, if you are speaking to a knowledgeable, receptive audience, you do not need to spend a great deal of time on the need step. The audience already knows that the need is serious. They may, however, feel helpless to do anything about it. Therefore, you would want to emphasize the satisfaction and action steps.

However, if you are speaking to a neutral or apathetic audience, you will need to spend time getting their attention and proving that a problem exists, that it is significant, and that it affects them personally. You will emphasize the attention, need, and visualization steps. And if you are speaking to a hostile audience, you should spend considerable time on the need step. Convince your audience that the problem is significant and that they should be concerned about it. You would probably not propose a lengthy, detailed action. In the final

RECAP

Organizational Patterns for Persuasive Speeches

Organizational Pattern	Definition	Example
Problem and Solution	Organization by discussing a problem and then various possible solutions	I. Problem: The company's sales revenues dropped in the last quarter. II. Solution: The company should beef up advertising efforts to bolster sales.
Cause and Effect	Organization by discussing a situation and its causes, or a situation and its effects	I. Cause: Most HMOs refuse to pay for treatment they deem "experimental." II. Effect: Patients die who might have been saved by "experimental" treatment.
Refutation	Organization according to objections your listeners may have to your ideas and arguments	I. Although you may think that our new, higher-premium insurance policy will reduce your standard of living, its comprehensive coverage will save you money over time. II. Although you may think that the high cost of insurance may cost the organization more money and place your jobs in jeopardy, it will actually help us attract and retain higher quality workers.
Motivated Sequence	Alan H. Monroe's five-step plan for organizing a persuasive speech: attention, need, satisfaction, visualization, and action	I. Attention: "An apple a day keeps the doctor away." What has happened to the old adage? Why has it changed? II. Need: Pesticides are poisoning our fresh fruits and vegetables. III. Satisfaction: Those of you who purchase food for hotels and restaurants should purchase organic fruits and vegetables for your guests. IV. Visualization: Remember the apple poisoned by Snow White's wicked stepmother? You may be feeding such apples to your own guests if you don't buy organic fruits and vegetables. V. Action: Buy fruits and vegetables raised organically.

section of this chapter, we will offer additional strategies for persuading receptive, unreceptive, and neutral audiences.

Is there one best way to organize a persuasive speech? The answer is no. The organizational strategy you select must depend on your audience, your message, and your desired objective. What is important is to remember that your decision can have a major effect on your listeners' response to your message.

HOW TO ADAPT YOUR MESSAGE TO RECEPTIVE, NEUTRAL, AND UNRECEPTIVE LISTENERS

Donald C. Bryant's definition of rhetoric emphasizes the principle of appropriately adapting a message to an audience: "Rhetoric," he said, "is the process of adjusting ideas to people and people to ideas."²⁰ And with this thought we've come full circle in the process of developing a persuasive message. As we have emphasized throughout our discussion of public speaking, analyzing your audience and adapting to them is at the heart of the speech-making process; it's one of the fundamental communication principles for leadership. In a persuasive speech, that adaptation begins with identifying your specific purpose and understanding whether you are trying to change or reinforce attitudes, beliefs, or values. It continues with your selection of an organizational strategy. For example, if your audience members are unreceptive toward your ideas, you might choose to organize your speech by refutation, addressing the audience's objections head-on. Both research studies and experienced speakers can offer other useful suggestions to help you adapt to your audience. Table 13.3 summarizes key strategies to use when adapting to receptive audiences (listeners who agree with your ideas and like you), neutral audiences (they are either uncertain or simply don't see how your ideas affect them), or unreceptive audiences (they have ideas that are in direct opposition to yours).

terms & definitions

Web 2.0 the second generation of presenting and gathering information on the Internet using "read-write" technology.

Wikis collaborative web-based sites that permit numerous people to share information with one another.

Presenting to Sell

Dietrich Mateschitz, a former toothpaste salesman, had an idea. He thought the world might just be ready to buy a fizzy energy drink, even though there didn't appear to be a market for such a product. When he was on a trip to Thailand as a marketing executive for Procter & Gamble, Mateschitz tasted a drink called Krating Daeng, which is Thai for "red water buffalo."

TABLE 13.3 How to Adjust Ideas to People and People to Ideas

Persuading the Receptive Audience	Persuading the Neutral Audience	Persuading the Unreceptive Audience
- Identify with your audience by stating how you are similar to them, stressing characteristics you have in common. - Emphasize common interests and describe areas of agreement. - Provide a clear objective; because they are receptive to you, tell your listeners what you want them to do. - Use emotional appeals appropriately. Using stories, illustrations, and other methods of ethically appealing to emotions can be effective with a receptive audience.	- Because your listeners are not engaged or may be uninterested in you or your topic, gain and maintain their attention using appropriate attention-catching methods such as rhetorical questions, quotations, startling statistics, and interesting examples. - Refer to beliefs, attitudes, and concerns that are important to the listener. - Identify the needs of the listener and address those needs. - Show how the topics affect people your listeners care about. - Be realistic about what you can accomplish given that your listeners are neutral or apathetic.	- Because your listeners are not in agreement with your goals and objectives, don't tell them you are going to try to convince them to change their minds and support your position. - Make sure you present your strongest arguments first. - Acknowledge opposing points of view and then use evidence and facts (rather than emotional appeals or opinion) to refute their ideas. - Don't expect a major shift in attitudes or behavior.

Communication Skills FOR A Digital Age

Communicating via the Web

As companies have gone global and embraced technology, there is an increasing need to be able to connect with others in far-flung locations. Workers have to share information quickly and efficiently. Given the likelihood that you'll be communicating with others from around the world, it's important to use a variety of web-based tools that permit you to share ideas with others via the Internet. As an alternative to face-to-face business presentations, here are a few of the technology-based methods of connecting with an audience.²¹

- **Web 2.0.** Web 2.0 is a general term that describes the second generation of presenting and gathering information on the Internet. Web 1.0, the first generation of Internet technology, was "read-focused": The primary function was to present messages that were only designed to be read by someone. Web 2.0 is a "read-write" technology. In addition to sharing information, the receiver of the message can easily respond by writing back to the message sender. Facebook is an example of a read-write Web 2.0 technology that permits communicators to interact with one another with seamless ease, including sharing photos, videos, web links, and instant messaging capabilities.
- **Wikis.** Wikis are collaborative web-based sites that permit many people to share information with one another. The distinctive feature of wikis is the open-editing function that permits all users to develop a resource collaboratively. Well-known sites, such as Wikipedia (encyclopedia), Wiki Travel (travel guide), and WikiHow (how-to manuals), are places on the web where you can not only share information with others, but also contribute to the information presented. Of course, when retrieving information from a Wiki source, consider the source. Although evidence indicates that the self-policing of the content helps keep the information current and accurate, there is always the potential for misinformation to be posted on a wiki site.

- **Skype.** If you've used Skype you know how easy it is to hold a video conversation with someone who is miles or continents away from you. Using the free software at skype.com, users need a video camera and microphone (often built-in to most computers) to communicate with one another.
- **Podcasts.** A podcast is a radio broadcast that uses the technology of an iPod through iTunes to share a message with others. Originally podcasts were audio messages, but through **Vodcasts** it's now relatively easy to share video and audio messages. You don't need to travel to India, China, or even San Francisco; you can present your report to your superiors with a podcast or vodcast.

Contemporary technology is making it easier to share messages with others who are separated in space and time. But it is still human beings who craft and interpret messages. Malcolm Gladwell, in noting the importance of the human element in communicating with others, said this:

[T]here is a class of social problems for which there is no technological solution. Look. Technology is going to solve the energy problem. I'm convinced of it. Technology is going to give me a computer in ten years time that will fly me to the moon. Technology is going to build a car that goes 100 miles to the gallon. *But technology does not and cannot change the underlying dynamics of "human" problems: it doesn't make it easier to love or motivate or dream or convince.*²²

Gladwell's point: Regardless of the technology used to solve problems and share information, it's *people* that make communication possible, an important point to keep in mind in all your workplace interactions.

He thought it might have possibilities as a beverage that could be sold to people who needed an energy boost. After considerable marketing research and product development, Mateschitz debuted his product in 1987 in Europe. It sold well, and he launched it in the United States in 2001. Chances are you've sampled his creation—Red Bull.²³

Dietrich Mateschitz figured out how to sell a product even before people had expressed a need for the product. Now that's a good salesman. What did Mateschitz know that could help you be a top-notch salesperson? We're about to tell you.

Between billboards, posters, TV, the Internet, and radio commercials, you experience hundreds of sales messages every day. Perhaps wherever you are reading this book there is a radio jingle or TV commercial in the background, a billboard attempting to get your attention to sell you something, or a poster on a wall enticing you to spend your spring break in Colorado. If your computer is connected to the Internet, there may be sales messages bouncing around on your computer screen. Sales and marketing experts spend billions of dollars crafting messages to get you to buy or use what they are selling.

To sell is to persuade someone to buy or use a product or service. You can also sell an idea, a proposal, or a policy rather than a tangible object. Since selling is persuading, the principles

terms & definitions

Skype video-conferencing software that enables face-to-face communication between people miles or continents apart.

Podcasts a radio broadcast that uses the technology of an iPod through iTunes to share messages with others.

Vodcasts an easy way to share video and audio messages to anyone around the world.



The five-step motivated sequence provides a good way to organize an effective sales presentation that will close the deal.

of and skills for persuasion that we've already discussed are the key strategies that you will use when selling someone something. To maximize your sales potential, we suggest that you first, analyze the sales situation, and second, plan your persuasive sales message using time-tested strategies that, to paraphrase Donald C. Bryant, help you adjust products and services to people and people to products and services.

Sales skills are important leadership skills. We've noted that to lead is to influence others through communication, and often leaders need to sell ideas and methods. So, as we discuss the principles and strategies of sales, keep in mind that leaders sell ideas—whether informally and one on one, in groups and teams, or when speaking to many people. Sales involves more than simply selling a product.

Developing Your Sales Message

We've discussed several strategies for organizing presentations. Some organizational strategies, such as topical or chronological organization, are best suited for informative messages. Most sales presentations are organized using the problem-and-solution pattern. The five-step motivated sequence (which, as we noted, is a form of the problem-and-solution approach) is a good overarching organizational strategy to consider for sales presentations. Catching attention, establishing need, satisfying the need by offering a solution, visualizing the benefits of the solution or describing how the need will not be met if the solution is not adopted, and identifying a specific action to take is a good formula for structuring a sales presentation. Communication consultant Granville Toogood reminds his sales clients that when making a sales pitch, you need to connect with the customer's needs. As Toogood puts it,²⁴

- You're not selling soap. You're selling sex.
- You're not selling perfume. You're selling love.
- You're not selling cars. You're selling excitement.
- You're not selling jeans. You're selling adventure.

The suggestions for organizing a sales presentation we describe below are based on the motivated sequence.²⁵

HOOK YOUR LISTENER A good salesperson does more than merely get a customer's attention; a good salesperson is able to "hook" the customer to gain and keep the person's focus. How do you do that? You must know your customer's interests, needs, and hopes and adapt your message to address them. And, in most cases, you have to grab your listeners quickly. To hook them, ask them an opening question that is based on what you suspect they may need ("Are you interested in a car that costs less yet looks expensive?") or addresses a fear they may have ("Would you like a car that will protect your family if you have an accident?"). Television, radio, and Internet sales pitches spend considerable time simply trying to hook you to get and keep your attention. Unless you hook your customers, they will undoubtedly get away.

IDENTIFY THE CUSTOMER'S KEY ISSUE After hooking the customer, you need to address what he or she needs or wants. Knowing your customer's interests, needs, desires, fears, and hopes is essential for making a sale. How do you find out what your customer likes and needs? Ask. After you ask, you have one more task: Listen. An effective sales message doesn't begin with the salesperson immediately extolling the virtues of the product. First, ask questions that qualify your customer. To **qualify** a customer is to identify whether the customer can afford the product or service you are selling and to learn how to best approach the customer. Does the customer have a family? If so, would he or she be motivated

terms & definitions

Qualify to identify whether a customer can afford a product or service and to learn how to best approach the customer.

by appealing to concerns for their safety? Is the customer most interested in a low price? Knowing what the customer wants can help you customize your message to your customer.

It's also important to have a positive relationship with your customers. Joe Girard, the number-one car salesman in the United States for eleven years in a row, would send over 13,000 cards to his customers. He'd wish them everything from happy birthday to happy George Washington's Day. The message on the front of each card was simple. It said, "I like you." He sold twice as many cars as whoever came in second place. Customers identified with Joe; they liked him. And they came back to buy more cars from him.²⁶

If you already suspect what the customer's needs are, then you can directly identify how what you are selling meets the needs, solves a problem, or addresses an issue that concerns the customer. Your knowledge of what your competitor has to offer and what the customer needs and your ability to briefly and quickly get to the heart of what the customer wants will increase your chances of making the sale.

To identify the customer's needs or issues, you may need to ask specific questions (unless the customer explicitly tells you what he or she wants). Here are some possible questions to ask to help identify a customer's need:

- What do you like best about what you are currently using?
- What would an ideal product look like?
- What do like least about what you are currently using?
- What is missing from what you're currently using?
- How many of these do you use each week?
- What are the key things you're looking for in a new . . . ?
- If you bought our product, when would you need it delivered?
- What could we do to get your business?

MAKE THE RECOMMENDATION After you have analyzed, or qualified, the customer, you'll want to note how your product or service addresses the issues you've identified. Although you don't need to ask for the sale quite yet, you need to describe what you're selling and link your product or service to the the customer's needs. Especially if you're selling several models or versions of the same product (such as a car, a computer, or an insurance benefit package), you'll need to direct the customer to a specific recommendation. If you have over a dozen different models, select one or two that you think are best aligned with your customer's needs. Having too many options can be overwhelming for both you and the customer. If you've understood what your customer's concerns are, you'll be in a good position to begin to steer your customer to a recommendation that is best for him or her.

When making your recommendation, explain and demonstrate how the product works. Provide a step-by-step overview of what the product does. If appropriate, let the customer try the product. Most grocery stores know that one way to sell cheese is to give away free samples. Letting your customer use the product to experience the benefits may be your most important sales tool.

STRESS BENEFITS, NOT FEATURES All customers are interested in the benefits of what you're selling to them. This next point is essential: *You must stress the benefits of what you're selling, not just list the features.* What's the difference between a feature and a benefit? A feature is simply a characteristic of whatever the product or service is. For example, if you say, "This computer screen is very bright," you're describing a feature of the product. A benefit is a good result or something that creates a positive response in a customer. Rather than simply noting that the computer screen is bright, you could describe a benefit of the bright screen: "This means that you won't experience eye strain or headaches, and you can get your work done more quickly." Describing a benefit is a customer-centered way of helping the customer visualize the positive things that will happen to him or her if he or she buys what you are selling. Table 13.4 provides additional examples of features and their corresponding benefits.

A skilled salesperson can quickly assess how to describe a product or service in terms of the benefits the customer will receive. Stressing benefits helps the customer have a positive

TABLE 13.4 **Features and Benefits**

Customer Features	Customer Benefits
This floor is a no-wax floor.	Because this is a no-wax floor, you will never again have to get down on your hands and knees to scrub another floor.
If you sponsor this concert, your company name and logo will be listed in the program.	Sponsoring this event promotes your company and lets everyone in the community know how much you care about supporting the arts. People will view your company in a positive light, which will increase your sales and maintain the goodwill of your customers.
This ergonomically designed chair will keep your back straight.	This ergonomically designed chair will eliminate backaches, increase your productivity, and give you more time to spend on more pleasurable tasks.

feeling about what he or she is buying. To help the customer experience the good things that will happen if he or she makes the purchase, it's not enough to just state a benefit—you'll need to provide evidence. Testimonials from satisfied customers, demonstrations, and evidence from unbiased sources such as *Consumer Reports* are helpful in documenting the truth of your claims. You have an ethical responsibility not to promise too much or make a claim you can't support. By realistically identifying the benefits, you'll increase your credibility and have the best type of customer—a repeat customer.

MAKE THE CLOSE Every good salesperson knows the most critical part of making a sale is the close. The close is when you ask for (and ideally get) the sale. Most closes involve summarizing how the product or service solves a problem or meets a need, cogently listing the benefits, and then asking for the sale.

Some closes use the “yes technique.” A salesperson using the yes technique asks the customer a series of questions to which the answer is always yes. If, for example, the customer has already disclosed that he likes a particular model of car, the color of the car, and the features of the car, the salesperson asks a series of questions to which the answer is yes:

Salesperson: “So, Mr. Affolter, you like the Oxford model the best?”

Customer: “Yes.”

Salesperson: “And you like the cobalt blue?”

Customer: “Yes.”

Salesperson: “You also like the cruise control, satellite radio, and GPS system, right?”

Customer: “Yes, I do.”

Salesperson: “So if I can get the Oxford model, in blue, with the features you like, and we can agree on a price, will you buy the car today?”

Customer: “OK, yes.”

The yes technique is based on the principle that “It's better to get a message out of someone than to put one in him or her.” Get the customer to state what he or she likes and to reach no other conclusion when asked to make the purchase than that the correct answer is yes.

RESPOND TO OBJECTIONS Textbooks have a way of presenting models or specific strategies that make it seem as though all you need to do is follow the suggested sequence of steps or specific prescriptions and you'll be successful. When attempting to sell something to someone, you'll soon discover that it's usually not quite that easy. In most sales situations, the customer is not likely to simply say yes or “I'll take it” after you've hooked the person, identified the issue, made the recommendation, stressed the benefits, and provided a closing. Customers will likely have questions, concerns, and objections to the claims you've

made. How you respond to those will often determine whether you get the sale or not. Consider the following suggestions.

Some customers may not explicitly state what is bothering them. For example, they may not say, “I don’t have enough money to buy what you’re selling.” So, you need to “listen between the lines” if the customer says something like “I’m not sure I’m prepared to buy this product now” or “Buying this product doesn’t fit into my plans right now.” If price appears to be the objection, suggesting a payment plan spread over a period of time, directing the customer to a less expensive option, or reconfiguring the product so it costs less may be what you need to do to respond to the unspoken issue of price. The more you can remove hidden agendas, the more likely you are to be able to address the specific concern. Open-ended questions such as, “What questions do you have about this product?” or “Is there something that I could do today that would help you make a commitment?” can help you find a customer’s underlying objection. The closer you can get to a customer’s real objection, the more likely it will be that you can address it and get the sale.

How do you determine a customer’s real objections? You listen, observe, ask good questions, and listen some more. If you can find the true objection and then successfully address that objection, you’ve got the sale.

If a customer says no, or, “I’ll need to think about this,” or “I’m not sure I’m ready to decide today,” do your best to listen and see if you can identify what it is that is keeping the customer from saying yes. Keep the conversation going. By asking follow-up questions, exploring objections, listening for clues, and observing nonverbal behavior, you may be able to successfully respond to a rejection. Once the customer has left or hung up the phone, it’s less likely that the person will return (although some customers simply need more time to ponder the options). You’re more likely to get the sale if the customer is physically present or if you are in contact with the customer. We don’t encourage such high-pressure tactics as, “This is a one-time offer, only good in the next hour” or “You must decide today.” It’s also unethical to claim that the product is the last one left when there are more in the back room.



“If they don’t like our proposal I’ll show them the kittens. Everybody likes kittens.”

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Ethics Is Everything

According to Barbara J. Krumsiek, chief executive and chair of the Calvert Group Ltd., an investment firm, ethics is everything when it comes to leadership. When asked what she thought the most essential lessons students should be learning in college, Krumsiek replied,

Weave ethics and responsibility through every course. Every single course should have an ethical component. I think the notion that ethics is a code of conduct or a set of rules or a set of principles is one of the big culprits in the meltdown. Ethics is how you think about things when it’s not written down.

I tell Calvert people you make decisions every day, hundreds of them, that have ethical content.

We couldn’t possibly write codes of ethics to cover everything you do. So therefore, you’re going to have to do the right thing. I’m counting on you to do the right thing.²⁷

Although ethics will permeate all aspects of your work life, your ethical obligation is especially important if you’re trying to persuade someone to do something or sell them something. You have an ethical responsibility to present information that is honest, accurate, relevant, and on point. As Krumsiek’s comments suggest, ethics is an element in every communication action—it’s implicit in every communication and leadership action you undertake, especially when you’re sharing information or persuading others.

A customer may ask you something about what you're selling that you don't know. *If you don't know the answer to a question, say so, and find the answer quickly.* Promise to get back to the customer with the answer by a specific time or date. Be sure to keep your promise.

One maxim that has served salespeople well is "Underpromise and overdeliver." Don't promise more than you know your product or service can offer, and work to provide even more than the customer expects. Although customers generally do not like surprises, they are usually delighted when what they've purchased surprises them with more than what was promised.

One of the biggest sales mistakes new salespeople make is talking too much after they have made a sale. Once the customer has made the decision to buy a product or service, don't keep describing additional benefits.

Relating to Others: Making Special Presentations

Besides informing and persuading others, you may be called on simply to introduce a speaker, present an award, receive an award (because you're such a good leader and communicator), or make a toast. In these special presentation situations, the audience has certain expectations of what you may say. When introducing someone, for example, it's assumed you will extol the virtues and credentials of the person you're introducing. Toasts are expected to be brief yet interesting.

Introducing Others

The ultimate purpose of an introduction is to arouse interest in a speaker and his or her topic and establish the speaker's credibility. When you are asked to give a speech of introduction for a featured speaker or honored guest, your purposes are similar to those of a good opening to a speech: You need to get the attention of the audience, build the speaker's credibility, and introduce the speaker's general subject. You also need to make the speaker feel welcome while revealing some of the speaker's personal qualities so that the audience can feel they know the speaker more intimately. There are two cardinal rules for giving introductory speeches: Be brief and be accurate.

- Be brief. The audience has come to hear the main speaker or honor the guest, not to listen to you.
- Be accurate. Nothing so disturbs a speaker as having to begin by correcting the introducer. If you are going to introduce someone at a meeting or dinner, ask that person to supply you with biographical data beforehand. If someone else provides you with the speaker's background, make sure the information is accurate. Be certain that you know how to pronounce the speaker's name and any other names or terms you will need to use.

The following short speech of introduction adheres to the two criteria we have just suggested: It's brief and it's accurate.

This evening, friends, we have the opportunity to hear one of the most innovative mayors in the history of our community. Mary Norris's experience running her own real estate business gave her an opportunity to pilot a new approach to attracting new businesses to our community, even before she was elected mayor in last year's landslide victory. The Good Government League recently recognized her as the most successful mayor in our state. Not only is she a skilled manager and spokesperson for our city, but she is also a warm and caring person. I am pleased to introduce my friend Mary Norris.

Finally, keep the needs of your audience in mind at all times. If the person you are introducing truly needs no introduction, do not give one! Just welcome the speaker and step aside.

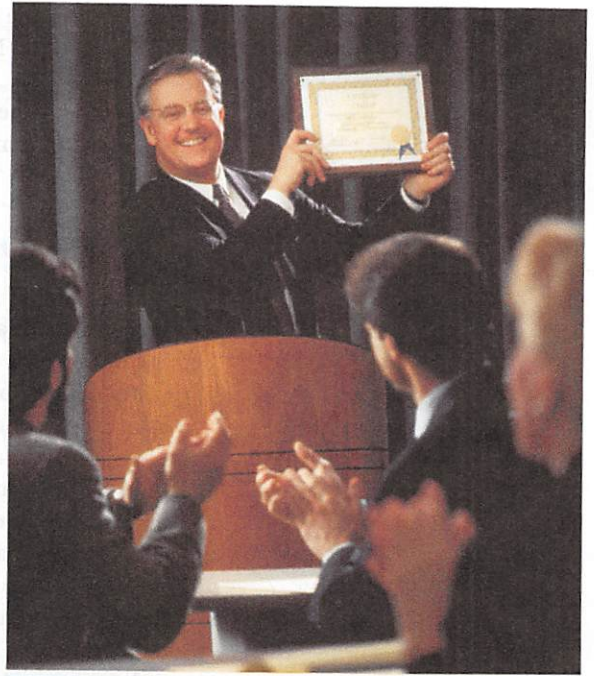
Presenting an Award

Presenting an award is somewhat like introducing a speaker or guest: Remember that the audience did not come to hear you but to see and hear the winner of the award.

First, when presenting an award, refer to the occasion. Awards are often given to mark the anniversary of a special event, the completion of a long-range task, the accomplishments of a lifetime, or extraordinary achievements.

Next, talk about the history and significance of the award. This section of the speech may be fairly long if the audience knows little about the award; it will be brief if the audience is already familiar with the history and purpose of the award. Whatever the award, a discussion of its significance will add to its meaning for the person who receives it.

In the final section of an award presentation, name the person to whom the award is given. The longest part of this segment is the description of the achievements that elicited the award. That description should be given in glowing terms. Hyperbole is appropriate here. If the name of the person getting the award has already been made public, you may refer to the person by name throughout your description. If you are going to announce the individual's name for the first time, you will probably want to recite the achievements first and leave the person's name for last. Even though some members of the audience may recognize the recipient from your description, still save the drama of the actual announcement until the last moment.



Acceptance speeches have a reputation for being boring. If you keep your speech brief and behave graciously, your audience will agree that the right person received the award.

Accepting an Award

Anyone who receives an award or nomination usually responds with a brief acceptance speech. Acceptance speeches have received something of a bad reputation because of the lengthy, emotional, rambling, and generally boring speeches delivered annually on prime-time TV by the winners of the film industry's Oscars.

The same audience who may resent a lengthy oration will readily appreciate a brief, heartfelt expression of thanks. In fact, brief acceptance speeches can actually be quite insightful, even inspiring, and can leave the audience feeling no doubt that the right person won the award. Two months before he died in 1979, John Wayne accepted an honorary Oscar with these touching words:

Thank you, ladies and gentlemen. Your applause is just about the only medicine a fella would ever need. I'm mighty pleased I can amble here tonight. Oscar and I have something in common. Oscar first came on the Hollywood scene in 1928. So did I. We're both a little weatherbeaten, but we're still here and plan to be around a whole lot longer.²⁸

If you have the good fortune to receive an award, your acceptance speech may be impromptu, because you may not know that you have won until the award is presented. A fairly simple formula should help you compose a good acceptance speech on the spur of the moment.

First, thank the person making the presentation and the organization that he or she represents. It is also gracious to thank a few people who have contributed to your success—but resist thanking a long list of everyone you have ever known, down to the family dog.

Next, comment on the meaning or significance of the award to you. You may also wish to reflect on the larger significance of the award to the people and ideals it honors.

Finally, find some meaning in the award for your audience—people who respect your accomplishments and who may themselves aspire to similar achievements. In what has

become one of the most often quoted acceptance speeches ever made, William Faulkner dedicated his 1950 Nobel Peace Prize for Literature to:

the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.²⁹

Making a Toast

It's not uncommon in a business or professional setting to have an opportunity to propose a toast. It could be at a business lunch or dinner, or at the beginning or ending of an informal or social meeting with a client or customer. A **toast** is a brief salute to the occasion or is dedicated to a particular person, usually accompanied by a round of drinks and immediately followed by the raising or clinking together of glasses or goblets. The purpose of a toast is to enhance relationships, celebrate an accomplishment, or remember a past event. The custom is said to have taken its name from the old custom of tossing a bit of bread or a crouton into a beverage for flavoring.³⁰ "Drinking the toast" was somewhat like enjoying a dunked doughnut.

The modern toast is usually quite short, only a few sentences at most. Some toasts incorporate a quotation you might remember that seems appropriate to the occasion as, for example, one given at a business dinner by a client:

I propose a toast. We are a long way from home this evening. But as we have worked together in our meetings today you and your staff have made us feel very welcome. It was Robert Frost who said, "Home is a place where when you go there they have to take you in." Thank you, colleagues, for taking us in this evening and making us feel so much at home.

If you are asked to make an impromptu toast, let your audience and the occasion dictate what you say. Sincerity is more important than wit. At a dinner one of your authors attended in Moscow a few years ago, all the guests were asked to stand at some point during the meal and offer a toast. Although this Russian custom took all of us by surprise, one of our friends gave a heartfelt and well-received toast that went something like this:

We have spent the past week enjoying both the natural beauty and the many marvels of your country. We have visited the exquisite palaces of the czars and stood in amazement before some of the world's great art treasures. But we have also discovered that the most important resource of Russia is the warmth of her people. Here's to new and lasting friendships.

Our Russian hosts were most appreciative. The rest of us were impressed. Mary's toast was a resounding success because she spoke sincerely about her audience and the occasion.

terms & definitions

Toast a brief speech saluting a momentous occasion.

Wrap-Up

Principles of informing others, whether in a presentation, brief, or report, include these ideas:

- Use simple ideas.
- Pace the flow of the information.
- Relate new information to what listeners already know.
- Use adult learning strategies.
- Relate to listeners' interests.
- Build in redundancy.
- Reinforce ideas verbally and nonverbally.

These are the nine steps of the need-centered training model:

- Anchor all training processes in analyzing the organizational and trainee needs.
- Analyze the training task: Break the skill into sequential steps.
- Develop training objectives: Identify what you want to accomplish.
- Organize training content: Structure the training information and skills.
- Determine training methods: Decide how you will present the content.
- Select training resources: Identify the written and visual materials you need.
- Complete the training plan: Display all elements of the training lesson.
- Deliver the training: Bring the training to life.
- Assess the training: Determine if the trainees liked it, learned it, and can perform it.

Persuasion is the process of attempting to change or reinforce attitudes, beliefs, values, or behaviors. Several principles explain how persuasion works.

- Cognitive dissonance is a sense of mental disorganization or imbalance that arises when new information conflicts with previously organized thought patterns. People are persuaded to resolve the dissonance.
- Maslow's classic hierarchy of needs suggest that people are persuaded when the proposed persuasive goal helps to meet an unmet need.
- Both fear appeals and positive motivational appeals motivate listeners to respond to persuasive messages.

The steps of presenting an effective sales talk include:

- The hook: Getting customer attention and interest
- Identifying the issues: Identifying what's in it for the customer
- Making a recommendation
- Identifying the benefits including providing evidence for the benefits
- Making the close: Ask for the sale

There are special occasions in the workplace when you may be invited to say a few words, including introducing others, presenting and receiving an award, and giving a toast.

Reviewing Key Terms

Inform 326	Trustworthiness 336
Persuade 327	Dynamism 337
Adult learners 327	Charisma 337
Briefing 328	Initial credibility 337
Report 328	Derived credibility 337
Public relations presentation 329	Terminal credibility 337
Training 330	Proof 337
Task analysis 331	Evidence 337
Cognitive dissonance 333	Reasoning 337
Hierarchy of needs 334	Inductive reasoning 337
Ethos 335	Reasoning by analogy 337
Logos 335	Deductive reasoning 338
Pathos 335	Syllogism 338
Credibility 336	Causal reasoning 338
Competence 336	Logical fallacy 338

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Refutation	342	Web 2.0	346
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The Principle Points

Principle One: Be aware of your communication with yourself and others.

- Be consciously aware of using strategies that will make your informative messages clear, interesting, and memorable.
- Be prepared to make your credentials known to your listeners by having a brief summary of your qualifications and accomplishments ready for the person who will introduce you, to help enhance your initial credibility.
- To be a better informed consumer of persuasive messages, as well as a more ethical persuasive speaker, be aware of and avoid using common logical reasoning fallacies.

Principle Two: Effectively use and interpret verbal messages.

- To create negative visualization, describe in detail how bleak or terrible the future will be if your solution is not implemented.
- To create positive visualization, describe in detail how wonderful the future will be if your solution is implemented.
- To make yourself seem more competent to your audience, cite evidence to support your ideas.
- Use concrete illustrations and descriptions to appeal to an audience's emotions.

Principle Three: Effectively use and interpret nonverbal messages.

- Observe the nonverbal behavior of your audience to help you determine whether your message has been communicated clearly.
- Nonverbally reinforce ideas to make your message memorable.
- Use presentation aids to help evoke both positive and negative emotions as well as positive and negative visualizations.

Principle Four: Listen and respond thoughtfully to others.

- Before you deliver your presentations to an audience, talk and listen to audience members to help you customize your message for them.
- Be prepared to answer questions after your presentation, regardless of whether there is a planned question-and-answer period.

Principle Five: Appropriately adapt message to others.

- If you are speaking to an apathetic audience or one that is not even aware that a problem exists, emphasize the problem portion of your problem-and-solution presentations.
- If your audience is aware of the problem you are discussing, emphasize the solution or solutions in your problem-and-solution presentations.
- Be realistic about what you can accomplish with neutral and unreceptive audiences.