COMMUNICATION @ WORK: ETHICAL, EFFECTIVE, AND EXPRESSIVE COMMUNICATION

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Building Experience

PART III

7 Quick Start to Informative Speaking

8 Models, Applications, and Processes of Informative Communication

9 Visual and Other Sensible Support

10 Quick Start to Persuasive Speaking

11 Designs for Persuasion in Organizations

Part III concentrates on public speaking, encouraging students to design and deliver well-researched and supported informative and persuasive presentations. Experience in the classroom becomes a bridge to presenting in the workplace.

Quick Start to Informative Speaking

7

The Speaking Experience

Topic Choice

Quick Start with Research

Planning the Informative Speech

Speech Mapping

Rehearse

The moment you decide to avoid public speaking for the rest of your life, the CEO "invites" you to brief the board of directors on a project. No one can hide, including systems programmers, engineers, and architects, because "techies" these days routinely explain designs and products to clients. An informative presentation is an efficient form of delivering information to several people at a time. In the academic world, we call these presentations *informative speeches*. In the business world, they fall under many names: reports at meetings, public forums, walk-throughs, professional workshops, and teleconferences (Dzurinko, 1999).

The purpose of this chapter is to lead you step by step through the process of preparing and delivering an informative speech. The chapter acknowledges the difference between informing and persuading and gets you off to a quick start preparing an informative speech. The skills you learn will adapt readily to organizational settings.

OBJECTIVES

After studying the content of this chapter, you should be able to

- Define informative speaking, and recognize informative speaking in organizations
- Utilize various organizational patterns
- Understand the functions of speeches' introductions, bodies, and conclusions
- Support main points effectively
- Create an informative speech
- Strategically rehearse and effectively deliver an informative speech to a classroom audience

THE SPEAKING EXPERIENCE

In the secure environment of the classroom, we don't miss out on job promotions, and we don't lose credibility with our fellow employees. The classroom is a laboratory for building workplace skills that provides experience in designing and delivering presentations to a live audience. Outside the classroom, form follows function, and presentations conform to audience expectations.

By definition, a *public speech* presents ideas to several people gathered to listen to a speaker, and generally the speaker is the only one expected to speak. Indeed, some *presentations* (the broader term) are prototypical speeches—in other words, just what you would expect of a speech. Other presentations, however, are woven into a conversation, during which the presenter anticipates frequent interaction or interaction immediately following the presentation. Client relationships, for instance, require interaction in the development phase of a product, when the clients feel free to comment or ask questions. Another common difference is that everyone—including the speaker—may be seated during the presentation.

Though settings and expectations vary, classroom presentations provide excellent preparation for future employment. The ways the basic parts of the presentation are presented to the audience vary. This section discusses what informative speaking is and isn't, how to factor the audience into the equation, and practical criteria for informative topics. In Reality @ Work 7.1, Diane McEachern, currently with United Bank of Switzerland (financial investors and advisors) lets us see how closely training matches practice in her experiences.

Reality @ WORK 7.1

PROFITABLE AND INFORMATIVE

Upon graduation from the University of Texas in the 1970s, Diane McEachern was sent by E.F. Hutton to its professional training school in New York. Her training included specific public speaking skills—visuals, preview and review, eye contact, voice intonation, building rapport, and more. It seemed that to her employers, becoming a professional meant becoming a speaker.

Soon after her initial training, her home community's chamber of commerce asked her to give a speech. Because most people had only hazy concepts of how the stock market operated, she chose "Wall Street" as her topic. "In giving

one speech, I reached about sixty people in one hour. Furthermore, someone introduced me and established my credibility with the audience. I realized that this was so much more effective than the established practice of 'cold calling' potential clients one at a time." The informative presentation had built her credibility on financial topics.

McEachern, now with Paine Webber, saw a niche of need because more women were managing finances, so she launched a series she named "Smart Money for Women." Today, her following remains so strong that she leads monthly presentations and discussions on financial topics. Recognizing that expertise is associated with the person at the podium, McEachern advises, "Never totally relinquish the podium." If Diane invites an outside speaker, she still "commands" the podium to introduce the speaker, to answer some of the questions, and to close the meeting.

Identifying Informative Presentations

Let's compare the basic approaches of informative and persuasive speeches. They both build on a base of information and have a *thesis* or *claim* that they declare to be true. Also, they both try to persuade audiences that the facts and ideas they present are credible and important.

There are differences, however. Informative speeches instruct listeners, so they instruct and teach, but the simple dimension of including information does not make a speech an informative speech. Informative speeches explain concepts, introduce innovations, review research, teach processes, and demonstrate uses, among other purposes. Persuasive speeches, on the other hand, advocate policy, accentuate a belief or value, take a stand on a controversial issue, and lead listeners to predetermined conclusions. In summary, (1) informing is explaining a situation to the listeners, and (2) persuading is explaining a situation in light of advising what the listeners should do about it.

ACTIVITY 7.1

CONTRASTING INFORMING AND PERSUADING

An executive committee asks Lisa, a research supervisor at Alpha Pharmaceuticals, to report the progress of two work teams. The executive committee prioritizes projects and sets resources. Her teams also rely on Lisa's presentation to get additional project support.

1. *What are the committee's expectations of Lisa's presentation?*
2. *What if Lisa thinks one project is more likely to succeed than the other?*
3. *In what ways should she use informing processes? Persuading strategies?*
4. *What could offend the committee?*

A skilled informative speaker is a valuable asset to an organization. The speaker gathers information and analyzes its significance before explaining it to an audience. Good informative speakers enrich their listeners in some way.

Completing the Speaking Equation

Keeping in mind the purpose of informative presentations, let's think about your academic class as audience as well as the occasion of your upcoming speeches. You

are the sender, but they are the receivers that make the communication of the message complete. All of this takes place at a particular time in a specific place. Overall, your basic challenges are to provide an audience with relevant information and to help them remember it. That starts with analyzing the audience.

Audience Demographics

Form a general picture of the people who will be listening to you—cultures, jobs, and socioeconomic levels. Consider the mix of ages, genders, academic majors, work experiences, and interests. If you know any of the audience, imagine how they will receive your presentation.

In the workplace, a mixed audience of employees from different organizations or different departments will make different—even political—interpretations of your speech.

Location and Occasion

Think about where you will be speaking. Probably you have an upcoming classroom speech, for which you're familiar with the room size, furniture, technology, and possible distractions. In business settings, you won't always be familiar with the physical arrangement. You could be teaching employees to use new equipment hands-on at a noisy factory, or you could be teaching them in a classroom away from the equipment. Such wide-ranging situations call for different informative techniques.

In the workplace, visit a location ahead of time or ask a contact person about arrangements for your presentation. Sometimes, you can request a seating or table arrangement. The more familiar you are with the setting, the less likely you will be thrown off by a technical problem.

Audience Needs and Interests

Determine the needs of your audience, what is important to them, what interests them, and what will be over their heads. Speakers motivate listeners by connecting with interests they already hold, but they must lead into unknown territory.

Audience Familiarity with Topic

An audience's familiarity with a topic governs the presenter's use of time. Consider what the audience already knows, how current they are in their information, and how versatile they are in thinking about the topic. A speaker is especially challenged when an audience has mixed levels of expertise.

TOPIC CHOICE

Criteria for Informative Topics

Choose topics according to criteria that determine whether a topic fulfills an assignment without violating standards or inserting unneeded, extraneous material. Some of you as students are new to your majors, and others are soon to be in the workplace. With this range in mind, this textbook gives suggestions for appropriate topics that will prepare for the workplace, yet address a student audience.

- *Choose a topic that is appropriate for the assignment.* Whether at work or in a classroom, the topic should match the assignment, the supervisor or professor's requirements, and the time limit. Informative topics usually are about objects, processes, events, or concepts. Informative purposes may also fall under the category of definitions, descriptions, explanations, and demonstrations, if, for instance, your assignment is to demonstrate how something is made or explain industries' effects on local ecology.
- *Choose a topic that is appropriate for the community.* Meeting community standards is a criterion of ethics as well as a criterion of taste. Respect listeners' values, recognize the speech setting, and choose a topic that is appropriate for the group. You may decide that, for example, sexual harassment makes a worthwhile topic for adults seeking positions in management but wouldn't work for middle school students on career day.
- *Choose a topic from which the audience will learn something new (at least to them).* Share the satisfaction of learning something new and interesting. If the audience members do not learn something new, then you haven't instructed them. Your speech should add value to the knowledge and understanding of the listeners. "New" includes facts they didn't know, points of view they hadn't thought of, and procedures they hadn't considered.
- *Choose a topic that the audience will see as important, useful, or interesting.* If a topic is useful, important, or interesting, wouldn't the audience probably already have researched it? Perhaps, but remember that none of us has learned all that we want to know, and often what we need is guidance in what to learn. Finding an important, yet new, topic is the thrill of the hunt for a speaker.
- *Choose a topic on which you can remain objective.* Be wary of selecting topics on controversial issues or ones on which there are strong opinions. There are some exceptions, such as an informative speech that presents background information on a topic or even-handedly deals with both sides of an issue. In Activity 7.1, for example, Lisa was challenged in evaluating projects at a pharmaceutical company. In the business world, be honest with yourself about issues on which you cannot or will not give unbiased presentations.
- *Choose a topic that holds current interest and has accurate data available.* On one hand, yesterday's hot topic may seem clichéd today. On the other hand, some topics are so current that it's hard to find current, accurate information fast enough. Follow the news and sources that you check regularly about your topic, including the day you give your speech.

Table 7.1 lists some methods for finding a topic.

Speaking on Organizational Topics

Whether at work or in classes, sometimes topics are assigned, and other times you get to choose a topic. Although the planning tools of this chapter apply to various kinds of informative speeches, we will develop a speech aimed at

TABLE 7.1 • Shopping for Topics

- *What you already know or are interested in:* Pay attention to your areas of expertise and what you like to talk about in conversation. In your other classes or community service work, what do you want to know more about?
- *The current periodical section of the library:* Magazine and journal covers are designed to catch your attention, so check out covers, tables of contents, and articles that seem worthwhile and interesting. The articles will usually lead you to other sources.
- *Bookstores and popular informative titles:* Likewise, bookstores display popular new books to grab your attention. Do you see a book that interests you with a topic that would work for your speech?

teaching content. As you develop your career, note the areas in which to develop expertise and present it to others.

Biographical Sketches

Focus on the life of an interesting and important person. Biographical material is readily available and varied. A number of leaders in the business world have written best-selling books or have been profiled on television or in books and magazines. You can also talk about a famous person in history, an inventor, a scientist, an outstanding sports figure, or a philanthropist.

Turning Points

Consider historically compelling pivotal events—the "Waterloo" moments in history. Major wars, natural disasters such as Hurricane Katrina, inventions, and discoveries always affect business, industry, and the marketplace. This type of topic is especially good for combining sources creatively.

The Fine Arts

Music, art, and dance topics make excellent informative speech subjects, such as a biographical sketch of a musician or artist or a particular period in the arts. Arts topics are often the subject matter for nonprofit organizations—museum tours, docent lectures, symphony lectures, and the like. Possible topics are "Henri Matisse, an Eye for Color," "Rodin, Thinking," "Mozart, From Riches to Rags," or "Jazz, the American Music." (Notice that each of these begins with a broad topic, but narrows with a second phrase to focus on a theme.)

New Technology

Read recent *Scientific American, Science,* or *Discovery* magazines to get ideas, or check electronic news sources for recent inventions and discoveries relevant to your field of study or major interest. Audiences love being among the first to learn something newsworthy. Check what's new in transportation, space exploration, global communication, synthetics, energy technology, and robotics, for instance.

Medical Research

National and international medical research costs millions—even billions—of dollars annually. Research reports are rich pipelines for material. Medical reporters for news agencies helpfully summarize findings in layman's language.

A Global Society

Economics, marketing, and business majors study global issues. What is the impact of stock trading in Japan on the stock market in New York? What are European influences on fashion? Are there collaborations among countries to find a cure for AIDS? What can you learn about countries emerging after communism dominance from visiting Prague today? (Remember that you are to stay within informative boundaries, so it's wise to choose a topic that is not controversial for your audience.)

Current Events

Have you ever researched a country in the news, perhaps one you had barely heard of before? Point out the country's location and highlight major issues to help an audience follow the news. A class learned about East Timor from a student's speech, and their interest in following news about that geographical area grew. And the ideas go on and on—giant pandas and South Pole exploration, plate tectonics reconfiguring the U.S. coasts, a frozen woolly mammoth, and treasures of the *Titanic*. You don't have to be an expert, but you *do* need to be interested.

Make a list of possible topics for your informative speech. Don't worry right now about which ideas are best. Just begin listing topic possibilities. Review your ideas to make sure you have an informative purpose in mind. (As a reminder, don't take a stand on controversial issues such as pay for student athletes, school prayer, managed health care, school vouchers, foreign intervention, and the like.) If you have chosen a topic, you are ready for a quick start to your research.

• QUICK START WITH RESEARCH

Chapter 6 explains more fully how to research a topic, but this section gives you a running start regarding collecting material.

- If you saw your topic in a magazine, newspaper, or book, start there. Did the author quote someone or cite a source in the material? Show the original source to a librarian and ask how you can find more information on that topic. You may find the original source and related articles on findarticles.com.
- Attend a library orientation session to get great ideas for efficient library research.
- Use the "electronic library" to access Infoseek or Wilson Web, and conduct a search. You can print full-text articles in the library, and you may be able to sign up at the college to access the library from your home or other location.

- Fastcompany.com and Discovery.com are interesting sources for business and science topics, respectively.
- Talk to an expert. Write out three or four good questions to ask an expert. Make an appointment for a short interview. A professor may lead you to interesting material on your topic.
- Listen to a news program that has regular science, medical, or arts reports. Use the program as one source. Pay attention to names of experts, and conduct a computer search on those names.
- Use the web pages of PBS, CNN, or MSNBC networks to find transcripts of interviews and documentaries.

PLANNING THE INFORMATIVE SPEECH

As a new "speech architect," the hardest part is getting started. Speakers don't all plan exactly alike, but most speakers follow an order similar to that shown in Quick Start 7.1. It keeps them on track and uses time well. Speech preparation centers on five basic areas:

1. Choose a general topic and write specific purpose and central idea statements.
2. Research and limit the scope of the topic, and document sources.
3. Plan the body of the speech, including the organization and support of main points.
4. Plan the introduction and conclusion of the speech.
5. Rehearse for the speech event.

Earlier you selected your topic and did preliminary research, and the rehearsal comes later, but at this stage you need to gather and organize the content of your speech. Scan Quick Start 7.1, read all referenced material, and then move step by step through it to create an informative speech.

Purpose Statement

The *purpose statement* is a planning statement—a blueprint for the speech. Study these informative purpose statements:

> After hearing my speech on "Peter Drucker and the Nonprofit Organization," the audience will know relevant facts about Drucker's contributions to business practices and recognize the impact of nonprofit organizations on our society.
>
> After hearing my speech, the audience will be able to explain Henri Matisse's inclusion in *The Wild Ones,* discuss his search for "pure color," and analyze the effect of juxtaposed colors.
>
> At the end of my speech, the audience will be able to compare businesses in Prague today with businesses in Prague under communism.
>
> After hearing my speech, the audience will be able to explain the path genetic research has followed toward a cure for diabetes.

QUICK START 7.1 Plan Your Speech

Your Decisions	Helpful Text Pages
1. Write a specific purpose statement	172–173
2. Write a central idea statement that is consistent with your specific purpose statement.	173–174
3. Tentatively select your main ideas.	
4. Examine your main ideas. Do they cover your central idea and specific purpose? Do they include ideas that are outside your speech purpose? (Adjust the main ideas or change your purpose, if needed.)	
5. Decide on an organizational pattern for the main points.)	174–176
6. Choose support for each main point.	176–180
7. Examine the support for the main points. (Have you selected support that helps the listener understand or remember that main point? Have you varied the forms of support?)	
8. Plan the introduction.	180–184
a. Attention-getter	
b. Motivation for the audience to listen	
c. Speaker credibility	
d. Preview	
9. Plan the conclusion.	184–185
a. Review	
b. Final memorable statement	

Notice that these purpose statements are written from an *audience's* point of view. They state the intended effect on the audience, and they specify what an audience member who hears the speech should be able to do.

You may also notice that the purpose statement practically lays out main points. There are two main points in the statement regarding the speech about Drucker. Can you find three main points in the Matisse speech statement and two points in the Prague speech statement? The diabetes speech statement does not map out the main points as clearly. It does indicate, however, a logical or chronological organization of main points by using the word *progressing*.

The specific purpose statement provides a reality check for you as you plan your speech. You may rewrite your specific purpose statement several times as you develop your speech, just as blueprints are often modified when you build a house.

Central Idea Statement

The *central idea statement* (sometimes called the *thesis* or *theme*) reflects the specific purpose statement. If you boiled down your entire speech to one statement, this is the statement it would be. State this central idea clearly to your audience early in your speech. The central idea statement should be concise and

should contain an inclusive idea (an "umbrella") that unifies the speech. Write the central idea as a statement, not a question.

Classroom informative speech example: "Peter Senge applies open systems theory to his popular notion of learning organizations."

Workplace speaking application: "The Blue Cross/Blue Shield health benefits package for Infobility has five significant features."

Organization of Main Points

Plan two to five main points. The audience is not likely to remember more than five points in one speech. To help listeners follow you, sequence the ideas purposefully. Some beginning speakers want their accumulated knowledge to magically move into the audience's minds. Forget magical thinking! Years of experience are better for providing useful patterns of organization. This section briefly discusses four common patterns of organization.

• • • • TIPS

• • • • Speaking as Leading Audiences • • • •

Think of yourself as a tour guide for a major candy company. You catch the visitors' attention and establish your expertise by giving them background about M&M Mars. You explain the significance of this information to them and explain the order in which you will move through the plant.

Your guests follow you to the first area, where Twix candy bars are packaged. Here you explain processes and innovations affecting the candy industry. You make a transition from packaging to the area where the Twix bars are made, again pointing out key equipment and processes. And on it goes as you lead them through the plant. After the last area, you summarize tour highlights in a memorable way, thus indicating the tour has ended.

Speaking is a similar process with similar leadership. You catch the audience's attention, introduce the topic, tell why it's important, and preview the main points (areas of the plant) that you will take them through. Each featured area is presented as a related, but separate, entity. A transition is made between all areas. After the last main point, you summarize and give a final memorable statement. Keep in mind this analogy of leading from place to place as you plan your speech. Be deliberate in how you develop each point before moving to the next.

• • •

Chronological Organization

Chronos is the root word for *time,* as in *chronology;* thus, *chronological organization* organizes the main points in the order in which they occur. In a biographical sketch, the main points naturally develop from youth to old age or from early career to late career.

I. Franklin D. Roosevelt achieves early career success, against all odds.

II. Roosevelt's first term proved his assertive authority as president of the United States.

III. The war years proved Roosevelt's resolve and resilience.

IV. An illustrious career ends.

Chronological order can also be a logical order of sequenced steps, such as the steps used to reclaim and study a frozen woolly mammoth.

Topical Organization

When ideas seem to group into main points, but the main points do not require a particular order, you may choose topical organization. The following main points can be arranged in any order.

I. Public schools are vehicles for social change.
II. Public education is a fundamental right for all children in the United States.
III. Federal funding complicates individual states' control of public schools.

Spatial or Geographic Organization

Spatial arrangement of points organizes according to space or geography, as in top to bottom, inside and outside, west and east, room by room, and state by state. "Federal, state, and local" is a common spatial organization. It is often one of the easiest patterns for an audience to follow when a topic is a natural fit. A speech on Yellowstone National Park can be organized geographically:

I. Geysers and other thermal features are abundant in the southwestern area of the park.
II. The Grand Canyon of the Yellowstone and Lake Yellowstone are the major features of southeastern Yellowstone.
III. Mammoth Hot Springs dominates the north park for most tourists.

Causal Organization

A city planner explains small town health care systems like this:

I. The small town hospital has given way to metropolitan health care systems. (effect)
II. More physicians specialize as the amount of medical information increases. (cause 1)
III. Medical tests and procedures require expensive, dedicated equipment. (cause 2)
IV. Satellite clinics satisfy the small town residents' needs for immediate access to a personal physician. (cause 3)

Causal organization is most often seen in persuasive speaking, but you may find cause-to-effect or effect-to-cause a good fit for your informative topic as well. Students are familiar with causal reasoning from their science courses: the effects of mixing two chemicals, the causes of epidemics, the effects of force, and so forth.

An economist explains three influences on the stock market:

I. The federal government lowers interest rates. (cause 1)
II. The federal government lowers taxes. (cause 2)
III. Sectors of business are growing. (cause 3)
IV. The stock market goes up. (effect)

To explain how experts commonly predict national economic trends, the speaker could list events that historically have triggered bearish or bullish stock markets. What to present first—effect or cause—depends on the audience's knowledge. If they are more informed about the effect on the economy but do not know the causes, then one should start with the effect and then explain the causes.

Supporting Main Points

Use supporting material to substantiate your points. Predict what your listeners can understand and how they can remember what you teach. Use pertinent, helpful material and say enough, but not too much.

- All material should point back to the specific purpose you've written.
- All material should be accurate, meaningful, and reliable.
- All material should clarify the topic.

Effective speakers use a variety of supporting material. Governor Ed Schafer used several forms of support for a keynote address at the Telemedicine 2000 Conference/Exhibition in Chicago, Illinois in 1996. The governor informed attendees of an important health care option in North Dakota—telemedicine. Excerpts from his speech provide examples of supporting material, showing the effectiveness of a variety of types of support.

Explanation

Explanation is probably the first form of support you will use in your presentation. Quite often a speaker states a main point and then explains it more fully. *Expounding* means adding statements to further explain and clarify. Following is an example on the issue of confidentiality. Notice in the example that the first statement would be inadequate without the explanation of the second statement.

> Another issue . . . is confidentiality. Telemedicine consultations might involve personal medical records being shipped over computer lines to other regions of the country.

Explanation sometimes *defines* a term or concept. Shafer defines "Med Start," a term that would not be familiar to all of his audience:

> Telemedicine also provides a great tool for continuing education. In North Dakota, we are already taking advantage of telecommunication technology for this purpose. The University of North Dakota School of Medicine has a program called Med Start that links the school to hospitals throughout the state via an audio-video network. Through this network, physicians, nurses, physical therapists and any health care professionals can take a wide variety of continuing education courses taught by professors in the UND School of Medicine.

Example

An *example* illustrates or represents things, helping the listener to focus more clearly on the idea or understand it more fully. Examples may be hypothetical, such as "Imagine having telemedicine available in your community," or they

may be real. Examples may be quite extensive or only a brief reference. Shafer used a brief, real example in his speech:

> In 1995, two medical facilities in North Dakota—Medcenter One and St. Alexius Medical Center—started offering telemedicine services to select communities in North Dakota.

Sometimes an example is visual. The governor mentioned a visual example he used in a different speech:

> As part of my annual State of the State address, I not only talked about telemedicine, I underwent a full telemedicine consultation and exam right there in the North Dakota House of Representative Chambers. A doctor on site consulted with a doctor off site, who was visible on screen in the Chambers and on statewide television.
>
> They examined my ear and my head—basically, the entire state got to see the inside of my head. Of course, my political opponents (and even my staff!) quipped that the light was going to shine right through my head and out my other ear!
>
> The exam was basic, but it gave people throughout North Dakota a glimpse of what telemedicine is, how it works, and what it can do.

Narrative

Narratives are stories. They share qualities with examples in that they may be real or hypothetical, brief or lengthy. Governor Shafer said, "I have countless stories to tell about how telemedicine is working in North Dakota." He told about a boy who was thrown off a horse. An emergency telemedicine consultation allowed the boy to be treated at home, thus saving thousands of dollars to the boy's family and their insurance company. He followed with narrative again:

> In another case, an 88-year-old lady named Alvina, who lives in a nursing home in Wishek, N.D., had surgery in Bismarck to close several ulcers on her feet. Through telemedicine, she was able to perform all 8 follow-up visits with a plastic surgeon. It saved her the trauma and exhaustion of traveling nearly 180 miles round trip to the specialist. Her nurses said it took Alvina three days to recover from these trips. Plus, her daughter didn't have to take time off work to drive her to Bismarck. Today Alvina is back on her feet, literally, and walking normally. Clearly, these examples show the impact telemedicine is already having in North Dakota.

Quotations or Testimony

The term *testimony* originates from courts of law. For our purposes, *quotation* and *testimony* are interchangeable. Quotations from famous people work well in introductions and conclusions, but they also provide variety and other voices in the body of the speech. Experts and their writings are quoted for definitions, statistics, explanations, and examples. Here are two pieces of testimony that Shafer used:

> The Western Governors' Association's Telemedicine Action Report of June 1995 identified six barriers to expanded inter- and intrastate use of telemedicine. The barriers identified in the Action Report are:

1. Infrastructure Planning and Development
2. Telecommunications Regulation
3. Lack of Reimbursement for Telemedicine Services
4. Licenser and Credentialing of Physicians and Other Health Care Practitioners
5. Medical Malpractice Liability
6. Confidentiality

In the preceding example, you see that Shafer cited an association and quoted the "barriers" verbatim. In the following testimony, he used an excerpt from a congressional document.

> In passing the Telecommunications Act of 1996, Congress specified that telecommunications should be used to enhance health care in America. Key language in the Act gives health care providers the right to "rates charged for similar services in urban areas in that State."

Facts

Facts seem synonymous with information; therefore, facts are in our list of supporting material. Facts are the events, dates, people, locations, and other observable information that can be verified by a reliable source. Facts are actually "examples of one" or "undeniable results." An earlier excerpt from Shafer's speech included this "example of one":

> The University of North Dakota School of Medicine has a program called Med Start that links the school to hospitals throughout the state via an audio-video network.

Statistics

A collection of related facts may be summarized and represented with *statistical* support. To correctly support an idea statistically, use accurate, meaningful data expressed in a numerical form. Statistics can give specific substance to support a statement. Do not make statistical support too hard to follow. Visuals, such as charts or PowerPoint slides, allow comparisons or retention of complex statistical support. Here is an effective use of statistical support by Governor Shafer. Notice that he rounds the number for retention.

> Approximately 200 telemedicine consultations have been completed in North Dakota to date.

In the following use of statistics, consider the sequence. The costs *follow* the sentence Shafer really wants the audience to remember.

> As telemedicine providers in North Dakota will tell you, the costs of the system and the initial cash outlays required are substantial. The basic cost for a single-site set up is $90,000. This does not include any extra scopes, which providers in our state are frequently finding to be unnecessary considering their cost ($15,000 per scope).

Comparison and Contrast

The governor used another set of statistics in order to *contrast* (show the differences) medical care in populated and unpopulated areas of the state.

> The populated regions boast 147 total medical specialists and 221 surgical specialists. The unpopulated regions, on the other hand, only have six total medical specialists and only 33 total surgical specialists.

Analogy and Metaphor

Analogies and metaphors provide figurative language to prompt a listener to use a familiar concept in order to understand an unfamiliar concept. Analogous reasoning is actually a form of comparison, much of which is implied. For instance, a student speaker used the analogy of the human eye responding to light to teach how a camera lens works. The next section of this chapter uses the cities and roads of maps as analogies for main ideas and transition statements. Be careful in using analogies that may trigger the opposite response from what you expect from your listeners.

Skillful analogies are very powerful for instruction, but weak analogies confuse listeners. Shafer did not rely on analogy in this speech, although he played on the metaphor of an empty head.

> They examined my ear and my hand—basically, the entire state got to see the inside of my head. Of course, my political opponents (and even my staff!) quipped that the light was going to shine right through my head and out my other ear!

He also led the audience to reason that this sort of physical examination was analogous to examinations for people with health issues.

> The exam was basic, but it gave people throughout North Dakota a glimpse of what telemedicine is, how it works, and what it can do.

Metaphors, abbreviated analogies, allow us to make logical leaps toward understanding a concept. Shafer, like most of us, uses metaphors, often without realizing it. Here are a few examples from his speech:

> The present *patchwork* of state laws . . . .
>
> Telemedicine also provides a great *tool* for continuing education.
>
> However, as you all know, we aren't over the *hump* yet. Nationally, and even in North Dakota who's at the *front of the pack,* we are in the very early stages of implementing telemedicine and realizing its full potential.
>
> "The *devil* is in the details" perhaps applies here.

Repetition or Rephrasing

Repeating or rephrasing a key idea can help an audience. Like underlining a statement in written material, a slight rewording gives emphasis. Governor Shafer repeated this key supporting statistic twice for emphasis:

> That's 147 specialists in populated regions, versus 6 specialists in unpopulated regions.

Use a relevant and unusual or intriguing object to focus an audience's attention on your topic.

Visuals

Any form of support may exist in visual form. Governor Shafer could have used charts or PowerPoint to present facts and statistics. The television and information ages are colliding, influencing audiences to depend on what they see. These expectations amplify the effects of visual support.

Sometimes the vision *is* the message, not just a channel for the message. Telemedicine, Shafer's topic, is a prime example. In order for telemedicine to work, the physician must *see* the patient via the medium. Otherwise, a telephone call would work. Chapter 9 details the use of visual support.

Introduction

The introduction prepares the listeners. Five things should be accomplished in the introduction:

1. The audience's attention should be focused on you and your speech. (*attention technique*)
2. The audience should know the subject of the speech. (*statement of topic*)
3. The audience should know why they are learning about this topic. (*importance of topic and motivation to listen*)
4. The audience should have confidence in you and in the quality of your material. (*speaker's credibility*)
5. The audience should have an idea of how you will sequence the material. (*preview*)

The functions of an introduction should become automatic for you. Logically, you must get the audience's attention at the beginning, and usually the preview is the last part of the introduction, but the other parts are not sequenced the same in every speech. Let's look at each part.

Audience Attention

First of all, get the audience's attention. Here are several effective techniques.

- *Ask a question.* The question can be direct or rhetorical. When a speaker uses a direct question, the speaker expects an answer from the audience. For instance, request a show of hands to the question "How many of you ate breakfast this morning?" When a speaker poses a question and does not expect the audience to answer, the speaker has asked a rhetorical question. For instance, "Have you ever been in a situation where you desperately needed medical attention, but could not afford to get it?"
- *Use a thought-provoking quotation.* A stimulating quotation or the headline of a news story evokes interest. For instance, "Pollen and diesel fumes don't mix for allergy sufferers. Inhaled diesel particles increased histamine production fivefold in allergy sufferers."
- *Use startling, surprising, or sobering statistics.* "L'Oreal sales agents selected on the basis of certain emotional competencies significantly outsold salespeople selected using the company's old selection procedure. On an annual basis, salespeople selected on the basis of emotional competence outsold other salespeople by $91,370 for a net revenue increase of $2,558,360. These higher performers also had 63% less turnover during the first year than those selected in the organization's usual way" (Spencer & Spencer, 1993; Spencer, McClelland, & Kelner, 1997).
- *Use a brief narrative.* Tell a personal story or one with which you are familiar. Perhaps tell the first part of a story and leave the audience hanging until the conclusion to get the rest of the story. "I was literally stuck inside the clothes dryer, head first. The cage I now lived in would not budge from the opening of the shiny white opening, and all I could smell was the scent of Downy."
- *Use appropriate humor.* Humor homogenizes the response of the audience quickly. Some speakers tell jokes well. Others make humorous observations or tell funny, true stories. Be sure that the humor is appropriate, leads into the topic, and does not take the audience on a listening tangent.

EXAMPLE 7.1

Classroom Informative Speech Example

An example of an opening statement using surprising statistics is as follows: "According to a survey done by Royal Dutch/Shell, one third of the firms in the Fortune 500 in 1970 had disappeared by 1983. Shell estimated the average lifetime of the largest industrial enterprises to be less than forty years. Peter Senge, the founder and director of the Center for Organizational Learning at MIT's Sloan School of Management, blames the high mortality rate on the inability of an organization to learn."

Workplace Speaking Application

In a business setting (we'll call our fictitious company "Infobility"), you may get the audience's attention a number of ways. For instance, you could use a

thought-provoking, rhetorical question: "Have you had to check in for day surgery, only to be asked frustrating questions such as 'What is your pre-certification number?' or 'Do you want us to submit your co-payment cost to your secondary coverage?'" Perhaps you would prefer a humorous statement such as, "Some people would rather do surgery on themselves than to have to submit insurance forms to cover surgery."

Statement of Topic

State your topic very clearly and early in your speech. Speakers may state the central idea at this point. Allow time to anchor the central idea with the audience.

EXAMPLE 7.2

Classroom Informative Speech Example

Continuing with our classroom introduction, we would clarify for the audience what the central idea is: "Peter Senge presents seven learning disabilities evident in organizations that contribute to their failure to thrive."

Workplace Speaking Application

At Infobility (our fictitious company) you may state, "Today we'll learn about five features of the Blue Cross/Blue Shield health benefits package that Infobility has chosen."

Importance of Topic and Motivation to Listen

Imagine the listener asking, "What's in it for me?" It makes sense to tell listeners what they can expect to gain, so they will be motivated to listen from the start. If you can't justify your choice of topic for this audience, change your topic. Some reasons for listening are that the topic helps the audience to understand current events or deals with research developments that will affect them.

EXAMPLE 7.3

Classroom Informative Speech Example

"You and I are looking toward future employment in the business community. Our understanding of common organizational learning disabilities will equip us to avoid those errors or to avoid companies entrenched in those errors."

Workplace Speaking Application

At Infobility you may continue, "Spending a few minutes today to learn about these features will save you time, money, and frustration when you are the one checking into the hospital."

Speaker's Credibility

The audience has the right to know why they should listen to *you*. You *can* build credibility without bragging. Use this part of the speech to document your major resources, to establish your interest and expertise in the subject, or to mention your conversation with an expert.

EXAMPLE 7.4

Classroom Informative Speech Example

"I recently read *The Fifth Discipline* by Peter Senge and found his ideas informative and intriguing. A Web search on learning organizations led me to several articles, many by Senge. I followed up by interviewing Dr. Linda Dulin of McLennan Community College. She further explained the learning disability concept and critiqued Senge's contribution to the understanding of the workplace in the twenty-first century."

Another part of building credibility establishes a sense of good will and ethical treatment of the topic. The audience wants to know that you are a good person and that you care about them.

EXAMPLE 7.5

Workplace Speaking Application

A credibility statement to the Infobility audience could be, "As the human resources director, I'm responsible for keeping informed of the benefits available to you. I anticipated your questions, so I spent two days with a representative of your insurance carrier. I'm here to answer your questions."

Preview

The preview prepares the listeners to follow the presentation. In the informational speech, the preview often lists the main points. You are setting up a road map for the audience to travel as you go through the body of the speech.

EXAMPLE 7.6

Classroom Informative Speech Example

"First I'll briefly define what a learning organization is. Then I'll explain the learning disabilities that come from how I view myself in the organization. Finally, I'll talk about learning disabilities that come from how I view others outside the organization." You'll notice from this example that the speaker chose to use one main point to clarify the concept of a "learning organization." The seven learning disabilities could have made seven additional main points, but she grouped the disabilities under "how I view myself in the organization" and "how I view others outside the organization," for a total of three main points.

Workplace Speaking Application

"Today I'll explain the criteria the committee used in selecting a new benefits package, and then we'll look in more detail at five major features of the package." This workplace application speech would probably be at least thirty minutes long, and the main points would be as follows:

I. The benefits committee used several criteria in selecting a benefits package.
II. The new benefits package provides five key features.

Now let's put the parts of the introduction together for the classroom speech example:

> According to a survey done by Royal Dutch/Shell, one third of the firms in the Fortune 500 in 1970 had disappeared by 1983. Shell estimated the average lifetime of the largest industrial enterprises to be less than forty years. Peter Senge, the founder and director of the Center for Organizational Learning at MIT's Sloan School of Management, blames the high mortality rate on the inability of an organization to learn.
>
> Peter Senge presents seven learning disabilities evident in organizations that contribute to their failure to thrive, and it is these errors that I want to talk about today.
>
> Since you and I are looking toward future employment in the business community, our understanding of common organizational errors will equip us to avoid those errors or to avoid companies entrenched in those errors.
>
> I recently read *The Fifth Discipline* by Peter Senge and found his ideas informative and intriguing. A web search on learning organizations led me to numerous articles, many by Senge. I followed up by interviewing Dr. Linda Dulin of McLennan Community College. She further explained the learning disability concept and critiqued Senge's contribution to the understanding of the workplace in the twenty-first century.
>
> First I'll briefly define what a learning organization is. Then I'll explain the learning disabilities that come from how we view ourselves in the organization. Finally, I'll talk about learning disabilities that come from how we view others outside the organization.

Conclusion

The conclusion brings closure and a sense of accomplishment to the listeners. The conclusion has two requirements: Review the main points and give a final memorable statement.

Review of Main Points

Review the main points to anchor them with the audience. This will serve as a mental checklist of what was learned from the presentation. The review of the main points frequently mirrors the preview used in the introduction.

EXAMPLE 7.7

Classroom Informative Speech Example

"So now you know what a learning organization is and seven learning disabilities that lead to organizations' disasters. We can see how our perceptions of self and of others contribute to those errors."

Workplace Speaking Application

"In conclusion, you know how the committee chose the benefits package, and you are familiar with five major features of the package."

Final Memorable Statement

The last thing you say in a speech should have impact and provide closure.

EXAMPLE 7.8

Classroom Informative Speech Example

"As Senge says, 'Learning disabilities are tragic in children, especially when they go undetected. They are no less tragic in organizations, where they also go largely undetected.'"

Workplace Speaking Application

"As your human resources director, I want to be both human and resourceful. So please come by and ask questions anytime you want to. As you learn about your benefits package, you empower yourself to benefit from this security at Infobility."

Overall, for the conclusion, aim to equal or exceed the impact and creativity of the introduction. You may quote an expert, answer a question you used in the introduction, complete a narrative you left hanging in the introduction, or refer to facts or humor used in the introduction. Other appropriate concluding remarks could be passing on the baton of expertise ("Now, you too know how to . . .") or showing a "capstone" visual or application. In substance, style, and delivery bring the speech to closure. Leave the audience with a sense of accomplishment and a timely ending.

If you plan to follow with a question-and-answer session, announce that fact after the final statement of the speech. Either you (as the presenter) or a moderator of the event should bring the question-and-answer period to closure, usually by thanking participants and showing appreciation to the group.

SPEECH MAPPING

If your professor says an outline is required, fear not. Begin by "mapping" your speech. The map is a logical way to look at your material and later can translate into an outline. Maps show connections; outlines show subordination. A map drafts a matrix of your thinking in the planning stage.

It is little wonder that businesses use mapping techniques.[1] They are as natural as a sketch on a napkin and as tangible as an architect's blueprint. Speech maps ferret out missing and extraneous material, provide a visual presentation of ideas, and make an amalgam of ideas more manageable.

TIPS

The Speech Architect's Blueprint

An architect critiques a blueprint: "Do the rooms connect for a good traffic flow? Are the sizes of the rooms appropriate to their functions? Is there a good entrance? Exit?" By comparison, a speaker critiques a speech map: "Are my main points relevant and connected? Does my introduction prepare the audience? Does my conclusion bring closure?"

[1] Gaut and Perrigo (1998) discuss how *mindmapping* combines the spontaneity of brainstorming with the structure of mapping to show connections (p. 276). *Speechmapping* is more specific and focuses on the connections among ideas and the grouping of ideas.

CASE STUDY 7.1

SUPPORTING MATERIAL IN A STUDENT'S AWARD-WINNING INFORMATIVE SPEECH

Speakers often agonize over how to use supporting material, or evidence, and where to place it in a speech. Can evidence be placed in an introduction or a conclusion? Must all evidence support main points or subpoints? To answer these questions, let's study university student Christine Meyer's informative presentation on the topic "dry water," delivered on March 25, 2002. Excerpts from this speech of definition illustrate the use of evidence—that is, supporting material—in an informative speech.* The audience on this occasion preferred varied, current, and documented (cited) sources. Even in the introduction, Christine selects facts, statistical data, and a quotation to introduce her topic and establish its importance:

1. *Move from the familiar to the unfamiliar:* According to the inventors' June 21, 2001, article in *Nature,* French physicists Pascale Aussillous and David Quere have used the water balloon model to do what nobody ever thought could be done to water—they made it dry.
2. *Establish the importance of the topic* (*in the introduction*) *with statistical data and quotation:* The World Bank webpage, accessed on March 10, 2002, and updated each weekday, asserts that "more than three million people still die each year from avoidable water-related disease" and that unless action is taken to remedy water scarcity, by the year 2025, 48 countries and 1.4 billion people will be experiencing water stress or scarcity.

In the speech, Christine maintains immediacy by using first person (I) and second person (you) and creates ethos (or good will) by describing environmentally friendly and potentially life-saving dry water.

In the body of the speech, the speaker describes dry water, discusses its uses, and explores implications of the technology. Let's note the choices and variety of support she uses in several excerpts:

3. *Definition:* Dry water is made of two key components, with water obviously being one of them. The second, though, is spores from the club moss *Lycopodium*—the pollen-like cells that *Lycopodium* moss releases in order to reproduce.
4. *Brief examples:* The Botanical Dermatology Database, last updated in October 2001, notes that *Lycopodium* has also been used for pharmaceutical purposes such as "dusting pills, suppositories, and rubber gloves" because it repels water and is safe for human use.
5. *Explication*† *and comparison:* Aussillous and Quere quickly learned that by mixing water with silane-coated *Lycopodium* spores (explains PhysicsWeb on June 24, 2001), individual drops of water become coated with the spores and take on properties similar to those of a marble or a water balloon.
6. *Explanation with facts:* When normal drops of water are placed upon a surface, they have a tendency to flatten and spread out. However, dry water droplets use the *Lycopodium* powder as a physical boundary between the water and the surface. The water is completely walled in and can neither change from its spherical shape nor escape from the powder that contains it—leaving the surface completely dry. As *Scientific American* stated on June 21, 2001, this "thin layer of powder settles between the liquid and the

surrounding air and allows the coated water to retain its spherical shape . . . the drops can then remain on a variety of surfaces . . . without spilling."

7. *Definition, explanation (of droplet properties), and facts:* Additionally, multiple water droplets may be transported in the same container—for example, pipes or barrels—without breaking. These tiny droplets, according to the June 14, 2001, *Physical Science Update,* are "just a millimeter or so across," so when moved en masse these tiny marbles remain intact. And getting the water out of this coating is just as easy as popping a water balloon. According to the ABC News of June 28, 2001, the liquid water can be regained by puncturing the water marble—the water is released and the *Lycopodium* spores float to the top to be skimmed off—leaving behind only clean, usable water.
8. *Examples (of uses): Science News* noted on January 27, 2001, that "payoffs of [these] capabilities include improved industrial coatings, printing processes, and cooling technologies.
9. *Hypothetical example with explanation:* Additionally, *Nature* magazine of June 21, 2001, explains that dry water "might be used as a lubricant within small machines" as the *Lycopodium* coating prevents rust and minimizes the cost of lubrication and replacement parts. Its protective powder coating means that additional lubrication will not be necessary because droplets won't deteriorate or wear down as the *Lycopodium* spore coating prevents the normal process of evaporation that results from water's contact with the surrounding air.
10. *Quotation:* The Water and Sanitation Program's January 18, 2002, report on the status of the worldwide water supply explains that poorer regions do "not have adequate resources to meet water supply needs."
11. *Comparisons:* Any protection offered by the *Lycopodium* spore coating is a welcome advantage to the germ, bacteria, and parasite vulnerability of unprotected water. Additionally, the use of dry water mandates the puncturing or mass crushing of the water marbles in order to recover the usable water and the powder that contains it: a process not required by current methods of water transportation.
12. *Expert source paraphrased testimony:*[‡] *Nature* magazine notes that it is unclear how stable these water droplets are or how they will behave with age, so it's not safe to use this method of water transportation until it is proven to keep the water safe throughout the process.

The speaker avoided introducing new points in the conclusion. She did—again, skillfully and succinctly—review her main points and end with a memorable statement. Christine Myer's speech in full is available in the appendix.

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[*] The entire speech is available on the Allyn & Bacon website supporting the text.

[†] Explication is considered a terse, clear-cut explanation.

[‡] The speaker paraphrases material from a periodical rather than quote the article directly. Ordinarily, *testimony* and *quotation* are used interchangeably, meaning the evidence comes from some kind of expert. Nor does *fact* clearly label it. The source magazine is credible, and so we recognize the source, the paraphrase form, and the reliance on a cited source.

Start the map of the speech body with the central idea in the center of a large piece of paper. Draw lines—the "roads" on the map—to each of the main points. Each main point needs support, so draw roads from each point to supporting materials for that point. If your main point has subpoints, put them in before you add supporting material. Decide where each piece of support goes, and map it accurately. If it makes sense to you, you will be able to communicate it to your listeners. If you have difficulty mapping your material, your audience will probably have difficulty following the material. As an example, Figure 7.1, maps the body of a speech given by EPA administrator Christine Todd Whitman at the 2003 National Conference on Asthma in Washington, D.C.

When you are working with a map, sketch it with pencil or on a chalkboard to allow for changes. Usually the map is of the speech body, but you can add small maps of the introduction and the conclusion, as satellites to the main map. Examine your map as you work. Are parts logically connecting?

• • • • TIPS

• • • • Transitions and Signposts • • • •

Later, when you prepare your speech, the roads translate into transitions between speech areas. *Transitions* between parts and points lead the audience along your organization paths. The sample speech in Quick Start 7.4 (see page 193) uses a transition that sets up a thesis statement that also previews main points: "Now, this may not be a scientific poll, but it is a powerful reminder that all across our nation, millions of Americans have asthma, and among the hardest ht by this disease are our children." Another transition is obvious when EPA administrator Whitman shifts points this way: "Of course, improving the air at home is only part of the solution; addressing the air quality in our schools is also vitally important."

Signposts are another part of the terrain. They are a special type of transition in which a word or phrase alerts the listeners where they are in the speech. Some common signposts are "in conclusion," "next let's look at," and "my third main point." The sample speech uses signposting with this wording: "In addition to improving indoor air quality, this administration's work . . . ."

• • •

FIGURE 7.1 • Visual Map of a Speech by Former EPA Administrator Christine Whiteman

Quick Start 7.2 translates the map into an outline of the body and adds the introduction and conclusion. Speakers "talk through" their maps to see how well the structure holds together before transferring the map to an outline. Notice how the outline labels the parts of the introduction and the conclusion. Also, the body is outlined with Roman numeral "I" designating the first main point, "II" the second, and so on. A common misconception is that if you have five main points, you can slice off the first point and call it the introduction, and slice off the last point and call it the conclusion. Wrong! The main points should all be in the body. The introduction functions to interest and prepare the listeners to learn. The conclusion wraps up the presentation, but again, should not add a main point. Outlining the introduction, the body, and the conclusion as separate outlines is helpful, as in Quick Start 7.2. Notice how each part begins anew with Roman numeral "I."

QUICK START 7.2 Outlining the Speech

Introduction

I. The National Asthma Education and Prevention Program leads an important event, making a difference with asthma sufferers. (Attention technique, referring to and complimenting audience)

II. Asthma is a debilitating disease. (Motivating the audience by showing the importance of the topic)

III. I have traveled to schools all around the country. (Building credibility of speaker)

IV. While we do not know all the causes of asthma, we do know that environmental triggers such as secondhand smoke, dust mites, mold, and air pollution can make asthma worse. (Preview)

Transition: Fortunately, we can address these triggers and in many cases remove them altogether.

Body

I. Pollution indoors affects those who have asthma.
   a. Education makes a difference.
      1. In a survey, three-fourths could not identify indoor environmental triggers.
      2. The National Asthma Awareness campaign and the Smoke-Free Home initiatives of EPA help parents identify environmental triggers.
      3. The president's requested $3 million increase would support our efforts at $23.9 million.
   b. Secondhand smoke affects children at home.
      1. Around 5 million children under the age of 6 are exposed to one of the most dangerous forms of indoor air pollution—secondhand smoke—at home.
      2. Of those who called EPA's Asthma Hotline last year, 43% allowed smoking in their homes.

3. During Asthma Awareness month, EPA launched a public service announcement to encourage smoke-free homes as part of the National Smoke-Free Challenge.

c. Air quality affects children in schools.

1. Of the more than 50 million children in public schools, over half have health issues linked to poor indoor air quality.
2. Over 10,000 schools utilize EPA's Tools for Schools to guide improvements, such as in ventilation systems.

II. People with respiratory illness will benefit from programs addressing the outdoor environmental air quality.

a. The president's Clear Skies Act will require 70% reduction of nitrogen oxides, sulfur dioxide, and mercury—among the most dangerous power plant emissions.

b. EPA expects days lost to respiratory illnesses.

1. Currently more than 12,000 premature deaths occur due to respiratory illness.
2. Fifteen million people lose work, school, and otherwise productive days to respiratory illnesses.

c. The Clean School Bus USA initiative is among the programs designed to address emissions from mobile sources.

1. New technology makes exhaust from school buses cleaner.
2. We recommend less idling.
3. A $5 million dollar grant assists school districts in updating their fleets.
4. Our goal is "to ensure that by the year 2010, every public school bus on the road in all 50 states is a clean school bus, emitting less pollution and contributing to cleaner air."

Conclusion

I. From Clear Skies outdoors to our indoor air efforts, reducing the number of children who have asthma is one of the top priorities of the Environmental Protection Agency and this administration. (Review)

II. For so many Americans the struggle to breathe is a difficult hardship to overcome. By working together, we can help them surmount this disease and improve the quality of life for people with asthma all across our nation. (Final memorable statements)

REHEARSE

Practicing a speech brings an internal process to the surface. It develops the art of delivering ideas.

It's far too easy to shortchange practice time, yielding to research and development stages. This is a costly oversight. Schedule at least three rehearsals separated by several hours to "layer in" experience.

ORATING IN THE BATHTUB

Reality @ WORK 7.2

The most eloquent speakers know to practice. A well-known story about Winston Churchill tells that his valet heard him orating loudly from the bathroom. Fearing that the prime minister was in dire distress, the valet burst into the bathroom, asking, "Did you call, sir?" Churchill answered, "No. I was just giving a speech to the House of Commons."

Cognitively, physically, and emotionally prepare yourself for the upcoming experience. It's time to talk, sequencing and laying out your thoughts for others to hear.

• • • • Conversational Delivery • • • •

• • • • TIPS

Deliver your speech conversationally and communicatively. Do not memorize or read your speech.

• • •

Use an extemporaneous speaking style, phrasing your ideas as you speak rather than reading from a manuscript or memorizing the speech word for word. Refer to your notes to trigger ideas. Extemporaneous speaking is different from impromptu speaking, which is spur-of-the-moment. Extemporaneous delivery relies on adequate preparation and a sense of "immediacy," or presence, with the audience.

Most students become anxious when the assignment is announced, but they relax as they get into the preparation stage. Anxiety peaks again immediately before giving the speech. This section gives quick tips to keep anxiety under control. (If you are especially apprehensive about this project or if you are usually shy about public speaking, refer to Chapter 3 for techniques to manage communication apprehension.)

As you practice, rid yourself of unrealistic beliefs, such as "I must please everyone," or "I must be perfect." No speech is perfect, nor is it perfect for every listener. The professor realizes the complexity of speaking to several listeners and will be a reasonable listener for you. Look forward to the experience. Imagine your feeling of accomplishment and success during and after the speech.

Physical behavior is easier to control than attitudes and emotional feelings. So, act capable and eager, even when you do not feel that way. As you practice aloud, repeatedly and consciously choose an attitude of confidence.

Talk Through Your Map

Take ownership of what you have learned. This is "your knowledge," and you want to also make it "their knowledge." Secure your confidence with what you have learned to this point.

To this point, you probably have been talking informally about your topic with friends, classmates, or family. Now, talk through your speech map and test how your ideas hold together. Could a person hearing your speech for the first time follow what you are saying?

Quick Start 7.3 shows speaker notes based on EPA administrator Christine Whitman's asthma address. Notice they do not follow outline form strictly. The speech itself is given in Quick Start 7.4.

QUICK START 7.3 Possible Speaker's Notes for Whitman's EPA Speech

Intro
- (Lenfant), EPA co-sponsor
- Constituents
- Epidemic
- Talks in schools
- Preview—environmental triggers

I. Indoor
- a. Education
  - 1. Triggers
  - 2. Currently many uninformed parents
- b. Homes
  - 1. Hotline
  - 2. Nat'l Smoke-Free Challenge
- c. Schools
  - 1. 50 mil., half
  - 2. Indoor Air Quality Tools for Schools (10,000 schools)

II. Outdoor
- a. Clear Skies Act
  - 1. Nitrogen oxides, sulfur dioxide, and mercury
  - 2. 12,000 premature deaths, 15 mil. days missed
- b. Clean School Bus USA
  - 1. Exhaust, idling
  - 2. $5 grant—"2010 . . . every public school bus . . . 50 states . . . less pollution . . . cleaner air"

Conclusion
- Review "C.S. to indoor"
- Final statements—struggle; quality

QUICK START 7.4 EPA Administrator Christine Whitman's Address to the 2003 National Conference on Asthma

Whitman's efficacious speech blends informative and persuasive purposes, as do most addresses by government officials. Most such presentations totally dedicated to informing are very specific to an area or are very lengthy. This speech was chosen as an informative speech sample primarily because her purpose was to update a convention body (generalized audience) on EPA's work that affects asthma sufferers. The structure of the speech is built on an organization of that information, and Whitman carefully mentions the major current programs and congressional acts. Second, she inspires the audience by her

dedication to the topic and further establishes the good work of the government, president, and EPA.

Basically, Whitman organizes the speech topically, but she uses causal reasoning throughout the speech. Her support is specific and varied. She stands on her own authority in testimony. She is respectful of time and the occasion and keeps her remarks brief.

Comment: Introduction and thanks

Comment: Establishing EPA's connection and credibility

Comment: Complimenting audience, mentioning the three constituencies in attendance

Comment: Establishing importance of topic

Comment: Building credibility by showing personal involvement

Comment: Focusing on topic

Comment: General preview to main points

Comment: First main point—indoor polution

Comment: Support in this paragraph is statistical, explanatory, and factual

Comment: First subpoint, secondhand smoke, soon refined to indoor pollution in homes

Comment: Support for this paragraph involves statistics, explanation of recent progress in public places, and comparison/contrast

Text of Speech

Thank you Dr. (Claude) Lenfant for that introduction. I want to also thank the National Asthma Education and Prevention Program for their leadership on asthma and for making this conference possible. EPA is proud to be a co-sponsor of this important event.

It is an honor to be here this morning with the men and women who are making a real difference in the lives of millions of Americans who suffer from asthma. From physicians to health educators to school personnel, each of you is on the front lines everyday researching, managing, and fighting this disease.

For people with asthma, simple, everyday activities that most of us take for granted—climbing the stairs, walking, taking a deep breath—can be difficult daily struggles. As you well know, asthma has grown to epidemic proportions in our country and continues to increase.

During my time at EPA, I have traveled to schools all around the country, and I always ask students the same question: "Do you or does anyone in your family have asthma?" In most instances, anywhere from a third to half of the students will raise their hands. Occasionally, such as when I was in New Hampshire last week, the response is overwhelming and approaches three-fourths of the students. Now, this may not be a scientific poll, but it is a powerful reminder that all across our nation, millions of Americans have asthma, and among the hardest hit by this disease are our children.

While we do not know all the causes of asthma, we do know that environmental triggers such as secondhand smoke, dust mites, mold, and air pollution can make asthma worse.

Fortunately, we can address these triggers and in many cases remove them altogether. That is why it is so important that we not only diagnose kids with asthma and provide the proper medication, but that we also educate parents and communities about indoor asthma triggers and assist them in taking the necessary steps to make their homes and schools healthier.

Recently, EPA conducted a public survey on indoor asthma triggers, and over three-fourths of those surveyed who have asthma or have a child with asthma could not identify the top indoor environmental triggers. It is clear that we have far to go in educating Americans about these triggers, and it is imperative that we push forward with this important message. That has been a focus of our work at EPA through programs such as the *National Asthma Awareness* campaign and the *Smoke-Free Home* initiative, which helps parents identify indoor environmental triggers that make asthma worse. To support this effort, the president has requested a $3 million increase in his FY 04 budget to combat children's asthma—raising total funding to $23.9 million.

Secondhand smoke is one of the most dangerous forms of indoor air pollution—increasing the severity of asthma for one million children every year—and yet, it is one of the easiest triggers to prevent. Much has been done to decrease the effects of secondhand smoke in public places, but children who spend most of their time in homes with smokers are still being exposed at alarmingly high rates. In fact, 43% of the people who called our

Comment: Introducing another EPA activity and supporting with explanation

Asthma Hotline last year said they allowed smoking in their home, and according to the Centers for Disease Control and Prevention, around 5 million children under the age of 6 are exposed to secondhand smoke at home. During Asthma Awareness month in May, we launched a new public service announcement as part of our National Smoke-Free Challenge. It encourages parents to make their homes smoke-free.

Comment: Second subpoint—Indoor pollution in schools. Support here is statistical

Of course, improving the air at home is only part of the solution; addressing the air quality in our schools is also vitally important. More than 50 million children in America spend their days in our elementary and secondary schools, and studies show that over half of those schools are confronted with health issues, such as asthma and allergies, that are linked to poor indoor air quality.

Comment: Introducing an EPA program. This paragraph includes explanation, facts, and statistical support

In terms of environmental safety, there are a multitude of ways that schools can improve indoor air quality. EPA developed the *Indoor Air Quality Tools for Schools* program to give teachers and administrators the guidance they need to identify improvements that can be made, such as ensuring that ventilation systems are operating efficiently and outlining proper maintenance procedures. All around the country, schools are voluntarily implementing this important program. Currently, there are over 10,000 schools utilizing *Tools for Schools.*

Comment: Second main point—outdoor air quality

In addition to improving indoor air quality, this administration's work to address outdoor air quality, especially the President's *Clear Skies Act,* will also have a direct impact on children suffering from asthma. *Clear Skies* will achieve mandatory reductions of 70% of three of the most dangerous pollutants emitted by power plants: nitrogen oxides, sulfur dioxide, and mercury. This will provide dramatic health benefits to the American people every year, including preventing 12,000 premature deaths and reducing by 15 million the days when sufferers of asthma and other respiratory illnesses are unable to work, go to school, or carry out their normal day to day activities because of bad air quality.

Comment: Support here includes explanation, facts, and statistics

Clear Skies complements our other air initiatives, such as our work to address the emissions from mobile sources and our recently launched *Clean School Bus USA* initiative to improve the pollution performance of our public school buses. By using new technology to make the exhaust from school buses much cleaner and by eliminating unnecessary idling, we can reduce pollution from buses and improve the health of those who ride them. Last week, I announced a $5 million grant program to assist school districts in updating their fleets. Our goal is simple—"to ensure that by the year 2010, every public school bus on the road in all 50 states is a clean school bus, emitting less pollution and contributing to cleaner air."

Comment: Note following support: explanation, fact and statistics, testimony; also use of "I" emphasizing ethos

From *Clear Skies* outdoors to our indoor air efforts, reducing the number of children who have asthma is one of the top priorities of the Environmental Protection Agency and this Administration. Of course, the federal government can only do so much, and we depend upon the work of those of you here in this room if we are to be successful in defeating this disease.

Comment: Assuring no conflict of interest and government cooperation; explaining another EPA program

For so many Americans the struggle to breathe is a difficult hardship to overcome. By working together, we can help them surmount this disease and improve the quality of life for people with asthma all across our nation.

Comment: Reviewing and reiterating importance of topic and transition into conclusion

Thank you.

Think of your speech as a gift—a present—to others. You have worked to present them something they'll appreciate, so imagine your listeners' faces as you present an interesting fact or quotation.

Comment: Final memorable statement

Even one colleague plus a presenter's imagination simulate an upcoming event.

Anchor Yourself with Notes

Use speaker notes that are meaningful to you—ones that will provide memory triggers to keep you on track. Notes are only for the speaker to see (unless your professor requests them). Make note of quotes and statistics that are tedious to memorize. Mark where you expect to be at three minutes and five minutes into your speech.

Jot down words to prompt you in the introduction and conclusion. Make the main points obvious. Commit to the opening statement to avoid making apologetic, weak opening mumblings. Beginners also need to commit to their planned conclusions. Try writing key words in red ink or bold letters. A good rule of thumb is to have no more than ten words of notes per minute of speaking, with the exception of statistics and quotes that would be hard to remember.

Practice Physically

Stand, pretend the audience is in front of you, and deliver your speech. Speak clearly and loudly. Speaking louder will slow you down, if you have the tendency to speak too fast, and adds confidence. Some coaches suggest practicing with a small audience or practicing in front of a mirror. If you have not practiced like this, you may find it awkward and laugh aloud at yourself. Practice; experienced speakers do.

CONTEMPORARY VOICES 7.1: FULLY ENGAGED

Daniel Goleman (1998, p. 109) emphasizes that people learn best when they are fully engaged in what they are doing. Observations show that the more people practice a task, the better they get, and the result is ongoing motivation to master new skills. "Great work starts with great feeling." But do not wait for the great feeling. Begin working, and let the feeling catch up to you. Pleasure and excellent work go hand-in-hand.

Practicing from start to finish is important. If you have ever memorized music to play on an instrument, you may recall that you learned the beginning better than the less rehearsed ending, but with a speech, you can practice it in its entirety every time. Make each time count in your imagination, because your imagination will store these experiences and what you have learned from them. For instance, if you forget to give an explanation, and get to a point where it is needed, you may say aloud as you practice, "But first I need to explain thus and so to you." Practice takes textbook understanding and translates it into practical and procedural knowledge.

CONTEMPORARY VOICES 7.2: PROCEDURAL KNOWLEDGE DEVELOPMENT

Goleman (1998) also explains the difference between *what you can talk about* and *what you can do.* "Knowing does not equal doing, whether in playing the piano, managing a team, or acting on essential advice at the right moment" (p. 242).

"For behavior change, on the other hand, life itself is the true arena for learning, and this takes practice over an extended period of time" (p. 244).

Reality @ WORK 7.3

CORRECTING THE TEN MOST COMMON SPEAKING ERRORS

Tina Santi Flaherty, the first woman elected a vice president at Colgate-Palmolive, GTE, and Grey Advertising, warns against common errors, for which these are the correctives.

1. Dress correctly.
2. Exude enthusiasm.
3. Rehearse repeatedly.
4. Have someone introduce you.
5. Make your speech easily followed.
6. Keep your head up (seldom looking at notes).
7. Articulate so that everyone can understand every word.
8. Choose clear vocabulary and construct sentences for the listeners.
9. Cover the room with eye contact, connecting with everyone at some time.
10. Know when to stop. Plan to spend enough time, but don't wear out your welcome.

To support a cool and collected demeanor on speech day, check Quick Start 7.5 for essentials to place in your backpack or car. Various behaviors that prepare you for speech day are noted in Quick Start 7.6.

QUICK START 7.5 Check List for the Night Before the Speech

- Written assignments typed and ready to turn in, your name on every page
- Your speaking notes
- Charts, transparencies, computer disk or CD, or other supporting material (Pack it now.)
- Equipment, such as a projector or easel, if needed and not in the room
- Videotape, for taping your speech if equipment is available
- Appropriate clothes (businesslike and comfortable)

QUICK START 7.6 Mind and Body Ready for Today

- Get some sleep, so that speaking will not feel like an out-of-body experience.
- The day of your speech, eat a healthy meal. (You want your energy to still be there when it is time to speak. This is not the day to skip breakfast and load up on caffeine.)
- Find your "zone." Remind yourself of how important and interesting your topic is. If you still feel anxious, take a short, brisk walk.
- Step by step, recall class procedures for speech days.
- Remember to breathe to energize, to relax, and to think. Fill your lungs slowly, deeply, and deliberately.

SUMMARY

Informative speaking teaches, explains, defines, and in other ways instructs an audience. Knowing the demographics, interests, and levels of expertise of audiences helps speakers communicate well with their receivers. Whether in a classroom, business, or community, inherent criteria guide the choice of topics for informative presentations. Browsing for informative topics exposes us to biographies, periods in the arts, historical turning points, inventions, medical research, and current events, to list a few. With an interesting topic selected, a student can then delve into available resources to select material for a speech.

Planning an informative speech should be a creative and orderly process of writing a purpose statement and central idea statement; selecting, organizing, and supporting main points; and creating an introduction and a conclusion. Speech mapping shows the relationships among ideas and material in a speech, and outlines help speakers sequence their material.

Physical practice of delivering the speech is essential for the best, most confident presentation. Take care of details and pack essential notes and equipment ahead of time in order to focus on the immediate occasion at the time of the speech.

ACTIVITIES

1. **Technical Support**
   a. Collect favorite websites for research and place them on your computer "favorites" list.
   b. Find two speeches with an Internet search. Are the ones you found informative or persuasive? Justify your answer.
2. **Team Work and Technical Support:** Graham T. T. Molitor, vice president and legal counsel to the World Future Society and president of Public Policy Forecasting, spoke in Washington, D.C., on July 30, 1999, on "The Next 1000 Years," to the World Future Society's conference on the Frontiers of the 21st Century. As a team of two or three, identify his type of organization and label at least four forms of supporting material on a photocopy of the speech, as found in the periodical *Vital Speeches*.

I. Leisure Time Era (by 2015)
II. Life Sciences Era (2100)
III. Mega-materials Era (2200–2300)
IV. New Atomic Age (2100–2500)
V. New Space Age (2500–3000)

3. **Ethically Speaking:** Examine the arrangement of the main points in a speech by Jean Carnahan (1999, pp. 529–531), First Lady of Missouri, as she spoke at the Trailblazer's Awards Ceremony. In her speech, "Born to Make Barrels, Women Who Put Their Stamp on History," she used as examples two women who lived in the 19th century, had large personal responsibilities, were very sensitive to injustice, changed the thinking of the nation on the dominant issues of their day—slavery and suffrage, and yet never knew one another. Carnahan made creative choices in juxtaposing these women's lives in a speech. In small groups, discuss the values the speaker exposes in herself and in Stowe and Baumfree by her choices. List ethical considerations in organizing this informative speech.

   I. Harriet Beecher Stowe was the author of *Uncle Tom's Cabin* and the woman whose writings did more to arouse the conscience of the nation against slavery than anyone of her day.
   II. Isabella Baumfree later went by the name Sojourner Truth.
   III. Isabella Baumfree, a remarkable slave woman, was one of the early advocates of suffrage and civil rights.

4. **Journaling the Experience:** Keep a journal during the preparation period for the speech in Activity 5. Write about the planning process you use, helpful discoveries you make, and feelings you have as you prepare an informative speech.

5. **Presenting to Others:** Prepare and deliver a five- to seven-minute speech that meets the criteria for an informative speech. Use the suggestions for a topic from this chapter. Submit a speech map and outline to your professor before delivering the speech.

6. **Team Work:** Jan Deur (1999), vice president and acting treasurer of GTE, spoke to the Texas Business Network on "Trends in Telecommunication." In pairs, label the following excerpts (pp. 728–731) according to their forms of support.

   a. Some of you may remember the days when homes had one black rotary dial telephone, hard-wired into the wall. Your local and long distance service was [sic] all provided by one company—probably Ma Bell.

      Contrast that with today—just take a look at your business card. I daresay that most of you will have at least two phone numbers listed: a business phone and a fax number. You might also have listed a cellular phone number; a pager number; and an e-mail or Internet address. Your card is a lot more cluttered with numbers than it was 10–15 years ago!

   b. Let me give you a sneak preview of some of the gee-whiz technology—much of it Internet related—that may be headed your way in the next few years.

      Qualcomm is adding "microbrowsers" to its cell phones so they can read online data.

      Consider the possibility of receiving a message from your car that it's time for a tune-up . . . or sending an e-mail to your microwave oven to have your dinner hot when you get home.

Frigidaire is experimenting with a refrigerator equipped with a bar-code scanner. When you run out of ketchup, you just scan the label and the refrigerator orders a new bottle for you.

c. In fact, Bill Gates said he believes non-PC devices will dominate entry to the Internet within 10 years.

d. From a network of four universities in 1969, the Internet expanded across the country to 10,000 users by 1980. Today, an estimated 100 million users worldwide are linked by the Internet . . . and 300 million are predicted by 2002. The Internet is the fastest growing technology in history. And yet, when you consider that there are nearly 6 billion people in the world, the number of Internet users (less than 2%) is almost trivial. The growth prospects for the Internet are clearly enormous.

e. In comparing the data transport capabilities of copper and coaxial cable, Sender Cohen, a data communications analyst at Lehman Brothers, said, "Think of the copper telephone wire as a very thin but very intelligent pipe, and the cable wire as very fat but very dumb."

FOR FURTHER READING

To get additional guidance and support for composing a presentation, go to Allyn & Bacon's Speech Lab at www.myspeechlab.com/, http://wps.ablongman.com/ab_public_speaking_2, or http://www.abacon.com/commstudies/.

For topic overviews, you will benefit from the National Issues Forums series through Kendall/Hunt Publishing.

Brody, M. (1998). *Speaking your way to the top*. Boston: Allyn and Bacon.

With a humorous touch, you may enjoy:

Kushner, M. (1995). *Successful Presentations for Dummies*. Boston: IDG Books Worldwide.