

COMMUNICATION & PRESENTATION SKILLS

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CHAPTER 01

The Basics of Communication Skills

CT 01. Warm Up

- List all the important things in your life
 - (Religion, Relationships, Health, Wealth, Knowledge)
- Can you manage anything without communication?

T 01. Why do we need to learn Communication Skills?

How important is communication in our lives?

- Can we manage relationships without communication?
 - in all relationships, our success and satisfaction rely heavily on our ability to communicate effectively
 - Sharing information, managing conflict, and understanding another's perspective..... all happens with communication
- Will there be any society, as we know it, without communication?
 - Education, court, police, crime, punishment, religion (prayer, Hajj etc)
 - ⇒ No social structure without communication
 - ⇒ No future/past, technological advancements etc
 - It's a societal need
 - ⇒ We need to learn it as long as we live in a society
 - ⇒ To live/breathe we need oxygen,
 - to live in a society, we need communication

People who are effective communicators are more likely to get the jobs they want; have better-quality relationships with friends, family, and colleagues; and even enjoy a healthier quality of life

To Improve Your Employability

the essence of what you do when working at any job is to communicate; you talk, listen, relate, read, and write.

- communication skills are the most sought-after skills in the workplace
 - People who can communicate effectively with others are in high demand
- Based on a survey of personnel managers—those people who are in charge of hiring you for a job—here’s a ranking of the top factors in obtaining employment immediately after college:
 - Oral communication (speaking) skills
 - Written communication skills
 - Listening ability
 - Enthusiasm
 - Technical competence
 - Work experience
 - Appearance
 - Poise / pɔɪz/ (calm, dignified, and self-controlled)
 - Résumé
 - Part-time or summer work experience

When leaders in major corporations were asked to specify the most important skills for workers to have, 80 percent said listening was the most important work skill; 78 percent identified interpersonal communication skill as the next most important.

To Improve Your Relationships

- At the heart of a good relationship is good communication.
 - Understanding the role and function of communication can help unravel some of the mysteries of human relationships.
- Personal Relationships
 - We don’t choose our biological families, but we do choose our friends.
 - ⇒ For unmarried people, developing friendships and falling in love are the top-rated sources of satisfaction and happiness in life.
 - ⇒ Conversely, losing a relationship is among life’s most stressful events.

➤ Family Relationships

- Virginia Satir, a pioneer in family enrichment, described
 - ⇒ family communication as “*the largest single factor determining the kinds of relationships [we make] with others*”
 - ⇒ Our early communication with our parents had a profound effect on our self-concept and self-worth
 - ⇒ According to Satir, people are “made” in families. Our communication with family members has shaped how we interact with others today.

➤ Work/Educational Relationships

- we don’t always have the same flexibility in choosing those with whom or for whom we work/study.
 - ⇒ Increasing our understanding of the role and importance of human communication with our colleagues/fellows can help us better manage stress on the job/university as well as enhance our success.

To Improve Your Health

- Life is stressful. Research has clearly documented that the lack or loss of close relationships can lead to ill health and even death.
- Having a social support system—good friends and supportive family members—seems to make a difference in our overall health and quality of life.
 - Good friends and intimate relationships with others help us manage stress and contribute to both physical and emotional health.
 - Terminally ill patients with a limited number of friends or social support die sooner than those with stronger ties.
 - Without companions and close friends, our opportunities for intimacy and stress-managing communication are diminished.
- Studying how to enrich the quality of our communication with others can make life more enjoyable and enhance our overall well-being.
 - Check YouTube
 - ⇒ Elderly People In Japan Are Committing Crimes To Go To Prison (<https://www.youtube.com/watch?v=mIMxalrB40E>)
 - ⇒ Solution: Care package: the French postal workers helping lonely older people

□ (<https://www.theguardian.com/world/2018/nov/23/care-package-french-postal-workers-helping-lonely-older-people>)

Is communication 100% natural, intuitive and innate?

- natural/intuitive, innate
 - means; we accept our defeat
 - we deny the fact we can change it at will, let alone control it
- natural
 - earthquakes, volcanos, sun/moon setting/rising, etc
- What if you call a fatal illness a natural thing?
 - Heart attack, accidents
 - Result
 - ⇒ You won't try to take them as problems, let alone asking any questions or finding the solutions for these
- Is communication really natural?
 - The truth: it is a skill (a learned/conditioned behavior)
 - ⇒ We can learn it and get better at it if we want to
 - The more we consciously think and learn about the communication process, the better we can help others and ourselves communicate in professional environments
- Aren't some people just born to be better communicators than others?
 - If so, why should you work to develop your communication skill?
 - Just as some people have more innate musical talent than others, there is evidence that some people may have an inborn biological ability to communicate with others. This does not mean you should not work to develop your communication ability.

CT 02. Question

- Why are you here? What benefits do you hope to gain or what questions do you hope to answer through your study of human communication?

T 02. Understanding Communication & Communication Process

Becoming an effective communicator begins with understanding what communication is and how it works.

What is communication?

- Definition problem
 - Too complex to be defined in a way that can grasp all its functions in a single definition
 - It performs various functions in our lives at the same time
 - Computer
 - ⇒ Gamer, businessman, teacher, scientist etc

Principles / Functions / Characteristics of Communication

a) Communication is inescapable

we cannot not communicate

- Communication is essential for life. It touches every aspect of our lives. To be able to express yourself to other people is a basic requirement for living in a modern society
 - Like life-sustaining breath, communication is ever-present in our lives.
 - ⇒ That makes understanding and improving how we communicate with others a basic life skill.
 - information alone is not communication. Communication occurs when the receiver of information responds to it
- Communication is an inescapable and fundamental aspect of being human.
 - Most people spend between 80 and 90 percent of their waking hours communicating with others.
 - ⇒ Even if you live in isolation from other people, you talk to yourself through your thoughts.
 - ⇒ for example
 - As you silently stand in a supermarket checkout line, your lack of eye contact with others waiting in line suggests you're not interested in striking up a conversation

- ⇒ Your unspoken messages may provide cues to which others respond
- our primary tool for making our way in the world
 - ⇒ through communication we convey who we are, both to ourselves and to others
- When you study communication, you are also developing leadership skills. “The art of communication is the language of leadership” says author James Humes.

Some scholars assert that ***all human behavior is really communication.***

- When you cross your arms while listening to your friend describe her day, she may conclude that you’re not interested in what she’s talking about. But it could just be that you’re chilly.
- some communication scholars question whether it is possible to communicate with someone unintentionally.
 - However, even when you don’t intend to express a particular idea or feeling, others may try to make sense out of what you are doing—or not doing.
 - Remember: People judge you by your behavior, not your intent.
- While all human expression has the potential to communicate a message (someone may act or respond to the information they receive from you), it does not mean that you intentionally are expressing an idea or emotion.
 - People don’t always accurately interpret the messages we express—and this unprofound observation has profound implications.
- Because of the ever-present potential for misunderstanding, communication should be other-oriented—it should acknowledge the perspective of others, not just that of the creator of the message.
 - Communication that does not consider the needs, background, and culture of the receiver is more likely to be misunderstood than other-oriented communication.
 - ⇒ Knowing something about the experiences of the person or persons you’re speaking to can help you communicate more effectively and appropriately.

b) Communication is Irreversible

- In communication, we cannot really “take back” the message.

- we may try to modify the meaning of a spoken message by saying something like “Oh, I really didn’t mean it.”
 - ⇒ But in most cases, the damage has been done.
- Once created, communication has the physical property of matter; it can’t be uncreated.
 - once communication begins, it never loops back on itself.
 - Instead, it continues to be shaped by the events, experiences, and thoughts of the communication partners.
 - A Russian proverb nicely summarizes the point: *“Once a word goes out of your mouth, you can never swallow it again.”*

c) Communication serves our many needs

relational needs (personal and professional relationships)

- We all need some measure of social connection in our lives—whether at work, at home, at school, or online—and communication plays an essential role in establishing the quality and stability of our connections with others.

identity needs (the way we portray ourselves to others)

- Our identity varies from context to context
 - ⇒ We might use formal, professional language to highlight our organized, efficient side during a job interview, but relaxed language and humor when socializing with co-workers.

informational needs

- we constantly need to ask questions, gather information, and share knowledge with the people around us
 - ⇒ These behaviors help us reduce our uncertainty about the world and give us the data and perspective we need to make good decisions.

instrumental needs (practical, everyday/basic needs)

- Basic needs (food, clothing etc)
- Travel, business etc

d) Communication is Complicated

Communicating with others is not simple.

- If it were, we would know how to reduce dramatically the number of misunderstandings and conflicts in our world.

- human communication is complicated by the number of variables and unknown factors involved when people interact

Complex because of people images

- To illustrate the complexity of the process, communication scholar Dean Barnlund has suggested that whenever we communicate with another person, at least six “people” are really involved:
 1. Who you think you are
 2. Who you think the other person is
 3. Who you think the other person thinks you are
 4. Who the other person thinks he or she is
 5. Who the other person thinks you are
 6. Who the other person thinks you think he or she is
- when you add more people to the conversation, it becomes even more complicated.

Complex because of uncertainty

- Life is not only complicated but also uncertain.
 - There are many things we do not know. We seek information about such everyday things as the weather or about such questions as what others think about us.
 - Several communication theorists suggest that we attempt to manage our uncertainty through communication.
 - ⇒ In times of high uncertainty (when there are many things we do not know), we will communicate more actively and purposefully so as to manage our uncertainty.
 - For example, we are likely to ask more questions, seek information, and listen intently when we are uncertain.

Complex because of misinterpretation

- Adding to the complexity of communication and the problem of our own uncertainty is that messages are not always interpreted as we intend them.
- Osmo Wiio, a Scandinavian communication scholar, points out the challenges of communicating with others when he suggests the following maxims:
 1. If communication can fail, it will.

2. If a message can be understood in different ways, it will be understood in just the way that does the most harm.
3. There is always somebody who knows better than you what you meant by your message.
4. The more communication there is, the more difficult it is for communication to succeed.

Although we are not as pessimistic as Wiio, we do suggest that the task of understanding each other is challenging.

e) Communication is governed by rules

Rules tell us what behaviors are required, preferred, or prohibited in various social contexts.

- The rules that help define appropriate and inappropriate communication in any given situation may be explicit or implicit
 - **Explicit rules** (clearly articulated as direct expectations for communicative behavior)
 - ⇒ Be quiet inside classroom
 - ⇒ Don't yell, shout or use abusive language on campus etc.
 - **Implicit rules** (not stated in direct form)
 - ⇒ rules that almost everyone in a certain social group knows and follows, even though no one has formally expressed them
 - leave your seat for elders / women
 - maintain a social distance when talking to others
 - turn taking etc
- Communication rules are developed by those involved in the interaction and by the culture in which the individuals are communicating.
 - Most people learn communication rules from experience, by observing and interacting with others.

CT 03. Communication Rules

Choose a specific communication situation, such as taking part in a job interview or making a sales presentation. Write down at least five implicit communication rules that apply to that context. For each, note what would likely happen if someone violated the rule in that situation.

f) Communication comes in verbal and nonverbal forms

How do we communicate with others?

→ verbally and nonverbally

verbal communication

→ which is based on words

→ Words =

⇒ a structured system of symbols used for communicating meaning

⇒ are the building blocks of language

→ *misperception* =

⇒ by verbal we perceive spoken / oral

⇒ in fact, verbal is both (spoken + written)

⇒ any communication that uses words is verbal

nonverbal communication

→ not based on words, instead on body language

⇒ we use gestures, posture, facial expression, tone of voice, clothing, and jewelry to express ideas, attitudes, and feelings

⇒ we can “talk” through our gestures, eyes, facial expressions, use of touch, and other behaviors

→ example

⇒ we frown to express anger, wave goodbye to an acquaintance, or touch a co-worker on the arm to convey sympathy

→ all these behaviors and characteristics convey meaning without the use of words

⇒ we are communicating our messages through our actions rather than through our words

→ Nonverbal messages primarily communicate emotions, such as our likes and dislikes, whether we’re interested or uninterested, and our feelings of power or lack of power.

g) Communication has content and relational dimensions

Communication gives clues about *what you say* and *how you say it*. What you say—your words—and how you say it—your tone of voice, amount of eye contact, facial expression, and posture—can reveal much about the true meaning of your message.

Content dimension = what you say (words, sentences etc)

- the actual thought (the literal information) you want to convey through communication
- Nearly every verbal statement has a content dimension
- Example
 - ⇒ “I’m worried about the sick child”
 - the content dimension of your message is that you have concerns about the child
 - ⇒ “The printer’s out of paper again”
 - the content dimension of the message is that you have no paper left

relational dimension = how you say it (tone, manner, body language)

- Many messages also carry signals about the nature of the relationship in which they’re shared.
- Those signals make up the relational dimension of the message.
- Example
 - “I’m worried about the sick child”
 - ⇒ the relationship dimension of your message may mean
 - “I feel comfortable enough with you to share my feelings,” or “I’d like your advice on what I can do.”
 - “The printer’s out of paper again”
 - ⇒ the relationship dimension of the message may mean
 - “I’m sure you’re aware of this, but I’m just reminding you,” or perhaps “I’m irritated that you never replace the paper when it runs out.”

Even though these messages were never spoken, we often infer meanings about our relationships from the tone and manner in which they are made.

h) Some messages metacommunicate

Metacommunication = communication about communication

- When we use phrases such as
 - “Let me tell you what I think” and
 - “Don’t take this the wrong way,”
 we are sending messages related to our other messages—that is, we’re *communicating about our communication*.
- Why do we metacommunicate?
 - to avoid misunderstanding and to provide listeners with greater clarity about our meaning

We can also metacommunicate nonverbally.

- for instance,
 - suppose that you’re sitting in a meeting with your production team and a co-worker leans over to you, lowers her voice to a whisper, and cups her mouth with her hand, as though she’s going to tell you a secret.
 - That combination of nonverbal behaviors sends the message
 - ⇒ “What I’m about to say is meant for only you to hear.”
 - ⇒ In other words, her nonverbal behavior metacommunicates her intentions to you.

We often use nonverbal behaviors such as facial expressions and gestures to indicate how someone else should interpret our messages.

- For instance, we might smile and wink to indicate that we’re being sarcastic or raise our eyebrows to signal that what we’re saying is very serious.

i) Communication is about creating meaning.

Whenever we write or speak, we choose our words deliberately so we can say what we mean.

- Where does that meaning come from?
 - Is it in the words?
 - a word
 - ⇒ has no meaning on its own
 - ⇒ is a symbol, or a representation of an idea, but the word itself isn’t the idea or the meaning
 - Answer
 - ⇒ People, who are involved in the communication process, create the meaning
- Can meaning be transferred in a communication process?

→ Ans

- ⇒ No, we can use words to approximate our meanings,
- ⇒ meaning is created through communication rather than sent or transmitted
 - To say that we send or transmit messages is to imply that what we send is what is received.
- ⇒ Information is not communication.
 - In fact, what is expressed by one person is rarely interpreted by another person precisely as intended.
- ⇒ Our meanings are unique (Train, University etc)
 - Why? We are unique, our unique experiences give the words our unique meanings

Almost all language is arbitrary in the sense that words mean whatever users of a language decide they mean.

- As a result, we cannot assume that other people automatically understand what we intend to communicate just because we ourselves understand what we mean.
- For instance, what is a mouse?
 - If you had asked that question 40 years ago, the obvious answer would have been a small rodent that likes cheese and is chased by cats.
 - Today, however, many people know a mouse as a pointing device for navigating on a computer screen.

How communication process works?

a) Elements of the Communication Process

- Communication is a process (that is, it is something we do) that involves many core elements.
 - The elements include the message, senders and receivers, communication channels, context, noise, and feedback.
 - These elements work together in a complex and dynamic way.
- Communication researchers have spent considerable time trying to understand precisely how communication takes place.
- In the course of their study, they have developed visual models that graphically illustrate the communication process.

- A model of the communication process that includes these elements appears in Figure 1.1.

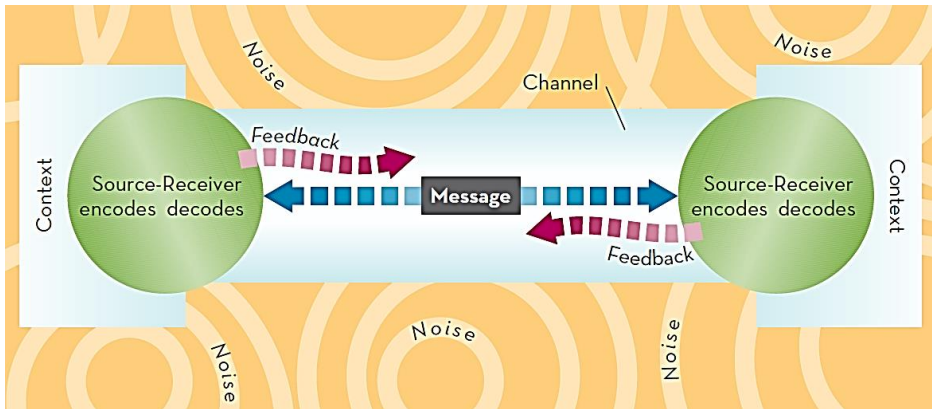


Figure 1.1 Model of the Communication Process: This model of the communication process recognizes that both people in a conversation are simultaneously senders and receivers.

Message

- Communication is the creation and exchange of messages
- A **message**
 - consists of verbal and/or nonverbal behaviors to which people give meaning

Senders and Receivers

- Communication requires senders and receivers.
- **Sender**
 - the source of the idea
 - To express your message, you must **encode** it;
 - ⇒ you must put your idea into the form of language or a nonverbal behavior
- **receiver**
 - The person who decodes a message and attempts to make sense of what the source has encoded
- **encoding**
 - The process of translating ideas, feelings, and thoughts into a code.
- **decoding**

- The process of interpreting ideas, feelings, and thoughts that have been translated into a code.

Channel

- Communication occurs in multiple channels.
- **channel**
 - The pathway through which messages are sent
 - ⇒ face-to-face, email or text message, handwritten note, voice mail

Context

- **context**
 - the physical and psychological environment in which your message is communicated
- Communication is affected by context.
 - Context encompasses not only the physical environment but also the number of people present, their past relationship with the communicators, the communication goal, and the culture in which the communicators are steeped.
 - The psychological context includes the effect of what is going on in the minds of the communicators; the speaker's and listener's personalities and styles of interacting with others influence how messages are understood.

Noise and Feedback

- Communication includes noise and feedback.
- **noise**
 - anything that interferes with a receiver's ability to understand your message
 - The major types of noise are:
 - ⇒ *physical noise* (such as background conversation in the room or static on the telephone line),
 - ⇒ *psychological noise* (such as other concerns distracting your supervisor that day), and
 - ⇒ *physiological noise* (such as experiences of fatigue or hunger)
 - Noise is always present. Noise keeps a message from being understood and achieving its intended effect.

⇒ Without noise, all our messages would be communicated with considerable accuracy.

➤ **feedback**

→ The response to a message

⇒ a receiver's various verbal and nonverbal reactions to a message

→ feedback shows that the receiver is not acting as a passive recipient of your message, but as someone actively engaged in creating your conversation.

→ Feedback can be intentional (applause at the conclusion of a symphony) or unintentional (a yawn as you listen to your uncle tell his story about bears again); or it can be verbal ("*That's two burgers and fries, right?*") or nonverbal (anxious after being asked for a presentation).

→ Just as you are sending your message to receiver, the receiver is also sending messages for you to receive and interpret. In that way, you are both acting as senders and receivers simultaneously.

b) Communication is dynamic

The communication process might seem straightforward and one-directional—that it consists of a simple flow of messages from one person to another.

➤ In reality, as Figure 1.1 illustrates, conversation can flow in multiple directions at once

➤ Suppose you're describing your company's services to a group of prospective clients. As you explain different service plans and their costs, you may be doing most of the talking. At one point in your presentation, however, you notice that your listeners have a confused look on their faces. You interpret that feedback as an indication that they don't understand what you're saying. You respond to that feedback by adding more detail to your explanation, and when your listeners begin to smile and nod, you take that behavior to mean they now understand you.

➤ Even though you're the one speaking, you are also receiving and responding to messages from your listeners, making everyone in the conversation simultaneously a sender *and* a receiver.

This is an example of how the communication process is **dynamic**, or constantly changing and evolving as people send, receive, and interpret messages from multiple sources

c) How the meanings are co-created in a communication transaction?

- In a communication transaction, the meaning of a message is ***co-created*** by the individuals who are involved in the communication process.
- Meaning is created in the hearts and minds of both the message source and the message receiver, based on such things as the characteristics of the message, the situation, and the perceptions and background of the communicators.
- By drawing on our own experiences while attempting to make sense of a message, we actually shape the meaning of that message.
- As one research team puts it, communication is “the coordinated management of meaning” through episodes during which the message of one person influences the message of another.
- Technically, only the sender and receiver of those messages can determine where one episode ends and another begins. We make sense out of our world in ways that are unique to each of us.

CT 04. CAREER TIP

Your ability to reach your goals and succeed in the workplace is profoundly affected by your communication skills. Warren Buffett, a legendary investor who spent several decades as the richest man in the world, admits he learned this lesson the hard way.

Buffett's extraordinary success can be traced to his passion for business from an early age. As a young boy, he delivered papers, sold popcorn and peanuts at baseball games, and started a used golf ball business and a pinball machine business. He regularly read financial publications, and when he filed his first income tax return, for \$7 when he was 12 years old, he was astute enough to deduct the associated expenses of his bicycle and wristwatch. He purchased his first shares of stock for \$120 at the age of 11.

Yet by his own admission Buffett was socially awkward and lacking in interpersonal communication skills. He didn't understand the importance of small talk and frequently offended those around him. A life-changing event occurred when he was denied admission to Harvard Business School because of his poor interview performance. He knew his business knowledge and experience were superior, but his interpersonal communication skills were not adequate for exceptional performance in the business world.

As his daughter later stated, "Once upon a time there was a slightly nerdish young man by the name of Warren Buffett, who, at the age of 20, was frightened to death to stand up in front of people and speak to them. Then he discovered Dale Carnegie's course on public speaking and it changed his life. Not only did he develop the courage and skill to speak in front of groups of people, he learned to make friends and motivate people. Warren considers his Carnegie education a life-changing event and the most important diploma he has ever received."

Buffett turned his weakness into strength and added excellent communication skills to his visionary knack for investing. Now acclaimed as one of the best business leaders and managers in the world, Buffett recently told a group of business students that effective communication skills can add \$500,000 to their lifetime earnings and increase their earning power by 50 percent.

Think Critically

- *Why Warren Buffett was denied admission in Harvard Business School even though he was expert at business skills?*
- *How can the mastery of communication skills impact your success in your future?*

T 03. Impactful / Effective / Competent Communication

What is communication competence?

→ communication competence

⇒ the ability to communicate successfully, regardless of the setting

Although it is difficult to identify core criteria that define competent communication in all situations, we suggest the following three criteria which may serve as measures of communication competence:

a) **The message should be understood as the communicator intended it to be understood.**

- A primary goal of any effective communication transaction is to develop a common understanding of the message from both the sender's and the receiver's perspectives.
- the challenges of communicating with others:
 - differences in culture, language, experience, gender, education, and background all are sources of misunderstanding.
 - Meanings are fragile, and messages can be misunderstood.
- An effective message is one that the receiver understands.

b) **The message should achieve the communicator's intended effect.**

- Communication should be effective
- **effective** (you get what you wanted)
 - Effectiveness describes how well your communication achieves its goals
 - ⇒ When you communicate intentionally with others, you do so for a specific purpose: to achieve a goal or to accomplish something
 - Example
 - ⇒ Suppose you want to persuade your co-worker to donate money to a shelter for abused animals. There are many ways to achieve that goal. You could explain how much the shelter needs the money and identify the many services it provides to animals in need. You could offer to help your co-worker with a project in exchange for his or her donation. You could even recite the times you have donated to causes that were important to your co-worker.

- No single communication strategy will be effective in all situations.
 - ⇒ Being an effective communicator means choosing the messages that will best meet your goals
 - ⇒ Because different purposes require different strategies for success, being aware of your purpose can enhance your probability of achieving it.

c) The message should be appropriate & ethical.

- A message that is understood and achieves its intended effect but that manipulates listeners, unfairly restricts their choices, or uses false information may be effective, but it is not appropriate or ethical.
- **appropriate** (meets the social expectations)
 - Communicating appropriately means taking into account the implicit and explicit rules and expectations that apply in a social or professional situation.
 - Example
 - ⇒ When communicating with customers online, for instance, it is polite to respond to their messages in a timely manner, show sensitivity their concerns, and avoid letting conflicts escalate. If you violate those rules, customers may find your communication inappropriate.
 - Challenges to be appropriate
 - ⇒ Communicating appropriately can be especially challenging when you're interacting with people from other cultures, because many communication rules are culture-specific.
 - ⇒ What might be perfectly appropriate in one culture could be seen as inappropriate or even offensive in another.
 - ⇒ For instance, if you are visiting a Canadian household and your hosts offer you food, it's appropriate to accept if you're hungry. In many Japanese households, however, it is inappropriate to accept until you have declined the food twice and your hosts have offered it a third time.

Ethics

- the beliefs, values, and moral principles by which we determine what is right or wrong

- Ethics and ethical behavior have long been considered critical components of human behavior in a given culture.
 - ⇒ Philosophers have debated for centuries whether there is such a thing as a universal moral and ethical code.
- British author and scholar C. S. Lewis argued that
 - ⇒ the teachings of cultures throughout the world and through time support the existence of a ***shared ethical code*** that serves as the basis for interpreting the “goodness” or “badness” of human behavior.
- In their book *Communication Ethics and Universal Values*, communication scholars Clifford Christians and Michael Traber claim that

“Every culture depends for its existence on norms that order human relationships and social institutions.”

- They suggest there are three universal cultural norms:
 - (1) the value of truth,
 - (2) respect for another person’s dignity, and
 - (3) the expectation that innocent people should not suffer harm

Does Ethical Code ensure Ethical Behavior?

- humans from a variety of cultures and traditions have sought to develop ethical principles that guide their interactions with others
- Having an ethical code does not always mean that people follow the code, however. Scholars and philosophers who suggest that a universal code of ethics exists do not claim that *people always behave in ways that are true to these universal standards*.
- Philosophy and religion are not the only realms that focus on ethical behavior. Most professions, such as medicine, law, and journalism, have explicit codes of ethics that identify appropriate and inappropriate behavior.
- The National Communication Association has developed a Credo for Communication Ethics to emphasize the importance of being an ethical communicator:

Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and

media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others.

- For most people, being ethical means:
 - being sensitive to others' needs,
 - giving people choices rather than forcing them to behave in a certain way,
 - respecting others' privacy,
 - not intentionally decreasing others' feelings of self-worth, and
 - being honest in presenting information
- Unethical communication does just the opposite:
 - It forces views on others and demeans their integrity.

Echoing the wisdom offered by others, we suggest that competent communication is grounded in an ethical perspective that is respectful to others.

CT 05. Focus on Ethics: To Tell or Not to Tell?

You have just started a new position in the human resources department of the financial services company where you and your close friend Mahesh both work. Your supervisor asks you to familiarize yourself with the company's active HR files to make yourself aware of ongoing HR actions on which she may require your assistance. In doing so, you discover that two other employees have filed a confidential complaint against Mahesh for harassment, and the human resources department is investigating. You realize that Mahesh could lose his job, and as his friend, you feel you should warn him because he is about to make an offer on a house. However, you also know you are bound by strict confidentiality rules that would make warning him inappropriate. You fear that no matter what you do, you will lose either your job or your friendship.

CONSIDER THIS:

- *What ethical obligations do you have to your employer in this instance?*
- *What ethical obligations do you feel to your friend?*
- *Is there a way to encourage Mahesh to modify his behavior without violating any confidentiality rules?*

How to become an Impactful / Effective / Competent / Successful communicator?

Characteristics of Impactful / Effective / Competent / Successful communicators

No one is born a successful communicator. Rather, like driving a car, playing a musical instrument, or writing a computer program, communicating successfully requires skills we have to learn and practice.

- That doesn't mean nature doesn't give some people a head start. Research shows that some of our communication traits—such as how sociable, aggressive, or shy we are—are partly determined by our genes.
- No matter which traits we're born with, though, we still have to learn how to communicate competently and successfully.

Competence itself is situation-specific, so what works in one context may not work in another. However, successful communicators tend to have certain characteristics that help them behave competently in most situations.

In the following are the characteristics of competent communicators:

Successful communicators are self-aware.

- Successful communicators are aware of their own behavior and its effects on others.
 - Researchers call tapping into this awareness **self-monitoring**.
- People who are high self-monitors pay close attention to the way they look, sound, and act in social situations.
 - In contrast, people who are low self-monitors often seem oblivious to both their own behaviors and other people's reactions to them.
- Self-monitoring usually makes people more competent communicators because it enables them to see how their behavior fits or doesn't fit in a given social setting.

Successful communicators are adaptable.

- It's one thing to be aware of your own behavior; it's quite another to be able to adapt it to different situations.
- Competent communicators are able to assess what is going to be appropriate and effective in a given context and then modify their behaviors accordingly.

- That ability is important because what works in one situation might be ineffective in another.
 - ⇒ A competent communicator would speak differently to a group of senior executives than to a group of new hires, because one group has experience and expertise that the other does not.
- Competent communicators are also aware of generational and cultural differences that can influence what an audience finds engaging.

Successful communicators are cognitively complex.

- **cognitive complexity**
 - the ability to consider a variety of explanations and understand a given situation in multiple ways
 - As communication scholar Brant Burleson explained, ***cognitive complexity*** is a valuable skill because it helps you avoid jumping to the wrong conclusion and responding inappropriately.
- Suppose you see your co-worker Annika coming toward you in the hallway at work.
 - You smile and get ready to say hi, but she walks right by as if you're not there. How would you interpret her behavior? Maybe she's mad at you. Perhaps she was concentrating on something and didn't notice anyone around her. Or maybe she did smile, and you just didn't see it.
- Someone with little cognitive complexity might feel slighted by Annika's behavior and ignore her the next time they meet.
 - In contrast, someone with higher cognitive complexity would remember that behaviors do not always mean what we think.
 - That person would be more open-minded, considering several possible interpretations of Annika's behavior and remembering that his or her perception could always be mistaken.

Successful communicators practice empathy.

- **empathy**
 - the ability to be "other-oriented" and understand other people's thoughts and feelings.
 - When people say, "Put yourself in my shoes," they are asking you to consider a situation from their perspective rather than your own.
- Empathy is an important skill because people often think and feel differently than you do about the same situation.

➤ Example

- suppose you want to ask your manager for a one-week extension on a marketing report you have been assigned to complete.
 - ⇒ You might think, “What’s the big deal? It’s only a week.”
 - ⇒ To your manager, though, the extension might mean that she would be unable to complete her work in time for her family vacation.
- If your situations were reversed, how would you feel?
- An empathic person would consider the situation from the manager’s perspective and then choose his or her behaviors accordingly.

Successful communicators are emotionally intelligent.

- **Emotional intelligence** refers to
 - a person’s ability to “perceive and accurately express emotions, to use emotion to facilitate thought, to understand emotions, and to manage emotions for emotional growth”
- People with high emotional intelligence are aware of their own emotions as well as those of others, and they think deliberately about their emotions when choosing how to act.
- Business managers with high emotional intelligence are more effective at influencing others, overcoming conflict, showing leadership, collaborating in teams, and managing change.
- People sometimes refer to a person’s level of emotional intelligence as his or her **EQ**, which stands for *emotional quotient*, a play on the more familiar term “**IQ**,” or *intelligence quotient*.

CT 06. IQ vs EQ

Which factor (IQ or EQ) is important in a relationship communication?

Successful communicators behave ethically.

Finally, successful communicators are ethical communicators.

- **Ethics** guides us in judging whether something is morally right or wrong.
- Ethical communication, then, generally dictates treating people fairly, communicating honestly, and avoiding immoral or unethical behavior.
 - That can be easier said than done, because people often have very different ideas about right and wrong.

- What may be morally justified to one person or one culture may be considered unethical to another.
- Successful communicators are aware that people's ideas about ethics vary.
- However, they are also aware of their own ethical beliefs, and they communicate in ways that are consistent with those beliefs.

Summary of Characteristics of Competent Communicators

- Self-awareness
 - Ability to see how your behavior is affecting others
- Adaptability
 - Ability to modify your behaviors as the situation demands
- Cognitive complexity
 - Ability to consider a variety of explanations and understand a given situation in multiple ways
- Empathy
 - Skill at identifying and feeling what others around you are feeling
- Emotional intelligence
 - Ability to understand, express, and manage emotions, and to use emotion to facilitate thought
- Ethics
 - Ability to treat people fairly, communicate honestly, and avoid immoral or unethical behavior

Chapter Review Questions / Activities

A. Are You a High Self-Monitor?

How high a self-monitor are you? Read each of the following statements and indicate how accurately it describes you by assigning a number between 1 ("not at all") and 7 ("very much").

- _____ I sometimes show different aspects of my personality to different people.
- _____ I suspect I would be good at acting.

- _____ When I've said something inappropriate, I can usually tell from the listener's reaction.
- _____ I notice how others react to my behavior.
- _____ I can modify my behavior to meet the expectations of any situation I'm in.
- _____ I'm good at reading people's emotions through their eyes.
- _____ Most of the time, I can tell when someone is lying to me.
- _____ Sometimes I am not the person I appear to be.

When you're finished, add up your scores and write the total on this line: _____. The ranges below will help you see how high your self-monitoring is right now.

- 8–23:
 - ➔ Self-monitoring is a skill you can work on, as you are doing in this class.
- 24–39:
 - ➔ You are a moderate self-monitor, with a good sense of self-awareness. Continued practice will strengthen that skill.
- 40–56:
 - ➔ You are a high self-monitor, which often makes your communication more effective.

Your score on this quiz—and on each quiz in this book—reflects only how you see yourself at this time. If your score surprises you, take the quiz again later in the course to see how studying communication may have changed your assessment of your communication abilities.

B. Chapter Review Questions

- Define and give examples of relational needs, identity needs, informational needs, and instrumental needs that communication can help us meet.
- What is the difference between an explicit rule and an implicit rule? What are examples of explicit and implicit communication rules that you might encounter, or have encountered, in the professional world?
- What is the defining characteristic of verbal communication?
- What makes a form of communication nonverbal? Why do we sometimes call nonverbal communication body language?

- Come up with a statement that you might say to a teacher and explain how its content dimension and relational dimension might differ.
- What is metacommunication, and how do people metacommunicate with one another?
- Give examples of various communication channels you might use when sending a message in the workplace.
- What types of noise are we likely to encounter in a professional environment? Are they physical, psychological, or physiological?
- What does it mean to say that communication is dynamic? How can two people in a conversation be both senders and receivers simultaneously?
- How is effective communication different from appropriate communication?
- What is meant by the term self-monitoring? What are the advantages of being a high self-monitor? A low self-monitor?
- In what ways are competent communicators adaptable? What does it mean to adapt to your audience?
- Define cognitive complexity and explain why it is advantageous in a professional setting.
- What is empathy? What does it mean to communicate empathically?
- Why is emotional intelligence (also called EQ) valuable?
- What is required to make communication ethical communication?
- Is every bit of our behavior really communication? Do we have to intend to communicate a message for it to be communication? Why or why not?

C. Applying Your Knowledge

Violating Implicit Rules

- Implicit communication rules are never taught or verbalized, yet people seem to know and follow them anyway. Often, implicit rules become explicit only when they have been violated and others react. Describe a situation you have encountered at work or in school when someone said or did something that violated an implicit rule, and then respond to the following questions:
 - What was the implicit rule?
 - How did the person violate it?
 - How did others react when that happened?

- After the violation, was the rule verbalized, such that it became an explicit rule? If so, how was it verbalized (orally, in writing, etc.)?

Identifying Miscommunication

- Miscommunication is prevalent because communication has a symbolic aspect and because different people can interpret the same words in different ways. Report on an experience in which someone interpreted your words differently than you intended, or in which you did the same with someone else.
 - Was the miscommunication eventually resolved?
 - If so, how did the parties ultimately come to understand each other? If they did not, why not?
 - Share your answers in a brief report.

Communication Needs

- Consider a common communication context in the professional world, such as making a sales presentation, attending a team meeting, or socializing with co-workers after work.
- Describe how each of the various types of communication needs might be relevant to people in that situation.
- Then, articulate how people might use communication to meet each of those needs in that context.

Handling Ethical Quandaries

- Ethical quandaries—situations for which more than one possible response could be ethically justified—are common in the business world. Consider a quandary such as discovering that a favorite co-worker is conducting personal business on company time or has taken credit for someone else's work.
 - Have you ever encountered a similar situation in your life?
 - What was your most ethical response (and why)?
 - Share your thoughts in a brief report or blog post.

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.

- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 02

Verbal Communication

- When we communicate with others, our goal is not simply to exchange words and gestures.
 - It's to create *meaning*, and that is often more complicated than it seems
 - humans use a wide range of symbols, usually simultaneously, to communicate.
 - ⇒ Some of those symbols are the words we speak and write.
 - ⇒ Others are behaviors such as facial expressions, gestures, touch, and the way we use time and space, which convey meaning without the use of words.
 - With so many words and behaviors to pay attention to, perhaps it is little wonder that we sometimes misunderstand one another.
- The more we know about language and nonverbal communication, the better equipped we are to avoid misunderstandings and accomplish our goals.

T 01. What is Language?

- **Language** is a structured system of symbols, in the form of words, used for communicating meaning.
 - You can probably think of many objects and behaviors that symbolize meaning.
 - ⇒ A smile often symbolizes happiness, whereas a red traffic light symbolizes the need to stop your car.
 - ⇒ You might wave to say “hello” and shrug your shoulders to indicate “I don’t know.”
 - Although facial expressions, traffic lights, and gestures all symbolize meaning, none qualifies as language.
 - Why?
 - ⇒ The answer is that language is characterized by the use of a specific type of symbol: **words**.

- Words are the building blocks of language and verbal communication.
 - Words are powerful.
 - ⇒ They affect your emotions, thoughts, actions, and relationships. They affect how you're perceived by others.
 - ⇒ We use words to refer to objects, events, ideas, and other entities in the real world, but most words have only the meanings that we, as the users of a language, give them

Why focus on Language?

- Two language researchers, Edward Sapir and Benjamin Lee Whorf, developed what has come to be known as the Sapir–Whorf Hypothesis.
- This hypothesis suggests that
 - human language and thought are so interrelated that thought is actually rooted in and controlled by language
 - One implication of the supposition is that you cannot conceive of something for which you have no word
 - Example
 - ⇒ USB / Smartphone for a man in 1940
- To extend this notion further, one could argue that the quality of one's language reflects the quality of one's thought.
 - Your verbal communication reveals how you think and what you think about.
 - This is only one supposition about how language and thought operate, but it's a provocative notion to consider that language has such a powerful influence on our everyday thinking processes.
- Interviews with employers reveal that
 - graduates lack in language skills (writing and speaking skills),
 - ⇒ why?
 - attributed to growing up in a culture that is more visual than oral, stressing nonverbal cues over language
- This is clearly a negative trend, in light of another research that has determined that
 - one's ability to use words to effectively participate in conversation with others is a key component in judgments about one's competence as a communicator

- ⇒ In this study, people who talked less in conversation were perceived by others as being less interpersonally skilled than people who comfortably and actively engaged in conversation.
- If you better understand the nature and power of language and if you attend to your use of language and work to use words with forethought and skill, you can exert great influence and enhance your relationships.

Can we really control language?

- *You choose language.*
 - You don't use language as an involuntary reflex to a stimulus
 - You choose the language you use—even if you make that choice in the split second it takes your brain to select a symbol (word) to communicate your thought or impulse.
- At times we go into “**default mode**,” choosing language we've chosen before.
 - Why?
 - ⇒ We're prone to patterns in our language because, as humans, we prefer regularity.
 - ⇒ We also choose particular words because we like them, they've worked well for us in the past, or we grew up with those words and have used them for many years.
 - ⇒ But pattern and history can breed too much comfort, preventing you from asking yourself,
 - “Is this the best way to say this?”
 - Should I say this another way?”
- You have an incredible wealth of words from which to choose and the power to make choices that allow you to communicate who you are to others in the most effective way possible.

T 02. The Nature of Language

When we consider the nature of language, we discover that language is symbolic, is governed by rules, has complex layers of meaning which are culture and context bound, and varies in clarity.

a) Language is symbolic.

- When we say language is symbolic, we mean that each word represents a particular object or idea but does not constitute the object or idea itself.
- Just as a flag is a symbol of a country, words are symbols that trigger thoughts, concepts, or feelings.
- For example, the word computer represents an electronic device for storing and processing data.
 - The word itself is not the object, though; it merely symbolizes it.
- As technology advances, we often acquire new words—and new meanings for older words.
 - The use of computer-mediated communication, for instance, has added new terms to our everyday conversations, such as *blog* and *email*, and generated new meanings for existing words such as *web*, *crash*, and *tweet*.
 - As digital technology continues to develop, new words will likely be added to our vocabulary to help us communicate about it.
- New terms introduced into a language are termed **neologisms**
 - **neologism**
 - ⇒ A new term introduced into a language.

b) Language is governed by rules.

- If language is symbolic and the meanings of words can change over time, then how do we all understand one another? The answer is that every language is governed by rules.
- You already know many of the rules that frame your native language. Even if you can't explain them, you usually notice when they're violated.
- To a native speaker of English, for instance, the statement
 - "My name is Ali" sounds correct, but "My is name Ali" does not.
- This is why, when you learn a new language, you don't learn just the words; you also learn the rules that make the words work together to convey meaning.
- Researchers distinguish among four different types of language rules:
 - **Phonological rules**
 - ⇒ deal with the correct pronunciation of a word, and they vary from language to language

⇒ `Present vs Pre`sented

→ **Syntactic rules**

⇒ govern the order of words within phrases and clauses

⇒ The question “What is your name?” makes sense to an English speaker because the words are in the proper order.

→ **Semantic rules**

⇒ dictate the meaning of individual words

⇒ When you hear the word *lawyer*, for instance, you think of an attorney, not a paper mill or an iPad.

⇒ It’s a semantic rule that connects *lawyer* with *attorney* and not with any of those other meanings.

→ **Pragmatic rules**

⇒ help us interpret statements

⇒ Depending on the context and the speaker’s tone, you might think someone who says, “Nice to meet you,” really is happy to meet you, or you might infer that he or she is just being polite.

⇒ If the speaker’s tone is sarcastic, you might even infer that he or she is *unhappy* to meet you.

c) Language has complex layers of meaning.

denotative meaning & connotative meaning

➤ **denotative meaning** (dictionary meaning)

→ The literal meaning of a word—the way a dictionary defines it

→ The denotative meaning of a word conveys content

⇒ Denotation is the restrictive, or literal, meaning of a word

➤ **connotative meaning** (associative meaning)

→ The personal and subjective meaning of a word

⇒ the ideas or concepts the word suggests in addition to its literal definition

→ connotative meaning of a word conveys feelings

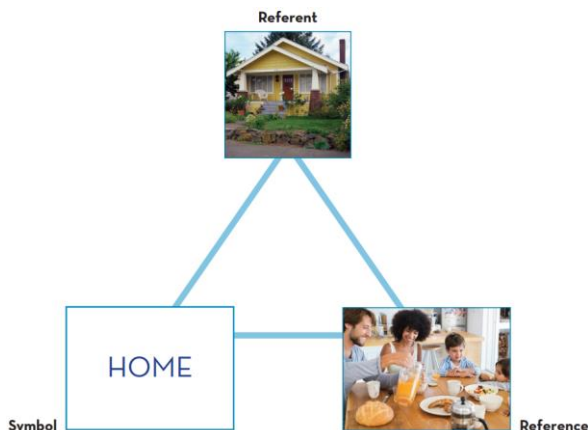
⇒ people create personal and subjective meanings for words

→ connotative level of language is more individual

➤ The denotative meaning of *home*, for instance, is “a shelter used as a residence.” The word may also remind you of “a place where I feel safe,

accepted, and loved” or “a space where I am free to do whatever I want.” Those are examples of the word’s connotative meaning.

- To illustrate the relationship between words and their denotative and connotative meanings, psychologist Charles Ogden and English professor Ivor Richards developed the *semantic triangle* (see Figure).



- In its three corners, the semantic triangle portrays three elements necessary for identifying the meaning in language.
 - The first element is the *symbol*, the word being communicated.
 - In the second corner is the *reference*, the word’s connotative meaning.
 - Finally, there’s the *referent*, the word’s denotative meaning.

Problem with Denotation & Connotation

- Denotations are common or restricted whereas connotations are highly individual and unique.
 - This uniqueness is the problem. How?
- If several listeners hear the same word, they might attribute to it the same denotative meaning but different connotative meanings.
 - For instance, if you hear the word *euthanasia* /ju:.θə'nei.ʒə/, the word itself is the symbol, and its referent (or denotative meaning) is a medically assisted death. To one listener, the word evokes images of a merciful end to someone’s pain and suffering. To another, it evokes images of homicide. Still other listeners think of an unfortunate but sometimes justified component of the death experience.

d) People Attach Meanings to Words

- Now imagine that you use the word *freedom* in a conversation, in an effort to convey to the other person the concept or image in your mind.
- You know what you're thinking when you say the word; the challenge is for the other person to understand your thoughts behind your choice of word. In communication terms, this is the process of creating **meaning**.

→ Meaning

- ⇒ The meaning of a word is a person's interpretation of that symbol—it's how the person makes sense of the symbol.
- Meanings don't reside in the words themselves but in the ways in which communicators use the words.
- You attach a meaning to the word *freedom*, the symbol you choose in conversation; your listener creates meaning for the word when he or she attempts to interpret what you've said.
- Words aren't the culprits in communication problems; the meanings people create for words lead to successful or problematic communication.
- Sometimes a speaker's and a receiver's meanings don't correspond because the same words mean different things to different people; the term for this communication problem is **bypassing**.

→ bypassing

- ⇒ A communication problem that arises when the same words mean different things to different people.
- Using the *freedom* example, think about a couple in a long-term romantic relationship.
 - If one partner said to the other, "I need more freedom in this relationship," what might that mean?
 - It might mean that the relationship is over because one partner wants out completely, to be *free* to explore other relationships.
 - But it might also mean that the partner is suffocating or feeling a lack of *freedom* to do as she or he pleases in the relationship.
 - If the partner is using *freedom* in this latter sense, the relationship might stay intact.
 - ⇒ The couple might need only to make some changes in the amount of time they spent together.

- Some conflicts in relationships can be boiled down to a simple difference in the meaning of the words that get exchanged.

CT 01. Different Meaning to Different People

Because different people can attach different meanings to the same word, it's easy to get confused. What can you do to help clarify your own meaning so that others understand you?

e) Language varies in clarity.

- Clara is driving her assistant Josh to an appointment with a client, but only Josh knows the way. As they approach an intersection, they have the following conversation:

Clara: I need to turn left at this next light, don't I?

Josh: Right.

- Which way should Clara turn? Was Josh saying Clara was correct in anticipating a left turn, or was he telling her to turn right instead of left?
- We don't really know, because Josh has used **ambiguous language** by making a statement that we can interpret to have more than one meaning.

→ ambiguous language

⇒ have more than one meaning

- A certain amount of ambiguity is inherent in our language.
 - In fact, according to the *Oxford English Dictionary*, the 500 most frequently used words in the English language have an average of 23 different meanings each.
 - The word *set* has so many different meanings—nearly 200, more than any other English word—that it takes the *Oxford English Dictionary* 60,000 words to define it.
 - As a verb, for example, *set* can mean to prepare a table or to mount a precious stone in a ring; as a noun, it can mean a collection of items that belong together or a collection of scenery and furniture used in a play.
- One reason language varies in clarity is that some words are more concrete than others.
 - A word that is *concrete* refers to a specific object in the physical world, whereas a word that is *abstract* refers to a broader category or organizing concept of objects.

- Meanings for words can be placed along a continuum from concrete to abstract.

→ **concrete meaning**

⇒ Meaning that refers to something that can be perceived with one of the senses.

□ if we can experience what the word refers to (the referent) with one of our senses; if we can see it, touch it, smell it, taste it, or hear it, it's concrete

→ **abstract meaning**

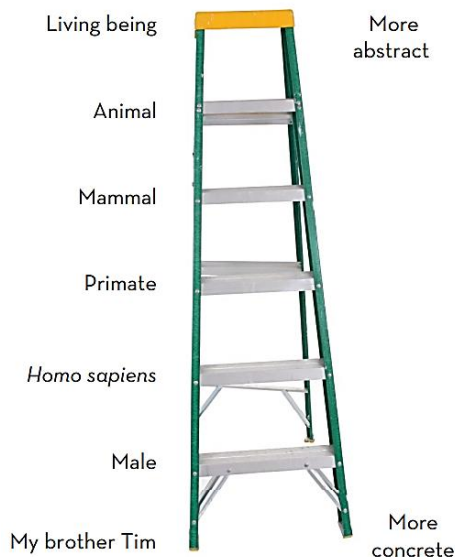
⇒ Meaning that refers to something that cannot be perceived or experienced with one of the senses.

- According to English professor Samuel Hayakawa, words can be arrayed along a “ladder of abstraction” that progresses from more abstract to more concrete.

Hayakawa's Ladder of Abstraction

Words are arrayed along a continuum of concrete to abstract in Hayakawa's ladder of abstraction.

Ladder: ©Gerville/Getty Images



- The above Figure gives an example of Hayakawa's ladder of abstraction.
 - At the top is a reference to all living beings, which is a broad, abstract category.

- As we move down the ladder, the words become more concrete, referencing all animals and then all mammals, all primates, all *Homo sapiens*, and all males before reaching the most concrete reference to a specific individual.
- In general, the more concrete the language, the easier it is for others to understand and retain.
 - For example, the word *patriotism* is abstract because we cannot hear or taste patriotism.
 - ⇒ But a word that suggests a demonstration of patriotism, such as *voting*, is more concrete, because we can physically perform the act of voting.
- Minimize the use of abstract words when you're trying to clarify a message. Concrete terms help make a message clearer and more memorable.

f) Meanings are Culture and Context Bound

- **culture**
 - A learned system of knowledge, behavior, attitudes, beliefs, values, rules, and norms that is shared by a group of people and shaped from one generation to the next.
- **co-culture**
 - A culture that exists within a larger cultural context (e.g., Punjabi Culture, Pashtun Culture).
- The meaning of a word, just like the meaning of any symbol, can change from culture to culture and across co-cultures
 - Gheriat, Hajj, Prayer, Parents,
- **context**
 - the physical and psychological environment in which your message is communicated
 - The situation or context for communication aids people as they attach meanings to symbols.
- The context of verbal messages plays a central role in how accurately our communication is interpreted by receivers.
 - The context includes all of our words, plus the nonverbal elements that are ever present in communication, including the environment or setting in which the communication occurs as well as people's facial

expressions, tone of voice, and other nonverbal cues that surround and accompany a verbal message and help us decode it.

- Removing words from their context distorts their meaning.
 - If you're struggling to figure out what someone must have meant, look to the context of the communication for clues as to the meaning of the message.
- Politicians often claim that the media “takes them out of context,” causing the intended meanings of their words to be lost or distorted.

T 03. The Power of Words

- Words *do* hurt.
 - physical violence usually begins with a verbal assault
- Words have the power to evoke a wide range of emotions in listeners
 - But words can also heal and inspire and transform the human spirit

The Power to Create and Label Experience.

- New experiences may lead to new words.
 - For example, *global weirding* is a newly coined term for strange or not-the-norm weather.
 - ⇒ GulloButt, Tabdeeli Sarkar
 - Alzheimer's, Parkinson's, Tourette syndrome—each of these diseases is named after the person who discovered the condition.
 - The name of a phenomenon has the power to label the experience and make it more real

The Power to Communicate Feelings.

- Words help create and communicate our moods and emotional states, giving labels to feelings that otherwise would be hard to convey.
- Think of how many terms exist for sadness:
 - *blue, down, depressed, in the depths, mokey, bummed, down in the dumps, out of sorts, feeling punk*
- The emotional power of words is not limited to expressing your feelings
 - your words and corresponding outlook may also have the power to affect your emotional, mental, and physical health.

- For example, one study found that people who described the world in pessimistic terms when they were younger experienced poorer health in middle age than those who had been optimistic

The Power to Affect Thoughts and Actions.

- Words influence how we think.
 - For instance, product names are critical to audience response and sales success.
 - ⇒ The critically acclaimed film *The Shawshank Redemption* was a box-office failure, which some attributed to the film's obtuse title.
- Advertisers have long known that the way a product is labeled greatly affects the likelihood that consumers will buy it, because words affect the way we think about things and react to them.

The Power to Shape and Reflect Culture.

- Cultures change: language both creates and reflects the changing nature of culture.
- International students often puzzle over English slang and ask such questions as
 - "What does it mean to 'cowboy up'?" or
 - "When someone is called 'all that and a bag of chips,' is that a good or a bad thing?"
 - ⇒ Does it mean you're fat?"
- Cultures and co-cultural groups within them develop unique languages of their own as a way of forging connections and enhancing solidarity, so the language you use both shapes and reflects your culture.

The Power to Make and Break Relationships.

- Verbal communication creates opportunities for us to know and be known by others.
 - It's an important tool for establishing relationships and deepening them; it can also be a catalyst for a relationship to end.
 - Nikah, Divorce

T 04. Language and Credibility

Our ability to achieve our goals is affected by the credibility our language use gives us.

- **Credibility** is the extent to which others perceive us to be competent and trustworthy.

Some speakers have credibility on certain topics because of their training and expertise.

- For instance, if you want to know how to make a great meal, you'll probably trust your chef more than your lawyer.

Whatever our training or credentials, however, our words can portray us as confident, trustworthy communicators, or they can make us appear unsure of ourselves. In fact, several specific forms of language can enhance or diminish our credibility.

Clichés diminish credibility.

- **Clichés** are words or phrases that were novel at one time but have lost their effect due to overuse.
- When corporate leaders recommend “thinking outside the box” or politicians promise to “make a difference,” they may lose credibility with their audiences because those phrases are clichés that can make speakers sound out of touch.

Dialects can enhance or diminish credibility.

- **Dialects** are language variations shared by people of a certain region or social class.
 - Native or foreigner (can we trust or not)
 - ⇒ Indian / Pakistani English Accent

Defamation harms credibility.

- **Defamation** is language that harms a person's reputation or gives that person a negative image, and it comes in two forms.
 - **Libel** / 'laɪbəl/
 - ⇒ when someone writes or prints untrue statements about someone so that other people could have a bad opinion of them
 - ⇒ a defamatory statement made in print or some other fixed medium, such as in a photograph or on a website or blog

→ **Slander** / 'slændər/

- ⇒ a false spoken statement about someone, intended to damage the good opinion that people have of that person
- ⇒ a defamatory statement made aloud, within earshot of others
- In professional settings, defamatory language can harm not only a person's credibility but also his or her livelihood

CT 02. Defamation When the Accusation Is True

Suppose Erin wants to open a law office in a small town where Jerome already operates one. To discourage potential clients from doing business with Jerome's firm, Erin circulates a false rumor that Jerome is being investigated by the state bar association for ethics violations. That statement is defamatory because it harms Jerome's reputation and credibility. When Erin is found to have made this untrue claim, her credibility suffers as well.

In the above example, Erin circulated a false rumor to discourage people from doing business with Jerome's law firm. Because Erin's accusation was made up, it clearly qualified as defamation if it harmed Jerome's reputation. Now suppose Jerome had been investigated by his state bar association but had been cleared of all charges. Erin spreads the rumor that he was investigated but doesn't mention that he was cleared. Her accusation is therefore true—it is simply incomplete and potentially misleading. Nonetheless, it has the intended effect of driving business away from Jerome's law firm and toward hers.

Consider This:

- Is it ethical for Erin to point out that Jerome has been investigated, given this is technically true?
 - Is she ethically obligated to mention that he was acquitted of all charges?

Loaded Language can affect a person's credibility.

- **Loaded language** consists of words with strongly positive or negative connotations.
- Such words are also called **trigger words**, because their connotations can act like a trigger for listeners by setting off intense emotional responses.
- Consider, for instance, the ongoing national debate about private ownership of firearms. Those who oppose tighter restrictions typically speak out

against “gun control,” which seems to imply the government is telling people what to do, whereas advocates of tighter restrictions often speak in favor of “violence prevention,” which implies proactive efforts to reduce unnecessary violence.

- Unsurprisingly, opinion polling shows that speaking in favor of “gun violence prevention” generates significantly more enthusiasm and agreement from listeners than speaking in favor of “gun control.”

Biased Language can affect a person’s credibility.

Improving your linguistic choices isn’t about political correctness or conforming to some societal standard of how you should talk

- it’s about:
 - using the best language adapted for your listeners
 - using language that shows you’re a highly educated person with excellent communication skills.
- Oftentimes, insensitive or stereotypical language usage arises out of ignorance or a lack of education.
 - But even well-meaning, educated people can communicate bias through the language they choose to use.
- Words that reflect bias toward members of other cultures or groups can create barriers for listeners.
 - In addition, such language ignores the fact that the world is constantly changing.

Our language often reveals our biases.

- Monitor your language to avoid bias in these categories:
 - race, ethnicity, nationality, and religion
 - gender
 - age, class, and ability

Biased Language: Race, Ethnicity, Nationality, and Religion

- **allness**
 - A word barrier created through the use of language that reflects unqualified, often untrue generalizations that deny individual differences or variations.

- This type of language demonstrates an insensitivity to members of cultural groups which occurs when words reflect unqualified, often untrue generalizations that deny individual differences or variations.
 - The people from this area / religion / race / nationality are criminals etc
 - You Paki / Indian, go back to your country
 - Blackies
- Sometimes it's a challenge keep pace as language changes with the changing times but try not to get lazy with language.
 - It's important to inventory and revolutionize your language with regard to the racial, ethnic, national, and religious affiliations of people, because the language you choose to use is your primary tool for creating the reality of your existence, for revealing how you think, for being known by others, and for knowing them as well.

Biased Language: Gender

- **sexist (exclusive) language**
 - Language that reveals bias in favor of one sex and against another.
- Sexist language can reflect stereotypical attitudes or describe roles in exclusively male or female terms.
 - *Fireman* (a sexist word)
 - *Firefighter* (not a sexist word)
- Research indicates that exclusive language usage does the following:
 - (1) maintains sex-biased perceptions,
 - (2) shapes people's attitudes about careers that are appropriate for one sex but not the other,
 - (3) causes some women to believe that certain jobs and roles aren't attainable,
 - (4) contributes to the belief that men deserve more status in society than women do, and
 - (5) mutes the voices of many women, because the words and norms formed by the dominant group don't allow for the articulation of women's experiences.
- Even dictionaries fall into patterns of describing women and men with discriminatory language.
 - Included in the *Oxford English Dictionary*
 - ⇒ **woman** is described as

- (1) an adult female being, (2) female servant, (3) a lady-love or mistress, and (4) a wife.

⇒ **Men** are described in more positive and distinguished terms:

- (1) a human being, (2) the human creation regarded abstractly, (3) an adult male endowed with many qualities, and (4) a person of importance of position.

- The most common form of sexism in language is the use of **generic language**, using a masculine term as though it were a term to describe all people.

→ **generic language**

⇒ General terms that stand for all persons or things within a given category.

- There are two primary ways in which masculine-as-generic language typically appears in written and oral communication: in pronoun usage and in man-linked terminology.
- Consistent evidence from research on sexist language shows that people simply do not tend to think in neuter; we think in male or female.
- Using generic masculine language, in essence, turns all persons into male persons.

→ For example, a student giving a speech on how to project a winning, confident style in a job interview said,

“When you greet the boss for the first time, be sure to look him straight in the eye, give him a firm handshake, and let him know you’re interested in the job.”

⇒ The student’s exclusive language choice only allowed for the possibility of a male boss, not a female boss.

- The **solution** to the problem of sexist language is not to replace each *he* with *she* but to use terms that include both sexes so that your language reflects the contemporary world.

→ If you want to refer to one person—any person of either sex—the most clear, grammatical, nonsexist way to do that is to use *she or he*, *he/she*, or *s/he*.

→ Other options include

- ⇒ (1) omitting a pronoun altogether, either by rewording a message or by substituting an article (*a*, *an*, or *the*) for the pronoun;
- ⇒ (2) using *you* or variations of the indefinite pronoun *one*; or

⇒ (3) using the plural pronoun *they*.

Consciously remembering to use nonsexist, inclusive language brings the following benefits:

- Gender-inclusive language reflects inclusive attitudes.
 - Monitoring your verbal communication for sexist remarks will make you aware of any sexist attitudes or assumptions you may hold.
- Using inclusive language helps you become more other-oriented, which will have a positive effect on your relationships.
 - Consciously ridding your language of sexist remarks reflects your awareness of others and their sensitivities.
- Inclusive language makes your communication more contemporary and unambiguous.
 - If you say *he*, for example, how is a listener to know whether you're referring to a male person or to just any person?
- Nonsexist language strengthens your style and demonstrates sensitivity that can empower others.
 - By eliminating sexist bias from your communication, you affirm the value of all individuals with whom you interact.
- Include both sexes in your language, especially in your use of pronouns; avoid masculine generic pronouns and male-linked terms that exclude women.

Biased Language: Age, Class, and Ability

Age discrimination

- “Just turn the car, grandpa!” Ever heard a driver say something like this in irritation or said it yourself? Ever call an elderly person a “geezer” or an “old-timer”?
 - We live in a culture that glorifies youth and tends to put its elders out to pasture.
- Age discrimination is a very real problem in the workforce—so much so that laws have been enacted to guard against someone’s being denied professional opportunities because of age.
- Likewise, some older people may hold stereotypes of young people and may speak to them as though their youth exempts them from intelligence or responsible action.
 - You are too young to understand it

- We recommend that you inventory your language for any terms that either show disrespect for elders or are patronizing or condescending to younger people.
- Avoid calling too much attention to a person's age in your verbal communication. Be especially vigilant not to label or stereotype the elderly or to condescend to or glorify youth.

Socioeconomic Class

- Another factor influencing language that has received research attention is socioeconomic class.
 - Class distinctions typically are revealed in derogatory references to lower-economic-class "blue-collar workers," "manual laborers," "welfare recipients," or upper-class "one percenters." Another class slur is "white trash."
- Avoid references that reveal a condescending or disrespectful attitude toward someone's education (or lack of it) and socioeconomic status.
- Monitor references to socioeconomic differences, such as distinctions between blue-collar and white-collar workers.

Physical ability / disability

- deaf, dumb, and blind
 - Be careful that your language doesn't make fun of or draw attention to someone's physical, mental, or learning disability
 - Research has found that when people with disabilities are called demeaning names, they're perceived as less trustworthy, competent, persuasive, and sociable than when they're described in positive terms.
- Avoid verbal communication that draws attention to a person's physical, mental, or learning ability.

T 05. Fostering Effective Verbal Communication

1. Supportive & Defensive Communication

- **supportive communication**
 - Language that creates a climate of trust, caring, and acceptance.
- **defensive communication**
 - Language that creates a climate of hostility and mistrust.

- For more than five decades, communication scholar Jack Gibb's research has been used as a framework for both describing and prescribing verbal behaviors that contribute to feelings of either supportiveness or defensiveness.
- Gibb spent several years listening to and observing groups of individuals in meetings and conversations, noting that some exchanges seemed to create a **supportive** climate whereas others created a **defensive** one. Words and actions, he concluded, are tools we use to let someone know whether we support them or not. When someone gets defensive, communication is seriously impeded.
- Two specific uses of language tend to engender negative reactions and defensiveness in most of us; thus, we view them as word barriers that can damage even the most secure of relationships.
 - **polarization**
 - ⇒ The tendency to describe things in extremes, as though no middle ground existed.
 - **trigger words**
 - ⇒ Forms of language that arouse strong emotions in listeners.

Polarization

- Polarization occurs when we describe things in extremes or opposites without any middle ground.
 - ⇒ One romantic partner might say to the other, "You either love me or you don't."
 - ⇒ Pronouncements of this kind can be interpreted as ultimatums, as though there were only two options and no compromise position.
- Former President George W. Bush was both praised and criticized for stating in his post-September 11, 2001, speech to Congress,
 - ⇒ "You're either with us or you're with the terrorists."
- It's wise to avoid language that creates a false or forced choice for people, making them feel controlled, hemmed in, or manipulated.

Trigger words

- Trigger words arouse our emotions.
 - Travis, a former student, described in class a word his wife used during arguments that really sparked his anger more than anything else. When Travis would make a point that would frustrate his wife—one for which

she had no comeback—she would look at him, toss her hand in the air, and say, “Whatever.”

- Perhaps this word triggers you too, because it punctuates a conversation; it dismisses the other person and her or his point.
- Do you know what words trigger your emotions, in both positive and negative directions?
- Certain uses of language can make us feel accepted and appreciated or disrespected and hostile
- Think about times when your words made someone defensive and how hard you had to work to get the person to let the defenses down.
- In the following section, we suggest ways to use verbal communication to create a supportive rather than an antagonistic climate.

2. How to create supportive communication climate by verbal communication?

Separate Opinions from Factual Claims

- A **factual claim** makes an assertion that we can verify with evidence and show to be true or false, such as “I work at an engineering firm.”
- An **opinion** expresses a personal judgment or preference that we could agree or disagree with but that is not true or false in an absolute sense, such as “I work at the best engineering firm ever.”
- Competent communicators know how to keep opinions and factual claims separate in verbal communication, which is challenging when we’re dealing with strong opinions on emotionally heated issues.



Figure: When you feel strongly about an issue, that's when it is often most difficult—yet most important—to separate opinions from factual claims.

Suppose you and several co-workers are discussing an upcoming election. Half of you prefer Candidate C and the other half prefer Candidate L. One of your co-workers makes the following statements:

- “Candidate C has more experience in government.”
 - ⇒ That is a factual claim because we can show it to be true or false by comparing the candidates’ records.
- “Candidate L is a better choice for our future.”
 - ⇒ That is an opinion because it expresses a value judgment (this candidate is better), which we cannot objectively validate.
- “Candidate C is immoral.”
 - ⇒ This is an opinion because the truth of the claim depends on your co-worker’s morals.
 - ⇒ Morals are subjective; therefore, the statement can’t be proved true or false in an absolute sense.
- “Candidate L accepted bribes.”
 - ⇒ This is a factual claim because it is possible to examine the evidence to discover whether it is true.

As you develop this skill, keep two principles in mind

- First, ***opinions are opinions whether you agree with them or not.***

- If you believe Prezi is better than PowerPoint, you might be inclined to call that statement a fact. It isn't, though.
- It is still a statement of opinion because it expresses an evaluation or preference
- Second, ***factual claims are factual claims whether they are true or not.***
 - If you think it's untrue that men talk more than women do in the workplace, you might be inclined to call that statement an opinion, but it isn't.
 - Regardless of whether it is true, it is still a factual claim because it expresses something that can be verified as either true or false by evidence

Although it's probably more difficult to separate opinions from factual claims when you feel strongly about an issue, that's often when it is most important to do so.

CT 03. Distinguishing Opinions from Factual Claims

The ability to separate opinions from factual claims is an essential skill for effective business communication. How well can you spot the difference? Read each of the following statements. Assuming nothing more than what the statement tells you, indicate whether you think the statement is an opinion or a factual claim.

- *New York is a better place to work than Chicago.*
- *Apple Computer Company was founded in 1976.*
- *Emotional appeals are more persuasive than logical appeals.*
- *Capitalism is immoral.*
- *Selling pizza has a higher profit margin than selling hamburgers.*
- *Companies should not do business with corrupt governments.*
- *The government should tax corporations at a higher rate.*
- *Amazon's Jeff Bezos is the world's richest man.*
- *Millennials know more about social media than Gen Xers.*
- *The airline industry should offer more flight options.*

Answers

- *Statements 1, 4, 6, 7, and 10 are all opinions. Statements 2, 3, 5, 8, and 9 are all factual claims (whether they are true is a different issue). How well did you do?*

Describe Your Own Feelings Rather Than Evaluate Others

- Describe your own feelings instead of evaluating the point of view or behavior of others
 - Instead of telling others that their positions on sensitive issues are right or wrong, state whether you agree or disagree with them. That language expresses your own position and acknowledges that different even contradictory opinions may also exist
- Most of us don't like to be judged or evaluated. One way to avoid evaluating others is to attempt to use "I" statements instead of accusatory "you" statements
 - Good communicators take responsibility for their thoughts and feelings by using I-statements rather than you-statements. An **I-statement** claims ownership of what a communicator is feeling or thinking, whereas a **you-statement** shifts that responsibility to the other person.
 - Statements such as "You always say you'll call, but you never do" and "You're not being clear,"
 - ⇒ attack a person's sense of self-worth and usually result in a defensive reaction
 - Instead, use the word I to describe your own feelings and thoughts about a situation or event:
 - ⇒ "I find it hard to believe you when you say you'll call"
 - ⇒ "I'm having a hard time understanding you."
- When you describe your own feelings instead of berating the receiver of the message, you take ownership of the problem.
 - This approach leads to greater openness and trust because your listener is less likely to feel rejected or as if you are trying to control him or her.

Examples of You-Statements and I-Statements	
You-Statement	I-Statement
You're making me mad.	I'm mad right now.
You're not listening to me.	I'm feeling ignored.
You don't know what you're doing.	I don't think this task is getting done correctly.
You hurt my feelings.	My feelings are hurt.
You're not making any sense.	I'm having trouble understanding you.

Speak at an Appropriate Level

- Another part of being an effective verbal communicator is knowing how simple or complex your language should be for your audience.
 - A competent instructor, for instance, knows to use simpler language in an introductory course than in an advanced course because students in each class will have different levels of understanding.
- When you use language that is too complex for your listeners, you are talking over their heads.
 - Avoid using “high-falutin’” (unnecessarily complicated) words just to posture, impress others, or project some image.
 - Sometimes referred to as “bafflegab,” this kind of language can come in the form of words, phrases, or verbal shorthand that people use but no one understands.
- People with particular expertise may use abbreviated terms or acronyms.
 - The military is notorious for its use of language that doesn’t easily translate outside of military circles.
 - It’s better to use informal language appropriate to the situation and your listeners than to attempt to talk over the heads of everyone in the room.
- The opposite error is ***talking down*** to people or using language that is inappropriately simple.
 - For example, some people use oversimplified words when communicating with elderly people.
 - It’s inappropriate to assume that aging diminishes one’s capacity to understand.
- Speakers often do this by mistake. If a speaker uses overly simple language on purpose, however, listeners feel patronized, disrespected, or even insulted.
- Try to use language to present yourself on equal ground with your listeners and establish a supportive, open climate for communication.

Solve Problems Rather Than Control Others

- Keep the focus on problem solving rather than controlling others
- Most of us don’t like to be controlled.
 - Someone who presumes to tell us what’s good for us instead of helping us puzzle through issues and problems to arrive at our own solutions or higher understanding is likely to engender defensiveness.

- In truth, we have little or no control over others.
- Open-ended questions such as
 - “What seems to be the problem?” or
 - “How can we deal with this issue?”
 - create a more supportive climate than critical comments such as
 - ⇒ “Here’s where you are wrong”
 - ⇒ “You know what your problem is?”
 - ⇒ commands like “Don’t do that!”

Avoid Gunny-Sacking

- Gunny-sacking involves dredging up someone’s past mistakes or problems and linking them to a current situation.
 - This kind of scenario rarely deepens a relationship.
- Stick to the present situation and avoid gunny-sacking (dredging up past mistakes, problems, and issues)

Empathize Rather Than Remain Detached from Others

- **empathy**
 - The ability to understand and feel what another person is feeling.
- You work to put yourself in the other person’s shoes, to experience as closely as you can what she or he is experiencing.
- The opposite of empathy is **neutrality**. To be neutral is to be indifferent or apathetic toward others. (Even when you express anger or irritation toward another, you’re investing some energy in the relationship.)
 - A statement that epitomizes this concept of neutrality is “*I don’t love you or hate you; I just don’t you.*”
- Remaining detached from someone when empathy is obviously called for can generate great defensiveness and damage a relationship.
- Here’s an example:
 - You’re upset about an argument you just had with someone you’re dating, so you seek the support and listening ear of a good friend. But that friend is in “party mode” or in such a good mood that he or she chooses not to concentrate and listen to what’s going on with you.
 - Rather than engaging in your situation, your friend remains detached and blows off your concerns.

- In situations like this, most of us become defensive and frustrated, and the quality of our friendship may suffer.
- Empathy is a building block of a supportive relationship; it may come naturally to some people, but most of us have to work at it, just like many other skills we can develop with a bit of effort.

Be Flexible Rather Than Rigid Toward Others

- Some people are just always right, aren't they? (These people spend a lot of time alone, too.)
 - Most people don't like someone who always seems certain that she or he is right.
- A *"You're wrong, I'm right"* attitude creates a defensive climate.
- This doesn't mean that you should have no opinions and go through life passively agreeing to everything. And it doesn't mean that there isn't a clear-cut right and wrong in many situations.
- But instead of making rigid pronouncements, at times you may want to qualify your language by using phrases such as
 - *"I may be wrong, but it seems to me . . ."* or
 - *"Here's something you might want to consider."*
- Conditional or provisional language gives your opinions a softer edge that allows room for others to express a point of view; it opens the door for alternatives.
- Declarations tend to shut the door.
 - In those cases when you want to induce supportiveness and reduce the potential for defensiveness, conditional, flexible language works best.

Present Yourself as Equal Rather Than Superior

- You can antagonize others by letting them know that you view yourself as better than they are.
 - You may be gifted and extraordinarily intelligent, but it's not necessary to announce or publicize it.
 - Ever heard of the humblebrag?
 - ⇒ It's language that, at first glance, makes a person sound humble, but upon further inspection, it's a way to tell others about your achievements.
- Examples include

- “*When I bought my Mercedes, no one told me I’d get pulled over all the time*”
- this one from comedian Dane Cook:
 - ⇒ “*Being famous and having a fender bender is weird. You want to be upset, but the other driver’s just thrilled and giddy that it’s you.*”
- This subtle style of bragging doesn’t typically engender supportiveness in conversations with others; even the humblebrag will eventually be interpreted as pompous and can create defensiveness in listeners.
- Here’s another use of language to watch out for:
 - Although some people have the responsibility and authority to manage others, “pulling rank” doesn’t usually produce a supportive climate.
 - With phrases such as “*Let’s work on this together*” or “*We each have a valid perspective,*” you can avoid erecting walls of resentment and defensiveness.
 - “*We*” language can be preferable to “*you*” language; it builds a sense of camaraderie and shared experience, and by using it, you avoid setting yourself apart from listeners.

Use powerful language appropriately.

- **powerful speech**
 - a style of speaking perceived as active and assertive
- **powerless speech**
 - a style of speaking that is perceived as passive and timid
- Many years of research have established that, on average, people of higher status use more powerful forms of speech than do those of lower status.
 - For instance, people whose expertise or position give them authority *interrupt more frequently, give more directions, and express more opinions*
- In comparison, according to linguists such as Deborah Tannen and Robin Lakoff, lower-status individuals are more inclined to use Powerless speech
 - Powerless speech is characterized by *disclaimers, hedges, tag questions, hesitations, intensifiers, and formal address terms.*
 - **Disclaimers** are statements, usually offered at the beginning of a message, that express a speaker’s uncertainty, such as
 - ⇒ “*I could be wrong about this, but. . .*”

- **Hedges** are words that introduce doubt into a speaker's message, such as
 - ⇒ *"I guess I feel we should. . . ."*
- **Tag questions** at the end of a statement ask for listener agreement, such as
 - ⇒ *"Okay?" and "Don't you agree?"*
- **Hesitations** are terms that introduce pauses into speech, such as
 - ⇒ *"um"* and *"well"*
- **Intensifiers** are words such as
 - ⇒ *"very"* and *"really"* that heighten the importance of other words.
- **formal address terms** indicate the listener is of higher status than the speaker, such as
 - ⇒ *"Sir"* and *"Ma'am"*
- Credibility is enhanced when the use of hedges and tag questions is low, and messages that use hedges or tag questions generate less favorable responses than those that do not.
- Sometimes, however, less-powerful speech may be advisable.

T 06. Chapter Summary

Purpose = effectively use and interpret verbal messages

- Realize that communication problems may not have to do with the words used, but rather with the meanings people attach to the words.
- Recognize the difference between denotative and connotative language.
- Use concrete terms whenever appropriate, because abstract language is harder to understand and remember than concrete language.
- Understand that words are affected by the culture within which the language is used.
- Pay attention to the words communicators choose to use, and attempt to interpret those words in the spirit and context in which they were intended.
- Avoid biased language when speaking about race, ethnicity, nationality, religion, gender, sexual orientation, age, class, and ability.
- Use words to engender supportiveness rather than defensiveness.

CT 04. Career Tip

Sheryl Sandberg has contributed immensely to the rapid growth of technology. She served as a vice president of global sales at Google from 2001 to 2008 and became chief operating officer at Facebook in 2008. Several years ago, she wrote the book *Lean In: Women, Work, and the Will to Lead* to help women succeed in the workplace.

Much of Sandberg's advice in *Lean In* is about helping women avoid using powerless language. Sandberg points out, for instance, that women are more likely to share credit rather than state their individual contributions, give feedback by stating strengths first and then suggesting improvements, avoid verbal opposition, and offer compliments. Generally, women are more likely to be indirect with subordinates and speak less in meetings to avoid sounding bossy. In fact, women who are more assertive and speak up more often are judged more negatively (by both men and other women), whereas men are judged more positively for these same actions.⁸

Of course, you can easily find men who use powerless language more often than women. You can also find many situations in which doing so improves teamwork and collaboration. As you notice how various language patterns including disclaimers, hedges, tag questions, and other forms of powerless language—contribute to listeners' judgments about power and status, you can begin to alter unfair perceptions of others and contribute to a fairer work environment for yourself and your colleagues.

Questions:

- What is the common perception about women who are not indirect with subordinates and speak more in meetings?
 - How the perception changes if men do the same?
- What kind of language, powerful or powerless, is beneficial in teamwork and collaboration? Why?

Chapter Review Questions / Activities

A. Questions

- What is the defining characteristic of language? If waving to say “hello” and shrugging your shoulders to indicate “I don’t know” symbolize meaning, why don’t these behaviors qualify as language?
- What does it mean to say that language is symbolic?
- Define and give examples of phonological, syntactic, semantic, and pragmatic rules for language.
- How is a word’s denotative meaning different from its connotative meaning?
- Ogden and Richards’s semantic triangle contains three elements: the symbol, the reference, and the referent. What does each element represent?
- In what ways can ambiguous language be problematic?
- What does it mean to say that some words are more concrete than others?
- How are clichés, dialects, defamation, and loaded language tied to credibility?
- How is libel different from slander?
- What is the difference between an opinion and a factual claim? Why is it necessary to distinguish between them?
- How can you avoid “talking down” to people? How can you avoid “talking over their heads”?
- Why is using I-statements more effective than using you-statements?
- Which forms of language are characterized as powerless?
- Under what circumstances is using powerless speech advantageous?
- Do you find that people’s verbal communication to you seems to accurately reflect the quality of their thought? Have you ever run across anybody whose verbal skills did not seem to match his or her thinking skills?
- Give an example of a time when you became acutely aware of the power of words, because someone said something that either worked miracles or turned out badly for everyone involved.
- What do you do when someone makes a biased remark around you or to you? How can you effectively respond to show that you don’t accept such language?

- Give an example of a time when someone's word choice has had a powerful effect in your own life.

B. Skill-Building Exercises

That Was So Yesterday: Identifying Clichés

Brainstorm a list of five to ten phrases you view as clichés. Identify the intended meaning of each and discuss why it has become worn-out or lost its meaning. When you hear these phrases today, what impression do they give you of the speaker? Finally, consider a better, more contemporary way to express the meaning of each cliché.

Violating Language Rules

Collect magazine and newspaper ads and articles, online ads, and/or photos of billboards that violate one or more of the four language rules (phonological, syntactic, semantic, and pragmatic). For each, identify the violation and the way it affected the meaning of the message. Did you find any examples in which violating the rule actually makes the meaning clearer than observing it? Why or why not?

Denotative vs. Connotative Meanings

Ask your instructor to identify ten common words from the working world (such as desk, finance, boss, market). Write down the first meaning for each that comes to mind. After all students in the class have completed their definitions, compare your lists and separate denotative and connotative meanings. Afterward, discuss any differences you saw in the connotations these words had for you.

You and I: Approaching Conflict with You-Statements and I-Statements

Gather in a small group and have your instructor assign you a scenario about a conflict (for instance, your supervisor gave you an unfair evaluation; or, you left your lunch in the office refrigerator and your co-worker ate it). Act out a conversation in which you attempt to address the conflict using you-statements; then act out the conversation again using I-statements. As a group, discuss how the two approaches might have different effects on conflict resolution.

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 03

Nonverbal Communication

Nonverbal communication

- a form of human communication that occurs without words
- consists of those behaviors and characteristics that express meaning without the use of words
 - The one exception to this definition is that to hearing people, sign language appears to be nonverbal communication.
 - However, to people who are deaf, sign language is verbal communication in that certain movements, signs, and facial expressions convey words, phrases, and emphasis

T 01. Why Focus on Nonverbal Communication

Nonverbal communication is of great importance

- a person who can read others' nonverbal communication with sensitivity and skill makes a memorable impression on other people.
 - Because of the power of nonverbal communication to complement verbal communication, to further reveal the self— particularly in situations when talking is inappropriate, impossible, or inadequate— and to affect how you connect with others as you initiate and build relationships

Two primary goals for learning about nonverbal communication are:

- To help you become more aware of your own nonverbal communication
 - such awareness helps you understand yourself—how and why you behave as you do.
 - Because much nonverbal communication behavior is subconscious, most people have limited awareness or understanding of it.
- To enhance your nonverbal receiving skills, or your ability to detect and interpret the nonverbal cues of others more accurately

- Your heightened awareness will lead to a more skillful use of nonverbal communication as well as greater accuracy in interpreting others' nonverbal cues so that you interact more effectively with other people

In the following paragraphs are described the reasons why we should focus on nonverbal communication.

a) Nonverbal Messages Communicate Feelings and Attitudes

- Nonverbal communication is a primary tool for conveying our feelings and attitudes and for detecting the emotional states of others.
- Nonverbal communication scholar Albert Mehrabian concluded from his research that
 - the most significant source of emotional information is the face, which can channel as much as 55 percent of our meaning
 - Vocal cues such as volume, pitch, and intensity convey another 38 percent of our emotional meaning.
 - In all, we communicate approximately 93 percent of our emotional meaning nonverbally as little as 7 percent of the emotional meaning is communicated through explicit verbal channels.
 - Although these percentages don't apply to every communication situation, Mehrabian's research illustrates the potential power of nonverbal cues to communicate emotion and attitude.

b) Nonverbal Messages Are More Believable Than Verbal Ones

- Verbal communication is a conscious activity
 - it involves the translation of thoughts and impulses into symbols
- Some nonverbal communication is conscious, but a great deal of it is generated subconsciously as we act and react to stimuli in our environment.
- It's easier to control your words than to control a quiver in your voice when you're angry, the heat and flush in your face when you talk to someone you're attracted to, or shaky knees when you're nervous.
- When a person's verbal and nonverbal communication contradict which should an astute observer believe?
 - The nonverbal actions carry the truer message most of the time.

CT 01. When You Think Someone Is Lying

IMAGINE THIS:

During your lunch break at work, you stop by the ATM and withdraw \$300, which you put in an envelope in your desk drawer at work. At the end of the day, you open the drawer and discover the money is missing. Now, consider this: You mention the missing cash to your officemate. He says, “That’s weird” and “I wonder what happened to it,” but his voice sounds higher and more stressed than normal, and he appears jittery and nervous. Although his words suggest he knows nothing about the missing money, his nonverbal communication leads you to think otherwise. Before simply accusing him of stealing your money, however, consider the following:

- ➔ Just because you perceive that your officemate may be lying to you, that doesn’t necessarily mean he is. The average person’s ability to detect deception is quite poor, so it is easy to be wrong when trying to spot a lie.
- ➔ Even if your officemate is engaging in nonverbal behaviors consistent with deception—such as fidgeting and speaking in a higher-pitched voice—those aren’t foolproof cues. He may be feeling anxious or nervous for some other reason entirely.
- ➔ If you are convinced your officemate is lying, raise your suspicion with him calmly. Instead of pointing your finger and saying, “You’re a liar,” ask “Are you telling me the truth?” and explain why you believe he isn’t. Give him a chance to admit his deception—and if he does, give him a chance to explain why he did what he did.
- ➔ If your officemate is adamant about his innocence, you may be unlikely to resolve the issue in that conversation. Rather than continue to accuse him, say that you hope he is telling you the truth because it will be hard to trust him again if you find out he lied.

Most of us feel very uncomfortable when we believe someone is lying to us, especially if we have a positive relationship with that person. If that happens to you, remember that your suspicions may be unfounded and that it helps to give people the benefit of the doubt. If the other person truly has lied, that may harm your relationship in the short term—but over time, he or she may be able to regain your trust.

Think About This:

- Have you ever been certain someone was lying to you, only to discover later that he or she was telling the truth?

- If so, what verbal or nonverbal behaviors made you convinced the person was trying to deceive you?
- Do you find it difficult to forgive people who have lied to you in the past?

c) Nonverbal Messages Are Critical to Successful Relationships

- Nonverbal communication is critical in the initiation, development, and termination of relationships.
- One researcher suggests that as much as 65 percent of the way we convey messages is through nonverbal channels.
 - Of course, the message others receive from our behavior may not be the one we intended.
 - But we begin making judgments about people just a fraction of a second after meeting them, based on nonverbal information
 - Consider:
 - ⇒ the handshake (a firm and complete handshake vs a half-handed, limp handshake (a.k.a. a “fingerella”)
 - ⇒ smile on your face when you greet someone
- Nonverbal cues are important not only in the early stages of relationships, but also as we maintain, deepen, and sometimes terminate those relationships.
- In fact, the more intimate the relationship, the more we use and understand the nonverbal cues of our partners.
- We also use nonverbal cues to signal changes in the level of satisfaction with a relationship.
- When we want to cool things off, we may start using a less vibrant tone of voice and cut back on eye contact and physical contact with our partner.

CT 02. Do We Have a Rhythm or Are You Just Mimicking Me?

People often talk about being “out of synch” with others or having “timing problems” that cause some relationships to end. Sometimes you’ll hear people say, “Our relationship went down in flames because we just couldn’t get a rhythm.” Many of us are very sensitive to the rhythm of relationships and communication with key people in our lives.

In research, this rhythm phenomenon (sometimes termed the “chameleon effect” or “mimicry”) is called interactive synchrony; it’s specifically defined as the coordination of speech and body movement between at least two speakers. Often, people are so in synch that they mirror each other’s movements unintentionally. It’s a fascinating phenomenon to observe and experience.

However, we can also purposely mirror our conversational partners. Is intentionally mirroring someone ethical, or is it taking synchrony too far?

At times, such purposeful mirroring may be an example of adapting our communication. A good deal of our ability to adapt our communication involves nonverbal awareness and sensitivity to how we and others nonverbally communicate. At other times, our goal may be more self-serving than simply adapting to our conversational partners. People who study persuasion and marketing will tell you that one of the keys to successful selling is to develop camaraderie or rapport, so the potential buyer feels a kinship with the seller and a relationship gets established. One technique marketing trainers often teach salespeople is mimicry, mirroring how a potential buyer dresses, stands, walks, gestures, and uses eye contact and facial expressions, and even the rate, volume, and other aspects of the buyer’s speech. A customer who perceives the salesperson’s matching behavior may feel a rapport and be more likely to buy. For example, waitstaff at some restaurants are trained to squat to be at table level when talking to customers so that they’re not hovering and can more easily adapt their behaviors in response to diners. Research has found that this simple adaptation increases waitstaff tips by 3 percent.

Think Critically

- Is this form of nonverbal adaptation just smart business, an ethical use of what research reveals about interactive synchrony?
- Or is it unethical to pretend to be in synch with someone just to win a sale or persuade people to see things your *way*?
- Is it really synchrony or is it chicanery?

d) Nonverbal Messages Serve Multiple Functions

Nonverbal messages function to substitute for, complement, contradict, repeat, regulate, and accent verbal messages.

Nonverbal messages function in a variety of ways:

- Nonverbal cues can substitute for verbal messages.
 - “V” for victory, or it can simply be someone’s way of ordering two of something in a noisy, crowded environment where it’s hard to be heard
- Nonverbal cues delivered simultaneously with verbal messages complement, clarify, or extend the meaning of the verbal cues, conveying more information and allowing for a more accurate interpretation.
 - When someone waves, makes eye contact, and says “Hello,” the gesture and eye contact are nonverbal complements to the verbal greeting, providing context and revealing emotions and attitudes.
- Sometimes our nonverbal cues contradict our verbal cues
 - In most instances when verbal and nonverbal cues contradict each other, the nonverbal message is the one we should believe.
- We use nonverbal messages to repeat our verbal messages.
 - You and a friend head in different directions after class. You yell, “See you at the dorm at 4,” but your friend can’t hear you over the hall noise, so he makes a face as though he’s confused. You point in the direction of the dorm and then raise four fingers in the air, to which your friend nods his head up and down, signaling that he understands your message.
 - In such a situation, the verbal message comes first, but the nonverbal cues repeat the message to create greater understanding.
- Nonverbal cues regulate our participation in conversation.
 - When talking with people, we rely on such nonverbal cues as eye contact, facial expressions, audible intakes of breath, vocalizations such as “um,” shifts in posture or seating position, and movements closer to or farther away from others.
- We may use nonverbal cues to accent or reinforce a verbal message.
 - “We simply must do something about this problem, or we will all bear the blame,” bellows the mayor. When the mayor says the word *must*, she pounds the podium and increases her volume for emphasis.
 - Such a vocalization and gesture serve to accent or add intensity to the verbal message.

T 02. The Nature of Nonverbal Communication

While the benefits of studying and improving one's facility with nonverbal communication are clear, deciphering unspoken messages is a tricky activity.

- Dictionaries help us interpret words, but no handy reference book exists to help decode nonverbal cues.
- Below are some of the challenges inherent in the interpretation of nonverbal communication.

a) The Culture-Bound Nature of Nonverbal Communication

- Nonverbal behaviors vary widely across cultural and co-cultural groups.
 - Interpret nonverbal cues within a cultural context.
- Some evidence suggests
 - that humans from every culture
 - ⇒ smile when they are happy and frown when they are unhappy
 - ⇒ tend to raise or flash their eyebrows when meeting or greeting others
 - young children in many cultures
 - ⇒ wave to signal that they want their parents
 - ⇒ raise their arms to be picked up
 - ⇒ suck their thumbs for comfort
- These trends indicate some underlying commonality in human emotion.
 - Yet each culture tends to develop unique rules for displaying and interpreting the expression of emotion
- Nonverbal behavior is culture bound.
 - You'll make critical errors in communicating nonverbally, as well as in attempting to interpret the nonverbal behavior of others, if you don't situate nonverbal actions within a cultural context
 - Intercultural communication scholars teach us that one culture's friendly or polite action may be another culture's obscene gesture

b) The Rule-Governed Nature of Nonverbal Communication

- We develop rules or expectations for appropriate nonverbal behavior in ourselves and others.
- You operate according to many rules in your nonverbal communication.

- You may be unaware that you function according to these rules, but when your rules are violated, you definitely know it.
- Communication scholar Judee Burgoon created a theory of how nonverbal communication functions, termed **expectancy violations theory**.
 - **expectancy violations theory**
 - ⇒ A theory that suggests that we develop rules or expectations for appropriate nonverbal behavior and react when those expectations are violated.
 - The theory suggests that we develop expectations for appropriate nonverbal behavior in ourselves and others, based on our cultural backgrounds, personal experiences, and knowledge of those with whom we interact.
 - When those expectations (or rules) are violated, we experience heightened arousal (we become more interested or engaged in what's happening), and
 - the nature of our interpersonal relationship with the other person becomes a critical factor as we attempt to interpret and respond to the situation.
- For example,
 - When someone stands too close to you in conversation,
 - expectancy violations theory claims that
 - ⇒ you'll react to the nonverbal rule infraction according to the credibility, status, and attractiveness of the person who's violating your space.
 - If the person isn't attractive (physically or personally) or of respectable status and credibility, you'll likely compensate for the space invasion nonverbally, usually by stepping back or moving away from the person.
 - Only rarely do most of us resort to a verbal response such as "Please back up; you're violating my personal space."
- We all violate nonverbal rules from time to time, and at those moments we become acutely aware that rules or expectations of appropriateness have a powerful influence on nonverbal communication.

c) The Ambiguous Nature of Nonverbal Communication

- Nonverbal behavior is difficult to interpret accurately because the meanings for different actions vary from person to person.

- Words have shared meanings
 - Most words are given meaning by people within a culture who speak the same language.
- Nonverbal behaviors are unique, very person to person
 - the intended meaning of a nonverbal message is known only to the person displaying it or the worse
 - ⇒ the person may not mean to convey the meaning that an observer sees in it or
 - ⇒ the person may not intend for the behavior to have any meaning at all
- Some people have difficulty expressing their emotions nonverbally. They may have frozen facial expressions or monotone voices.
 - Often, it's a challenge to draw meaningful conclusions about these people's behavior, even if we know them quite well.
- One strategy that helps us interpret others' nonverbal cues is called **perception checking**.
 - **perception checking**
 - ⇒ The skill of asking other observers or the person being observed whether your interpretation of his or her nonverbal behavior is accurate
 - To check your own perceptions, observe in detail the nonverbal cues, make your own interpretation, and then do one (or both) of two things:
 - ⇒ (1) Ask the people you're observing how they feel or what's going on, and/or
 - ⇒ (2) run your interpretation by another observer to get a second opinion or more input before you draw a conclusion

d) The Continuous Nature of Nonverbal Communication

- Unlike the stop-start nature of verbal communication, nonverbal messages flow from one situation to the next.
- Words have a beginning and an end.
 - You can point to the first word in this sentence and underline the last one.
- Our nonverbal behaviors are not as easily dissected because they're continuous.
 - Example

- ⇒ Imagine you're standing in the hallway after class, talking to a classmate. You both make eye contact as you talk, and your facial expressions coordinate with what you're saying. You stand a certain distance apart, move and change your posture as the conversation flows, add a hand gesture or two to emphasize what you're saying, and change your pitch, volume, and rate of speaking to further make yourself understood. Your classmate's cell phone rings. Your classmate apologizes, looks down into his or her book bag to fish out the phone, and makes eye contact with you once again, along with a facial expression of apology. Your classmate then signals to you with a hand gesture, while talking into the phone, that she or he has to go, and you understand that your conversation is over. You wave goodbye, break eye contact, and go your separate ways, and your nonverbal behaviors go with you.
- In this simple example, the nonverbal cues are flying faster than the verbal ones, but they're essential in getting the message across.
 - The sheer volume and continuous flow of nonverbal cues—not to mention complications such as culture and emotion—make accurate interpretation a challenge.

e) The Nonlinguistic Nature of Nonverbal Communication

- Nonverbal communication does not have the regularities of vocabulary, grammar, and pattern that language has.
- Nonverbal communication doesn't conform to the patterns of a language
 - There is no “language of the body
 - Why
 - ⇒ the complexities of individual, contextual, and cultural differences

f) The Multichanneled Nature of Nonverbal Communication

- Nonverbal cues register on our senses from a variety of sources simultaneously,
 - but we can actually attend to only one nonverbal cue at a time
- The “second screen” phenomenon
 - a growing number of TV watchers view (or listen to) programming while also using their mobile phones, tablets, or laptop computers (a.k.a. a “second screen”).
 - According to one survey,

- ⇒ 41 percent of people surveyed indicated that they used other devices while watching TV, mainly for the purpose of searching for information related to the TV show they're watching.
- ⇒ Others use social media, such as Twitter and Facebook, to comment about the TV programming or just to multitask, perhaps sending e-mail messages while a TV is on in the background.
- But even with your powers of multitasking and an ability to switch your attention rapidly, ***you can really focus on only one medium at a time.***
- Nonverbal communication works the same way
 - nonverbal cues are communicated in multiples or clusters, but we process the cues individually
 - Before you try to interpret the meaning of a single nonverbal behavior, look for clusters of corroborating nonverbal cues, in conjunction with verbal behavior, to get the most complete picture possible.

T 03. Codes / Channels of Nonverbal Communication

- Nonverbal communication comes in a variety of forms, or channels.
 - Those channels are the face and eyes, movement and gestures, touch behaviors, vocal behaviors, the use of space and distance, physical appearance, the use of time, and the use of artifacts
- Below we introduce and explain each code and then provide a few research findings to illustrate how we can apply knowledge of nonverbal communication to further our understanding of human behavior.

a) Facial Expressions

- It is difficult to overestimate the role of **facial displays**, or facial expressions, in nonverbal communication.
- Indeed, according to the *principle of facial primacy*, the face communicates more information than any other channel of nonverbal behavior.
- That communication power is especially evident in three important functions of facial displays:
 - revealing identity, signaling attractiveness, and expressing emotion
- **Identity**
 - First, the face is the most important visual cue humans use to identify one another.

→ This is the reason we don't display photos of our loved ones' hands, legs, or feet—we display pictures of their faces.

➤ **Attractiveness**

→ Second, the face plays a large role in determining attractiveness.

→ Two especially influential properties are symmetry, the similarity between the left and right sides of your face, and proportionality, the relative size of your facial features.

→ Research shows that faces are judged as more attractive the more symmetrical and proportional they are

➤ **Emotion**

→ Finally, our facial muscles give us the ability to express hundreds of different emotions from *happiness*, *surprise*, and *determination* to *anger*, *fear*, *sadness*, and *disgust*.

Scientists realized that nonverbal cues are the primary ways humans communicate emotion.

➤ Facial and eye expressions, along with posture, gestures, and body movements (such as how we walk) reveal our feelings

➤ Your face tends to express which *kind* of emotion you're feeling, whereas your body reveals the intensity or how *much* emotion you're feeling.

➤ How accurately do we interpret emotions expressed on the face?

→ a tricky business

→ researchers at Ohio State University have documented people's abilities to consistently express twenty-one recognizable facial expressions that reflect combined, even contradictory or conflicting, emotions, such as "happily disgusted" or "sadly angry."

➤ Even though our faces provide a great deal of information about emotions, we quickly learn to control our facial expressions.

→ One fascinating study examined children's facial expressions when they received either wonderful, new toys or broken, disappointing toys.

→ When they received the disappointing toys, the children showed a flash of disappointment on their faces, but then very quickly they masked their disappointment and changed their facial expressions to reveal a more positive, socially appropriate reaction.

→ Even very young children learn to control the way an emotion registers on their face.

- To interpret someone's facial expressions accurately, you need to focus on what the other person may be thinking or feeling.
 - It helps if you know the person well, can see her or his whole face, have plenty of time to observe, and understand the situation that prompted the reaction.

b) Eye Contact

- Do you agree that the eyes are the “windows to the soul”?
 - What can people tell about you by looking into your eyes?
 - Are you comfortable making eye contact with most people or only with people you know well?
- Just as facial behavior communicates more than any other nonverbal channel, the eyes communicate more than any other part of the face.
- Eye contact plays a role in several important types of interaction
 - For example
 - ⇒ We use it to signal interest in someone and to infer that someone is interesting to us
 - ⇒ We use it to gain credibility and to come across as sincere or trustworthy
 - Americans, in particular, make all kinds of judgments about others—particularly about their trustworthiness, truthfulness, and sincerity—on the basis of whether they make or avoid eye contact
 - ⇒ We use it to persuade others, as well as to signal that we are paying attention and understanding what others are saying
 - ⇒ We can even use eye contact when we want to intimidate someone or take a dominant or authoritative position in a group discussion

Table summarizes circumstances under which we're more or less likely to make eye contact with a conversational partner

When Do We Make Eye Contact?	
<i>You are more likely to look at your conversational partner when you . . .</i>	<i>You are less likely to look at your conversational partner when you . . .</i>

<ul style="list-style-type: none"> • are physically distant from the person. • are discussing impersonal topics. • have nothing else to look at. • are interested in your partner's reactions. • are romantically interested in or like your partner. • wish to dominate or influence your partner. • come from a culture that emphasizes visual contact in interaction. • are an extrovert. • are listening, rather than talking. • are female. 	<ul style="list-style-type: none"> • are physically close to the person. • are discussing intimate topics. • have other objects, people, or backgrounds to look at. • aren't romantically interested in or dislike your partner. • come from a culture that doesn't value visual contact in interaction. • are an introvert. • are embarrassed, ashamed, sorrowful, sad, or submissive. • are trying to hide something. • are male.
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Another eye behavior with communicative value is **pupil** size (the dark spot in the center of each of your eyes)

- Your pupils control how much light enters your eyes.
 - In darker environments they dilate, or open wider, to take in all available light.
 - In brighter environments they contract, or become smaller, to avoid taking in too much light at once.
- What communication researchers find interesting, however, is that your pupils also dilate when you look at someone you find physically attractive and when you feel arousal—whether it is a positive response, such as excitement, or a negative response, such as anxiety or fear.
- In addition, many people experience pupil dilation when they are attempting to deceive others.

Watching the way a person's pupils react can therefore tell us something about the individual's honesty

c) Body Movement, Gestures, and Posture

- Have you ever traveled in a country where you couldn't speak the language?

- Or have you ever tried to have a conversation locally with a person who didn't speak English or who was deaf and didn't read lips?
- What do you do in these situations?
- Chances are that you risk looking foolish by using overexaggerated gestures or slowly and deliberately shouting words the listener can't understand.
- These responses are nonverbal attempts to compensate for a lack of verbal understanding.
 - Even when we do speak the same language as others, we often use gestures to help us make our point.
- **kinesics**
 - The study of human movements, gestures, and posture
- **Kinesics** is a general term for human movements, gestures, and posture.
- Posture and movement are greatly affected by self-esteem and emotional state.
 - For example,
 - ⇒ when you're feeling upbeat and good about yourself, you're likely to carry yourself more upright and possibly exhibit a "spring in your step."
 - ⇒ Conversely, if you're having a bad day, your posture might be more slumped over or stooped, because some days it's just hard to hold your head and shoulders up.
 - Your *gait*, or the way you walk, is one example of the way your body movements can communicate various messages about you to others, such as "I feel proud" or "I feel scared."
- Now consider how you use your arms and hands to communicate. Perhaps it's to wave at your co-worker when you see her in the parking lot. Maybe it's to hold up two fingers to signal that you want two soft drinks with lunch.
- The use of arm and hand movements to communicate is called **gesticulation** /dʒeˌstɪkjʊˈleɪʃən/.
 - Research indicates that most people—even those who are born blind—use gestures even before they begin speaking.
- As we said earlier in this chapter, gestures are culture bound, context bound, and rule governed.
 - Nancy Armstrong and Melissa Wagner are the authors of a book entitled *Field Guide to Gestures*, in which they describe and interpret a wide variety of gestures, particularly as used in U.S. culture.

- They organize gestures into such categories as
 - ⇒ Arrival and Departure, Approval and Disapproval, Mating, and Offensive and Profane
 - ⇒ Among the gestures in the Arrival and Departure category are
 - the Bow, the Blown Kiss, the Fist-Chest Pound, and the Live Long and Prosper gesture
- Some gestures have cross-cultural, widely understood meanings,
 - such as the pointing gesture or “come here” and “stay away” gestures accomplished with the placement of the palms and motion of the hands and arms
 - But here’s our repeated posture. warning with nonverbal cues: *Don’t assume.*
 - ⇒ Don’t assume a universal interpretation for a gesture you’ve grown up using in your home culture.
 - ⇒ These forms of nonverbal communication are complicated.

Communication & TECHNOLOGY

Talking While Walking: Dangerous Multitasking

You've probably seen the phenomenon: people staring down into their cell phones, perhaps texting, but certainly not watching where they're walking. They meander, veering unpredictably from a straight path; they almost run into you or inanimate objects. Eventually, they may suddenly look up and realize they weren't paying attention to their surroundings. We get it: Cell phones are mesmerizing. We've probably all gotten absorbed in our cell phones, focused on the task of checking messages, texting someone, or looking to see who called us while we were in class.

Most states, if not all by now, have banned texting while driving; many states have banned any kind of cell phone use—even hands free—behind the wheel because of the staggering statistics about cell phone use and car crashes. People who talk or text on cell phones while driving tend to drive under the speed limit (which can be dangerous) and weave across lanes (which is very dangerous). But here's something you may not know: Talking or texting on your cell makes you a dangerous, inefficient walker.

Just how much does the use of technology compromise this basic nonverbal cue of walking? Eric Lamberg and Lisa Muratori, physical therapists and professors at Stony Brook University in New York, studied the effects of cell phone use on walking behavior. 27 Their results weren't surprising: Like drivers who slow down while texting, students who walked across campus while talking or texting on their cell phones walked more slowly than others who were not engaged in cell phone use. In addition, cell phone walkers evidenced significant "lateral deviation"; they strayed by as much as 61 percent from a straight path as they walked toward their destination. Although both talking and texting caused walking problems, texters were worse at walking than talkers.

We know students are going to use their cell phones on campus—that's not going to change. But we encourage you to try to have more awareness when you're on your phone. Notice your own nonverbal behavior, such as how you walk, how loudly you might be talking, and the amount of time you're engaged in activities related to your phone. You may be motivated to make some changes that can make your life more efficient and productive (or at least keep you from walking into a classmate).

d) Touch Behaviors

Touch is the most powerful form of nonverbal communication; it's also the most misunderstood and carries the potential for the most problems if ill-used.

- Countless studies on touch, termed **haptics** in research, have shown that intimate human contact is vital to our personal development, well-being, and physical health
 - Even before an infant can see, hear, taste, or smell, his or her skin can respond to stimuli in the environment.
 - Touch is the first sense to develop and the only one without which we cannot survive.
 - No matter how we may cherish our other senses, it is entirely possible to live without being able to see, hear, taste, or smell.
 - Without touch, however, we would constantly be susceptible to wounds, burns, frostbite, and other potentially life-threatening forms of injury.
- **haptics**
 - the study of the way we use touch to communicate
 - *intentional touches*
 - ⇒ Normally, we touch to express affection and intimacy
 - When affection or intimacy isn't our intended message, we instinctively react to modify the impression our touch has created.
 - *ritualistic touches*
 - ⇒ forms of touch we enact as part of a custom or tradition
 - ⇒ For instance
 - Handshake (greeting ritual and does not convey any particular meaning about the relationship, the way that, say, holding hands would)
 - *accidental touches*
 - ⇒ in a crowded place, on the way etc
- Touch can play a critical role in conveying several forms of meaning
 - Touches that convey affection or aggression, and that serve to provide care, may be more important in close personal relationships
- Touch can also express power and control by influencing other people's behavior

- a police officer may hold a suspect to the ground while applying handcuffs

The amount of touch we need, initiate, tolerate, and receive depends also on our cultural background.

- Certain cultures are **high contact**—meaning that touching is quite commonplace—such as some European and Middle Eastern cultures in which men kiss each other on the cheek as a greeting and may even hold hands.
- Other cultures are **low contact**, such as some Asian cultures in which demonstrations of affection are rare and considered inappropriate

e) Vocal Behaviors

Some people are surprised to learn that the voice is a channel of nonverbal communication. After all, we speak with our voices, and spoken communication is verbal, right? That statement is true, but the only verbal aspect of spoken communication is what we say—the words themselves.

Like your face, your voice is a major vehicle for communicating your thoughts, your emotions, and the nature of your relationships with others.

- It also provides information about your self-confidence and influences how you're perceived.
- Perhaps you have a high, breathy voice or a deep, booming one. Maybe you usually talk very fast or loudly. Perhaps you have an accent that indicates to others where you grew up. And there are times when you speak with a particular tone in your voice, to suggest that you are irritated, amused, or bored.

Example: Tone of Voice

- Consider how the tone of your voice can influence meaning. Take a simple phrase such as “My manager made me do that.”
 - Say it as though you're angry, then surprised, and finally sarcastic.
 - How does your voice change each time, even though the words are the same?

The pitch, rate, and volume at which you speak and your use of silence—elements termed **paralanguage** or **vocalics**—all provide important clues.

- **Vocalics** also called **paralanguage** (meaning “beside language”)
 - Nonverbal aspects of voice (e.g., pitch, rate, volume, use of silence)

- Most of us would conclude, as has research, that a speaker who mumbles, speaks very slowly and softly, continually mispronounces words, and uses “uh” and “um” is less credible and persuasive than one who speaks clearly, rapidly, fluently, and with appropriate volume.⁴⁸ Sometimes it’s jarring when a person’s physical appearance doesn’t seem to match her or his voice.⁴⁹ A famous example is former boxing champ Mike Tyson, whose high-pitched voice isn’t what we tend to expect out of someone with such a muscular physique.

Sometimes it’s not what we say or even how we say it that communicates our feelings. Pausing and being silent communicate volumes

- You may be at a loss for words or need time to think about what you want to contribute to a conversation, so pausing or being silent may be better than fumbling for the right way to express yourself.
- Silence can be a sign of respect, but it can also be an indication of anger (as when you give someone “the silent treatment”) or discomfort (as in “an awkward silence”).
- At other times, you may feel so comfortable with someone that words aren’t necessary; psychologist Sidney Baker calls these moments “positive silence.”

Everything else about your voice, including the characteristics listed in the following Table, is nonverbal.

Characteristic	Definition and Explanation
Pitch	An index of how high or deep your voice sounds. On average, women’s voices have a higher pitch than men’s voices, and adults have deeper voices than children
Inflection	Your variation in pitch. Voices that have a lot of inflection are usually described as expressive; those with little inflection are said to be monotone.
Volume	How loud or quiet your voice is. Most of us alter our volume as the social context demands, such as by speaking quietly during a meeting and more loudly at a crowded reception
Rate	How fast or slowly you speak. The average adult speaks at a rate of approximately 150 words per minute, but we might speak faster when we’re excited or slower when we’re unsure of ourselves.

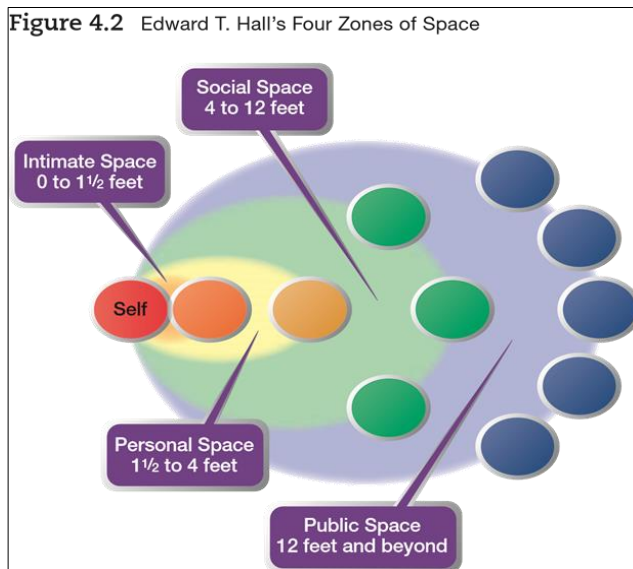
Characteristic	Definition and Explanation
Filler words	Nonword sounds such as “umm” and “er” that people often use to fill the silence during pauses. If we have to pause while speaking—such as to remember a piece of information—we sometimes use filler words to indicate that we intend to continue speaking.
Pronunciation	How you combine vowel and consonant sounds to say a word. For example, how would you pronounce the word <i>victuals</i> ? Although it looks as though it should be pronounced “VIK-TULES,” the correct pronunciation is “VITTLES.”
Articulation	How clearly you speak. Also known as enunciation. People who mumble their words demonstrate poor articulation; those whose words are clear and easily understandable are good articulators.
Accent	A pattern of pronouncing vowel and consonant sounds that is representative of a particular language or geographic area. Everyone speaks with an accent—even you—although we typically notice only accents that are different from our own.
Silence	The absence of sound. We frequently use silence to convey meaning in conversations. For instance, we may become silent when we are unsure how to respond to a question or when we have said as much as we wish to about a topic.

f) The Use of Space and Distance

When we interact socially, we constantly negotiate our use of space.

- That negotiating process becomes particularly apparent when our personal space is limited, such as in a crowded elevator or on a full airplane.
 - Many of us find such situations uncomfortable, but why? The scientific study of spatial use, known as **proxemics**, tells us that we each have a preferred amount of personal space we carry like an invisible bubble around us.
- Imagine that you’re sitting alone at a long, rectangular table in your campus library.
 - As you sit dutifully with your head in a textbook, you’re startled when a complete stranger sits directly across from you at the table.

- Since there are several empty chairs at the other end of the table, you may feel uncomfortable that this unknown individual has invaded your area.
- Every culture has well-established ways of regulating spatial relations.
 - How physically close we are willing to get to others relates to how well we know them, to considerations of power and status, and to our cultural background.
- A pioneer in helping us understand personal space was Edward T. Hall, who studied proxemics, or the distances that people allow between themselves and objects or other people.
 - **proxemics**
 - ⇒ The study of how close or far away from people and objects we position ourselves.
- Hall identified four spatial zones, which are diagrammed in the following figure



Intimate space

- The most personal communication occurs when people are from 0 to 1 1/2 feet apart.
- It is the zone we willingly occupy only with our closest and most intimate friends, family members, and romantic partners

- Unless we're forced to stand in a crowded space, intimate space is open only to those with whom we are well acquainted.

Personal space

- Most of our conversations with relatives and friends occur when we are 1½ to 4 feet apart.
- We feel uncomfortable if someone we don't know well enters our personal space zone on purpose.

Social space

- The majority of formal group interactions and many of our professional relationships (customers, casual acquaintances, or others whom we don't know very well) take place in the social space zone, which ranges from 4 to 12 feet.

Public space

- Public distances are usually 12 to 25 feet or greater, depending on the circumstance
 - we typically use public space when giving a speech or performing in front of a large audience, in order to ensure our safety and visibility to the crowd
 - ⇒ but interpersonal communication doesn't usually occur in the public space zone

The specific space that you and others choose depends on several variables, most specifically your cultural background.

- Generally, however, the more you like people, the closer you tend to stand to them.
- Higher-status and larger people are afforded more space than lower-status and smaller people.
- We also tend to stand closer to others in a large room than we do in a small room.
- In general, women tend to stand closer to others than men do

g) Physical Appearance

- Many cultures around the world place a high value on extraordinary importance on physical appearance
 - body size and shape, skin color and texture, hairstyle, and clothing

- Whether we intend to or not, we make all sorts of judgments about people based on their looks
 - In particular, we have a strong predisposition to attribute positive qualities to physically attractive people, a tendency that researchers refer to as the *halo effect*.
 - In other words, when a person *looks* good, most of us subconsciously assume he or she *is* good.
 - Research shows that we tend to think physically attractive people are
 - ⇒ more credible, friendlier, happy, popular, socially skilled, prosperous, employable, persuasive, honest, poised, strong, kind, and outgoing than less attractive people

Those perceptions translate into some real advantages for attractiveness.

- For instance,
 - attractive people have higher self-esteem
 - We are also nicer to and more cooperative with attractive people and more lenient toward attractive criminal defendants
 - Physically attractive job candidates are often seen as more desirable than less attractive ones,
 - more attractive managers earn more money than less attractive managers, whether male or female
 - studies have shown that college students perceive physically attractive teachers to be more approachable than other teachers and give them higher evaluation scores
- Some aspects of personal appearance—such as your height and eye color—are relatively fixed. Others, however, are easily changeable
 - Cosmetic procedures to modify physical appearance generate billions of dollars annually.
 - ⇒ In 2012, over ten million surgical and nonsurgical cosmetic procedures were performed in the United States—90 percent of them on women
 - the attention people pay to their clothing and appearance makes a difference in the way others perceive them, the way they are evaluated socially, and their success in their careers
 - ⇒ We put such pressure on ourselves and others to be physically attractive that our self-esteem may decline when we realize we cannot match up with some perceived ideal

Another aspect of physical appearance is clothing, which serves many functions.

- Chief among them are
 - keeping the body warm and protected;
 - preserving a person's modesty and a society's sense of decency;
 - conveying one's personality, status, and culture;
 - demonstrating one's gender;
 - communicating identification with a group,
 - ⇒ such as wearing your university's logo on a T-shirt
- Even clothing color makes a difference
 - one study found that female wait staff received higher tips when wearing red than any other color
- **Artifacts** such as jewelry, tattoos, piercings, makeup, cologne, and eyeglasses are also displays of culture and personality
 - Casual jeans on an interview

Communication & DIVERSITY

The Olympics: Winning Medals in Nonverbal Sensitivity?

Every couple of years, the world gets treated to the Olympic Games. Without shared languages, athletes, coaches, staff, volunteers, spectators, and host-country residents must rely primarily on their nonverbal communication skills to make the Olympics function.

Soon after a city is selected—years in advance—as the site for the games, Olympic planners in that city set about the work of helping residents prepare for an influx of people from many different cultures, with their customs, expectations, and unique communication styles in tow. Hosts are concerned with making these guests feel comfortable. For example, in preparation for the summer Olympics in Beijing in 2008, messages went out across China, asking citizens to refrain from wearing clothing that Westerners wouldn't approve of, such as mixes of prints and plaids or color schemes Western visitors would deem clashing.¹⁵ For the summer games in London in 2012, organizers mandated that all 70,000 volunteers and paid staff members working the games attend a four-hour training session in cultural sensitivity.

At an event with the size and complexity of the Olympic Games, however, you can expect the occasional “oops.” At the 2012 London games, an international panel of judges ruled that a female Saudi Arabian judo competitor wasn't allowed to wear her traditional headscarf (hijab) during her matches. Rules about clothing and gear worn during competition in the various events are very strict, and the judges ruled that the hijab would compromise the safety of both competitors, given the strangleholds and chokeholds judo competitors perform during matches.¹⁶ The athlete was put in an untenable position: She was being asked to choose between violating her national and religious culture's strict custom about women's headgear and forfeiting her opportunity to compete at the Olympic Games. In the end, she was allowed to compete in a modified hijab.

Another cultural gaffe at the London games caused an even bigger stir: The jumbotron at the soccer stadium flashed a photo in which the wrong flag was shown for the North Korean women's soccer team. The image was the South Korean flag, not the North Korean one. Given that these two countries have been in conflict for more than fifty years, confusing the two flags was a major mistake, one that led to a protest by the North Korean players.¹⁷ Flags are nonverbal symbols of nations—their pride, their history. At international competitions where the whole world is watching, such nonverbal symbols take on even greater meaning than they have at home.

Planners of later Olympic Games, including the 2016 summer games in Rio de Janeiro, Brazil, and the 2018 winter games in PyeongChang, South

Korea, have no doubt worked to improve upon the cultural sensitivity of their predecessors. As they have likely learned, attention to nonverbal communication is essential.

h) The Use of Time

Chronemics is the way we use time.

- You might not immediately think of time usage as nonverbal behavior, but the way we give (or refuse to give) our time to others can send them important messages about what we value and how we feel about them.
 - When we spend our time looking at our smartphones, for instance, instead of talking to the people we are with, we imply that our phones are more important than those people.
- Our use of time also sends messages about power.
 - When you visit someone in a position of power over you, such as your supervisor, it is not uncommon to be kept waiting.
 - However, you would probably consider it bad form to make a more powerful person wait for you.
 - Indeed, the rule seems to be that the time of powerful people is more valuable than the time of less powerful people

i) The Physical Environment

- An office environment
 - oak desk, leather furniture, soft lighting, and expensive paintings on the walls
 - another one, plain and basic, featuring a metal desk and chairs, fluorescent lighting, and bare walls.

What messages might those different office environments send you about the occupants of those two offices?

The environment is important to the study of nonverbal communication in two ways:

- 1) The choices we make about the environments in which we live and operate reveal a good deal about who we are;
 - physical environments are extensions of our personalities

→ We tend to put our “signature” on our environments by adorning the settings in which we work, study, and reside to make them unique and personal

→ For example

⇒ Close your eyes and picture your bedroom as it is right now

⇒ Try to get a clear, detailed mental image of how that room looks right now

⇒ Then think about this: If one of your teachers or friends were to walk into your bedroom right now, what impressions would he or she form about you?

□ This question has to do with your interaction with the physical environment and the space around you.

□ You may be unused to looking at the environment as a form of nonverbal communication, but the miniworld you create for yourself reveals a good deal about you

2) Nonverbal behavior is altered by the various environments in which we communicate.

→ Formal settings may make our movements more restrained, our body posture more rigid, and our speech limited and whispered

→ Informal settings tend to cause us to expand and relax our nonverbal behaviors

➤ Many corporations have designed their workspaces with open areas and minimal walls to maximize collaboration and visibility among employees.

→ Some people find such spaces intimidating, however—especially those with introverted personalities who prefer quiet over continuous interaction

One of the more cutting-edge and interesting lines of research into the environment as a form of nonverbal communication surrounds designing spaces for people with disabilities.

➤ Although college students without physical disabilities might think this area pertains to building ramps and installing elevators in older campus buildings, design for disability means much more.

➤ Some examples include placing extensive Braille signage on campuses (not just in elevators), retrofitting computer labs to offer people with disabilities better access to technology, and providing furniture design in classrooms that assimilates into the environment and accommodates learners of all physical types.

j) Territory

You assumed ownership of that part of the table in the library and the right to determine who sat with you. You may have reacted negatively not only because your sense of personal space was invaded, but also because the intrusive stranger broke a cultural rule governing territoriality.

→ territoriality

⇒ The study of how humans use space and objects to communicate occupancy or ownership of space.

→ territorial marker

⇒ A thing or action that signifies that an area has been claimed.

You announce your ownership of space with **territorial markers**—things and actions that signify that an area has been claimed.

- When you arrive at class, for example, you may put your book bag on a chair while you get up and go out into the hall to make a call on your cell phone.
 - That book bag signifies temporary ownership of your seat.
 - ⇒ If you returned to find that someone had moved your stuff and was sitting in your seat, you would probably become indignant.
- The most common form of territorial marker is a lock.
 - We lock our doors and windows, cars, offices, briefcases, TVs (using V-chips), and computers (using passwords) to keep out intruders.

While we traditionally think of space as a physical dimension, with increased accessibility and use of technology that links us with cyberspace, we have recently begun to think of space differently.

- What if someone hacked into your e-mail account or stole your phone and read your messages or texts?
 - You'd probably be very upset and view this as a territorial violation.

T 04. Improving your Nonverbal Communication Skills

a) Interpreting Nonverbal Communication

How do we make sense of all the nonverbal cues we receive from others?

- If you earnestly want to accurately interpret and sensitively respond to someone's nonverbal communication, you must be willing to spend time and effort to develop this skill.

People use nonverbal communication to express many types of messages, including those related to emotions and attitudes, power and dominance, persuasion, and deception.

- An important skill for communicators, therefore, is the ability to decode, or interpret, the nonverbal behaviors of others.
- That ability requires two separate but interrelated skills, sensitivity to others' nonverbal messages and the ability to decipher their meaning.

Be sensitive to nonverbal messages.

- Sensitivity to nonverbal behaviors is essential because we can't interpret messages unless we first take note of them.
 - Although research indicates that some of us are naturally more nonverbally sensitive than others, it is possible to increase our nonverbal sensitivity through mindful awareness—that is, by tuning in closely to what's happening around us.
- When you're interacting with someone, try these approaches:
 - Pay particular attention to facial expressions.
 - ⇒ Remember that the face communicates more emotion than all other nonverbal channels.
 - Notice tone of voice and body movements.
 - ⇒ These are particularly relevant for signaling dominance and deception.

Decipher the meaning of nonverbal messages.

- The second interpretive skill is accurately deciphering the meaning of the nonverbal behaviors others enact.
 - This means taking the behavior to mean what the sender intended.
 - ⇒ If you notice a young man smiling as he interacts with another person, it might mean he's happy. Or he might be persuading a customer to make a purchase, comforting a peer who has just shared bad news, or flirting.
 - ⇒ If you notice him speaking loudly, it might mean he's excited, but he could also be angry, surprised, or talking with someone who has a hearing disability.
- In order to decipher the meaning of nonverbal message accurately you should have the willingness and emotional maturity to make your own behavior secondary to that of someone else.

- In other words, if you're so wrapped up in yourself that you can think about and deal only with how *you're* feeling, what *you're* thinking, and what *you* want at a given moment, you can't possibly hope to take in others' nonverbal cues, interpret them accurately, and respond appropriately.

To improve your skill at deciphering nonverbal messages, try the following strategies:

- Consider both the social situation and the nonverbal behaviors the sender is enacting.
 - ⇒ If you notice a man in your office crying, your first instinct might be to conclude he is sad. Perhaps you also notice, however, that he is surrounded by smiling people who are hugging him and patting him on the back. You even hear him laugh, although tears are running down his face. Armed with these additional pieces of information, you might take his crying to mean that he is happy or relieved rather than sad.
- Keep in mind that cultural differences sometimes influence the meaning of a nonverbal message—particularly for gestures and eye behaviors.
 - Using the thumbs-up gesture or failing to make eye contact while talking with someone can have different meanings in different cultures.
 - The more you learn about cultural variation in nonverbal behavior, the more accurately you will be able to decipher it.
- When you are unsure how accurately you've deciphered someone's nonverbal message, ask.
 - Let's say you're relating the details of a new product to a client and her facial expression suggests confusion. Instead of assuming you've deciphered her expression accurately, you might ask her directly, "Did my description make sense?"
 - If she replies that she found it confusing, you can explain the product again, using simpler language.
 - If she instead replies that she is developing a headache, you know the expression you deciphered as confusion was actually expressing discomfort.
 - Asking is a way to check your interpretation of someone's nonverbal message and make sure you have deciphered it correctly.
- As you practice your sensitivity and deciphering skills, you should be able to improve your ability to interpret the meaning of nonverbal behaviors.

Albert Mehrabian framework to improve your Nonverbal interpretive skills

Beyond the above suggestions, we recommend that you keep in mind a three-part framework developed by Albert Mehrabian to help you improve your nonverbal interpretive skills.

Mehrabian found that we synthesize and interpret nonverbal cues along three primary dimensions: immediacy, arousal, and dominance

Immediacy

- Mehrabian contends that **immediacy** explains why we're drawn to some people but not others
 - **Immediacy**
 - ⇒ Nonverbal behaviors that communicate feelings of liking, pleasure, and closeness.
- In a social setting, to find out whether someone likes us or views us favorably, we should watch for
 - eye contact, smiling and other pleasant facial expressions, head nods, an open and relaxed posture, a body orientation toward us rather than away from us, close proximity, a rising intonation in the voice, and culture and context-appropriate touch

Arousal

- **arousal**
 - Nonverbal behaviors that communicate feelings of interest and excitement.
- Primary arousal cues include
 - increased eye contact;
 - closer conversational distances; increased touch;
 - animated vocal expressions (such as laughing);
 - more direct body orientation, smiling, and active facial expressions;
 - interactive synchrony (or mimicry)

Dominance

- The third dimension of Mehrabian's framework communicates the balance of power in a relationship.
 - **Dominance**

⇒ Nonverbal behaviors that communicate power, status, and control.

- People who are high in status tend to have
 - a relaxed body posture;
 - less direct body orientation toward lower-status people;
 - a downward head tilt;
 - less direct eye contact; and less smiling,
 - head nodding, and facial animation than lower-status people
- As we alluded to earlier, “power people” usually have more space around them; they have bigger offices and more barriers (human and nonhuman) protecting them.
 - They may communicate their sense of power through clothing, possessions, and their use of time.

When you attempt to interpret someone’s nonverbal communication, realize that there’s a good deal of room for error.

- Humans are complex, and they don’t always send clear signals.
- But the more you learn about nonverbal communication and the more you become aware of your own nonverbal communication and the nonverbal cues of others, the greater your chances of accurately perceiving and interpreting someone’s message.



Who is the most powerful person in this room? What nonverbal cues indicate that person’s dominance?

b) Expressing Nonverbal Messages

Some of us are good at interpreting the nonverbal behaviors of others but not particularly good at expressing ourselves nonverbally.

- Yet as we have seen, we communicate more information nonverbally than verbally.
- If you're skilled at expressing nonverbal messages, you'll therefore be able to communicate with others more effectively and more efficiently than someone who is less skilled.
- Some people are naturally more expressive, charismatic, and outgoing than others, but we all can improve our ability to express nonverbal messages.

To heighten yours, try the following ideas:

- Spend time with highly expressive people.
 - ⇒ Some researchers have suggested that we can learn how to become more nonverbally expressive by being around extroverted and charismatic people.
 - ⇒ We've also learned that highly expressive people are attracted to certain professions, which include teaching and lecturing, acting and singing, politics, sales, diplomacy, customer service, counseling and therapy, and religious ministry.
 - ⇒ Each of these requires an ability to communicate clearly and competently with others, which is served by being nonverbally expressive.
- Take part in games and activities that exercise your nonverbal expression skills.
 - ⇒ A good example is charades, the game in which you act out a word or phrase without speaking while members of your team try to guess what it is.
 - ⇒ Another example is role playing, in which you realistically act out the roles of characters in a specific but hypothetical situation.

c) Can we become master of all nonverbal behaviors?

- no one can become a perfect interpreter of the nonverbal communication of others,
 - because human beings are unique, complicated, and ever-changing creatures

- Although we encourage you to deepen your understanding of nonverbal communication, sharpen your powers of observation, and develop greater skill in interpreting the meanings behind others' nonverbal actions, we also suggest that you remain keenly aware of the idiosyncratic and complex nature of nonverbal communication.

Chapter Review Questions / Activities

A. Apply Your Skill

- *Give an example of how you or someone you know has used nonverbal communication to substitute for, complement, contradict, repeat, regulate, or accent a verbal message.*
- *In addition to the personal space rules described in the chapter, give an example of another nonverbal communication rule you hold and what happens when people violate it.*
- *What is your opinion about the ethics of purposefully synchronizing your nonverbal communication with someone else's? Do you believe it's manipulative or adaptive? Explain your answer.*
- *What makes communication nonverbal?*
- *What does the principle of facial primacy tell us about nonverbal behavior?*
- *How are kinesics and gesticulation different from each other?*
- *What makes a touch ritualistic?*
- *What are the primary elements of vocalics?*
- *What is the halo effect, and how does it influence communication?*
- *Chronemics is associated with two particular kinds of messages; identify and give an example of each.*
- *In what ways can people improve their ability to interpret nonverbal messages?*
- *How can people improve their ability to express nonverbal messages?*

B. Activities

Nonverbal Observations and Assumptions

Pair with a student you do not know well. Without speaking to each other, write down ten observations and ten corresponding assumptions about each other

(she has a ring on her left ring finger = she must be married). After you have both finished, exchange your lists and read the observations and assumptions that were made about you. Are they accurate? Why or why not? Discuss what you each learned about the way you present yourself nonverbally.

Practicing Nonverbal Encoding Skills

Ask your instructor to generate a list of situations in which employees commonly find themselves, such as being late for a meeting, stressed about a deadline, nervous before a big presentation, or disappointed at losing a bid. With your fellow students, select one situation and act it out nonverbally for the rest of the class, as if you were playing charades. Ask the other students to identify the situation, and then to name the specific nonverbal behaviors you used that helped them arrive at their impression.

Nonverbal Culture Shock

Assemble in a small group and ask each student to share an experience in which the norms or expectations for nonverbal communication were unfamiliar. Perhaps it was on a job site where people were using unfamiliar gestures to communicate, or at a gathering where silence was expected. It may even have been while traveling in a foreign country and trying to understand a different culture's way of communicating. Did the unfamiliarity lead to misunderstanding? How did each student adapt?

Is This Space Invasion?

We've explored the nonverbal codes of space and territory, and you should now have a better understanding of the range of people's reactions to perceived invasions of their space. Read each situation below, decide whether a proxemic or territorial violation has occurred, and then describe two tactics you might use in response to each situation. (Try to think of things you realistically would do in each situation, not just what you could do.)

- *You're at a cafe, sitting alone, waiting for a friend to join you. A stranger sits down beside you and starts a conversation.*
- *You're a business executive. You enter your office after lunch and find your administrative assistant sitting in your chair, feet up on the desk, talking on the phone.*
- *You're taking racquetball lessons, and it's your turn on the court. A group of people gather to watch your lesson.*

- *You're interviewing for a part-time job. As the interview nears a close, the interviewer moves from behind the desk toward you and touches you on the knee.*
- *You want to wear your favorite sweater but can't find it. You discover it wadded up in the bottom of the laundry hamper, reeking of cigarette smoke, and you realize your roommate or a family member wore it without your permission.*

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 04

Listening & Responding

- In this chapter, we focus on the principle of increasing your sensitivity to others — your awareness of and concern for them—by listening.
 - Becoming sensitive to others includes more than just understanding and interpreting their words, thoughts, and ideas—sensitivity also involves understanding the emotions underlying the words and unspoken messages of others.
 - Increasing your skill in listening to others is one of the most productive ways to increase all these aspects of your communication sensitivity.

T 01. What is Listening?

- Listening is one of the most important skills in business and professional communication, yet many people find effective listening hard to define.
 - When someone says, “You’re not listening to me!” what exactly does he or she mean?
- We can think of **listening** as the active process of making meaning from another person’s spoken message
- Several details about that definition are important to note.
 - First, listening isn’t just about **hearing**, which is the sensory process of receiving and perceiving sounds—**listening** is about creating meaning from what you hear.
 - ⇒ It is about *attending* to someone’s words or paying attention well enough to understand what that person is trying to communicate.
 - ⇒ Second, listening is an active process. That means it isn’t automatic; you have to *make* yourself listen to someone.
 - Even if people are hearing the same message, they may construct different meanings for it, an indicator that they are listening differently.
 - ⇒ For instance, you might listen to your colleague’s description of his new officemate and conclude that he finds her competent and likable. After listening to the same

description, however, your supervisor might conclude that your colleague feels threatened by his officemate's intelligence and self-confidence. In this instance, you and your supervisor heard the same description, but you each listened to it differently.

→ Finally, listening deals with spoken messages.

⇒ We certainly pay attention to written messages, as well as to nonverbal messages, which influence our interpretation of people's behaviors.

⇒ But we can engage in listening only when someone is speaking.

Listening & Listening Effectively

- If you are listening to someone speak, that doesn't automatically mean you are listening *effectively*.
- Effective listening requires listening with the conscious and explicit goal of understanding what the speaker intends to communicate.
- You might never know for certain whether you have understood a speaker's meaning *exactly* as he or she intended.
 - If you're listening with the goal of understanding as best you can, however, then you're listening effectively.

T 02. Why Improve Listening and Responding Skills

- Anyone can listen, but the ability to listen *well* is less common.
- As Figure shows, if you are like most people, you spend much more time listening than you do speaking, writing, or engaging in other communicative behaviors. That's one reason why listening effectively is such a valuable skill
- Some researchers suggest that because listening is the first communication skill we learn, it's also the most important skill

Figure 5.1 What You Do with Your Communication Time



- Listening plays a key role in helping us learn to speak.
- Listening and responding skills are vital as we develop relationships with others, collaborate, and listen to lectures and speeches.

Listening Enhances Our Relationships with Others

- Your skill as a listener has important implications for the relationships you establish with others.
 - In interpersonal communication situations, the essence of being a good conversationalist is being a good listener.
 - Rather than focusing only on what to say, a person skilled in the art of conversation listens and picks up on interests and themes of others.
- Listening well can also earn you some tangible benefits.
 - Some evidence suggests that our ability to listen influences how others respond to us; when people are in the presence of someone whom they perceive to be a good listener, they are likely to respond with greater empathy and interest.
 - One research study found that a key difference between couples who remain married and those who divorce is the ability to listen to each other.
 - ⇒ Partners in marriages that endure report that being a good listener is key to a satisfying marital relationship.
 - People who are perceived to be good listeners also enjoy greater success in their jobs than those who are perceived to be poor listeners.
 - ⇒ For example, physicians, nurses, and others who work in the health professions who are good listeners are perceived to be more competent and skilled than those who listen poorly.

Listening Helps Us Collaborate with Others

- One study found that being a good listener was the most important skill to have when working with others in groups and teams.
 - One of the hallmarks of an effective leader is being a good listener
- But your ability to listen and connect to others will affect your value to other group members whether you are the appointed or emerging leader of a group or are a group or team member
 - Group members who verbally dominate group meetings are not usually held in high esteem.
 - Groups need people who can listen and connect conversational threads that often become tangled or dropped during group dialogue.

Listening Links Speaker and Audience

- Without effective listening skills, you'll likely miss some messages in public speaking situations.
- Listening skills are especially important when you need to understand and retain spoken information.
- There is evidence, for example, that listening skills correlate with academic ability.
- Listening is not just for audience members; it is also important for speakers.
 - Good speakers are audience-centered
 - ⇒ They consider the needs of their listeners first.
 - ⇒ They understand what will hold listeners' attention.
 - Many effective speakers acquire this knowledge by listening to audience members one on one before a talk or lecture.
 - ⇒ Effective speakers also listen to the feedback from their audiences and use the feedback to adjust their speeches while giving them

CT 01. Listening and Caring

Tachi Yamada, a former president of the Bill & Melinda Gates Foundation's Global Health Program, recently said this:

A second key lesson was from a doctor named Marcel Tuchman. He was the most compassionate person I have ever met in my life—I mean, full of human kindness. And every time he met somebody; you had the sense that he cared more about them than anything else in the world. So, what I learned from him is that when you actually are with somebody, you've got to make that person feel like nobody else in the world matters. I think that's critical. So, for example, I don't have a mobile phone turned on because I'm talking to you. I don't want the outside world to impinge on the conversation we're having. I don't carry a BlackBerry. I do my e-mails regularly, but I do it when I have the time on a computer. I don't want to be sitting here thinking that I've got an e-mail message coming here and I'd better look at that while I'm talking to you. Every moment counts, and that moment is lost if you're not in that moment 100 percent.

- Based on Yamada's comments and your own experiences, answer the following questions:
 - What do you think Yamada means by the statement, "that moment is lost if you're not in that moment 100 percent"?
 - How does this relate to listening?
 - Do you think this is a reasonable expectation in the workplace?

T 03. Stages of Effective Listening

- Do you know someone who is interpersonally inert?
 - Interpersonally inert people are those who just don't "get it."
 - You can drop hints that it's late and you'd rather they head home instead of playing another hand of cards, but they don't pick up on your verbal and nonverbal cues.
 - The physiological processes that let their ears translate sound waves into information in the brain may be working so they can hear you, but they certainly aren't listening; they are not making sense out of your symbols.

- Defined succinctly, listening is the process we use to make sense out of what we hear; it is a complex process of receiving, constructing meaning from, and responding to verbal and nonverbal messages.
- Listening is a complex activity that happens in stages
 - Judi Brownell, an expert on listening, developed the *HURIER* model to describe the six stages of effective listening
 - ⇒ The stages, from whose first letters the model is named, are hearing, understanding, remembering, interpreting, evaluating, and responding.
 - We don't necessarily have to enact those stages in order; sometimes listening effectively requires us to go back and forth among them.
 - Nonetheless, when we listen effectively, those are the behaviors we adopt. Let's look at each.

a) Hearing

- Hearing is physically perceiving sound.
 - It is the physiological process of decoding sounds
 - You hear when the sound waves reach your eardrum. Hearing and listening are two different processes
- Hearing without listening is common
 - Yet, as we've seen, we can certainly hear someone without listening to that person
 - ⇒ when we're tired or uninterested in what a person is saying,
 - ⇒ when we're hearing multiple voices at once, as in a crowded restaurant
 - However, we can't really listen effectively to someone unless we can first hear the person.
- *Hearing* is where listening begins. Hearing includes *selecting* and *attending*
 - *selecting*
 - ⇒ To listen, you must first *select*, or focus on, one sound among the myriad noises always competing for your attention.
 - Even now, as you are reading this book, there are probably countless sounds within earshot.
 - Stop reading for a moment.

- ⇒ What sounds surround you? Do you hear music? Is a TV on? Can you hear traffic noises or birds? Maybe there is the tick of a clock, a whirl of a computer, a whoosh of a furnace or an air conditioner.
- ⇒ A listener who is sensitive to others selects the sound or nonverbal behavior that symbolizes meaning
- *attending*
 - ⇒ To *attend* is to maintain a sustained focus on a particular message.
 - When you change channels on your TV, you first select the channel and then attend to the program you've selected. Just as you tune in to TV programs that reflect your taste in information while you channel surf
 - ⇒ Attending to a message is vital to being a good listener.
 - a person who is skilled in maintaining sustained attention to a message (just listening without interrupting) is perceived as a better listener than is someone with a "restless mind"
 - ⇒ *attention* is a very limited commodity in the era of information overload
 - usual attention span < 3 sec
 - ⇒ What holds our attention?
 - Typically, conflict, new ideas, humor, a good story, or something that we can see or that is concrete holds our attention more easily than abstract ideas that don't relate to us.
 - If you're having difficulty sustaining attention to a message, it may be because what you're listening to does not immediately seem to relate to you.
 - You may need to work a bit harder, either to concentrate on the message or to consider ways in which the message is relevant or important to you.
- The sensory task of hearing may be difficult for individuals with hearing impairments.
 - Some read lips, and others use sign language to communicate.
 - For individuals without hearing problems, though, hearing is the first step in effective listening

b) Understanding

- Understanding is comprehending the words we have heard. (verbal)
 - It's not enough simply to hear what someone is saying—you also have to understand it.
 - That means comprehending the meanings of the words and phrases.
 - When you can't understand
 - ⇒ If someone is speaking in a language you don't understand, you might be able to hear, but you won't be able to listen effectively.
 - ⇒ The same is true when you hear technical language or jargon with which you're unfamiliar: even if the speaker is speaking your language, you can't effectively listen if you do not understand the words.
 - ⇒ Solution
 - to ask the person questions so you can check your understanding

c) Remembering

- Remembering information is considered part of the listening process because it's the primary way we determine whether a message was understood.
- Remembering is to store something in your memory and retrieve it when needed
 - Remembering what you hear is critical for business and professional communication, not least because it can help you avoid awkward situations.
 - ⇒ For instance, you might have had the embarrassing experience of running into a co-worker or customer whose name you can't remember.
 - you can't consciously retrieve or remember all the bits of information you experience; your eye is not a camera; your ear is not a microphone; your mind is not a hard drive.
 - ⇒ Sometimes, even though you were present, you have no recollection of what occurred in a particular situation
- Research shows that most people can recall a mere 25 percent of what they hear—and even then, they remember only about 20 percent of that fraction accurately.

→ The average person is not especially good at remembering. Fortunately, short-term memory is a skill you can practice and improve.

→ Solution

⇒ Mnemonics are tricks that can aid our short- and long-term memory

□ the spelling convention “I before E, except after C”

□ Another mnemonic device treats an acronym as a word, as Brownell’s effective listening model does by inventing the word HURIER.

□ Research suggests that using mnemonic devices can significantly enhance our memory of what we hear.

⇒ Notes taking

□ Yet another effective way to remember what you hear is to take notes

⇒ Make sure to take high-level notes, focusing on main themes, questions you need to answer, assumptions you want to test, and action items

➤ You tend to remember what is important to you

→ such as the time of a meeting mentioned in a voice message or something you try to remember or have practiced remembering

→ You tend to remember dramatic information or vital information (such as your phone number)

d) Interpreting

➤ Interpreting is assigning meaning to what we have heard (both verbal & nonverbal)

→ by making sense out of what you hear

➤ This process has two parts.

→ The first part is paying attention to all the speaker’s verbal and nonverbal behaviors so you can assign meaning to the person’s message.

⇒ Suppose your associate Maya says, “This is pretty good work!”

□ Based on her facial expressions and tone of voice, you might interpret her message as sincere—meaning that Maya thinks the work is good—or as sarcastic—meaning she thinks the work is subpar.

- Those are very different interpretations of Maya's message, even though her words are the same.
- The second part of interpreting is signaling your interpretation of the message to the speaker.
 - ⇒ If you interpret Maya's statement as sincere, you might smile and say appreciate her recognition of your work.
 - ⇒ If you interpret it as sarcastic, however, you might laugh or respond with an excuse.
 - ⇒ Signaling, in other words, not only lets the speaker know we're following along with the message; it also allows us to check our interpretation.
- You can select and attend to sounds and nonverbal cues but not interpret what you see and hear. Interpretation occurs when you relate what you hear and see to your experiences or knowledge.
- Perhaps you have heard the Montessori school philosophy:
 - I hear, I forget; I see, I remember; I experience, I understand.
- It is when we can relate our experiences to what we hear and see that we achieve understanding.

e) Evaluating

- Evaluating is judging the speaker's believability and intentions.
 - assessing the value of the information we've received
- Several things happen at this stage.
 - First, you're judging whether the speaker's statements are accurate and true.
 - ⇒ You might base those judgments on what you already know, or you might seek out information that verifies or challenges their accuracy.
 - Second, you're separating factual claims from opinions.
 - ⇒ opinions assert *what should be* whereas factual claims assert *what is*, and each statement calls for a different type of response.
 - Finally, you're considering the speaker's words in the context of other information you have from that speaker, such as his or her actions or previous statements.

- ⇒ For instance, the speaker might be making a different claim today than he or she made last week, which would call the accuracy of the claim into question.
- All those processes help you to be an active, engaged listener rather than a passive recipient of information.

f) Responding

- Responding is indicating that we are listening
 - We sometimes refer to this process as “giving feedback.”
 - You respond to people to let them know that you understand their message.
 - ⇒ Your lack of response may signal that you didn’t understand the message
- We respond both verbally and nonverbally using a variety of strategies.
 - Your predominant response is often unspoken;
 - ⇒ direct eye contact and head nods let your partner know you’re tuned in.
 - An unmoving, glassy-eyed, frozen stupor may tell your communication partner that you are physically present yet mentally a thousand miles away
- Below are seven types of listening responses you might use, in order from the most passive to the most active strategies:
 - *Stonewalling*:
 - ⇒ Silence and a lack of expression on your face often signal a lack of interest in what the speaker is saying.
 - *Backchanneling*:
 - ⇒ Facial expressions, nods, vocalizations such as “uh-huh,” and verbal statements such as “I understand” and “that’s very interesting” let the speaker know you’re paying attention.
 - *Paraphrasing*:
 - ⇒ Restating in your own words what the speaker has said shows you understand.
 - *Empathizing*:
 - ⇒ Conveying to the speaker that you understand and share his or her feelings on the topic demonstrates empathy.

- *Supporting*:
 - ⇒ Expressing your agreement with the speaker's opinion or point of view is the supportive strategy.
- *Analyzing*:
 - ⇒ Explaining your opinion or describing your experience provides your own perspective on what the speaker has said.
- *Advising*:
 - ⇒ Communicating advice to the speaker about what he or she should think, feel, or do is the most active feedback strategy.
- Your choice of response may depend on the situation.
 - For instance,
 - ⇒ if you are listening to a friend who has just lost her favorite uncle to cancer, empathizing, and supporting responses are probably the most fitting.
 - ⇒ Stonewalling, backchanneling, or paraphrasing might make it seem as though you don't care about your friend, whereas analyzing or advising might seem insensitive.
 - In contrast,
 - ⇒ if you're listening to a client who is wondering how she can make the most of her stock portfolio, analyzing and advising are probably called for.

To summarize, the stages of effective listening are hearing, understanding, remembering, interpreting, evaluating, and responding. (Keep in mind that mnemonic word HURIER.) According to Brownell's model, those stages characterize effective listening no matter why we are listening in the first place

T 04. Listening Styles

- **listening style**
 - your preferred way of making sense out of messages you hear and see
- We have different listening styles.
 - Researchers have identified various distinct listening styles, each consisting of a different set of attitudes and beliefs about listening.
 - People can use any or all of them, depending on the situation; however, most of us have one primary style that we use most often.

- Each style has strengths and weaknesses, so none is inherently better than the others
- Here is a brief overview of each style.

a) Relational Listening Style (People Oriented Style)

➤ relational listeners

- Those who prefer to attend to feelings and emotions communicated by others verbally and nonverbally and to search for common areas of interest when listening to others

➤ Relational Listeners

- focus on people's emotions and feelings
 - ⇒ connect emotionally with the sentiments and passions others express
 - ⇒ search for common interests and seeks to empathize with the feelings of others
 - seem to have greater skill than other listeners in understanding the thoughts and feelings of others
- interested in hearing personal information from others
 - ⇒ have a greater tendency to be sympathetic to the person they are listening to
 - are more likely to voice concern about the other person's welfare when that person is sharing personal information or news about a stressful situation
 - A sympathetic listener says, for instance,
 - ⇒ "Oh, Pat, I'm so sorry to hear about your loss. You must feel so lonely and sad."

➤ evidence suggests that relational-oriented listeners are

- less apprehensive than people with other listening styles when communicating with others in small groups and interpersonal situations and especially when listening to just one other person

b) Analytical Listening Style

➤ analytical listeners

- Those who withhold judgment, listen to all sides of an issue, and wait until they hear the facts before reaching a conclusion.

➤ Analytical Listeners

- listen for facts
- tend to withhold judgment
 - ⇒ To help them analyze information, they take the perspective of the person to whom they are listening, which helps them suspend judgment when listening to others
- consider all sides of an issue before deciding or reaching a conclusion
 - ⇒ tend to listen to an entire message before assessing the validity of the information they hear
- Analytical listeners prefer listening to rich message content and then finding ways of organizing or making sense of the information
 - ⇒ They also like information they hear to be well organized so that they can clearly and easily analyze it.
- Analytical listeners would make good judges
- While listening to a rambling personal story, the analytic listener focuses on the facts and details of the story rather than on the emotions being expressed.

c) Critical Listening Style

- **critical listeners**
 - Those who prefer to listen for the facts and evidence to support key ideas and an underlying logic; they also listen for errors, inconsistencies, and discrepancies.
- Critical Listeners
 - are good at evaluating information that they hear
 - ⇒ are able to home in on inconsistencies in what someone says
 - are likely to catch errors in the overall logic and reasoning being used to reach a conclusion
 - are comfortable listening to detailed, complex information and focusing on the facts, yet they are especially adept in noting contradictions in the facts presented
- Critical listeners tend to be a bit more skeptical and demanding than relational listeners of the information they hear
 - Researchers call this skepticism Second Guessing
 - ⇒ **Second Guessing**
 - questioning the assumptions underlying a message

- It's called second guessing because critical listeners don't always assume that what they hear is accurate or relevant
 - ⇒ they make a second guess about the accuracy of the information they are listening to
- Accuracy of information is especially important to critical listeners because if they are going to use the information in some way, they want it to be valid

d) Task-Oriented Listening Style

➤ task-oriented listeners

- Those who are focused on accomplishing something and look at the overall structure of the message to see what action needs to be taken; they also like efficient, clear, and brief messages

➤ Task-Oriented Listeners

- are interested in achieving a specific outcome or task than on the communication relationship when listening to others
- emphasize completing a specific transaction
 - ⇒ such as solving a problem, taking action, or making a purchase
- focus on verbs—what needs to be done
- don't like to listen to rambling, descriptive messages that don't seem to have a point
- appreciate efficient communicators who organize messages so that their listeners can focus on the outcomes—the “bottom line”

Communication & DIVERSITY

Does Gender Influence Listening Skill?

There is evidence that men and women can be equally good listeners, but research suggests that they sometimes (although not always) have different approaches to listening. They also have different approaches to interrupting others when listening. According to one study that reviewed a number of research investigations, men interrupt others more than women do. Specifically, men were sometimes perceived as interrupting to control the conversation. When women interrupted, they were more likely either to express agreement or to add something to the conversation.

Women and men's interruption patterns provide clues to possible differences in listening styles. Listening differences can be characterized as a feminine style (a more relational approach) or a masculine style (more task oriented). The following chart summarizes research conclusions from several studies about feminine and masculine listening styles.

	Feminine Listening Style	Masculine Listening Style
Different Listening Focus	<ul style="list-style-type: none">▪ Tends to search for existing relationships among separate pieces of information▪ Tends to identify individual facts and other isolated pieces of information▪ Tends to shift from one idea to another or to shift listening among people who may be speaking at the same time	<ul style="list-style-type: none">▪ Tends to look for a new structure or organizational pattern when listening▪ Tends to listen for the big picture and seek the major points being communicated▪ Tends to lock on to a specific message without shifting between two or more conversations
Different Listening Goals	<ul style="list-style-type: none">▪ More likely to listen to new information to gain new understanding and new insights▪ Tends to use information to develop relationships with listening partners▪ Tends to have a greater ability and motivation to listen when providing	<ul style="list-style-type: none">▪ More likely to listen to new information to solve a problem▪ Tends to listen to reach a conclusion; shows less concern about relationship cues and more concern about using the information gained▪ Tends to have less ability and motivation to listen in

	supportive and positive feedback	situations that call for providing supportive feedback
Different Application of Nonverbal Messages	<ul style="list-style-type: none"> ▪ Tends to emphasize meaning communicated through nonverbal cues ▪ Typically uses more eye contact with the other person when listening 	<ul style="list-style-type: none"> ▪ Tends to emphasize the meaning of the words and information exchanged ▪ Typically uses less eye contact with the other person when listening
<p><i>Although not all men and women fit into these categories of listening behavior, it's helpful to be aware of listening differences. When communication differences arise, we may be less critical and more accepting of others if we know that conflicts may result simply because you and your listening partner are focusing on different parts of the message being expressed.</i></p> <p><i>By being aware of whether you fit the general profile of a masculine or a feminine listener, you also can determine whether you need to adapt your listening style. The best listener may be one who is the most flexible and doesn't always default to his or her typical pattern or preferred listening approach but rather combines listening approaches.</i></p> <p><i>Not all researchers agree that there are style differences between men and women. Listening experts Stephanie Sar-gent and James Weaver suggest that studies of listening style differences between men and women may simply be measuring listening stereotypes⁵⁴ or a self-fulfilling prophecy: Men and women assume that they are listening the way they think that they should listen. Although there are some discernible patterns in masculine and feminine listening styles, the differences may not be as consistently pronounced as was once thought.</i></p> <p><i>By noting some perceived differences in listening style, we don't want to be guilty of promoting gender- or sex-based stereotypes. So, we repeat our caution: Don't assume that all men or all women have typical masculine or feminine listening styles.</i></p>		

The Benefits of Understanding Your Listening Style

There are at least three reasons to think about your listening style and those of others: (1) to enhance your self-awareness, (2) to adapt your own listening style to different situations, and (3) to communicate more effectively.

Enhance Your Self-Awareness

- Understanding your preferred listening style can help you become more aware of how you behave in communication situations.

- Some research suggests that women are more likely to be relational listeners, whereas men tend to assume one of the other listening styles.
 - Your listening style, however, may be less influenced by your gender than by the overall approach you take to interpreting and remembering the information you hear.
- Your cultural traditions, one research team suggests, may have a major influence on your particular listening style.
 - People from a more individualistic, self-focused cultural perspective (such as people from the United States) tend to be more action-oriented listeners than people from other places.
 - Relational listeners, according to research, are more likely to have collectivistic values, are group oriented, or were raised in a collaborative cultural tradition (such as some Asian cultures)
- Do I have just one listening style, or do I have more than one?
 - According to listening researchers Larry Barker and Kitty Watson, who have done extensive research into listening styles
 - ⇒ about 40 percent of all listeners have one primary listening style that they use, especially if they are under stress.
 - ⇒ Another 40 percent of listeners use more than one style
 - for example, they may prefer to listen to evaluate (critical listening style) and also want the information delivered in a short amount of time and focused on the task to be accomplished (task-oriented listening style)
 - ⇒ About 20 percent of people do not have a specific listening style preference;
 - these individuals
 - ⇒ may want to avoid listening altogether because they are shy and don't like to be around others in social situations,
 - t
 - ⇒ may have receiver apprehension,
 - ⇒ may just have listener burnout
 - ☞ they are weary of listening to other people
 - ⇒ may not have a predominant style because they are good at adapting to others

Adapt to Different Listening Situations

- Regardless of your primary listening style, research demonstrates that we adopt different styles for different situations
 - Knowing your own listening style can help you adapt and adjust your listening style to fit the listening situation.
- Evidence suggests that the occasion, time, and place all have an effect on the listening style or styles people adopt.
 - For example, if you are a relational listener and you're listening to a message that has little information about people but lots of technical details,
 - ⇒ you will have to work harder than other types of listeners to stay tuned in to the message

Communicate Effectively

- Your awareness of others' listening styles can help you communicate messages that they are more likely to listen to.
 - If you know that your spouse is an analytical listener, you should communicate a message that is rich in information because that's what your spouse prefers.
- Tell the analytical listener, "Here are three things I have to tell you," and then say those three things.
 - The information preview tells your analytical listener that you are about to convey three pieces of information.
- It may be difficult to determine someone's listening style, especially if you don't know the person very well.
 - But it is worth the time, as well as easier, to consider the listening styles of people you do know well (your family members, your coworkers, your instructors, your boss)

T 05. Goals for Listening

When we listen, we have different *goals* in our minds

- The following categories aren't necessarily exclusive; sometimes we listen with more than one goal in mind.
- But when we distinguish among types of listening, we are considering our *primary* listening goal at that time.

a) Listening to enjoy

- Sometimes we listen just because it's fun. You might listen to music, watch TV, go to a movie, or visit with a friend. Because you know you won't be tested on Jimmy Fallon's monologue, you can relax and just enjoy the humor.

b) Listening to learn

- Nothing snaps a class to attention more quickly than a professor's proclamation
 - "This next point will be covered on the test"
- Much of the listening you do in class or at work is **informational listening** or listening to learn.
 - Whenever you watch the news or listen to driving directions or pay attention to your manager's remarks during a sales meeting, you're engaged in informational listening.
- Informational listening is one of the most important ways we learn.
 - It is also a relatively passive process because we're simply taking in information.
 - Although we may be listening effectively and even taking notes, we are listening primarily to learn something new rather than to critique what we're hearing or support the person saying it.

c) Listening to evaluate

- When you listen to evaluate, you try to determine whether the information you hear is valid, reliable, believable, or useful.
- When our goal is to evaluate or analyze what we're hearing, we are engaged in **critical listening**.
 - You listen to a political speech to evaluate the merits of a senator's ideas.
 - You listen critically to your mother's description of her recent medical appointment to determine how worried she is about the results of her blood test.
- Listening critically doesn't necessarily mean criticizing what you're hearing.
 - Instead, it means analyzing and evaluating the merits of a speaker's words.

- Critical listening is therefore a more active, engaging process than informational listening.
- It requires not only taking in information but also evaluating and judging it.
- One problem you may have when you listen to evaluate is that you may become so preoccupied with your criticism that you may not completely understand the message.

d) Listening to empathize

- To empathize with someone is to try to feel what he or she is feeling rather than just to think about or acknowledge the feelings
- The goal of *empathic listening* is to understand the feelings of others.
 - occurs when you are trying to identify with the speaker by understanding and experiencing what he or she is thinking or feeling
 - ⇒ Example:
 - When talking to a colleague who has just lost a parent unexpectedly, you can use empathic listening to give comfort and support.
- Effective empathic listening requires two separate skills.
 - **perspective taking**
 - ⇒ is the ability to understand a situation from another's point of view
 - **empathic concern**
 - ⇒ is the ability to identify how someone else is feeling and to experience those feelings yourself
 - When listening to a client describing his recent diabetes diagnosis, for instance, you can practice perspective taking by imagining how he must feel and sharing in those emotions.
- Empathic listening is different from *sympathetic listening*, which is feeling sorry for another person.
 - If your neighbors lost their young grandson to leukemia, for instance, you might be able to sympathize with them even if you can't truly understand their grief.
- With empathic listening, however, the goal is to understand a situation from the speaker's perspective and to feel what he or she is feeling.

- Listening empathically can be a challenge, because our own perceptions can cause us to focus on how we would be feeling in the same situation, when our goal is to understand the *speaker's* feelings

T 06. Overcoming Barriers to Successful Listening

- Although we spend almost half of our communication time listening, some say that we don't use that time well.
 - One day after hearing something, most people remember only about half of what was said.
 - Two days later, our retention drops by another 50 percent.
 - The result: Two days after hearing a lecture or speech, most of us remember only about 25 percent of what we heard.
- Our listening deteriorates not only when we listen to speeches or lectures, but also when we interact interpersonally.
 - Even in the most intimate relationships, we tune out what others are saying.
 - One study reported that we sometimes pay more attention to strangers than to our close friends or spouses.
 - ⇒ Married couples tend to interrupt each other more often than nonmarried couples and are usually less polite to each other than are strangers involved in a simple decision-making task
- What keeps us from listening well?
 - The most critical elements are
 - ⇒ (1) self-barriers—personal habits that work against listening well,
 - ⇒ (2) information-processing barriers—the way we mentally manage information
 - ⇒ (3) context barriers—the surroundings in which we listen

a) Self-Barriers

- Evidence suggests that we are our own worst enemy when it comes to listening to others.
- We often attend to our own internal dialogues and diatribes instead of to others' message, and when we do, our listening effectiveness plummets

Self-Focus

- Most of us are egocentric—self-focused, though we may develop a consciousness of others’ needs as we grow and mature.
 - Scholars of evolution might argue that it is good that we are self-focused; looking out for number one is what perpetuates the human race.
 - Yet an *exclusive* focus on ourselves inhibits effective communication.
- While trying to listen, we may be carrying on an internal narration, one that is typically about us.
 - ⇒ “How long will I have to be here for this lecture?”
 - ⇒ “Wonder what’s for dinner tonight?”
 - ⇒ “I’ve got to get that report finished.”
 - ⇒ “She’s still talking— will we be out of here in ten minutes?”
 - ⇒ “Do I have a school meeting tonight, or is that tomorrow night?”
- Focusing on such internal messages often keeps us from selecting and attending to the other person’s message.

Solution:

- What can you do to regain your listening focus if you are focused on yourself rather than on the other person’s message?
 - *Shift attention back to the speaker.*
 - ⇒ Concentrate.
 - Become aware of the problem.
 - Become consciously competent.
 - *Become actively involved in the message.*
 - ⇒ Take meaningful notes.
 - ⇒ Ask questions, ask for clarification, provide verbal & nonverbal feedback

Emotional Noise

- **Emotional Noise**
 - a kind of noise caused by emotional arousal
 - occurs when our emotional arousal interferes with communication effectiveness
- Emotions are powerful. What we see and hear affects our emotions.

- Why?
 - ⇒ You respond emotionally because of your personal experiences, cultural background, religious convictions, or political philosophy.
- Certain words or phrases, or concepts / ideas can arouse emotions very quickly
 - the same word may arouse different emotions in different people
 - Words that reflect negatively on your nationality, ethnic origin, or religion can trigger strong emotional reactions.
 - Cursing and obscene language may also reduce your listening efficiency.
- The emotional state of the speaker may also affect your ability to understand and evaluate what you hear
 - Research has shown that if you are listening to someone who is emotionally distraught, you will be more likely to focus on his or her emotions than on the content of the message
 - Another researcher advises that when you are communicating with someone who is emotionally excited, you should remain calm and focused and try simply to communicate your interest in the other person

Solution

- What are other strategies to keep your emotions from getting the best of you?
 - To be emotionally intelligent
 - ⇒ Psychologist Daniel Goleman offers several research-based strategies in his best-selling book *Emotional Intelligence*
 - ⇒ **emotionally intelligent**
 - the ability to understand, manage, and appropriately express emotions
 - ⇒ There is evidence that people who are emotionally intelligent
 - are better listeners than others
 - discern the underlying, sometimes not explicitly expressed, meaning of a message
 - Take a deep breath if you start to lose control
 - ⇒ Yes, just breathe. Taking a deep, slow breath is a way of regaining control by calming down.

- ⇒ It helps make you more conscious of your anger or frustration, much like the old technique of counting to ten.
- Use self-talk to stay focused on the message
 - ⇒ Tell yourself you won't get angry.
 - ⇒ Early detection of the emotions bubbling inside you can help you assess and then manage emotions before your nonrational, emotional impulses take control.
 - ⇒ And sometimes, of course, expressing your frustration is appropriate.
- Awareness of the effect that emotions have on your listening ability is a constructive first step to avoid being ruled by unchecked emotions.
 - Becoming consciously aware of our emotions and then talking to ourselves about our feelings is a way to avoid emotional sidetracks and keep your attention focused on the message.
 - When emotionally charged words or actions kick your internal dialogue into high gear, make an effort to quiet it down and steer back to the subject at hand.

Criticism

- We usually associate the word *criticism* with negative judgments and attitudes.
 - can be positive & negative
 - most of us don't like to be criticized
 - The well-known advocate for the poor, the late Mother Teresa, once said,

“If you judge people, you have no time to love them”
- Being inappropriately critical of the speaker may distract us from focusing on the message
 - A person's appearance and speech characteristics can affect your ability to listen to him or her — even if the ideas are potentially life-changing for the listener
 - ⇒ a speaker's droning monotone, lack of eye contact, and distracting mannerisms
- It would be unrealistic to suggest that you refrain from criticizing speakers and their messages.

- It is realistic, however, to monitor your internal critiques of speakers to make sure you are aware of your biases.
- The goal of a sensitive communicator is to be conscious of when the delivery or other distracting features of the message or messenger are interfering with the ability simply to listen
 - Good listeners say to themselves,
 - ⇒ “Although this speaker may be distracting, I am simply not going to let appearance or mannerisms keep my attention from the message.”
 - For example, Stephen Hawking
 - ⇒ a prize-winning physicist at Cambridge University in England; because of a disability, he is able to speak only through computer-synthesized sounds.
 - ⇒ He is unquestionably brilliant, and if you let his speaking delivery overpower you, you’d miss his marvelous message.

Solution:

- Focus on the message, not on the messenger
- Avoid using your mental energy to criticize a speaker unnecessarily; the longer your mental critique, the less you’ll remember

Rebuttal Tendency

- **rebuttal tendency**
 - the propensity to debate a speaker’s point and formulate a reply while that person is still speaking
 - Example:
 - ⇒ Regan has recently started work as a customer service representative for an electronics retailer, but his first two weeks have not gone well. He knows he should listen nonjudgmentally to customers as they describe their frustrations with the products they bought and then help and advice. Instead, he begins arguing with customers in his mind while they’re still speaking and jumps to conclusions about what they have done wrong. He has formulated his response even before they’ve stopped talking
 - ⇒ Regan is enacting a rebuttal tendency
- Stephen Covey

- “The biggest communication problem is we do not listen to understand. We listen to reply,”
- Steven Golen
 - the tendency to think about how you’re going to respond to a speaker, arguing with the speaker in your mind, and jumping to conclusions before the speaker has finished talking are all barriers to effective listening
- There are two reasons why
 - First, the rebuttal tendency requires mental energy that should be spent paying attention to the speaker.
 - ⇒ That is, it’s difficult to listen effectively when all you’re thinking about is how to respond.
 - The second reason is closely related: because you’re not paying close attention to the speaker, you can easily miss some of the details that might change your response in the first place.
 - ⇒ Regan had that very experience when a woman returned a wireless Internet router, she was having trouble installing. Regan concluded too quickly that she hadn’t followed the instructions, and he got sidetracked thinking about what he was going to say in response. Consequently, he didn’t hear the customer say that she’d already had a technician guide her through the installation procedure and advise her that the router was defective. If Regan had heard that important detail, he could have exchanged the product efficiently and sent the customer on her way. Instead, he spent 10 minutes telling her to do what she had already done, leaving her feeling frustrated

Solution:

- Listening Rather Than Responding
 - Have a conversation with someone about a topic on which you disagree.
 - During your talk, focus your attention on what the other person is saying rather than on how you’re going to respond.
 - Check your ability by repeating the person’s claims back to him or her after your conversation.

Closed-Mindedness & Confirmation Bias

➤ closed-mindedness

- the tendency not to listen to something with which we disagree
- closed-minded people:
 - typically refuse to consider the merits of a speaker's point if it conflicts with their own views
- Many people are closed-minded only about particular issues, not about everything.
 - For example, as an educator, Bella prides herself on being open to diverse opinions on a range of topics. When it comes to her religious beliefs, however, she is so thoroughly convinced of their merits that she refuses even to listen to ideas she doesn't already accept. It's as if Bella is shutting her mind to the possibility that any religious ideas besides her own can have value. Many of her teaching colleagues find this reaction off-putting. It prevents Bella not only from learning more about their religious traditions but also from teaching others about her beliefs, because she refuses to talk about religion with anyone who doesn't already share her views.

➤ confirmation bias

- the tendency to pay attention only to information that supports our values and beliefs, while discounting or ignoring information that doesn't
- This tendency becomes a problem for listening when it causes us to make up our minds about an issue without paying attention to all sides
 - ⇒ you prevent yourself from hearing alternative viewpoints

Solution:

- Greek philosopher Aristotle (384–322 B.C.)
 - “It is the mark of an educated mind to be able to entertain a thought without accepting it”
- When we refuse even to listen to ideas with which we disagree, we limit our ability to learn from other people and their experiences.
- If you find yourself feeling closed-minded toward particular ideas, remind yourself that listening to an idea doesn't necessarily mean accepting it.
- Avoid confirmation bias by listening to all sides of an issue before you form a conclusion

CT 02. Responding to Being Called “Closed-Minded”

IMAGINE THIS: *Some co-workers are circulating a petition to place a referendum on the ballot in an upcoming state election. Several of your co-workers have signed it, but when you discover what the referendum is about, you realize you are fundamentally opposed. Now, consider this: Because you don't support the referendum, you respectfully decline to sign the petition. Instead of respecting your right to do so, some of your co-workers get angry and call you closed-minded. Naturally, you feel attacked and somewhat defensive. As you consider how to respond to their comment, bear in mind the following:*

- ➔ *Remember that when people say, “You’re being closed-minded,” often what they mean is, “You should agree with me.” Most of us like to believe we make sound, well-informed decisions, so when other people disagree with us, it is easier to call them closed-minded than to consider their reasons for thinking differently. Your co-workers may simply be frustrated that you hold a different position than they do.*
- ➔ *Ask yourself honestly whether you are open to considering all sides of the issue the referendum is about. You may feel that the strongest evidence supports your position, but are you open to being persuaded? Being open-minded doesn't mean you should take a position you don't believe is well supported. It does mean you recognize the possibility that your position may be wrong, and you are open to changing your mind if better arguments or evidence comes along.*
- ➔ *Your co-workers may be so strongly committed to their belief that no possible arguments or evidence could change their mind. In that case, putting people first means agreeing to disagree for the sake of maintaining a positive working relationship with one another.*

Few of us enjoy being called closed-minded, and even fewer recognize closed-mindedness in ourselves. It is always worth considering honestly whether we are open to the possibility of changing our minds about an important issue. When two people are closed-minded about each other's ideas, however, it helps if they accept the differences between their perspectives instead of trying to change each other's mind.

THINK ABOUT THIS:

- *When do you tend to think of others as closed-minded?*
- *How do you usually react when others use that term to describe you?*

- *Why do you suppose it is so difficult to recognize closed- mindedness in ourselves?*

Competitive Interrupting

➤ **competitive interrupting**

- the practice of using interruptions to take control of the conversation
- Listening barrier? Instead of listening you interrupt
- Normal conversation is a series of speaking “turns.”
 - You speak for a while, and then you allow another person to have a turn, and thus the conversation goes back and forth.
 - Occasionally, though, people talk when it isn’t their turn.
- There are many reasons people interrupt.
 - to express support or enthusiasm for what the other person is saying (“Yeah, I agree!”)
 - to stop the speaker and ask for clarification (“Wait, I’m not sure what you mean”)
 - to warn the speaker of an impending danger (“Stop! You’re spilling your coffee!”)
- For some people, however, interrupting can be a way to dominate a conversation
 - The goal is to make sure
 - ⇒ you get to speak more than the other person does
 - ⇒ that your ideas and perspectives take priority
 - “What I have to say is more important than what you have to say.”
 - “I’m more important than you are.”
 - You can probably think of people who engage in that behavior— individuals with whom you feel you “can’t get a word in edgewise.”
 - Although research shows that most interruptions *aren’t* competitive, talking with a competitive interrupter can be frustrating.
 - ⇒ it is more than just rude; it decreases your credibility and lowers your ability to understand the other person

- Some people respond by becoming competitive themselves, turning the conversation into a battle of wits; others simply withdraw from the interaction.
- Some studies suggest that on average, men interrupt more often than women, although other studies have found no gender difference in the use of interruptions

b) Information-Processing Barriers

In addition to self-barriers that contribute to our loss of focus on messages, the way in which we process the information we hear may keep us from being good listeners

Processing Rate & Glazing Over

- You can think faster than people speak.
 - Most people are capable of understanding up to 600 words per minute, but the average person speaks fewer than 150 words per minute.
 - That gap leaves a lot of spare time for the mind to wander, during which we can engage in what researchers call *glazing over*, or *daydreaming*.
 - You have extra time on your hands to tune in to your own thoughts rather than focusing on the speaker
 - ⇒ For instance, Rochelle picks up her young daughter and son at school every afternoon, and during the drive home the children describe what they did that day. Although she listens to them, Rochelle allows her mind to wander as they talk. She thinks about the productivity report she's preparing at work and ponders her grocery list. Because her children speak more slowly than she can listen, and because their reports of school activities are similar every day, Rochelle often glazes over when listening to them.
- Glazing over is different from pseudolistening, which, as you'll recall, means only pretending to listen.
 - When you're glazing over, you actually are listening to the speaker.
 - It's just that you're allowing your mind to drift while doing so.
- Glazing over can lead to at least three different problems.
 - First, it can cause you to miss important details.
 - ⇒ In your communication course, for instance, you might fail to hear a critical piece of information about the term paper assignment.

- Second, glazing over might lead you to listen less critically than you normally would.
 - ⇒ For example, if your mind is wandering while you're listening to a salesperson describe the terms of a car loan, you might not realize the deal isn't as good as it seems.
- Finally, you can appear not to be listening even though you are.
 - ⇒ In those instances, you can come across as inattentive or dismissive.

An effective listener will work to keep his or her focus on what the speaker is saying, instead of daydreaming or thinking about other topics

Solution

- Use the difference between speech rate and thought rate to mentally summarize the message

Information Overload

- Information overload refers to the state of being overwhelmed by the huge amount of information we take in every day.
 - At times, the sheer volume of information we have to attend to can seem overwhelming. When it is, we find it hard to listen effectively to new information.
 - We spend 55 percent of our communication time listening, and the pace at which the information zips toward us exhausts us.
 - ⇒ The billion words that we hear each year contribute to our fatigue.
 - ⇒ The pace has only increased now that much of that information is electronic.
 - Incoming e-mail, voice messages, or social media updates on computers and mobile devices can interrupt conversations and distract us from listening to others.
- One of the biggest problems with information overload is that it can interrupt our attention.
 - If you're emailing an important client, for instance, your ability to pay attention to her messages can be compromised repeatedly by each new radio advertisement you hear and each new pop-up ad you see
- Solution:
 - Realize when you or your partner is tired or distracted and not ready to listen

→ Assess what is urgent and not urgent when listening

□ when the encroaching information dulls your attentiveness, either take a break or consider conducting some *communication triage* so that you can focus on the information that is most important

□ **communication triage**

⇒ determining what's urgent and what's not urgent

Receiver Apprehension

➤ **Receiver Apprehension**

→ The fear of misunderstanding or misinterpreting the messages spoken by others or of not being able to adjust psychologically to messages expressed by others

➤ Just as some people are fearful of presenting a speech or speaking up during a meeting, research suggests that some people are fearful of receiving information.

→ Why?

⇒ they worry about being able to understand it

⇒ may be a characteristic of the way some people respond psychologically to information

□ they may not be able to make sense out of some of what they hear, which causes them to be anxious or fearful of listening to others

➤ If you are fearful of receiving information, you'll remember less information.

Solution:

→ Record the message to be sure you capture it; review the audio later

→ Take notes

→ Make mental summaries of the information you hear

Pseudolistening and Selective Attention

➤ At one time or another, you've probably pretended to pay attention to someone when you weren't really listening, a behavior called **pseudolistening**.

- When you are pseudolistening, you use feedback behaviors that make it *seem* as though you're paying attention, even though your mind is elsewhere.
- A variation of pseudolistening is paying **selective attention**, which means listening only to what you want to hear and ignoring the rest.
 - ⇒ Example:
 - In her job as an insurance adjustor, for instance, Sue-Ann receives an evaluation from her supervisor every January. Most of her supervisor's comments are positive, but some suggest ways in which Sue-Ann could improve. The problem is Sue-Ann doesn't listen to those suggestions. Instead, she listens selectively, paying close attention to her supervisor's praise but only pretending to listen or pseudolistening to his critiques.
- People engage in pseudolistening and selective attention for many different reasons.
 - Maybe
 - ⇒ you're bored with what a speaker is saying, but you don't want to seem rude
 - ⇒ you don't understand what you're hearing, but you're embarrassed to say so
 - ⇒ you're paying attention to something else while someone is talking to you,
 - ⇒ you simply don't like what is being said
 - Whatever the reason, pseudolistening and selective attention are not only barriers to effective listening; they can also be a source of frustration for those you're pretending to listen to, because (as you probably know from your own experience) people are often aware when others aren't listening to what they're saying.

CT 03. Focus on Ethics

As a human resource professional, you are used to employees in your company sharing with you their private concerns about their colleagues. Your co-worker Marlene confides that some of her supervisor's recent behaviors have been making her uncomfortable. Although you care about Marlene's well-being in the workplace, you are distracted by a growing list of tasks you have to accomplish before the upcoming three-day weekend. As a result, you nod along and pretend to listen to what Marlene is describing, even though your mind is elsewhere. She leaves believing you have listened and heard her concerns, although by the end of the day, you don't recall very much of what she has said.

Critical Question:

- *Is it ethical to give Marlene the false impression that you are listening to her?*
- *Have you, in effect, deceived her by pseudolistening?*
- *To what risks have you exposed her by not paying better attention to her concerns?*

Shifting Attention

- Can you multitask?
 - A few people can easily do two things at once, but our performance on at least one of the tasks suffers when most of us try it.
- research suggests that men are more likely to have difficulty attending to multiple messages:
 - When they are focused on a message, they may have more difficulty than women in carrying on a conversation with another person
 - Men have a tendency to lock onto a message, whereas women seem more adept at shifting between two or more simultaneous messages.
 - When many men watch a TV program, they seem lost in thought—oblivious to other voices around them.
 - Women, by contrast, are more likely to be carrying on a conversation with one person and also focusing on a message they hear nearby

- ⇒ This difference doesn't mean that women are more likely to eavesdrop intentionally, but it does mean that some women have greater ability to listen to two things at once.

Solution:

- Make a conscious effort to remain focused on one message
 - for women
 - ⇒ to stop and focus on the messages of others rather than on either internal or external competing messages
 - for men
 - ⇒ to be sensitive to others who may want to speak to them rather than becoming fixated on their own internal message or on a single external message such as a program on TV

Cultural Differences

- Communication scholars and practitioners recognize that listening is necessary not only to aid comprehension but also, and more important, to provide the speaker the satisfaction of being listened to
- Different cultures place different emphases on the importance of listening. Some cultures are more source or speaker oriented, whereas others are more receiver or listener oriented.
 - North American communication often centers on the sender
 - ⇒ Much emphasis is placed on how senders can formulate better messages, improve credibility, and polish their delivery skills
 - In contrast, the emphasis in East Asia has typically been on listening and interpretation.
 - ⇒ The Chinese culture places considerable emphasis on the listener
 - ⇒ Communication researcher C. Y. Cheng identified *infinite interpretation* as one of the main principles of Chinese communication
 - It's understood by both speaker and listener that the listener can make infinite interpretations of what has been said.
- According to another researcher, a related process called **Anticipatory Communication** is common in Japan.
 - anticipatory communication

- ⇒ A listening process in which the listener guesses the speaker's needs and accommodates them so that the speaker does not have to say what he or she wants.
- Instead of the speaker having to explicitly tell or ask for what he or she wants, listeners guess and accommodate the speaker's needs, sparing him or her the embarrassment that could arise if the verbally expressed request could not be met
- Thus, foreign students from East Asia may be puzzled about why they are constantly being asked what they want when they are visiting in American homes.
- In their home countries, a good communicator should anticipate what others want and act accordingly, so the host or hostess should not have to ask what is needed.
- With the emphasis on indirect communication in East Asian cultures, the receiver's sensitivity and ability to capture the under-the-surface meaning and to understand implicit meaning become critical.
 - Receivers work to be more sensitive to others by emptying their minds of preconceptions and making them as clear as a mirror
 - Different levels of emphasis on listening can be a barrier to effective communication unless the communicators understand how much importance the other person places on listening in the communication process

Solution:

- Acknowledge that some cultures place greater emphasis on the listener than on the speaker

c) Context Barriers

- In addition to the barriers that relate to how you process information and those that occur when your emotions and thoughts crowd out a message, listening barriers can arise from the communication context or situation.

Noise

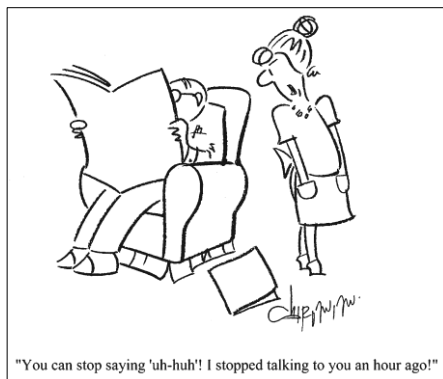
- Anything that interferes with your ability to encode or decode a message is called noise.
 - In the context of listening, noise is anything that distracts you from listening to what you wish to listen to.

- That distraction could be *physical noise*, which consists of actual sound, or *psychological noise*, which is anything else we find distracting.
- Most of us find it tougher to listen to a conversational partner when there are other sounds in the environment, such as loud music or other people talking.
 - ⇒ These are examples of physical noise.
- However, it isn't just sound that can distract us.
 - ⇒ If we're hungry or tired, or if we're in an especially hot or cold environment, those influences qualify as psychological noise because they also distract us and thus reduce our ability to listen effectively.
- Two factors that can increase interfering noise are *when* you listen and *where* you listen.

Barriers of Time

- Are you a morning person or an evening person?
 - Morning people are cheerfully and chirpily at their mental peak before lunch.
 - Evening people find it easier to tackle major projects after dark; they are at their worst when they arise in the morning.
- The time of day can affect your listening acuity.
 - If morning person, schedule your key listening
 - If evening person, shift heavy listening to the evening hours
 - Of course, that's not always practical.
 - ⇒ If you can't change the time of listening, *you can increase your awareness of when you will need to listen with greater concentration.*
- Daily activities, such as work, can also cause timing issues.
 - When a person wants to converse with you at a time when you're busy with other things, for example, it may be tempting to try to do two things at once.

- We have all tried to get away with a few “uh-huhs” and “mmhmms” to indicate that we’re listening to everything that’s being said while, in fact, our attention was divided.



- Respect the effect of timing on other people, too.
 - Don’t assume that because you are ready to talk, the other person is ready to listen.
 - If your message is particularly sensitive or important, you may want to ask your listening partner,
 - ⇒ “Is this a good time to talk?”
 - Even if he or she says yes, look for eye contact and a responsive facial expression to make sure the positive response is genuine

Solution:

- If possible, schedule difficult listening situations for when you’re at your best

Barriers of Place

- Listening takes all the powers of concentration you can muster.
 - A good listener seeks a quiet time and place to maximize listening comprehension.
 - For most people, the best listening environment is one that offers as few distractions as possible.
- When *you* want to talk to someone, pick a quiet time and place, especially if you know that you will be discussing a complex or potentially difficult topic.

- Even in your own home, it may be a challenge to find a quiet time to talk
 - ⇒ Closing a door or window, turning off the TV or radio, asking noisy or offensive talkers or texters to converse more quietly or not at all, and simply moving to a less distracting location are steps you may need to take to manage the noise barrier

Solution:

- Eliminate distracting noise

CAREER TIP

Melanie Whelan is the CEO of SoulCycle, a chain of fitness studios in North America, who has helped the company rapidly grow from 7 locations to 74 locations. Whelan says the most exciting moment in her career came when the chain's Washington, DC, location opened and then first lady Michelle Obama came to take a class.

Whelan is clear about her view of leadership style: "Great leaders are great listeners." She believes the key to active listening is asking questions: "You have to ask a lot of questions and you have to really listen to the answers. Don't be thinking about the next question, and don't be thinking about what you're having for lunch. Really listen, because in every answer there are at least three more questions you want to be asking."

Whelan points out that when asking questions, you have to be comfortable with silence. People often need time to collect their thoughts before responding. If you are uncomfortable with silence after asking a question, you may start talking too soon and inadvertently miss the opportunity to hear what others are thinking.

T 07. Improving Your Listening Skills

At the heart of listening is developing sensitivity to focus on the messages of others rather than on your own thoughts.

- Listening researcher Graham Bodie and his colleagues discovered that
 - most people define a skilled listener as attentive, friendly, and responsive, someone who maintains the flow of the conversation and provides feedback that the message was understood

In this section, we discuss several specific underlying skills that will increase your sensitivity and result in you being a good listener.

a) Stop: Turn Off Competing Messages

- As we noted earlier, while you are listening, you may also be talking to yourself, providing a commentary about the messages you hear.
- These internal, self-generated messages may distract you from giving your undivided attention to what others are saying.
- To stop and focus on a message, you need to
 - (1) be aware of the competing messages,
 - (2) stop the internal competing chatter and attend to the message, and
 - (3) socially decenter to focus on the thoughts of others

Be Aware of Competing Messages

- Becoming aware of our internal dialogue
 - is the first step toward stopping our own running commentary about issues and ideas that are self-focused rather than other-focused
- To be aware of what you are doing is to be consciously mindful of what you are attending to.
 - If you aren't aware that you're talking to yourself, you'll likely continue your internal monologue and miss a portion of the message from your listening and speaking partner.
- How can you increase your awareness of competing messages?
 - At any given moment, you are either on task or off task when listening.
 - Periodically ask yourself,
 - ⇒ "Am I on task?"
 - ⇒ Am I focused on the speaker or my own internal conversation?
 - ⇒ Am I aware of what I'm doing?"

Stop Internal Noise

- After being aware of whether you're on task, the next step is to stop focusing on your own mental messages
 - you should be other oriented by taking the following actions during what the researchers called the *preinteraction phase* of listening:
 - ⇒ Put your own thoughts aside

- ⇒ Be there mentally, not just physically
- ⇒ Make a conscious, mindful effort to listen
- ⇒ Take adequate time to listen; don't rush the speaker; be patient
- ⇒ Be open-minded
- It may also help if you simply speak less
 - It can increase our awareness of listening
 - the maxim
 - ⇒ "You have been given two ears and one mouth so that you will listen more and talk less"
 - No, we're not suggesting that you stop talking entirely
 - ⇒ rather, you should increase your awareness of how your own thoughts and talk can interfere with being a good listener
 - Stop—do your best to eliminate mental messages that keep you from listening well

Socially Decenter

- **social decentering**
 - Stepping away from your own thoughts and attempting to experience the thoughts of another
- After being aware of competing messages and stopping your internal chatter, try social decentering.
 - Instead of making yourself the center of your focus, you *decenter*—you place your focus on the other person
 - In essence, you ask yourself,
 - ⇒ "If I were the other person, what would I be thinking?"
 - ⇒ You need to become aware that your own thoughts are keeping you from focusing on another's message. Then you can focus on the other person
- Of course, we are not suggesting that your own ideas and internal dialogue should be forever repressed;
 - that would be both impossible and inappropriate
 - We are suggesting
 - ⇒ to connect to another, you must focus on the other person rather than on yourself

⇒ to consider what the other person may be thinking as he or she is communicating with you

b) Look: Listen with Your Eyes

- Sensitive listeners are aware of nonverbal as well as verbal messages; they listen with their eyes as well as their ears
 - nonverbal messages are powerful, especially in communicating feelings, attitudes, and emotions
 - ⇒ Example:
 - A person's body movement and posture communicate the intensity of his or her feelings, whereas facial expression and the vocal cues that accompany spoken words provide clues about the specific emotion being expressed
 - ⇒ A competent listener notices these cues; an incompetent listener attempts to decode a message based only on what is said rather than "listening between the lines."
- When there is a contradiction between the verbal message and the nonverbal message
 - we will almost always believe the unspoken one
 - ⇒ nonverbal cues are more difficult to fake
- How do you focus on nonverbal messages?
 - We suggest two strategies:
 - ⇒ (1) attend to the meta-message
 - ⇒ (2) nonverbally communicate *your* interest in the other person

Attend to The Meta-Message

- Meta-Message
 - the message about the message
- The nonverbal meta-message (tone of voice and facial expression etc) provides information about the emotional and relational effect of what a speaker is expressing with the verbal message
- Accurately decoding unspoken metamessages helps you understand what people really mean
 - Often, a person will express a positive feeling with a nonverbal message, such as smiling, that matches a verbal message, such as "I'm happy to be here."

- Sometimes, though, the nonverbal communication contradicts the verbal message.
- Your friend may say, “Oh, that’s just great,”
 - ⇒ but may use an exaggerated, sarcastic tone of voice and a facial expression that expresses just the opposite of the content of the verbal message
 - ⇒ Your friend may not explicitly say that he or she is angry, upset, or irritated, but the nonverbal cues let you know that your friend is not happy
- The sarcasm communicated by the tone of voice and facial expression (relationship cues) modifies the meaning of the verbal message (the actual content of the message)
- How can you clarify the meaning of a nonverbal meta-message?
 - Ask
 - ⇒ For example, when you detect a smirk or a grimace from your listening partner, you can seek information about the communication by asking,
 - “Is what I’m saying bothering you?”

Nonverbally Communicate Your Interest in the Other Person

- A key aspect of the “look” step of good listening is to actually look at the person you are listening to
 - establish eye contact, which signals that you are focusing your attention on your partner
- Even though mutual eye contact typically lasts only one to seven seconds, when you carry on an interpersonal conversation, your eye contact reveals how attentive and responsive you are to your listening partner
 - If you look as if you are listening, you will also be more likely to listen.
 - We usually have more eye contact with someone when we are listening than when we are talking
- In addition to eye contact, other nonverbal cues signal whether you are on task and responsive to the messages of others
 - remaining focused
 - keeping your hands and feet still
 - leaning forward slightly communicate to someone
 - appropriate head nods and verbal responses

c) Listen: Understand Both Details and Major Ideas

- How do you improve your listening skill?
 - Now that you've stopped your own internal dialogue and looked for nonverbal cues, it's time to listen.
 - Here are a few additional strategies for improving your listening skill

Identify Your Listening Goal

- You listen to other people for a variety of reasons.
- Knowing your listening goal can increase your self-awareness of the listening process and increase your skill.
 - Decide whether you are listening to enjoy, to learn, to evaluate, or to empathize.
 - Your listening goal should determine the strategies you use to achieve it.
 - Example:
 - ⇒ If you're listening to Aunt Deonna talk about her recent trip to northern Minnesota for the annual bear hunt,
 - you need not worry about taking extensive notes or trying to remember all the details of her expedition.
 - ⇒ But when your sociology professor tells a story to illustrate a sociological theory, you should be more attuned to the point he or she is making; the theory may be on a test.
 - ⇒ At other times, you need to be on your guard to evaluate the message of a politician or salesperson.
- Having a strong motivation to listen for specific kinds of information can enhance your listening effectiveness

Mentally Summarize the Details of the Message

- You can process words more quickly than a person speaks, so you can use the extra time to your advantage
 - by periodically summarizing the names, dates, and facts embedded in the message
- If the speaker is disorganized and rambling, use your tremendous mental ability to reorganize the speaker's information into categories or try to place events in chronological order.
 - Categories in POINT & SUPPORT way

- ⇒ What is the overall major idea and what are the details to support the idea?
- ⇒ If you listen too much for details, you may miss the main point
- Mentally weave your summaries of the details into a focused major point or series of major ideas.
- Use facts to enhance your critical thinking as you analyze, synthesize, evaluate, and finally summarize the key points or ideas your partner makes

Practice by Listening to Difficult or Challenging Material

- Learning any skill takes practice.
- Listening experts suggest that our listening skills deteriorate if we listen only to easy and entertaining material.
- Periodically make an effort to listen to material that is complex and richer in detail and information than what you typically listen to
 - As you listen to something that seems full of content, make a conscious effort to stay focused, concentrate, and summarize facts and major ideas

Work to Overcome Listening Barriers

- If you can avoid the listening barriers, you will be well on your way to improving your listening skill.
 - Identify the key obstacles that keep you from listening at peak effectiveness
 - ⇒ make conscious efforts to overcome their underlying causes
 - Avoid being self-focused, letting emotional noise distract you, or criticizing a message before you've understood it.
 - Watch out for information overload.
 - And, when possible, take steps to minimize external noise and provide an environment more conducive to listening.

Don't Interrupt

- One of the best things you can do to be perceived as a good listener is to not interrupt a speaker when he or she is talking.
 - Increase your awareness of whether you interrupt others.
 - ⇒ Wait until the other person has finished speaking before you speak
- Interruption during an interview

- Research; you're less likely to get the job, according to one research study.
- To listen without interrupting seems simple, but because thoughts are bouncing around in our heads, we sometimes blurt them out, or we think that we know what the other person is going to say, so we talk over her or him.
- Resist these temptations.

Listen Actively

- Active listeners are engaged listeners who listen with both their minds and their hearts.
- Active listeners as people who do the following:
 - ⇒ Give full attention to others
 - are engaged physically and mentally in the listening process
 - ⇒ Focus on what is being said
 - are aware of what they are doing
 - they stop thinking about things that might take them off track
 - ⇒ Expend considerable energy participating in the listening process.
 - ⇒ Have an alert posture
 - a slight forward lean
 - communicate their interest with an intent facial expression
 - ⇒ Maintain much direct eye contact with the speaker
- Passive listeners
 - are not involved listeners
 - are detached
 - may fake attention with a frozen, nonexpressive facial expression or a single, unchanging expression that mimics interest
 - receive information by being talked *to* rather than as an equal partner in the speaking-listening exchange
- Another research study found that listeners who offered person-centered comments (comments that acknowledge the feelings of others) and provided immediate nonverbal responses (eye contact, natural forward lean, appropriate head nods) were judged to be better listeners than those who did not use those skills

T 08. Become a Better Critical Listener

- Many interpersonal situations require you to assess the reliability and trustworthiness of what you're hearing.
- Here are three ways to hone that ability.

a) Be a skeptic

- Being a good critical listener starts with being skeptical of what you hear.
- Skepticism
 - a method of questioning whether a claim is well supported by evidence; it isn't about being cynical or finding fault
- Being skeptical means setting aside your biases and being willing to be persuaded by the merits of the argument and the quality of the evidence.
 - A good critical listener doesn't accept claims blindly but questions them to see whether they are valid
 - ⇒ Suppose your co-worker Faith has come up with a business opportunity, tells you about her plan, and asks you to consider investing in it.
 - Poor critical listeners might make their decision based on how they feel about Faith or how excited they are at the prospect of making money.
 - If you're a good critical listener, though, you'll set aside your feelings and focus on the merits of Faith's idea.
 - Does she have a sound business plan?
 - Is there a genuine market for her product?
 - Has she budgeted for advertising?
 - Did she explain how she would use your investment?
 - ⇒ Being a critical listener doesn't mean criticizing her plans—it means evaluating them to see whether they make sense.

b) Evaluate a speaker's credibility

- Besides analyzing the merits of an argument, a good critical listener pays attention to the credibility of the speaker.
- credibility
 - refers to the reliability and trustworthiness of someone or something

- All other things being equal, you can generally presume that information from a credible source is more believable than information from a noncredible source
- What makes a speaker more or less credible?
 - One quality is expertise.
 - ⇒ It makes more sense for us to trust medical advice from a physician than from a professional athlete, for instance.
 - ⇒ For the same reason, it doesn't make sense to trust a physician for legal or financial advice.
- It's sometimes easy to confuse expertise with experience.
 - Having experience with something may give a person credibility in that area, but it doesn't necessarily make the individual an expert.
 - ⇒ Consider Hannah, a small business owner. In the course of running her business, Hannah has become a very experienced supervisor for the many employees and interns she has overseen, so she has sufficient credibility to give advice to other business owners insofar as she can draw on her many experiences.
 - ⇒ Yet Hannah isn't an expert on management, because her only source of credibility is her individual experience.
 - ⇒ For example, she isn't a recognized authority on human resource management issues, nor does she have a degree in business.
 - Conversely, people can be experts on topics and areas with which they have no direct personal experience
 - ⇒ Young Li is an outstanding marital therapist who has helped countless couples even though she has never married.
 - ⇒ How can a man be a good obstetrician and a single person be a good marital therapist?
 - ⇒ The answer is that they draw on their training and expertise to help others, not just on their individual experiences.
- Another characteristic that affects a speaker's credibility is bias.
 - If a speaker has a special interest in making you believe some idea or claim, that bias tends to reduce his or her credibility.
 - ⇒ For instance, if a tobacco company executive claimed publicly that smoking has health benefits, a good critical listener would be highly skeptical because the executive is a biased source.

- Some biases, like this one, might be obvious, but sometimes you have to dig below the surface to evaluate someone's credibility.
 - For example, you might be intrigued to hear about a research report claiming that using your cell phone while driving does not increase your risk of being in a collision.
 - You might assume the study was conducted by a reputable source, such as a research team at a major university, and that assumption would enhance the report's credibility in your mind.
 - You decide to investigate further, however, and you discover that the study was funded by a group that lobbies on behalf of the telecommunications industry.
 - Given its purpose, such a group would have a vested interest in research results favorable to cell phone use.
 - That doesn't necessarily mean the study's conclusions are wrong
 - ⇒ It does mean, though, that you should be more skeptical when thinking about them

c) Understand probability

- Evaluating the merits of a claim means speculating about the likelihood that the claim is true.
 - Such speculation can be tricky, however, because we sometimes confuse what's possible with what's probable and what's probable with what's certain.
 - ⇒ An event or fact is possible if there's even the slightest chance, however small, that it might be true.
 - ⇒ In contrast, to be probable, a statement has to have greater than a 50 percent chance of being true.
 - ⇒ Finally, a statement is certain only if its likelihood of being true is 100 percent and nothing less.
- Consider a claim such as "I can survive without water for a week."
 - There's a possibility that assertion could be true, but the likelihood is extremely small.
 - The claim certainly isn't probable, and a good critical listener wouldn't treat it as though it were.
- The statement "I will get married someday"

- is not only possible, it's also probable, because a very large majority of people marry at least once in their lives.
- Is that claim therefore certain? No, because there's a chance, however small, that it might not happen.
- For a claim to be certain, there can be *absolutely no chance* that it isn't true.
 - A claim such as "I will die someday" is certain, because every living being eventually dies.
- Good critical listeners
 - understand the differences among possibility, probability, and certainty
 - bear in mind that a claim that something is possible isn't necessarily worth believing

T 09. Improving Your Responding Skills

To respond is to provide feedback to another about his or her behavior or communication.

- Your response can be verbal or nonverbal, intentional, or unintentional.
- Your thoughtful response serves several purposes.
 - First, it tells a speaker how well you have understood his or her message.
 - Second, your response lets a speaker know how the message affects you.
 - ⇒ It indicates whether you agree or disagree.
 - Third, it provides feedback about statements or assumptions that you find vague, confusing, or wrong.
 - ⇒ It helps an individual keep the communication on target and purposeful.
 - Finally, your response signals to the speaker that you are still "with" him or her—that you are still ready to receive messages.

We respond to let others know that we understand what we have heard, to empathize with the feelings of others, and to provide support

a) Responding to Clarify and Confirm Understanding

- The skill of thoughtfully responding to others lets those to whom you are listening know that you have understood their message and that they communicated clearly

- There are several ways to ensure that your confirming responses are helpful

Be Descriptive

- Although one listening goal is to evaluate and make critical judgments about messages,
 - don't evaluate until you're sure you understand the speaker.
- Effective feedback describes rather than evaluates what you hear.
- We're not suggesting that it's easy to listen from a nonevaluative perspective or that you should refrain from ever evaluating messages and providing praise or negative comments.
 - But feedback that first acts like a mirror to help the speaker understand what he or she has said is more useful than a barrage of critical comments.
 - Describing your own reactions to what your partner has said rather than pronouncing a quick judgment on his or her message is also more likely to keep communication flowing.
 - ⇒ "I see that from a different point of view" often evokes more thoughtful responses than "You're wrong, I'm right."
- If your partner thinks that your prime purpose in listening is to take potshots at the message or the messenger, the communication climate will cool quickly.
- Listening researcher Eve-Anne Doohan not surprisingly found that
 - when wives expressed negative emotions and critical evaluative comments to their listening husbands, the husbands were less satisfied with the overall quality of their relationships with their wives

Be Timely

- Feedback is usually most effective at the earliest opportunity after the behavior or message is presented, especially if the purpose is to teach.
 - Waiting to provide a response after much time has elapsed invites confusion.
- Now let us contradict our advice.
 - Sometimes, especially if a person is already sensitive and upset about something, delaying feedback can be wise.
 - Use your critical thinking skills to analyze when feedback will do the best.

- Rather than automatically offering immediate correction, use the just-in-time approach.
- Provide feedback just before the person might make another mistake, just in time for the feedback to have the most benefit

Be Brief

- Less information can be more.
 - Cutting down on the amount of your feedback can highlight the importance of what you do share.
 - Don't overwhelm your listener with details that obscure the key point of your feedback.
 - Brief is usually best.

Be Useful

- Perhaps you've heard this advice:
 - "Never try to teach a pig to sing. It wastes your time, it doesn't sound pretty, and it annoys the pig."
- When you provide feedback to someone, be certain it is useful and relevant.
 - Ask yourself,
 - ⇒ "If I were this person, how would I respond to this information?"
 - ⇒ Is it information I can act on?"
 - Immersing your partner in information that is irrelevant or that may be damaging to the relationship may make you feel better, but it may not enhance the quality of your relationship or improve understanding

Ask Appropriate Questions

- As you listen for information and attempt to understand how another person is feeling, you may need to ask questions to help clarify your conclusions.
- Most of your questions will serve one of four purposes:
 - (1) to obtain additional information
 - ⇒ "How long have you been living in Buckner?"
 - (2) to check how the person feels
 - ⇒ Are you frustrated because you didn't get your project finished?
 - (3) to ask for clarification
 - ⇒ What do you mean when you say you want to telecommute?

- (4) to verify that you have reached an accurate conclusion about your partner's intent or feeling
 - ⇒ So are you saying you'd rather work at home than at the office?
- Another way to sort out details and get to the emotional heart of a dialogue is to ask questions to help you (and your communication partner) identify the sequence of events.
 - "What happened first?" and "Then what did he do?" can help both you and your partner clarify a confusing event.
- Your ability to ask appropriate questions will demonstrate your supportiveness of your partner and signal that you are interested in what he or she is sharing.
- Of course, if you are trying to understand another's feelings, you can just ask how he or she is feeling in a straightforward way—don't ask questions just for the sake of asking questions.
- Also, monitor how you ask your questions. Your own verbal and nonverbal responses will contribute to the emotional climate of your interaction.

Paraphrase Message Content

- After you have listened and asked questions, check whether your interpretations are accurate by paraphrasing the content you have heard.
- **Paraphrasing**
 - is restating in your own words what you think a person is saying
 - different from repeating something exactly as it was spoken; that would be parroting, not paraphrasing.
- Paraphrase when you need to confirm your understanding of a murky message or to help the speaker sort out a jumbled or confusing situation.
 - Your paraphrase can summarize the essential events, uncover a detail that was quickly glossed over, or highlight a key point.
 - Typical lead-ins to a paraphrase include statements such as the following.
 - ⇒ "So here is what seems to have happened. . ."
 - ⇒ "Here's what I understand you to mean. . ."
 - ⇒ "So, let me see if I get what you are saying. . ."
 - ⇒ "Are you saying . . .?"
- Does paraphrasing a speaker's message really enhance the overall quality and accuracy of communication?

- Yes.
- Several researchers have found considerable support for the value of paraphrasing the messages of others in enhancing communication
- Result:
 - ⇒ listeners perceived people who skillfully used paraphrasing as more socially attractive (liked) than other people

Communication & ETHICS

Paraphrase Properly

If used with wisdom, paraphrasing can help both you and your partner clarify message accuracy. The most essential guideline is to use your paraphrasing skills only if you are able to be open and accepting. If you try to color your paraphrased comments to achieve your own agenda, you aren't being ethical.

Also avoid the overuse of paraphrasing. Too much of it can slow down a conversation and make the other person uncomfortable or irritated. A sensitive communicator tries not to let his or her technique show.

Other guidelines to keep in mind when you ask questions and paraphrase content and feelings are the following:

- *Use your own words—don't just repeat exactly what the other person says.*
- *Don't add to the information presented when paraphrasing.*
- *Be brief.*
- *Be specific.*
- *Be accurate.*

b) Responding to Empathize with Others

- Empathy is the process of feeling what another person is feeling.
 - To empathize is more than to acknowledge that another person feels a particular emotion.
 - Being empathic involves making an effort to feel the same emotion yourself
- Central to being empathic is being emotionally intelligent, which includes being able to understand and express emotion, interpret emotions in yourself and others, and regulate or manage emotions

- Researchers suggest that empathic listeners
 - ⇒ make better salespeople, teachers, counselors, and therapists
 - ⇒ develop better relationships with others overall than nonempathic listeners
- At the heart of empathic listening is the ability not only to know when to speak, but also to know when to be silent.
- Psychologist Carl Rogers suggests that empathic listening is more than a technique; it's a "way of being"
 - Effective empathic listeners make empathy a natural and normal way of interacting with others.
 - ⇒ Some people are simply better at being empathic than others.
 - Just as you inherit physical qualities from your parents, there is evidence that you inherit communication traits as well
 - Some people may have a personality and communication traits that result in being a skilled empathic listener
- Can people be taught to be more empathic?
 - Research suggests that the answer is a clear "yes."
- Empathy is at the heart of focusing on the needs and emotions of others
 - Being empathic is not a single skill but several related skills that help you predict how others will respond
 - Two strategies to help you respond empathically are to understand your partner's feelings and to paraphrase his or her emotions.

Understand Your Partner's Feelings

- If your goal is to empathize, or "feel with," your communication partner, you might begin by imagining how you would feel under the same circumstances.
 - If a friend calls to tell you his mother died, consider how you would feel if the situation were reversed.
 - ⇒ imagine what it would be like to suffer such a loss
 - how to do it?
 - ⇒ attempt to decenter (to consider what someone may be thinking)
 - by first projecting how you might feel and
 - then asking appropriate questions and

- offering paraphrases to confirm the accuracy of your assumptions
- Considering how others might feel has been called the Platinum Rule—even more valuable than the Golden Rule (“Do unto others as you would have others do unto you”).
- The Platinum Rule invites you to treat others as *they* would like to be treated—not just as *you* would like to be treated

Paraphrase Emotions

- The bottom line in empathic responding is to make certain that you understand your communication partner’s emotional state.
- You can paraphrase his or her feelings using common lead-in phrases, such as
 - “So you feel . . .,”
 - “So now you feel . . .,” and
 - “Emotionally, you are feeling. . .”
- Using these or other ways of paraphrasing feeling (as well as content) can be especially useful in situations in which messages could escalate emotions or produce conflict, such as the following:
 - ⇒ Before you take an important action
 - ⇒ Before you argue or criticize
 - ⇒ When your partner has strong feelings
 - ⇒ When your partner just wants to talk
 - ⇒ When your partner is speaking “in code”—using unclear jargon or abbreviations you don’t understand
 - ⇒ When your partner wants to understand your feelings and thoughts
 - ⇒ When you are talking to yourself (you can question and check your own emotional temperature)
 - ⇒ When you encounter new ideas
- As a final word on responding with empathy, realize that in practice the process won’t be as neat and tidy.
 - You may have to back up and clarify content, ask more questions, and rethink how you would feel before you summarize how your partner feels.

- Or you may be able to summarize feelings without asking questions or summarizing the content of the message.
- Be sure to adapt the skills appropriately, and ethically, to each specific communication situation

c) Responding to Provide Social Support

- Responding with empathy is especially important if you are listening to provide social support or encouragement to someone.
- You provide **Social Support** to someone when you sensitively and empathically listen to him or her and then offer messages of comfort or confirmation that let the person know that he or she is both understood and valued.
- Providing social support does *not* mean trying to solve the issue or problem your communication partner has.
 - Instead, it means communicating genuine concern rather than just going through the motions of pretending to listen
- How much social support should you offer?
 - One research study suggests that when we are experiencing sadness, disappointment, or trauma, most of us prefer a “midlevel” amount of social support—a moderate level of positive, genuine, supportive communication
 - Although the women in the study preferred a bit higher level of comforting than did the men,
 - most people studied
 - ⇒ didn’t want over-the-top, dramatic expressions of support
 - ⇒ Neither did they like mild or timid expressions of support
- What’s the best way to express your support?
 - The following Tables summarize research-based suggestions that can help you say the right thing and avoid saying the wrong thing when you are providing social support to others.

Suggestions for Providing Social Support	
What to Do	What to Say
Clearly express that you want to provide support.	“I would really like to help you.”
Appropriately communicate that you have positive feelings for the other person; explicitly tell the other person that you are her or his friend, that you care about her or him, or that you love her or him.	“You mean a lot to me.” “I really care about you.”
Express your concern about the situation the other person is in right now.	“I’m worried about you right now, because I know you’re feeling [stressed, overwhelmed, sad, etc.].”
Indicate that you are available to help, that you have time to support the person.	“I can be here for you when you need me.”
Let the other person know how much you support him or her.	“I’m completely with you on this.” “I’m here for you, and I’ll always be here for you because I care about you.”
Acknowledge that the other person is in a difficult situation.	“This must be very difficult for you.”
Paraphrase what the other person has told you about the issue or problem that is causing stress.	“So you became upset when she told you that she didn’t want to see you again.”
Consider asking open-ended questions to find out whether the other person wants to talk.	“How are you doing now?”
Let the other person know that you are listening and supportive by providing conversational continuers.	“Yes—then what happened?” “Oh, I see.” “Uh-huh.”
After expressing your compassion, empathy, and concern, just listen.	Say nothing; just establish gentle eye contact and listen.

What to Avoid When Providing Social Support	
What NOT to Do	What NOT to Say
Don't criticize or negatively evaluate the other person. She or he needs support and validation, not judgmental comments.	"Well, you never were the best judge of people. You should expect this kind of stress if you hang around with him."
Don't tell the other person to stop feeling what he or she is feeling.	"Oh, snap out of it!" "Don't be sad."
Don't immediately offer advice.	"So here's what you should do: Cut off all communication with her."
Don't tell the other person that all will necessarily be well.	"It's going to get better from here." "The worst is over."
Don't tell the other person that she or he really has nothing to worry about.	"Oh, It's no big deal." "Just think happy thoughts."
Don't tell the other person that the problem can be solved easily.	"You can always find another girlfriend."
Don't blame the other person for his or her problems.	"Well, if you didn't always drive so fast, you wouldn't have had the accident."
Don't tell the other person that her or his expression of feelings and emotion is wrong.	"You're just making yourself sick. Stop crying."

- Research suggests that following these guidelines as appropriate to the other person's situation can help you develop positive, empathic, comforting messages that are likely to be appreciated by your listener
- Remember, however, that there are no magic words or phrases that will always ease someone's stress or anxiety.

The following poem "Listen," by an unknown author, summarizes the essential ideas of how to listen and respond with empathy

LISTEN (a poem)

When I ask you to listen to me and you start giving advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problems, you have failed me, strange as that may seem.

Listen! All I asked was that you listen. Not talk or do—just hear me.

Advice is cheap: 50 cents will get you both Dear Abby and Billy Graham in the same newspaper.

And I can do for myself; I'm not helpless. Maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fear and weakness.

But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I quit trying to convince you and can get about the business of understanding what's behind this irrational feeling.

And when that's clear, the answers are obvious, and I don't need advice.

Irrational feelings make sense when we understand what's behind them.

Perhaps that's why prayer works, sometimes, for some people, because God is mute, and doesn't give advice or try to fix things,

God just listens and lets you work it out for yourself.

So, please listen and just hear me, and, if you want to talk, wait a minute for your turn; and I'll listen to you.

—Anonymous

Chapter Review Questions / Activities

A. Review Questions / Activities

- Identify specific instances from your own experience in which poor listening skills resulted in a significant communication problem.
 - How would using effective listening skills have diminished or eliminated the problem?
- What captures and holds your attention when you are listening?
- Which self-barrier do you encounter most often when listening? What do you try to do to cope with it?
- Do you find yourself interrupting or getting interrupted often?
 - What can you do—as a listener or a speaker—to avoid interruptions and deal with them if they happen?
- Do you usually paraphrase when listening to others in everyday life?
 - If so, how do you summarize messages in a helpful and natural-sounding way?
 - If you don't paraphrase much, what kinds of phrases do you think would help you?

- If you're doing something at the time someone wants to you to listen, should you be honest and disclose that you're busy and would rather chat (and listen) when you can be more attentive?
 - If so, what sort of verbal strategies might you use?
- How is listening different from hearing?
- Why is effective listening so advantageous?
- What are mnemonic devices, and why are they useful?
- Which of strategies for responding is the most active strategy, and which is the most passive?
- How is empathic listening different from sympathetic listening?
- Compare and contrast pseudolistening and selective attention, and explain how each is a barrier to effective listening.
- Why do people engage in "glazing over"?
- How does the rebuttal tendency interfere with effective listening?
- What does it mean to be closed-minded?
- What makes an interruption "competitive"?
- What does it mean to be skeptical?
- As an aspect of credibility, how is experience different from expertise?
- What does it mean to have bias?
- How are possibility, probability, and certainty different?

B. Listening Styles

- What is your usual listening style? How do you adapt your style when situations call for a different one?
- How does your listening style(s) influence your conversations with your friends, family members or others?
 - Does your preferred listening style suggest that you are more comfortable in specific listening situations?
 - Based on your listening style, which listening situations do you sometimes avoid?
- What are ways you might determine what listening style others may have?
 - How might their verbal or nonverbal behavior give you clues as to their listening style?
- What are specific listening situations in which it would be useful to adopt a listening style that is not your predominate listening style?

- Which listening styles might you wish to enhance?
 - What would be advantages to developing greater flexibility in using a variety of listening styles?

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 05

Planning for Presentations

Freedom of speech is of no use to a man who has nothing to say.
—FRANKLIN D. ROOSEVELT

T 01. Types of Professional Presentations

- To be effective, you must begin by asking about your own motivation. Good speakers carefully consider the goals of the speeches they prepare.
- We can speak with many different goals in mind, such as to inform, to persuade, to entertain, to introduce, or to make a group presentation or a special occasion speech.
 - Those goals are not necessarily mutually exclusive; sometimes a speaker has more than one goal for the same speech.
 - ⇒ Even if a speech has one primary goal, it can also have one or more secondary goals.
 - For instance
 - ⇒ salespeople often attempt to persuade customers to buy a product by informing them of the item's positive features
 - ⇒ The best man at a wedding might give a toast to honor the couple but also to entertain the guests with funny stories about the new spouses.

Informative Speech

- goal = to teach listeners something they don't already know
 - Examples:
 - ⇒ A refresher course for lifeguards, a retirement workshop for older adults, an employee meeting about a new policy, and a product demonstration at a trade fair are all examples of informative speaking.
 - In each case, the speaker has knowledge on a particular topic that he or she wishes to impart to the audience.

- To do so successfully, the speaker must make the material interesting, clear, and easy for listeners to follow.

Persuasive Speech

- Goal = to appeal to our listeners to think or act in a certain way
 - **Persuasion** is the process of guiding people to adopt a specific attitude or enact a particular behavior.
 - Examples:
 - ⇒ During a motivational halftime speech in the locker room, a basketball coach can persuade her team to play more effectively in the game's second half.
 - ⇒ During an inspiring commencement address, a celebrity or political figure can persuade new graduates to believe in themselves.
 - In each of these instances, the speaker is attempting to lead listeners to think, believe, or act in a specific manner.

Introductory Speech

- Goal = to inform listeners of the person's background and notable characteristics
 - Many of us will give public presentations to introduce other people.
 - ⇒ Suppose you were introducing a new colleague to your project team at work.
 - ⇒ In your presentation, you might say a few words about the person's hometown, education, previous work experience, and hobbies or interests.
 - We also speak to introduce ourselves.
 - ⇒ Perhaps you were called on to introduce yourself to your classmates on the first day of the academic term.
 - ⇒ If so, you may have informed your audience of your name, major, career goals, and reasons for taking the course.
- Good speeches of introduction are usually short and focused on information listeners will find interesting.

Group Presentations

- Group presentations provide opportunities for groups of people to offer information or ideas.

- At times, you may be speaking as part of a group, and you will need to choose the most appropriate format for such a presentation.
- Sometimes the context dictates the format.
 - Otherwise, you can choose a group oral report, a symposium, a colloquium, or a forum.

Group oral report

- You deliver a speech on the group's behalf in the form of an oral report.
 - your group has worked together to accomplish a project, investigate a question, or reach a decision
 - Examples
 - ⇒ sales leader giving a pitch on behalf of her sales team
 - ⇒ a wellness committee chair presenting requests to company leaders about the needs of employees,
 - ⇒ a work team member reporting the results of the team's latest project
 - The speaker (or speakers) may answer questions from listeners afterward, depending on the situation.

Symposium

- symposium
 - a meeting where experts discuss a particular subject
 - each member of a small group makes an individual presentation, one after another, on a common topic
- Example
 - Let's say that as a resident adviser (RA) in your residence hall, you are part of a symposium about campus housing safety.
 - Your group might feature five other RAs, each speaking about his or her most significant challenges and successes during the previous year.
- A moderator usually introduces each speaker and invites questions from the audience at the end.

Colloquium / kə`lookwiəm /

- A colloquium is a speaking format in which members of a group discuss a predetermined topic with one another in front of an audience.

- Colloquium topics are often controversial, with speakers offering divergent points of view.
 - For example, a nonprofit environmental organization might host a colloquium on the topic of genetically modified organisms, with the group consisting of scientists who have different perspectives on the topic.
- a moderator typically oversees the session to ensure that everyone in the group receives equal time to speak
- The difference between a symposium and a colloquium is that
 - a symposium features individual speakers and presentations, whereas a colloquium is more of a group discussion
- Although disagreement and debate among group members are often encouraged at a colloquium, the tone is expected to remain respectful

Forum

- The most interactive format for a group presentation is a forum, in which members of the group and the audience offer comments and questions to one another.
- Example
 - When considering a major policy decision, your company's board of directors might hold a forum to take comments and questions from the public.
- The board chair may enforce a time limit to ensure that everyone has an equal opportunity to speak.
- A forum can be held on its own, or it may follow an oral report, symposium, or colloquium.

Panels

- In the workplace, many group presentations take place on panels, which are small groups of people brought together to discuss a specific topic.
 - Organizations often hold events for just their employees, at trade shows and other industry events, or for customers.
- Panels can take many forms, including symposium-, colloquium-, or forum-style events.
 - *Symposium-style panels*
 - ⇒ are common at industry events, for instance, wherein representatives of several companies—such as a pharmaceutical

company, a software company, and a mining company—each speak on a similar topic, such as employee retention, digital marketing, or environmental sustainability.

→ *Colloquium-style panels*

- ⇒ At conference or media events, colloquium-style panels commonly feature representatives of several organizations—say a tech company, a manufacturing company, and a government official—who offer diverse views on a company topic, such as the effect of big data on privacy or the role of tax incentives for companies.

→ *Forum-style panels*

- ⇒ are extremely common in corporate settings.
- ⇒ A group of managers might take input and questions from a group of its employees about a new parental leave policy, a group of nonprofit leaders might get guidance and feedback from a group of its funders about which programs to invest in, or a group of executives might get demands and questions from an organization's board members.

Special Occasion Speeches

On many occasions, we speak to give honor.

- Special occasion speeches give honor and recognition to people, places, or significant points in time

Eulogy /'ju:lədʒi/

- a speech made to honor the memory (praise them) of people after their death (funeral) and to comfort those who remain.
- We use eulogies and many other types of presentations to give honor to people, places, or significant points in history.
- A eulogy is one of the most common types of speeches that give honor, yet many people find them intimidating to prepare.

Toast

- a short speech of tribute to the person or people being celebrated
 - the act of a group of people wishing somebody happiness, success, etc. by drinking a glass of something, especially alcohol, at the same time
 - Most toasts offer comments on the honoree's positive qualities and congratulations on his or her accomplishments.

→ Example

⇒ a retirement ceremony for a colleague, it's common for particular guests to give a toast

Speech of Recognition

- We might deliver a speech of recognition to honor someone who is receiving an award.
- Such presentations usually explain the criteria for the award and then identify the recipient by describing his or her achievements.

Speech of Dedication

- Speakers also give speeches to honor important places.
 - In 2015, for instance, President Barack Obama delivered a speech of dedication to honor the Edward M. Kennedy Institute in Boston, Massachusetts.
- As is common during speeches of dedication, he spoke of the importance of the institute and the historic achievements of the man it honors.

Speech of Commemoration /kəˌmemə'reɪʃən/

- Finally, we can use speeches to honor significant points in history.
 - March 23, 1940 (Pakistan Day)
 - December 16, 2014 (The tragedy in APS, Peshawar)

T 02. Stages in Public Speaking

An old proverb says, “By failing to prepare, you are preparing to fail.” Indeed, success in many endeavors relies on solid planning, and public speaking is no exception.

T 03. Select & Narrow Your Topic

- Sometimes a speaker is invited or assigned to speak on a certain topic and doesn't have to think about selecting one.
- At other times, you may select the topic for your speech. You can identify appropriate topics by following steps:

Self-Analysis

- Exploring your own interests, attitudes, and experiences may suggest topics about which you know a great deal and feel passionately, resulting in a speech you can deliver with energy and genuine enthusiasm.
- Consider:
 - Your knowledge, experience, interests, hobbies, beliefs, attitudes, values, and skills you have
 - ⇒ If you choose to speak about an issue with which you're already familiar, you will speak with credibility and confidence.
 - ⇒ Choosing a topic of your interest will make preparing your speech more enjoyable, and your presentation will be more engaging for your listeners.
 - What do I need to learn about this topic?
 - ⇒ Even if you're already familiar with your topic, you should still be willing to invest some time to ensure that your knowledge is up to date.

CAREER TIP: When Giving Presentations, Be Yourself

Melinda Gates is the third most powerful woman in the world, according to the Forbes World's 100 Most Powerful Women list. After a successful business career, she has spent the last several decades as one of the most active philanthropists in the world. The co-chair of the Bill and Melinda Gates Foundation, she works tirelessly to fight disease, increase prosperity, and support opportunities for women in the most vulnerable communities across the globe. Her ability to prepare and deliver speeches on catchy topics is one key to her success at generating support for her causes. For example, her most-watched TED Talk is called "What Nonprofits Can Learn from Coca-Cola."

When Gates recently addressed college graduates, she said, "My best advice would be to be yourself." In the early 1980s, she was one of the only women at Microsoft with a technology background. She thought she had to adopt the "same style as all the men in the room." But she was so unhappy trying to mimic the behavior of others, she almost left the company. Ultimately, she pushed through several years of discomfort and learned to be herself. In the process, she developed her own unique leadership style and gained much more satisfaction at work.

Gates's advice is important in many professional situations, especially in speech situations. Remember that, as you plan and develop presentations,

your passion and authenticity are essential. Find ways to be yourself in this process, and you'll realize that your authenticity helps you connect with and influence others.

Learn about Audience

Thinking about your audience can often yield an appropriate topic.

- In public speaking, that adaptation begins with topic selection.
 - Who are the members of your audience?
 - What interests and needs do they have in common?
 - Why did they ask you to speak?
- One professional speaker calls the answers to such questions “**actionable intelligence**”—information that you can use as you select your topic.
 - Topics that are appropriate for adults, for instance, may not be appropriate for a younger audience, and those that are appropriate for an audience of experts may not be for an audience of nonexperts.
 - If your listeners care about your topic, they will be more attentive and more likely to remember what you say.
 - ⇒ Your college classmates are likely to be interested in such topics as college loans and the job market.
 - ⇒ Older adults might be more interested in hearing a speaker address such topics as the cost of prescription drugs and investment tax credits.

Learn about Occasion

You might also consider the occasion for which you are being asked to speak.

- Select a topic that will fit the primary goal of your speech.
 - Why am I speaking?
 - ⇒ Is your goal to inform or persuade?
 - ⇒ Are you introducing or honoring someone?
- Make sure your topic fits the tone of the occasion.
 - What is the emotional tone of the event?
 - ⇒ Is the occasion joyous and celebratory, such as a promotion ceremony?
 - ⇒ Is it somber, such as a memorial service?

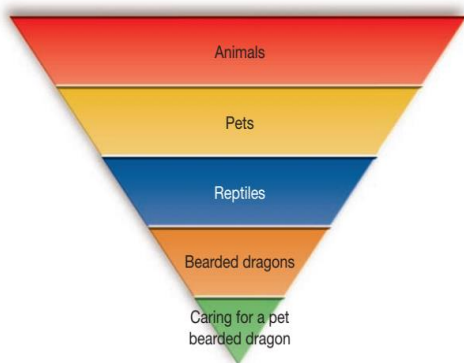
⇒ Is it formal but emotionally neutral, such as a stockholders' meeting?

Explore Additional Resources

- Surfing the Internet
- Listening, Reading & Watching
 - YouTube, TED Talks, News, Podcasts, current issues etc
- Discussion with fellows, friends etc
- Problems in your surroundings that you want people to pay attention to

Potential Issues with a selected Topic

- Too Broad
 - Solution
 - ⇒ Narrow it down
- Many good topics need to be narrowed before they are appropriate for presentation
 - One strategy for narrowing topics is to construct the kinds of increasingly specific categories and subcategories
- Write your general topic at the top of a list, making each succeeding word or phrase more specific and narrower
- If the last topic is too narrow, just go back one step.



T 04. Know Your Audience Through Audience Analysis

- Presentation should be audience-centered
 - Your audience influences every decision you make
 - consider and adapt to the audience at every stage of the public speaking
 - you revise your ideas or strategies as you learn more about your audience

- Audience-centered public speaker
 - Someone who considers and adapts to the audience at every stage of the public speaking process.
- Audience-centered public speakers are inherently sensitive to the diversity of their audiences. While guarding against generalizations that might be offensive, they acknowledge that cultural, ethnic, and other traditions affect the way people process messages.

Audience Analysis

- Savvy public speakers engage in **audience analysis**,
 - which means thinking carefully about the characteristics of their listeners so they can tailor their remarks for maximum effectiveness
 - ⇒ the characteristics
 - Age, problems, qualification, interests, socioeconomic class, roles, culture, religion, ethnicity, likes/dislikes, knowledge (topic & general), attitude (friendly, hostile), gender, amount in numbers (large, small)
- Once you have a potential topic in mind, you'll want to ask questions such as the following:

Audience Needs

- How will audience members benefit from what I have to say?
 - ⇒ This is perhaps the single most important question you can use to guide you as you design your presentation.
 - ⇒ In particular, focus on benefits you can offer that fulfill an unmet need of your listeners.

Audience Knowledge

- What do listeners already know about my topic?
 - ⇒ Find out whatever you can about your audience members' knowledge level.
 - ⇒ The less they know about your topic, the more of your presentation time you should spend to inform them.
 - ⇒ Also, try to find out where they have gotten their information or perceptions about the topic.
 - ⇒ Knowing this allows you to deal more effectively with misinformation.

Audience Worries / Problems / Issues

- What are my listeners' chief concerns?
 - ⇒ Although you can take time to gather your thoughts when responding to someone's concerns in writing, in presentations and other face-to-face communications you must respond immediately.
 - ⇒ Find out what these issues are.

Audience Roles

- Who are the key decision makers?
 - ⇒ You want to earn the support of your whole audience, but some members are more powerful than others.
 - ⇒ For internal presentations, think about who has the most influence and authority to act on your ideas.
 - ⇒ For presentations to clients, customers, and prospects, identify the decision makers. Focus most of your attention on them.

Audience Interests

- What will appeal to my audience?
 - ⇒ Oral communications are well suited to conveying a strong emotional appeal because they create bonds between the speaker and the audience that can transfer to the topic of your speech.
 - ⇒ At the same time, you will be including a set of ideas you want your audience to appreciate analytically.
 - ⇒ Plan to make both emotional and analytical connections with your audience.

Audience Learning Style

- What is the learning style of my audience?
 - ⇒ **Visual learners** learn best from illustrations and simple diagrams that show relationships and key ideas. They also enjoy gestures and metaphors. Text-based PowerPoints do not appeal to them much, but slides rich in images and figures do help them respond to your message.
 - ⇒ **Auditory learners** prefer loud, clear voices and believe emotion is best conveyed through voice.

- ⇒ Finally, **kinesthetic learners** need to participate in order to focus their attention on your message and learn best. They benefit from group activities, hands-on activities, or breaks at least every 20 minutes.

Demographic Characteristics of the Audience

- What are the demographic characteristics of the audience?
 - ⇒ **demographic characteristics**,
 - include their age, sex, culture, socioeconomic status, physical and mental characteristics, and political orientation etc
 - ⇒ If you don't know much about these, ask the person hosting your speech or someone who is familiar with your audience.
 - ⇒ You can then use what you know to identify issues, examples, opinions, and forms of evidence that are most relevant to your listeners.

DEMOGRAPHIC CHARACTERISTICS to consider as thoroughly as possible

Age

- Researchers have found important differences in attitudes depending on year of birth
 - people born during different time periods can have substantially different viewpoints on important social issues, such as the value of labor unions, the trustworthiness of the national news media, the role of religion in contemporary life and so on
- Age also matters when a talk includes references to popular culture, and it influences audiences' facility with computer-mediated communication.
- Similarly, it can affect which forms of presentation will best grab and hold their attention.
 - Younger adults often appreciate presentations that use multiple forms of media.
 - ⇒ When speaking to such groups, you may thus choose to incorporate music, multimedia slides, and video clips.
 - Some older adults, however, may find the use of media distracting and prefer a no-frills presentation style.

Gender

- Effective speakers also consider the audience's sex composition.
- Although individual responses always vary, some research shows that
 - men are often more interested in issues related to engineering, science, mathematics, and technology
 - Women, in contrast, are often more interested in social, artistic, and relationship issues
 - These are broad generalizations that don't apply to every woman and man, and may even strike you as surprising or stereotypical, even though they are supported by research.
 - In comparison, research shows that women and men are equally interested in many aspects of their working lives, including work hours, job security, and promotion opportunities.
 - If your audience is composed primarily of one sex or another, it may be best to tailor your presentation to appeal to their interests, if you have that option.

Culture

- Cultural groups can vary significantly in their perceptions of communication behaviors
 - Consequently, effective speakers take the cultural makeup of their audiences into account and speak in culturally sensitive ways.
 - For instance, they avoid using words or phrases that insult, mock, or belittle cultural groups.
 - Speakers who aren't culturally sensitive can cause offense even if they don't intend to do so.
 - Example:
 - ⇒ In February 2012, ESPN.com fired a staff writer for referring to Taiwanese American basketball player Jeremy Lin of the New York Knicks with the headline "Chink in the Armor."⁸ Although the headline introduced a story about a Knicks loss to the New Orleans Hornets, many readers took offense at the word chink, which has been used as a racial slur to demean Asian Americans. ESPN.com took down the headline 35 minutes after posting it online and also suspended one of its sports anchors for using the phrase on air.

- ⇒ In a statement released after the incident, [ESPN.com](https://www.espn.com) suggested that the headline was an honest mistake, not intended to cause offense
- Often, however, what matters is how comments are *interpreted* rather than how they are *intended*.
 - Communicators who are insensitive to the way listeners or readers might interpret their remarks risk offending or alienating cultural groups in their audiences, even if their intentions are honorable.

CT 04. FOCUS ON ETHICS: Questionable Humor

Your supervisor and mentor at work is getting ready to retire, and you have been asked to speak at her farewell party. A member of an ethnic minority, she frequently pokes fun at her own cultural background, so everyone at your workplace knows she is not offended by cultural humor even when the jokes are at her own expense. In addition, you know your audience expects your speech to be humorous and lighthearted rather than a serious tribute. You recall a joke your mentor recently made about her own culture, and you consider including it in your speech of recognition.

CONSIDER THIS:

- *Even if you are positive the joke would not offend your mentor, what other ethical considerations should you make when deciding to tell it?*
- *Suppose you have the same ethnic and cultural background as your mentor, so the joke would be poking fun at you as well as her.*
- *Does that affect whether it is ethical to include it?*

Socioeconomic Status

- Considering the socioeconomic status of your listeners can help you tailor your message to their priorities and experiences.
 - For instance, wealthy listeners are often older, more educated, and more widely traveled.
 - ⇒ They may be more likely to have certain markers of status, such as a home or an investment portfolio.
 - Wealthy audiences are often politically conservative as well, so they may be more resistant to change.
 - ⇒ In contrast, low- income audiences are often more liberal and more open to new ways of thinking.

- You can bear in mind such differences when choosing a speech topic.
 - ⇒ For instance, a speech on high-level investment strategies may not be well suited to a less wealthy audience, whereas a speech describing the stress of working two jobs might not be compelling to a wealthier one.

Physical and Mental Capabilities

- Although many people function well despite physical or mental challenges, a speaker still must sensitively accommodate listeners' needs.
- If you're speaking to a group of retirees, for instance, many are likely to have impaired hearing or vision.
 - To accommodate them, you need to speak clearly and at an appropriate volume, and your visual aids must be large enough to be seen easily.
 - You may even need to describe your visual aids verbally for the benefit of those who cannot see them.
- You can appear insensitive if you don't consider your listeners' particular needs.

Political Orientation

- Knowing whether your audience is primarily conservative, primarily liberal, or a mix of the two can help you tailor your message accordingly if your topic requires it.
- Your listeners' political leanings will also affect how persuasive they judge your evidence to be.
- Liberals and conservatives alike are more readily persuaded by arguments from sources that lean the same way they do.

T 05. Know the Occasion of your Presentation

- As useful as it is to know the composition of your audience, it's equally helpful to consider the context of your speaking engagement: the audience's purpose, its size, the time available for your speech, the demands competing for your listeners' attention, and your audience's existing knowledge about your topic.

PURPOSE

To maximize your effectiveness as a speaker, consider *why* your audience will come together to hear you.

- Will they choose to attend, or be required to?
- Will they anticipate being taught? Persuaded? Entertained?
- Is the context formal or informal? Is it joyous or somber?

Those issues matter because they influence the behaviors your audience will expect from you.

- Suppose you're leading a fire safety course that all new employees at your company are required to complete. In this situation, your listeners are probably expecting you to teach them what they need to know as efficiently as possible. Because they are not attending by choice, their motivation to pay attention is likely to be low. You can speak to them effectively by being clear, concise, and informative and by incorporating humor to lighten their experience.

SIZE

- In general, the larger the group, the more formally structured you should make your presentation.
 - If you're speaking to a company-sponsored youth group with only a dozen members, for instance, you might be most effective by behaving somewhat informally. You might choose to sit instead of stand, ask your listeners to introduce themselves, request audience participation in an activity, speak in an informal and conversational tone, and encourage your listeners to interrupt you with questions.
- None of those behaviors would be effective with an audience of 300, however.
 - With that many listeners, activities and audience participation could easily become unmanageable, and an informal style of speaking would be inappropriate.
 - Consider how you would feel, for example, if you were 1 of 300 people in the audience and the speaker asked each of you to introduce yourself.

AVAILABLE TIME

- Adapt to the time available for your speech

- To be effective, speakers must be aware of how long their presentations are supposed to last, and they must be realistic about how much material they can cover.
 - Suppose you're preparing a sales presentation about your financial firm's retirement planning products.
 - If you have 45 minutes to speak, you might choose to discuss the 10 biggest mistakes people make when planning for retirement.
 - If you have only 15 minutes, however, trying to cover the 10 biggest mistakes is probably a mistake in itself.
 - ⇒ In that context, you'll give a more effective speech by covering, say, the *three* biggest mistakes.
- Whatever the situation, your listeners are likely aware of how long your speech is supposed to last, and they may get restless and lose interest if you speak longer than you should.
- In contrast, if you can speak for slightly *less* than your allotted time, your audience is likely to be appreciative.

DISTRACTIONS

- You probably know it's difficult to give anyone your undivided attention for very long. Your audience feels the same.
 - Perhaps your speech is right before lunch, and your listeners are distracted by hunger. Maybe your microphone is faltering, and they can't hear you clearly.
 - Take note of the demands competing for your listeners' attention
- You can address most such factors ahead of time if you're aware of them.
 - If your speech is right before lunch, for instance, you can try to reschedule it for a time when your audience will be less distracted.
 - ⇒ If that's not an option, you can say to your listeners: "I know we're all eager to get to lunch, so if you'll give me your attention, I'll make my remarks as briefly as I can."
 - ⇒ Audiences will understand that certain factors, such as the time of your speech, may be beyond your control.
 - ⇒ They often will appreciate it, however, if you acknowledge their situation ("I know we're all eager to get to lunch") and pledge to do what you can to minimize their distraction ("I'll make my remarks as briefly as I can").

- You can also avoid the distractions caused by malfunctioning equipment if you arrive early and test everything beforehand.

PRIOR KNOWLEDGE OF YOUR TOPIC

- Attend to your audience's existing knowledge about your topic
- Finally, consider what your audience already knows about the topic of your speech. Armed with this information, you can avoid two mistakes: talking down to your listeners and talking over their heads.
 - *Talking down* means telling people what they already know as if they didn't already know it.
 - *Talking over people's heads* means assuming they have information or an understanding they don't actually have.
- Let's say you're leading a workshop to teach college students about personal finance. If your listeners are business or accounting majors, they probably know the basics of how credit works, what a profit margin is, and how to reconcile a checking account statement. They would likely feel annoyed if you stopped to define a term such as *annual interest rate*, because they probably already know what that term means. You can cover more advanced topics with such an audience than you could with a group of students who lack training in the basics of finance. Many students without such training would feel frustrated if you used a term such as *annual interest rate* without defining it, because unlike the business students, they may not know what it means.
- Tailoring your presentations to meet your listeners' needs and expectations requires considering not just who your listeners are but also what their situation is. Analyzing the audience and adapting your presentation to it can help you speak effectively and memorably.

Chapter Review Questions / Activities

Questions

- When preparing a presentation, why is it useful to ask yourself about your motivation?
- What does a speaker attempt to accomplish in an informative speech?
- What must a speaker do with the material to give a successful informative speech?

- What does it mean to persuade someone?
- In an introductory speech, what is a speaker trying to accomplish?
- Compare and contrast an oral report, a symposium, a colloquium, and a forum.
- When might one give a special occasion speech?
- Where does a speaker present a eulogy?
- What is the goal of a toast?
- How are speeches of recognition, dedication, and commemoration similar, and how are they different?
- Why is it useful to consider which topics are right for you, your audience, and the occasion?
- What is audience analysis, and why is it valuable?
- How are visual, auditory, and kinesthetic learners different? How can you adapt your speaking style to each type of learner?
- Which demographic characteristics of an audience are advantageous to consider?
- In what ways might listeners' age, sex influence how you prepare or present a speech?
- Why is it useful to take into account listeners' culture, economic status, physical and mental capabilities, and political orientation when preparing or presenting a speech?
- How can you adapt your speech to the purpose of your presentation or the size of your audience?
- Why is it useful for a speaker to consider the available time and the listeners' distractions and prior knowledge when preparing a presentation?
- How is the behavior of a speaker who adapts to his or her audience different from that of a speaker who doesn't adapt to the audience?
- List some of your own interests and experiences. Use them to brainstorm some possible speech topic ideas.

Activities

Introduce a Classmate

- Pair up with another student in class, and imagine that he or she is a new co-worker on your work team. Interview your classmate to find about his or her background and interests. Then, use what you learn to

prepare a short speech in which you introduce your classmate to the rest of the class. Have your classmate do the same for you. Afterward, ask for feedback from other students or your instructor for ways to improve your introductory speech.

Identifying Speaking Goals

- Imagine you're preparing to speak in front of your city MNA in favor of a proposal that would ban the use of plastic grocery bags in your community. Your primary argument is that because plastic grocery bags cannot be recycled, they are contributing to a growing litter problem in your city.
 - Which type of speech (informative, persuasive, introductory, group, or special occasion) is called for in this situation?
 - What specific steps could you take before your speech to analyze your likely audience for this event? How will you apply what you learn to your speech?

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 06

Crafting Content for Your Presentation

“If you don’t know what you want to achieve in your presentation your audience never will.” Harvey Diamond

T 01. Crafting General Goal, Purpose Statement & Thesis Statement

General Goal

- Your general goal of presentation is the broad reason for giving your speech
- A clear goal of your presentation
 - can help you select content (main ideas, supporting material, organizational strategy)
 - influences your style (how you deliver your speech)
 - affects the amount of audience interaction
 - ⇒ goal = to inform (limited interaction)
 - ⇒ goal = to persuade (more interaction)
- The general goal of a presentation can be
 - To inform
 - ⇒ When you inform, you teach
 - You define, describe, or explain a thing, person, place, concept, or process.
 - ⇒ you may use some humor in your speech or encourage your audience to seek out further information about your topic
 - ⇒ your primary goal for speaking is to give information
 - To persuade / motivate / convince
 - ⇒ to try to change or reinforce your audience's ideas or convictions or to urge your audience to do something
 - The insurance
 - Salesperson

- ⇒ They may offer information, but they use it to convince you or to get you to do something
- ⇒ Their primary goal is persuasive
- To entertain
 - ⇒ to get the members of his or her audience to smile, laugh, and generally enjoy themselves.
 - For the audience members, learning something or being persuaded about something is secondary to having a good time
 - ⇒ Most after-dinner speakers speak to entertain, as do most stand-up comedians and storytellers.
- To introduce / honor etc
 - ⇒ to inform listeners of the person's / your background and notable characteristics
 - ⇒ give honor and recognition to people, places, or significant points in time
- A speech can have multiple general goals at the same time
 - General goal
 - ⇒ to inform, to persuade etc
 - ⇒ to inform, to entertain, to introduce etc

Purpose Statement

- A purpose statement is a declaration of your specific goal for your speech.
 - It expresses precisely what you want to accomplish during your presentation.
 - What is your specific purpose that you want to achieve thorough the presentation?
- To draft a purpose statement, first identify your topic and your general goal.
- A few samples
 - General goal = to inform
 - ⇒ **Purpose statement:** Demonstrate the process of placing advertisements on a website
 - ⇒ **Purpose statement:** Teach listeners the differences among five web page templates.
 - General goal = to persuade

- ⇒ **Purpose statement:** Persuade listeners that dynamic web pages are superior to static web pages.
- ⇒ **Purpose statement:** Persuade listeners to use only standard type styles and fonts on a website.
- General goal = to introduce / recognize etc
 - ⇒ **Purpose statement:** Introduce Denise McAdams by telling the story of how she and I first met.
 - ⇒ **Purpose statement:** Bring recognition to my boss's career by describing her proudest accomplishments.

How to draft a purpose statement

- A focused purpose statement can launch the creation of a great speech. It also makes it much easier to create a workable outline for your presentation
- A specific-purpose statement is intended **not to become part of your speech.** but to guide your own preparation of the speech.
- Points to consider:

Be specific.

- A purpose statement such as *“Teach my audience about the steel industry”* is vague because that industry has so many facets.
- It won't help you choose the content of your speech as effectively as a sharper, more specific purpose statement

Be selective.

- Focus your purpose statement on one specific goal for your speech.
- A statement such as *“Persuade my listeners that government should provide universal health care and that the free market economy hurts working families”* is too broad because it expresses more than one distinct purpose.
- Limiting your purpose statement to one goal will help you organize your speech effectively.

Be declarative.

- Write your purpose statement as a directive to yourself, such as *“Explain the most important steps in creating a Twitter account.”*
- Simply posing a question, such as *“How does someone create a Twitter account?”* doesn't indicate as clearly what you plan to accomplish in your speech

Thesis Statement (central idea of your speech)

- Suppose you had only *one sentence* in which to deliver an entire speech.
 - What would your sentence be?
 - What single specific message would you want your listeners to remember?
 - You can answer that question by drafting a **thesis statement**.
- The thesis statement is a definitive point about a topic
 - It articulates the message you want to get across
 - It focuses on the content of the speech.
 - Suppose your topic is personal finance, and your purpose statement is “*Persuade my listeners to invest in gold.*” You could convey your message in this way:
 - ⇒ **Thesis statement:** *Because gold prices rise even in a weak economy, investing in gold is a sound financial decision.*
- Professional speech coach Judith Humphrey explains the importance of a thesis statement:

Ask yourself before writing a speech . . . “What’s my point?” Be able to state that message in a single clear sentence. Everything else you say will support that single argument

CAREER TIP

Provide Value with Your Thesis

Nancy Duarte got a D in English and a C- in Speech Communication in college, yet she has risen to become among the most well-known and influential speech designers. She regularly coaches leaders and executives to deliver high-stakes speeches (she was the chief designer of speaking portions in Al Gore’s Academy Award-winning documentary *An Inconvenient Truth*), speaks about how to influence others through presentations (her TED Talk “The Secret Structure of Great Talks” has been viewed more than 1.3 million times), and founded and leads one of the largest presentation-design firms in the country.

What’s her secret? Providing value. She believes effective speeches must have a *big idea*, which means you take a position (your thesis statement) and explain why it matters (why it’s valuable to your audience). No matter how well planned your speech or how polished your delivery, the most important metric of success is whether your audience found value in the speech. On an

even broader level, providing value is the key to all work with clients. Nancy explains that the success of her firm is measured by whether clients are successful when they deliver speeches and whether they are happy with her team's work.

How to draft a thesis statement?

- Thesis statements expresses the message of the speech.
 - That is, it identifies what you want your listeners to take away from your presentation.
 - With a strong thesis statement, you'll find it much easier to construct the rest of your speech because you'll know exactly what to say to your audience.

To develop a strong thesis statement, follow these guidelines:

A Single Topic

- A central idea should reflect a single topic. Trying to cover more than one topic, even if the multiple topics are related, only muddles your speech and confuses the audience.
 - ⇒ **multiple topics:** Clubbing and running in marathons are two activities that appeal to many college students.
 - ⇒ **single topic:** Clubbing appeals to many college students.

Be concrete.

- Good thesis statements should be concrete, not vague or abstract.
- For an informative speech about socially responsible investing, a concrete thesis statement is "*Millennial investors prefer to invest in companies with socially and environmentally responsible practices.*"
- In contrast, the thesis statement "*Socially responsible investing is popular*" is vague because it doesn't specify what socially responsible investing means or with whom it is popular.

Make a statement / claim.

- Your thesis statement should be more than just the word or phrase that is your topic; it should also make a claim about your topic
 - ⇒ Questions may help you come up with a thesis statement, but because they don't make any kind of claim, questions themselves are not good central ideas.

- ⇒ A thesis statement should be a complete declarative sentence, not a topic and not a question.
- In a persuasive speech calling on customers to protect themselves against identity theft, the thesis statement “*Using an identity protection plan is the most effective protection against identity theft*” works well because it declares the point of your speech.
- In comparison, “*What should people do to protect themselves against identity theft?*” doesn’t indicate the point you plan to make, only the topic you intend to discuss.

Be flexible.

- ⇒ Drafting your thesis statement will help you organize your outline and your research.
- ⇒ Remain open, however, to revising it as you work.
 - During your research, for instance, you may uncover details that warrant tweaking or even rewriting your thesis statement, so good public speakers stay open to that possibility.

Be truthful.

- ⇒ Ethical practice requires you to believe in the truth of your thesis statement so you don’t knowingly mislead your audience.
- ⇒ That doesn’t just mean avoiding claims you know to be false.
- ⇒ Also avoid exaggerating your claims beyond what the evidence warrants.

CT 05. FOCUS ON ETHICS

When Exaggeration Becomes Deception

One of your first assignments as a new sales rep for a health and beauty products company is to prepare a presentation to persuade drugstores to carry your brand of antibacterial soap. While gathering evidence for your speech, you discover five studies that have tested the soap's effectiveness. In two studies, the soap was effective at killing only about 20 percent of the bacteria tested, and the other three studies showed nothing but negative results. You want to win the business, though, so you focus on the research that supports your argument and begin your sales pitch by claiming, "Clinical tests have repeatedly proven that our antibacterial soap is effective at killing dangerous household bacteria."

CONSIDER THIS:

- Given the evidence, would you consider this claim to be an example of exaggeration?
- In what ways is it truthful, and in what ways is it misleading?
- Even if everything in the claim is literally true, how might the claim still be considered deceptive?

The following points presents examples of good thesis statements for two different speech topics.

→ **Topic:** iPhone apps

⇒ **Goal:** To inform

⇒ **Purpose Statement:** Teach listeners about the most popular iPhone apps for personal finance.

⇒ **Thesis Statement:** Personal finance apps such as LearnVest and Level Money help users monitor their money, create budgets, prioritize their financial goals, and track their spending.

→ **Topic:** New high school library

⇒ **Goal:** To dedicate

⇒ **Purpose Statement:** Mark the opening of the new high school library and acknowledge the corporate sponsors who made it possible.

⇒ **Thesis Statement:** Thanks to the contributions of multiple business and community partners, a new high school library is now available to meet the needs of our students.

T 02. Crafting Main Points / Ideas

- Main points of a speech are the subdivisions of the thesis statement that provide detailed points of focus for developing the speech.
- A main point is a statement expressing a specific idea or theme related to the speech topic.

How to generate main points?

- Write the Thesis Statement at the top of a sheet of paper or a word-processing document. Then ask yourself three questions:
 - Does the Thesis Statement have logical divisions?
 - Can I think of several reasons the Thesis Statement is true?
 - Can I support the Thesis Statement with a series of steps or a chronological sequence?
- You should be able to answer yes to one of these questions and to write down the corresponding divisions, reasons, or steps. Let's apply this strategy to several examples.

Does the Thesis Statement Have Logical Divisions?

- Suppose that your Thesis Statement is "*Most accomplished guitarists play three types of guitars.*" The phrase three types is a flag that indicates that this Thesis Statement does indeed have logical divisions—in this case, the three types of guitars. You list the three that come to mind:
 - ⇒ Acoustic
 - ⇒ Classical
 - ⇒ Electric
- You don't need to use Roman numerals or to worry particularly about the order in which you have listed the types of guitars.
 - You may revise them—and your Thesis Statement—several times before you actually deliver the speech.
 - For example, you may decide that you need to include steel guitars in your list, so you revise your Thesis Statement to read "four types of guitars" and add "steel" to your list.
- If your Thesis Statement has logical divisions, you may organize those logical divisions topically, spatially, or according to cause-effect or problem-solution, organizational strategies that will be discussed later.

Can You Think of Several Reasons the Thesis Statement Is True?

- If your Thesis Statement is “*Everyone should study a martial art,*” you may not be able to find readily apparent logical divisions.
 - Simply discussing judo, karate, and taekwondo would not necessarily support the argument that everyone should study one of them.
 - However, the second question is more productive:
 - ⇒ You can think of a number of reasons everyone should study a martial art. You quickly generate this list:
 - ⇒ Martial arts teach responsibility.
 - ⇒ Martial arts teach self-control.
 - ⇒ Martial arts teach a means of self-defense.
- If your main ideas are reasons your Thesis Statement is true, you will probably organize them according to effect–cause.

Can You Support the Thesis Statement with a Series of Steps or a Chronological Sequence?

- If your thesis statement is about a process, an historical event etc, then you would present it in a form of series of steps.

The following points should be kept in mind while drafting main points:

How many main ideas should you have?

- Your topic and time limit will help you decide.
 - A short speech (three to five minutes) might have only two main ideas.
 - A longer one (eight to ten minutes) might have four or five.
 - If you have more potential main ideas than you can use, decide which main ideas are likely to be most interesting, relevant, and perhaps persuasive to your audience or combine two or more closely related ideas.
 - Most speeches have between two and five main points; if you have more than five, your audience may have difficulty remembering them.
 - Main points may or may not be written as complete sentences.
 - ⇒ The purpose of your first list of main ideas is just to get the ideas in written form, whether words, phrases, or sentences.
 - ⇒ You can and will revise them later.

→ Main points should be related.

Main points should be distinct.

→ Although they all address the same topic, each main point expresses a distinct idea

Main points should be equally important.

→ Ideally, you want to give each of your main points approximately the same amount of time, so they should all be equally important.

T 03. Crafting Subpoints to support your Main Points

- As you explain each main point in your speech, you will typically make additional, more specific points to support it.
- Those supporting points are called *subordinate points*, or *subpoints*.
- Subpoints can clarify the meaning of a main point, provide examples, offer evidence, and elaborate on your argument.
 - You can have several subpoints for each main point, and your subpoints can even have subpoints of their own, which are sometimes called sub-subpoints.
 - Subpoints express only one idea at a time
 - Subpoints conform to the *rule of subordination* and *rule of division*
 - ⇒ *rule of subordination*
 - a principle stating that the broadest, most important claims come first in the form of main points, and the lesser, more specific claims follow in the form of subpoints
 - ⇒ *rule of division*
 - explains that whenever there is one subpoint, there must be at least one more
- Subpoints consists of supporting material
 - main ideas = a skeleton for speech
 - supporting material (verbal or visual) in the form of subpoints is the flesh

Supporting Material

- Verbal or visual material that clarifies, amplifies, and provides evidence to support the main ideas of a presentation.
 - Verbal supporting material includes
 - ⇒ illustrations, explanations, descriptions, definitions, analogies, statistics, and opinions—material that will clarify, amplify, and provide evidence to support your main ideas and your thesis.
 - Visual supporting material includes
 - ⇒ objects, charts, graphs, posters, maps, models, and computer-generated graphics.
 - ⇒ You can also support your speech with audio aids such as music or sounds from your smart phone, tablet, or laptop.

Identify places where you need research support

- Especially when your goal is to inform or to persuade, you will require supporting material to back up the claims you make in your presentation.
- Before locating supporting material for your speech, you must know where you need it.
 - The first step in gathering support for your presentation is to determine which claims require supporting evidence.
- For instance, you need to provide research support whenever you make a factual claim.
 - a factual claim is a statement asserting that something is objectively true
 - Each of the following statements is a factual claim because it argues that something is true in an objective sense, even though the claim may not actually be true:
 - ⇒ Flying is the safest mode of transportation.
 - ⇒ Chinese is the most commonly spoken language in the world.
 - ⇒ Solar power alone is not capable of meeting the U.S. energy demand.
 - ⇒ Islam is the world's most widespread religion.
- We distinguish **factual claims**, which are claims about what is true, from **opinions**, which are statements of belief about what ought to be true.

- The statement “*Every person should learn to speak Chinese*” is an opinion, because it conveys what the speaker believes *should be*.
- The speaker might argue persuasively for that opinion and even cite opinions of political scientists or expert linguists as support.
- He or she cannot cite evidence showing that the statement is true and factual, however, because opinions are never true or false in an objective sense.
- In contrast, the statement “*Chinese is the most commonly spoken language in the world*” is a factual claim, because it is either true or false no matter how the speaker thinks or feels about it.

To locate effective supporting material, therefore, start by identifying the types of claims you intend to make, and then search for appropriate material to support each one.

Types of Supporting Material

- Keeping in mind your listeners’ knowledge, interests, and expectations will help you determine where an illustration might stir their emotions, where an explanation might help them to understand a point, and where statistics might convince them of the significance of a problem.
- Let’s discuss these and other types of supporting material and consider suggestions for using them effectively.

a) Illustrations / Examples

➤ Illustration

- A story or anecdote that provides an example of an idea, issue, or problem the speaker is discussing.
- Illustrations offer an example of or tell a story about an idea, issue, or problem a speaker is discussing.
- Illustrations can be as short as a word or phrase or as long as a well-developed paragraph.
 - Sometimes speakers will offer a series of brief illustrations
 - Other speakers offer longer and more detailed illustrations.
 - Still others will use instead a hypothetical illustration

➤ Hypothetical Illustration

- An example or story that has not actually occurred.

- If you decide to use a hypothetical illustration, it is important to make clear to your audience that the scene you describe never really happened.
 - Notice how Matthew uses the word ***imagine*** to make clear to his audience that his illustration is hypothetical:

Imagine an evening outing: You and your two children decide to have a fun night out. You look up to your rearview mirror to see a car slam into the back of your car—WHAM—killing your children. You survive the crash and so does the individual who rear-ended you.

- Whether you choose to use brief or extended illustrations, true or hypothetical ones, remember this principle:

Everybody likes to hear a story.

- An illustration almost always ensures audience interest. In addition, communication researchers have found that listeners are less likely to generate counterarguments to a persuasive message supported by examples and personal narratives than one not so supported.
- The following suggestions should help you use illustrations effectively in your speeches:
 - ⇒ Be sure that your illustrations are directly relevant to the idea or point they are supposed to support.
 - ⇒ Choose illustrations that are typical, not exceptions.
 - ⇒ Make your illustrations vivid and specific.
 - ⇒ Use illustrations with which your listeners can identify.
 - ⇒ Remember that the most effective illustrations are often personal ones.

b) Descriptions

➤ **Description**

→ A word picture.

- A description provides detailed images that allow an audience to see, hear, smell, touch, or taste whatever you are describing.
- Descriptions can make people and scenes come alive for an audience.
- In her Nobel Prize acceptance speech, writer Doris Lessing described Africa as she remembered it:

the banks of the Zambesi, where it rolls between pale grassy banks, it being the dry season, dark-green and glossy, with all the birds

of Africa around its banks elephants, giraffes, lions and the rest the sky at night, still unpolluted, black and wonderful, full of restless stars.

- Guidelines for using descriptions:
 - ⇒ Avoid too many
 - ⇒ Be brief.
 - ⇒ Use specific and concrete language

c) Explanations

- **Explanation**
 - A statement that makes clear how something is done or why it exists in its present or past form.
- An explanation of how something works or why a situation exists can help an audience understand conditions, events, or processes.
- Speaking to an audience of supervisors about managing stress and increasing personal productivity, author Jeff Davidson explained why people tend to be most productive in the morning:

Doctor Norbert Myslinski, a neuroscience professor at the University of Maryland, found that cortisol peaks around the time you wake up. Cortisol, a naturally occurring stress hormone that affects your ability to respond to challenges, increases your blood-sugar level, better enabling you to handle tasks energetically and with enough momentum to carry you through their completion.

- Although descriptions and explanations are part of most speeches, they lack the inherent interest factor that illustrations have.
- Guidelines
 - ⇒ Avoid too many explanations.
 - ⇒ Keep your explanations brief.
 - ⇒ Explain in specific and concrete language.

d) Definitions

- **Definition**
 - A statement of what something means.
- When your speech focuses on a concept that may be unfamiliar to your audience—or one that can have multiple meanings—you can support your use of that concept by defining it explicitly.

- In a presentation about advertising strategies, you might say
 - ⇒ “According to the American Association of Advertisers, an infomercial is a commercial that is similar in appearance to a news broadcast or talk show.”
- By identifying the source of your definition, you give that definition credibility.
- Speakers should offer definitions of all technical or little-known terms in their speeches, but they do not need to define terms that most or all audience members are likely to find familiar.
- You can define terms or concepts by means of classification or by an operational definition
 - **Classification**
 - ⇒ A type of definition that first places a term in the general class to which it belongs and then differentiates it from all other members of that class.
 - **Operational Definition**
 - ⇒ A definition that shows how a term works or what it does.
- Discussing his role in an investigation of unlawful interrogation practices, New York attorney Scott Horton used this operational definition of torture:

The following techniques were the focus of our concern: waterboarding, long-time standing, hypothermia, sleep deprivation in excess of two days, the use of psychotropic drugs and the sensory deprivation/sensory overload techniques first developed for the CIA at McGill University.
- To use definitions effectively, consider the following suggestions:
 - ⇒ Use definitions only when necessary.
 - ⇒ Be certain that your definitions are understandable.
 - ⇒ Be sure that any definition you provide accurately reflects your use of the word or phrase throughout the speech.

e) Analogies

- **Analogy**
 - A comparison between two ideas, things, or situations that demonstrates how something unfamiliar is similar to something the audience already understands.

- An analogy demonstrates how unfamiliar ideas, things, and situations are similar to something the audience already understands.
- Speakers can use two types of analogies in their speeches.

→ **Literal Analogy**

⇒ A comparison between two similar things.

→ **Figurative Analogy**

⇒ A comparison between two seemingly dissimilar things that share some common feature on which the comparison depends.

- Kristen uses a literal analogy to offer a solution to America's complex income tax system:

According to many experts, following in Europe's fiscal footsteps could bring the American tax system up to speed. With a flat income tax, the U.S. could keep fairness while gaining simplicity and efficiency in its taxing burden.

- In his much acclaimed "Last Lecture," Carnegie Mellon professor Randy Pausch created a memorable figurative analogy between one's outlook on life and the outlooks of two beloved characters from *Winnie the Pooh*:

You just have to decide if you're a Tigger or an Eeyore. I think I'm clear where I stand on the great Tigger/Eeyore debate. Never lose the childlike wonder. It's just too important.

- Two suggestions can help you use analogies more effectively in your speeches:
 - ⇒ Be certain that the two things you compare in a literal analogy are very similar.
 - ⇒ Make the similarity between the two things compared in a figurative analogy apparent to the audience.

f) Statistics

➤ **Statistics**

→ Numerical data that summarize examples.

- Statistics are numbers—usually identified through research—that you can use to support your claims.
- Statistics, or numerical data, can represent hundreds or thousands of illustrations, helping a speaker express the significance or magnitude of a situation.

- Statistics can also help a speaker express the relationship of a part to the whole.
- In this brief excerpt from a speech on bogus airline parts, Jon uses both types of statistics:

26 million parts are installed on airplanes every year in the U.S., and the FAA estimates that at least 2% of these parts are counterfeits.

- Skilled speakers learn how to use statistics to their greatest advantage.
 - For example, they try to make huge numbers more dramatic for their audiences. AFL-CIO president John J. Sweeney dramatized the danger of unsafe bridges in the United States by making a statistic personal:

Since I was coming to work from Washington to New Rochelle this morning, I asked my staff to check out my route.

We found that traveling the I-95 corridor between Washington, D.C. and New York City, I would cross or come within two-tenths of a mile of 30 bridges that are rated either functionally obsolete or structurally deficient.

- And a recent commencement speaker dramatized a statistic by **exploding** it to enhance its significance:

⇒ **Exploding**

□ Adding or multiplying related numbers to enhance their significance.

. . . if every one of you changed the lives of just ten people—and each one of those folks changed the lives of another ten people—just ten—then in five generations—125 years—the class of 2014 will have changed the lives of 800 million people

- In addition to dramatizing statistics, you can use statistics more effectively if you apply the following suggestions:
 - ⇒ Round off large numbers.
 - ⇒ Use visual aids to present your statistics.
 - ⇒ Cite the sources of your statistics.

g) Opinions

- The opinions of others can add authority, drama, and style to a speech.
- A speaker can use three types of opinions: expert testimony, lay testimony, and literary quotations.

→ **Expert Testimony**

- ⇒ The opinion of someone who is an acknowledged expert in the field under discussion.
- ⇒ Expert testimony is the type of opinion most frequently employed by speakers. If you lack authority on your topic, cite someone who can offer such expertise.
 - In preparing her speech on the college credit card crisis, Jeni realized that her audience might not believe that the misuse of credit cards by college students is a widespread problem. So Jeni quoted an expert:

Ruth Suswein, executive director of the Bankcard Holders of America, told the . . . Pittsburgh Post Gazette, “I defy you to go on any college campus and find any student who doesn’t know some other student who has messed up using credit cards.”

→ **Lay Testimony**

- ⇒ The opinion of someone who experienced an event or situation firsthand.
 - ⇒ After an F5 tornado ravaged Joplin, Missouri, television audiences were moved by the compassionate reporting of Weather Channel journalist Mike Bettles, who was one of the first reporters on the scene.
 - ⇒ For a speaker, as well as a news organization, such lay testimony can provide the most memorable moments of a speech, stirring an audience’s emotions.
- Finally, speakers may wish to include literary quotations in their speeches.

→ **Literary Quotation**

- ⇒ A citation from a work of fiction or nonfiction, a poem, or another speech.
- ⇒ Salem State College Professor Robert Brown quoted architect Buckminster Fuller to make a point about how the English language has become increasingly visual and kinesthetic:
- ⇒ As the architectural visionary Buckminster Fuller was fond of saying,

“I am a verb.” In English, with every innovation that comes to market, we transform things into actions, and nouns into verbs, as when I say: “Let me friend you. Let me cell phone you.”

- Whether you use expert testimony, lay testimony, or literary quotations, consider the following suggestions for using opinions effectively in your speeches:
 - ⇒ Be certain that any authority you cite is actually an expert on the subject you are discussing.
 - ⇒ Identify your sources.
 - ⇒ Cite unbiased authorities.
 - ⇒ Cite opinions that are representative of prevailing opinion. If you cite a dissenting viewpoint, identify it as such.
 - ⇒ Quote or paraphrase your sources accurately and note the context in which the remarks were originally made.
 - ⇒ Use literary quotations sparingly.

General tips for using your Supporting Material

- The best supporting material reflects self-awareness, taking advantage of your own knowledge and experience.
- Effective verbal supporting material is appropriately worded, concrete, and vivid enough that your audience can visualize what you are talking about.
- Use visual aids to present statistics.
- If listeners find a speech boring, the speaker has probably not used the fundamental principles of communication as criteria for selecting supporting material.
- Sensitivity to your audience will help you choose the verbal and visual supporting material that is most appropriately adapted to them.

Communication & DIVERSITY

How to Adapt to Your Diverse Audience

Here are some ideas to help you adapt when you speak to an audience of people who have cultural backgrounds different from your own.

- *Adapt your supporting materials.*
 - ➔ *Telling a good story to illustrate your ideas is an especially effective strategy to appeal to a wide range of audience preferences.*
- *Adapt your visual support.*

- *You might want to use more visual aids to illustrate your talk. Pictures and images can communicate universal messages, especially emotional ones.*
- *Adapt your speech organization.*
 - *People from the predominant culture in North America usually prefer a structured speech that follows an outlined pattern. They also prefer an introduction that previews the ideas you'll present and a conclusion that crisply summarizes the essential points you've made.*
 - *A Russian or Eastern European audience would expect a less tightly structured speech, however. When you're in doubt about listener preferences, we recommend being structured and organized.*
- *Adapt your delivery style.*
 - *One study found that members of some cultures prefer a more formal oratorical style of delivery than the conversational, extemporaneous style that is usually taught in American public speaking classes.*

Our overarching suggestion is to be aware of who will be in your audience. Before you develop or deliver your speech, if you're unsure of your listeners' speaking-style preferences, ask for tips and strategies from audience members or people you trust.

Sources of Supporting Material

- Like a chef who needs to know where to buy high-quality fresh fruits and vegetables for gourmet recipes, you need to know where to turn for supporting material that will effectively develop your speech and achieve your specific purpose.

The following sections describe the potential sources of supporting material.

a) Yourself

- Take advantage of your own expertise.
- When you select the topic (you may be your own source)
 - You choose it because you are interested in it, you have experience related to it etc.
- The point is that you don't necessarily need
 - to consult the Internet or run to the library for every piece of supporting material on every topic on which you speak
- Your listeners will respect your authority if they realize that

- you have firsthand knowledge of, or
- have consulted primary sources about your topic
- One way to collect data is by observing a phenomenon and taking notes about what you see and hear.
 - Let's say you were preparing a speech about the practice of handing out printed advertising leaflets on a college campus, and you wonder whether women or men are more likely to take such leaflets when offered.
 - ⇒ To learn about the topic, you might spend a few hours watching people on your college campus.
 - ⇒ You could sit close to the area where salespeople offer printed advertisements to passersby, and you could observe and take note of how people respond.
 - ⇒ For example, you could record what percentage of male and female passersby accept the leaflets when offered, as opposed to refusing them.
 - ⇒ As part of your speech, you might describe how you conducted your observations and what you found:

To observe people's reactions to being offered advertising leaflets, I spent two hours in a busy spot on campus during a weekday, when several salespeople were offering such advertisements to passersby. Within two hours, I observed almost 100 offers of leaflets and some stark differences in the way people responded. Specifically, women were much more likely to accept the leaflets than reject them. Men, on the other hand, were equally likely to reject or accept. I also noticed that approximately 18 percent of all passersby who accepted a leaflet threw it away within 45 seconds.
- When using personal observations as supporting material, remember that your observations may not accurately reflect the behaviors of the population at large.
 - After observing people for two hours at one place on one college campus, you could not say with certainty that all women and men differ in their response to advertising leaflets.
 - You could, however, use this personal observation in conjunction with other forms of data, such as findings from behavioral research, to illustrate how patterns of behavior are enacted in a local environment.

- Other ways to collect data for your research are:
 - Surveys / Questionnaires
 - Interviews etc

b) Websites

- The Internet puts a wealth of information at your fingertips, and it can be an invaluable source of supporting material if you use it responsibly.
- One of the Internet's greatest assets as a source of supporting material is also its greatest liability, and that is the sheer volume of information it can provide.
 - It's unlikely you will fail to discover something useful for your speech, but the breadth of information can seem overwhelming.
 - A simple google search can yield an overwhelming number of resources.
- Many public speakers use one or more of three kinds of websites when searching online for supporting material:
 - ⇒ general search engines
 - ⇒ research search engines

General Search Engines

- a website that allows you to search for other websites containing information about a topic you specify
 - For instance,
 - ⇒ if you type "pollution" into google.com, that search engine will produce a list of nearly millions of other websites offering information about the topic
 - information overload
 - ⇒ use Boolean searches
 - ⇒ **Boolean searches**
 - A web search that ties words together so that a search engine can hunt for the resulting phrase
 - You can use any of these to restrict your google search
 - ⇒ "" quotation marks
 - ⇒ () parentheses
 - ⇒ +

⇒ -

⇒ AND

⇒ OR

- Boolean searches also let you exclude words or phrases from your search or restrict the dates of documents to a specified time frame.

Research Search Engines

- A research search engine doesn't scan the Internet as broadly as a general search engine but instead looks only for research that has been published in books, academic journals, and other periodicals.
- Research Search engines are also called vertical search engines
 - **Vertical search engines**
 - ⇒ A website that indexes information on the World Wide Web in a specialized area.
 - ⇒ For example, only academic sources (Google Scholar) or job websites (Indeed)
 - In many instances, the publications are available to read online.
 - Other research search engines include
 - ⇒ Microsoft Academic (academic.microsoft.com)
 - ⇒ PubMed (ncbi.nlm.nih.gov/pubmed)

Criteria for evaluating web resources

- Specifically, you need to evaluate the sites you discover according to a consistent standard. The six criteria in Table 11.2 can serve as such a standard

- | |
|--|
| <ul style="list-style-type: none">➤ Criterion = ACCOUNTABILITY: Who is responsible for the website?➤ Applying the Criterion =<ul style="list-style-type: none">→ Look to see whether the website is signed.→ Follow hyperlinks or search the author's name to determine the author's expertise and authority.➤ Drawing Conclusions =<ul style="list-style-type: none">→ If you cannot identify or verify an author or sponsor, be wary of the website. |
|--|

<p>➤ Criterion = ACCURACY: Is the information correct?</p> <p>➤ Applying the Criterion =</p> <ul style="list-style-type: none"> → Consider whether the author or sponsor is a credible authority. → Assess the care with which the website has been written. → Conduct additional research into the information on the site. <p>➤ Drawing Conclusions =</p> <ul style="list-style-type: none"> → If the author or sponsor is a credible authority, the information is more likely to be accurate than inaccurate. → A website should be relatively free of writing errors. → You may be able to verify or refute the information by consulting another resource.
<p>➤ Criterion = OBJECTIVITY: Is the website free of bias?</p> <p>➤ Applying the Criterion =</p> <ul style="list-style-type: none"> → Consider the interests, philosophical or political biases, → and source of financial support of the author or sponsor of the website. → Does the website include advertisements that might influence its content? <p>➤ Drawing Conclusions =</p> <ul style="list-style-type: none"> → The more objective the author and sponsor of the website, the more credible the information.
<p>➤ Criterion = DATE: Is the site current?</p> <p>➤ Applying the Criterion =</p> <ul style="list-style-type: none"> → Look at the bottom of the page on the website for a statement of when the page was posted and when it was last updated. → If you cannot find a date on the page of a website, click on the Tools menu at the top of your browser screen and go down to Page Info. When you click on Page Info, you will find a Last Modified date. → Enter the title of the website in a search engine. The resulting information should include a date. <p>➤ Drawing Conclusions =</p> <ul style="list-style-type: none"> → In general, when you are concerned with factual data, the more recent, the better.

<ul style="list-style-type: none"> ➤ Criterion = ACCOUNTABILITY: Who is responsible for the website? ➤ Applying the Criterion = <ul style="list-style-type: none"> → Look to see whether the website is signed. → Follow hyperlinks or search the author's name to determine the author's expertise and authority. ➤ Drawing Conclusions <ul style="list-style-type: none"> → If you cannot identify or verify an author or sponsor, be wary of the website.
<ul style="list-style-type: none"> ➤ Criterion = USABILITY: Do the layout and design of the website facilitate its use? ➤ Applying the Criterion = <ul style="list-style-type: none"> → Does the website load fairly quickly? → Is a fee required to gain access to any of the information on the website? ➤ Drawing Conclusions <ul style="list-style-type: none"> → Balance graphics and any fees against practical efficiency.
<ul style="list-style-type: none"> ➤ Criterion = DIVERSITY: Is the site inclusive? ➤ Applying the Criterion = <ul style="list-style-type: none"> → Do language and graphics reflect and respect differences in gender, ethnicity, race, and sexual orientation? → Do interactive forums invite divergent perspectives? → Is the website friendly to people with disabilities (e.g., offering a large-print or video option)? ➤ Drawing Conclusions <ul style="list-style-type: none"> → A website should be free of bias, representative of diverse perspectives, and accessible by people with disabilities.

c) Online Databases

- **Online Databases**
 - An online database is a subscription-based electronic storehouse of specific information that you can search.
 - Using a research database is much like using a research search engine.
 - ⇨ The major difference is that databases tend to be narrower and more specialized; most are focused on specific academic disciplines.

- Online databases provide access to bibliographic information, abstracts, and full texts for a variety of resources, including periodicals, newspapers, government documents, and even books.
- Like websites, online databases are accessed via a networked computer. Unlike websites, most databases are restricted to the patrons of libraries that subscribe to them.
 - Examples:
 - ⇒ ABI/Inform Global. This resource offers many full-text articles in business and trade publications from 1971 to the present.
 - ⇒ Academic Search Complete. This popular database offers many full-text articles from 1865 to the present, covering a wide variety of subjects.
 - ⇒ JSTOR. This multisubject full-text database offers journal articles from the first volume to fairly recent ones, although not usually the most current issues.
 - ⇒ LexisNexis Academic. Focusing on business, industry, and law, this database provides many full-text articles from newspapers, magazines, journals, newsletters, and wire services. Dates of coverage vary.
- Many college and university libraries offer access to databases on their websites, but you can also visit your library in person and ask for help.
 - One of a library's most valuable assets is its staff of trained professionals who can help you navigate the library's resources.
 - If you are uncertain where to begin searching for supporting material, don't be afraid to ask a library staff member for help.

d) Books

- Books are another invaluable resource for research.
 - Books include both fictional and nonfictional works, as well as reference volumes such as dictionaries and encyclopedias.
 - With a bit of searching, you are likely to find books containing information about almost any speech topic you could choose.
- In a library, each book has a unique catalog number—its “call number”—that helps you locate the book on the library shelf.
 - Most libraries allow you to search their catalog by author, subject, title, and/or publisher so you can easily locate the book you want.

- You can also find and read many books online.
 - The website **books.google.com** allows you to search books by title, author, or subject and lets you survey a book's content.
 - More than 25 million books have already been scanned into the system's database, making it a valuable resource for finding books relevant to your topic.
- Most books can also be purchased online, through vendors such as **amazon.com** and **barnesandnoble.com**.
- Many are available in either print or digital formats, allowing you to read the material in whichever manner suits you best.

CAREER TIP: Read Lots of Books

Oprah Winfrey is among the most popular people in the world due to her authentic and inspirational media presence, global philanthropic efforts, and immense business success. She believes books built the foundation for her career. In her 2004 Global Humanitarian Award acceptance speech at the United Nations, she explained, "Books allowed me to see a world beyond the front porch of my grandmother's shotgun house and gave me the power to see possibilities." Elsewhere, she has stated, "Books were my path to personal freedom." It's not surprising that one of her most influential efforts over the past few decades has been Oprah's Book Club.

Like Oprah, many business, nonprofit, government, and other leaders credit books with opening their eyes to new possibilities and sparking new ideas. In fact, many leaders read several hours each day to continue learning. Even as your career becomes busy and hectic, find ways to read every day and include book reading as part of your regimen. For instance, you might set aside 20 minutes a day when you can read without distraction. Consider carrying a book with you so you can read during "down times," such as while riding the bus or sitting in a waiting room. Read what interests you, and set goals for yourself, such as reading one new book each month. Developing a strong reading habit can keep you inquisitive and curious and provide you with new perspectives about the challenges you face in your professional and private life.

e) Periodicals and Nonprint Materials

- *Periodicals* are materials that are published on a regular basis, such as *magazines*, *newspapers*, and *scientific journals*.

- Newspapers are often published daily, whereas magazines might be published weekly or monthly, and journals are typically published quarterly.
- Because they appear on a recurring basis, periodicals generally provide more current information than books do.
 - Thus, if you're preparing a speech about the economy, you will find more recent information in *The Wall Street Journal*, a daily financial newspaper, than in a book published several months ago.
- Nonprint materials are audiovisual resources such as sound recordings, movies, and photographs.
 - Many libraries have extensive collections of records, videotapes, CDs, DVDs, and photographs that patrons can check out.
 - You can use nonprint materials both as sources of research and as audiovisual aids to enhance your presentation.
- Finally, for making older resources available to users, most libraries also have collections of print materials stored on microfilm, a photographic medium that stores reproductions of books and periodicals on film at a greatly reduced font size.
- Transferring printed materials to microfilm both preserves the materials and conserves storage space. With a special viewer, you can read materials on microfilm and even print them in their original font size.

Evaluate Supporting Material

- Not all supporting material is equally valuable. You'll want to find the best possible supporting material, and that means checking carefully for three particular characteristics: credibility, objectivity, and currency.

Consider the source's credibility.

- Information has credibility if it is believable and trustworthy
 - To be credible, supporting material must come from a trustworthy source.
 - A source is convincing if experience, training, and expertise give its claims more authority than the claims of others.
 - Suppose your speech focuses on the mental health of people in senior corporate leadership positions.
 - Which of the following statements do you think has more credibility?

- ⇒ *According to Wikipedia, the stress of high-level corporate management elevates the risk of anxiety and depression.*
- ⇒ *According to a report from the U.S. Surgeon General, the stress of high-level corporate management elevates the risk of anxiety and depression.*
- ⇒ These statements make exactly the same claim.
 - The first statement attributes the claim to Wikipedia, a website that anyone—regardless of his or her credentials—can edit (except in some limited cases).
 - The second statement attributes the claim to the U.S. Surgeon General, a recognized national authority on public health.
 - As such an authority, the Surgeon General is a more credible source to cite on matters of health than Wikipedia.
 - Note, however, that the health information on Wikipedia isn't necessarily inaccurate.
 - Rather, the Surgeon General—because of his or her professional training and medical expertise—is a more trustworthy source of medical information.
- Besides coming from an appropriate source, credible supporting material often also includes statistics that enumerate an effect.
- As mentioned before, statistics are simply numbers that you can use to help make a point more informatively.
 - Imagine that you're speaking to a consumer group about safe driving, and you want to argue that talking on a cell phone while driving is dangerous. Which of the following statements makes that point more credibly?
 - ⇒ *According to the National Safety Council, talking on a cell phone while driving increases the chances of a collision.*
 - ⇒ *According to the National Safety Council, talking on a cell phone while driving increases the chances of a collision by 400 percent.*
 - The second statement specifies *how much* the risk of collision increases when the driver uses a cell phone.
 - Without such support, your listeners won't know whether cell phone use poses a relatively minor risk—which may cause them to ignore your point—or a significant risk—which may cause them to pay close attention.

Evaluate the source's objectivity.

- When you are evaluating the potential usefulness of supporting material, consider how objective the source is.

Objective & Subjective Sources

- A source is **objective** to the extent that it presents information in an unbiased fashion.
- In contrast, sources are **subjective** when they offer information in a manner that supports only their favored position on an issue.
- That distinction matters because many people will consider data from subjective sources to be less trustworthy.
 - Let's say you're preparing a speech about the financial crisis that gripped the United States in the early 21st century and the subsequent recovery.
 - Which is a more objective source to cite—a university study published in a journal of economic science, or the documentary *Capitalism: A Love Story*, written and directed by controversial filmmaker Michael Moore? To what extent is each source objective?
 - Most people would consider the university study to be more objective because in scientific research, conclusions must be dictated by the data.
 - That is, regardless of what researchers *want* to be true, they can claim only what their data tells them. Moreover, a researcher's work is heavily scrutinized and reviewed before being published in an academic journal.
 - The scientific process demands objectivity.
 - ⇒ In contrast, Hollywood movies such as Moore's do not require objectivity.
 - ⇒ The purpose of most movies—even documentaries—is to entertain, not to provide objective facts.
 - ⇒ That doesn't necessarily mean that statements made in a movie are untrue, only that movies are more subjective than academic studies.
- When you are evaluating a source's objectivity, also consider the extent to which that source has a political or financial interest in the content of the message.

- A report on the effectiveness of childproof locks is likely to be more objective if issued by a government agency than by a manufacturer of childproof locks.
- The reason is that the latter group has a financial interest in reporting that the locks are effective, whereas the former group is less likely to lean toward any particular outcome.
- Likewise, the report would be considered less objective if it were funded, or otherwise facilitated, by someone with a political or financial interest in the outcome.
- In 2015, for instance, it was reported that Harvard University climate scientist Dr. Wei-Hock Soon had published research denying the widely accepted notion that rising greenhouse gas emissions cause climate change.
- His research was funded almost entirely by the coal and fossil fuel industry, however, which has a financial stake in avoiding blame for climate change.
- This conflict of interest rightly calls the objectivity of Dr. Soon's work into question.

Check the source's currency.

- A final consideration when selecting supporting material is the currency of the information.
- **Currency of Information**
 - Information that was produced or published recently is likely to be more up to date than older information.
 - Using recent supporting material is particularly important when you're speaking about issues that change continually, such as technology and world politics.
- Suppose you're developing a speech about how people communicate online.
 - Which of the following sources would provide better supporting material?
 - ⇒ Lea, M., & Spears, R. (1992). Paralanguage and social perception in computer-mediated communication. *Journal of Organizational Computing*, 2, 321–341.
 - ⇒ Pang, A., Shin, W., Lew, Z., & Walther, J. B. (2018). Building relationships through dialogic communication: Organizations,

stakeholders, and computer-mediated communication. *Journal of Marketing Communications*, 24, 68–82.

- Because of its more recent publication date, the second article would clearly provide more up-to-date information than the first.
 - Given how rapidly computer-mediated communication technology develops, having the most recent information to support the points in your speech will be very advantageous.
- As you search for appropriate supporting material, remember that credibility, objectivity, and currency are all important, but they are not necessarily equally important for all topics.
 - When preparing a talk on the history of the Motion Picture Production Code, which governed movie content in the United States from 1930 to 1968, for instance, you may find the credibility of your sources to be more important than their currency, because the facts about movie regulation history don't change as rapidly as the facts about, say, computer-mediated communication.
 - If you're speaking about the safety of a newly developed treatment for muscle pain, then the objectivity of your supporting material may be paramount, to ensure that the facts you present are as unbiased as possible.

T 04. Crafting Compelling Introduction & Conclusion

- Regardless of the substance of your main points, the success of your presentation will depend heavily on your ability to introduce and conclude it in a compelling manner.
 - Although your introduction and conclusion make up a relatively small percentage of the total speech, they provide your audience with first and final impressions of you and your speech.
 - They are important considerations in adapting your message to others.
- Even though you will deliver your introduction first, you usually plan it last.
 - You need to know what you're introducing—especially your Thesis Statement and main ideas.
 - Once you do, it is time to plan how you will introduce and conclude your speech.

Craft a Memorable Introduction

What is introduction?

➤ Introduction

- Opening lines of a speech
- You get only one chance to make a good first impression. The same is true when you're preparing a speech.
- Your introduction should convince your audience to listen to you.
 - More specifically, it must perform the following functions:
 - ⇒ Getting the audience's attention,
 - ⇒ Giving the audience a reason to listen,
 - ⇒ Establishing your credibility,
 - ⇒ State your topic and Preview your main ideas

Let's briefly consider each of these functions.

a) Get the audience's attention

- First, your introduction should grab your listeners' attention and arouse their interest in your topic.
 - If an introduction does not capture the attention of audience members, the rest of the speech may be wasted on them.
 - You have to use verbal messages effectively to wake up your listeners and make them want to hear more.
- There are several good ways to gain an audience's attention.
- One commonly used and quite effective way is to open with an **illustration (story)**.
 - Buey Ruet opens his speech on the bloodshed in Sudan with this moving personal illustration:

On October 15, 1994, a woman by the name of Workinsh Admasu opened a letter, which required her 8 and 13-year-old boys to immediately report to military training camp. Three weeks after basic training, the boys, along with another 300,000 8 to 14-year-olds, strapped on AK47s that were half of their body weight and headed off to fight in Sudan's civil war. . . . That 8-year-old boy was me. My 13-year-old brother and I were forced to experience things that no other child should ever have to experience.

- Imagine a sales pitch that begins with the following:

I was running late that morning, so I threw my belongings in my backpack and got ready to rush out of my house. I set my coffee on the kitchen counter while I searched frantically for my car keys. No sooner had I found them than I heard car alarms all around the neighborhood going off. I saw my coffee mug fall to the ground and shatter. I felt like I was standing on the back of a moving flatbed truck. Then, as quickly as it had started, it was over. It took me a few moments to realize I had just experienced my first earthquake.

- That story would be an effective start to a sales pitch about earthquake preparedness because it begins with an easily relatable experience (“I was running late that morning”), describes unusual events (coffee cup shattering, floor shaking), and reveals the explanation for those events (an earthquake) only at the end.
- Another way to spark your listeners’ interest in your topic is to use **statistics** that illustrate its magnitude.
 - Consider the following example from a speech for health insurance executives:

Children in the United States are dealing with a growing problem, literally speaking. Over 9 million of them are overweight or obese. That’s more people than the populations of Los Angeles, Chicago, San Antonio, and Detroit put together. Unfortunately, the problem is getting worse. In the past three decades, the childhood obesity rate has more than tripled for children aged 6 to 11. Obesity raises the risks of a range of health problems, including diabetes, hypertension, and heart disease. The annual cost of treating obesity-related disorders for children is nearly \$150 million.

- In addition to using a story or a statistic to generate interest in your topic, you can use any of the following techniques:

Present a quotation.

- Many speakers capture attention with a well-phrased quotation relevant to their topic—for instance:

“As former U.S. senator Elizabeth Dole once said, ‘Power is a positive force if it is used for positive purposes.’ Today, I’d like to discuss some of the many ways our organization can use power to improve the lives of others.”

Tell a joke or a humorous story.

- Opening your speech with a joke can be a particularly effective way to capture your listeners' attention, put them at ease, and generate positive feelings about you.
- Always make certain that your humor is appropriate for your audience and for the occasion and that it won't be interpreted as offensive.

Pose a question.

- Beginning your speech with a question is a great way to get your audience thinking about your topic.
- You could ask something you want listeners to answer, such as
"By show of hands, how many of you have ever been involved in a lawsuit?"
- You can also pose a rhetorical question, one you want your listeners to think about but not respond to—for instance:
"Why do you suppose so many people struggle with work/life balance?"

Cite an opinion.

- Provocative opinions from well-known people can also get your listeners' attention—for example:
"Novelist Herman Melville once said that it is better to fail in originality than to succeed in imitation. In this presentation, I'll be exploring some of the reasons he may be exactly right."

Startle your listeners.

- Saying or doing something unexpected or unusual can be an effective way to capture the attention of your audience.
 - ⇒ Begin your speech in a foreign language, for example.

Note the recent/historical event/occasion.

- Particularly if you are speaking to give honor to a person, place, or event, you can generate attention by noting the importance of the occasion - for instance:
"We have come together today to honor the extraordinary career of our CEO as she begins her retirement."

Identify something familiar.

- An excellent way to establish rapport with your listeners is to refer to something with which they are familiar. For example,

“As I was driving in this morning, I was a little unsure of my directions, which simply said to ‘turn left after the big red house.’ Once I got to town, though, it made perfect sense!”

- By noting something with which your audience is familiar—in this case, the smallness of the town—you make a personal connection with your listeners.

Incorporate technology.

- As you present a quotation or cite an opinion, show a photo of the person you’re referencing.
- If you’re telling a suspenseful story, play suspenseful music in the background.
- Still other speakers might get their audience’s attention by referring to a personal experience, the occasion, or something said by a preceding speaker.

⇒ Speaking to a diverse audience about Alzheimer’s disease, brain surgeon Keith Black began by sharing his personal experience:

For me, this really became personal because my mother was diagnosed with Alzheimer’s disease about 12 years ago. And so I realized firsthand how devastating this disease can be and that we really need to accelerate trying to come up with a solution for it.

- Although not all these strategies will work for all speeches, at least one of them should be an option for any speech you make.
- With a little practice, you may be able to choose from several good possibilities for a single speech.

b) Give the audience a reason to listen

- Not only do you have to get your audience’s attention, but you also have to motivate your listeners to continue to listen.
- Show the listeners how your topic affects them and those they care about.
- Catherine uses rhetorical questions to drive home to her audience the relevance and importance of her speech on a healthy diet:

What if I told you that, by decreasing one food item in your and your loved ones’ diet, you could significantly lessen the chance for

metabolic syndrome (or obesity); heart disease; coronary artery disease; osteoporosis due to calcium depletion; high blood pressure; colon, kidney, breast, prostate, and liver cancer? Would you change the menu at your and your loved ones' next meal?

- By the end of your introduction, your audience should be thinking, “This concerns me!”

c) Establish your credibility

- A credible speaker is one whom the audience judges to be believable, competent, and trustworthy.
- A speaker's credibility is called his or her ethos.
- **Ethos** doesn't belong directly to a speaker; rather, judgments about a speaker's ethos belong to the audience.

→ Therefore, your introduction is an opportunity to persuade your audience to find you credible.

→ Classical treatments of ethos give it three components. You can think of them as three strategies for building credibility during your introduction:

⇒ **Wisdom:**

- Speakers are perceived as credible if they demonstrate their knowledge of or experience with the topics about which they speak.
- Suppose the topic of your speech is also your undergraduate major. You could mention that as a way to demonstrate your intellect and wisdom about that subject.

⇒ **Virtue:**

- Speakers who attain excellence are perceived as credible.
- The key to demonstrating such virtue is to highlight the quality of the work you put into your speech.
- For example, if you did exceptionally thorough research for your presentation, point that out.
- Did you make a special effort to land a key interview, for instance?
- If your listeners perceive that you care about the quality of the work you are presenting, they are likely to find you credible.

⇒ **Goodwill:**

- Speakers are perceived as credible if they seem to care about the audience.
 - Speaking with sincerity will lead audience members to believe in your goodwill toward them.
 - If listeners think you are being dishonest with them or attempting to mislead them, they are not likely to assume you are concerned about their well-being.
- You don't necessarily have to highlight all three components—wisdom, virtue, and goodwill—in your introduction.
- Incorporating those most relevant to the circumstances of your speech will help you persuade your listeners that you are a credible speaker, one whose words deserve their trust.
 - For example, in your introduction to a persuasive speech on studying abroad, you might say:

I know firsthand how studying abroad can broaden your worldview, increase your understanding of another culture, and enrich your academic studies. Last fall, I studied at the Sorbonne in Paris.

d) Introduce Topic and Preview Main Points / Ideas

- Once you have aroused your listeners' interest in your topic and highlighted your credibility, your final goal in the introduction is to state thesis statement and preview the points you plan to make in your speech.
- A preview will help your listeners pay attention to the body of your speech by identifying ahead of time what they should listen for.
- Previews can be simple and straightforward, like the following example from a speech about business internships:

Today I'd like to talk about the importance of providing internship opportunities for college students. First, I'll explain how participating in an internship helps students intellectually and professionally. Then I'll discuss the benefits that organizations experience when they offer internships. Finally, I'll offer some ideas for how our company can establish a strong and viable internship program.

- Notice that this preview clearly identifies the major ideas the speaker plans to address.

- It isn't necessary to explain or justify them during the preview; that's the purpose of the body of the speech.
- Rather, it's only necessary to identify the points you intend to make.
- If you put your preview at the end of your introduction, it will also serve as a lead-in to the body of your speech.
- Some speeches focus on topics to which listeners will be sensitive, perhaps because they are uncomfortable or embarrassing to talk about.
 - When you select such a topic as the focus of your speech, it's important to frame your introduction accordingly, as the "People First" box explains.

PEOPLE FIRST

Introducing a Sensitive Topic

IMAGINE THIS:

Many potential speech topics can be somewhat sensitive for your audience. We tend to find some issues uncomfortable to think about, such as dealing with significant debt or end-of-life planning. Other topics can be embarrassing to talk about, such as having certain types of health problems. On occasion, a topic can be sensitive because of what is happening in the environment, such as speaking about suicide shortly after a co-worker has taken his own life.

Now, consider this: Just because a topic is sensitive doesn't mean you shouldn't choose it as the focus of your speech. However, it is helpful to take a "people first" approach by introducing that topic in a caring, sensitive way. Consider these strategies:

- Acknowledge that your topic is sensitive, and recognize why.
 - One of the worst ways to introduce a sensitive topic is to ignore the fact that it's sensitive and hope your audience doesn't notice.
 - Instead, be upfront with listeners:

"I know it isn't easy to talk about being in debt. Owing a lot of money can be scary. Nonetheless, I plan to show how having a personal financial plan can ease the immediate stress on you and your family and allow you to anticipate a future that's debt-free."

- As always, preview what you plan to say, in this case especially so listeners know all your points will be relevant and worthy of their attention.
 - In other words, you won't be asking them to think about an uncomfortable topic for trivial reasons.
- Try to avoid euphemisms, which are mild or indirect substitutes for terms we find too harsh or blunt.
 - For instance, a health care professional talking about end-of-life planning might use the euphemism "kick the bucket" in place of "death."
 - Although euphemisms can reduce audience discomfort, they can also trivialize the topic, reducing the impact of your speech.
- We do listeners a disservice by sticking only to topics that are comfortable and "safe."
- Nonetheless, when you have chosen a topic that you expect to be sensitive for your audience, it helps to introduce that topic in a caring and competent manner.

THINK ABOUT THIS:

- In what situations might you be called upon to speak about a particularly sensitive topic?
- What can you do to manage your own discomfort about that topic?
- Why is it beneficial to introduce such topics in a conscientious, caring manner?

Conclusions

➤ **CONCLUSION**

- Closing lines of a speech, which leave a final impression.
- Your introduction creates a critically important first impression, and your conclusion leaves an equally important final impression.
 - Long after you finish speaking, your audience will hear the echo of effective final words.
- An effective conclusion serves four functions:
 - to provide closure
 - to summarize the main points,
 - to create a memorable moment,

→ to motivate the audience to respond / take action,
Let's consider each of these functions.

a) Provide closure

➤ CLOSURE

- The sense that a speech is finished.
 - ⇒ Signal the end of your speech
- The first goal of your conclusion is to signal to your audience that you are bringing your presentation to a close.
- You can provide closure by referring back to your introduction and finishing a story, answering a rhetorical question, or reminding your audience of where you started.
 - Steven had opened his speech on reducing DUI occurrences with an extended illustration about a Wyoming highway patrol officer who was forced to kill a woman in self-defense when the inebriated woman brutally attacked him.
 - He provides memorable closure to his speech by finishing the story:

Whenever I heard about someone being killed during an alcohol-related traffic incident, I used to shrug it off, thinking, "How does this affect me?" . . . When the Wyoming highway patrolman took the life of Alyssa Harriet, I learned how drinking and driving affects me, because that highway patrolman is my brother.
- You can also achieve closure by using verbal and nonverbal signposts.
 - Verbal statements are direct ways to begin concluding your speech. You might make a transition statement, such as
 - ⇒ In conclusion . . .
 - ⇒ In summary . . .
 - ⇒ As I bring my speech to a close . . .
 - Nonverbal behaviors like these can also signal that you are nearing the end of your presentation:
 - ⇒ If you have moved around during the speech, return to the physical place where you began.
 - ⇒ Slow your speaking rate and lower the pitch of your voice.
 - ⇒ Smile and noticeably pause at the end of your last point.

b) Summarize the speech

- Besides signaling the end of your speech, your conclusion should summarize your central message.
 - Effective speakers often repeat their thesis statement and then summarize the main points they made in support of it.
 - The conclusion offers a speaker a last chance to repeat his or her main ideas.
- Suppose you're concluding an informative speech about the dramatic increase in U.S. consumers declaring bankruptcy.

→ How might you summarize? Here's one example:

As I've explained, personal bankruptcies are on the rise in the United States for three primary reasons. First, consumer debt as a percentage of personal income is growing. Second, people are paying more money out of pocket for medical expenses not covered by insurance. Finally, changes in bankruptcy laws have made the process of declaring bankruptcy easier than before. Although bankruptcy exposes people to some significant limitations, more and more people are deciding to pursue it.

- This conclusion begins with the primary idea of the speech, that personal bankruptcies are increasing in the United States.
 - It then repeats the three main points of the speech (the growing amount of consumer debt, the rising costs of health care, the changes in bankruptcy laws) and restates the central idea even more strongly (more and more people are filing for bankruptcy).
- By accomplishing these three tasks, the conclusion clearly and powerfully summarizes the central message.

c) Create a memorable moment

- You can probably think of movies that had memorable endings; although you may not recall every detail of the plots, you remember how they ended.
- Creating a **memorable moment** in your conclusion will similarly help your listeners remember your presentation.
- One strategy is to end with humor.
 - If your concluding lines make the audience laugh, they are likely to remember your speech—and remember it positively.

- Another option is to return to a story you told earlier and provide further details.
 - For instance, if you spoke of someone affected by the issue you're addressing, your conclusion could describe how the person dealt with the issue and how he or she is doing now.
- Finally, many great speeches end on an emotionally dramatic note.
 - In 2009, on the steps of the U.S. Capitol Building in Washington, DC, Barack Obama concluded his inaugural address with this dramatic appeal:

America, in the face of our common dangers, in this winter of our hardship, let us remember these timeless words. With hope and virtue, let us brave once more the icy currents, and endure what storms may come. Let it be said by our children's children that when we were tested, we refused to let this journey end, that we did not turn back nor did we falter. And with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom and delivered it safely to future generations. Thank you, God bless you, and God bless the United States of America.

- The conclusions of many famous speeches contain many of the lines we remember best:

that government of the people, by the people, for the people, shall not perish from the earth. (Abraham Lincoln)

→ and the other one is

Old soldiers never die; they just fade away. (General Douglas MacArthur)

- Use your final verbal message effectively. Word your thoughts so that your audience cannot help but remember them.
 - Effective speakers often save their most important idea—the one they want the audience to walk away with—for last.
- Whether you use humor, surprise, or drama, creating a memorable moment in your conclusion will help ensure that your audience remembers your presentation.

d) Motivate the audience to respond or take action

- Think back to your thesis statement.
 - What do you want your audience to be able to do by the end of your speech?

- If your purpose is to inform, you may want your audience to think about your topic or seek more information about it.
 - ⇒ if you're showing your audience how to build a website, you might conclude with a statement such as

"You can learn more tips about driving traffic to your website at my blog. If you take out your phone, you can sign up right now for my free online newsletter."
- If your purpose is to persuade, you may want your audience to take some sort of action, such as write a letter, make a phone call, or volunteer for a cause.
 - ⇒ if you're talking about FICO scores, you might end with advice such as

"By law, all U.S. citizens are entitled to free credit reports each year. I've placed a handout on the back table with several easy ways to get your free credit reports. Please grab one of the handouts on your way out and take control of your personal creditworthiness."
 - ⇒ Travis closes his speech on sleep deprivation with this admonition:

Before we are all, literally, dead on our feet, let's take the easiest solution step of all. Tonight, turn off your alarm, turn down your covers, and turn in for a good night's sleep.

Your conclusion is where you can motivate your audience to respond.

T 05. Mastering Presentation Aids

➤ Presentation Aids

- anything used in conjunction with a speech or presentation to stimulate listeners' senses
- it is a tangible item used to help communicate ideas to an audience
- You can similarly incorporate presentation aids into your speech to make it memorable and engaging for your listeners.
- Many speakers use presentation aids to display supporting evidence for their claims and to help their audiences follow their points.
- As long as they *aid* the speaker, rather than *replace* the speaker, presentation aids can be invaluable.
 - They help you gain and maintain your audience's attention.

- They communicate your organization of ideas.
- ⇒ They illustrate sequences of events or procedures.
- ⇒ They help your audience understand and remember your message.

Presentation aids can enhance your speech

- Although presentation aids take time and energy to prepare, research shows that using them properly can dramatically enhance a presentation.
- They work by improving at least three audience responses—attention, learning, and recall.

Presentation aids improve attention.

- One benefit of using presentation aids is that the audience will pay more attention.
 - Most listeners can think much faster than you can talk, so if all they have to attend to are your words, their minds will likely wander.
 - Incorporating one or more presentation aids will better hold their attention.

Presentation aids improve learning.

- A second benefit of using presentation aids is that the audience will learn more from the speech.
 - One reason is that they are paying closer attention, as we just considered.
 - Another is that most people learn better when more than one of their senses is engaged.
 - If the speaker incorporates materials that activate the listeners' sense of sight, hearing, touch, or smell, listeners will take in more from the presentation than if they are only listening to the speaker's words.

Presentation aids improve recall.

- Listeners will also remember more of what is said if the speaker incorporates presentation aids.
- One study compared listeners' recall of material from a speech that included visual aids to recall from one that did not.
 - Three hours after the speech, audience members recalled 85 percent of the content if visual aids were used but only 70 percent if not.

- The difference was even more striking three days later, when listeners exposed to visual aids still remembered 65 percent of the content, compared to only 10 percent for the others.
- A later study found that listeners exposed to visual aids remembered 85 percent of the material immediately after a presentation and 71 percent after four weeks.

Types of Presentational Aids

- You have several options to choose from when selecting presentation aids, from simple demonstrations with samples and props, to hand-drawn charts and graphics, to multimedia presentation software.

Objects & Models

- Almost any physical **object** can be an effective presentation aid if it is relevant to your topic and if it can be incorporated easily and safely.
 - If your speech is about the role of a notary public, you might bring in a notary stamp—the stamp placed next to a notary’s signature on official documents—to use as a visual aid.
 - If you’re speaking about the French clothing industry, you could bring several different pairs of high-heeled shoes to demonstrate the French influence on women’s footwear.
- If it isn’t feasible to bring the actual object you want to show your listeners, you may be able to bring a **model**, which is a representation of the object.
 - Suppose you’re explaining how the human brain is divided into four different lobes. Instead of bringing an actual brain to use as a visual aid, you can bring a plastic model that pulls apart to show where the lobes are located.
- You can also use objects to demonstrate processes.
 - Let’s say your goal is to explain how to set up a LinkedIn profile.
 - Rather than simply telling your listeners what to do, you could bring a computer whose screen is projected on a wall so everyone can see it and set up an online profile as you describe the process.
 - That way, your listeners hear your description and see the process at the same time.
- Before incorporating any object into your speech, consider whether it will be feasible for the space in which you’re speaking.

- Make sure it is large enough to be seen by everyone in your audience but not so large that it dominates your presentation.
- Check with your instructor or the person in charge of the venue before bringing any type of object that might be considered dangerous or unsanitary, such as a weapon, a power tool, a hot plate, or a live animal.
- Some school policies prohibit having such objects on campus; the same is often true for workplaces and rented venues such as conference centers.

Add flavors, textures, and odors.

- You can also use presentation aids to appeal to your listeners' senses of taste, touch, and smell.
 - For example, a speech about the citrus fruit industry might incorporate slices of orange, lemon, tangerine, and grapefruit that your audience can sample.
 - A presentation about interior design might use swatches of different types of carpeting or upholstery fabric that your listeners can feel.
 - If you're speaking about marketing men's cologne, you might bring fragrance samples for your audience to smell.
- Presentation aids that appeal to our senses can be an effective way of demonstrating your speech points and can be especially engaging for audience members with impaired vision or hearing, for whom audio-visual aids can be less useful.

Handouts

- Another type of nonelectronic presentation aid is a handout.
- Most handouts are copies of written material that listeners can keep after the speech is over.
- They are especially effective when you want your listeners to have more information than you can reasonably address during your presentation.
- When incorporating a handout, make certain to bring enough copies for everyone in the audience.
- If you need your listeners to see your handout while you're speaking, distribute it at the beginning of your speech. If not, distribute it at the end so it doesn't distract listeners while you're speaking.
- Handouts can also be created and distributed digitally.

- If your audience includes listeners who are visually impaired, you might also create an audio recording of the information on your handouts.

TECH TIP: Using Digital Handouts

- Increasingly, the boundaries between physical and digital are blurring, and handouts are a good example.
- You can easily send digital handouts to audience members' phones or other mobile devices, avoiding excessive printing and providing more data if you wish.
- Digital handouts may even be more convenient or permanent for your audience members.
- Here are several issues to consider before you opt to use digital handouts:
 - (1) Can you distribute the digital handouts at the right moment?
 - ⇒ One major advantage of handouts is that you can distribute them at the right point in a speech or presentation so they are most influential and least distracting.
 - (2) Can you distribute digital handouts that are easy to read?
 - ⇒ Many handouts are difficult to read on mobile phones or tablets. If this is the case, you might opt for physical handouts.
 - (3) Will all audience members be able to access the digital handout quickly?
 - ⇒ Although nearly all professionals carry mobile devices, software issues, user proficiency, and limited cellular or wi-fi access might reduce the effectiveness of a digital handout.

People

- Finally, you can use people—including yourself—as presentation aids.
 - Suppose your speech is about the Chinese martial art of tai chi.
 - You might choose to show your audience some of the fundamental movements of tai chi by either performing them yourself or having someone else do so.
 - Similarly, if you are speaking about the procedure for measuring blood pressure, you might perform a blood pressure test on someone to demonstrate the technique.

- In both cases, using a person as a presentation aid is more engaging than showing your audience photographs or video recordings, because your demonstration is live.
- In other instances, people can model costumes, play a sport with you, or demonstrate a dance.
- If you are going to ask someone to assist you by acting as a presentation aid for a speech, consider the following guidelines:
 - Rehearse with the person who will be helping you.
 - Don't have the person stand beside you doing nothing.
 - ⇒ Wait until you need your presentation aid to have your assistant come to the front.
 - Don't let your presentation aid steal the show.
 - ⇒ Make his or her role specific and fairly brief.
 - ⇒ As the speaker, you should remain the "person of the hour."

Drawings

- You can use simple drawings to help illustrate or explain ideas that you are talking about.
 - For example, you could sketch the tunnels of a fire ant mound to show your audience why it is so difficult to eradicate an entire ant colony.
- If you use a drawing as a visual aid, consider these suggestions:
 - Keep your drawings large and simple.
 - ⇒ Line drawings are often more effective than more detailed ones.
 - One way to show the audience your drawing is to scan it and then put it into a PowerPoint or other computer-generated slide.
 - Your drawing does not have to be original artwork.
 - ⇒ You could ask a friend to help you prepare a drawing, or you could use computer software to generate a simple image.
 - ⇒ Just be sure to credit your source if you use someone else's sketch.

Photographs / Pictures

- Visual images can be very provocative, so many speakers use pictures as presentation aids.
 - For instance, if you are giving a speech on urban forestry, you might want to show your audience good color pictures of trees that are appropriate for urban sites in your area.

- In this case, photographs would show color and detail that would be nearly impossible to achieve with drawings.
- The biggest challenge to using photographs as presentation aids is size; most printed photos are simply too small to be seen clearly from a distance.
- If you want to use photographs, store them on a flash drive.
 - Then, when you want the photos, you can bring them up on a computer screen and use a video projection system to enlarge them for your audience.

Maps

- Like photographs, most maps are too small to be useful as presentation aids
 - to be effective, they must be enlarged in some way.
- Consider these suggestions for using maps effectively during a speech:
 - Enlarge your map by transferring it to a PowerPoint slide.
 - Highlight on your map the areas or routes you are going to talk about in your speech.

Tables

- A table is the display of words or numbers in a format of columns and rows.
- It is a particularly effective option when you want to compare the same information for two or more groups.
- For instance, the following figure compares starting salaries for high school and college graduates in various fields.

<i>Field</i>	<i>High School Graduate</i>	<i>College Graduate</i>
Sales	\$21,000	\$38,500
Health care	\$28,500	\$52,000
Law enforcement	\$46,500	\$47,000
Event planning	\$19,000	\$24,750

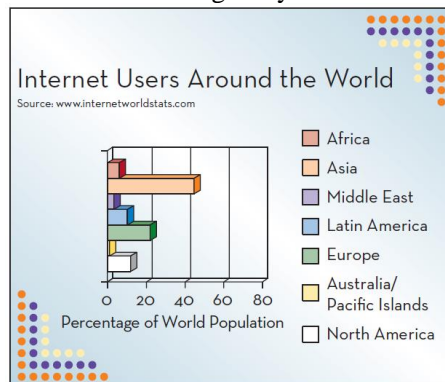
- This simple illustration makes it easy to spot large and small differences.

Charts / Graphs

- A **chart** is a graphic display of numeric information. Like a table, it is also useful for comparing data between two or more groups.
 - Whereas a table presents the actual text or numbers being compared, a chart converts numbers into a visual display.
- **Graphs** are effective ways to present statistical relationships to your audience and help make data more concrete.
- Three types of charts/graphs are common.

→ **Bar graph/charts**

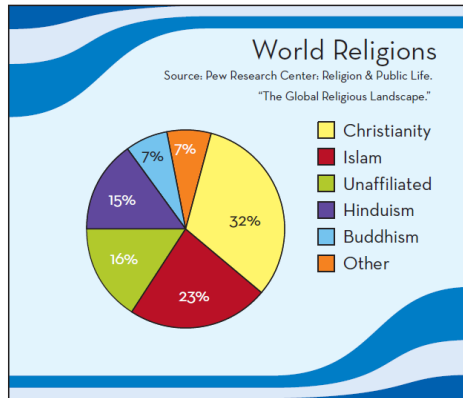
- ⇒ A bar graph consists of bars of various lengths that represent percentages or numbers.
- ⇒ It is useful for making comparisons.
- ⇒ In the following figure, a bar graph depicts numbers as bars on a graph, such as the percentages or numbers of people in various parts of the world who regularly use the Internet.



→ **Pie chart/graph**

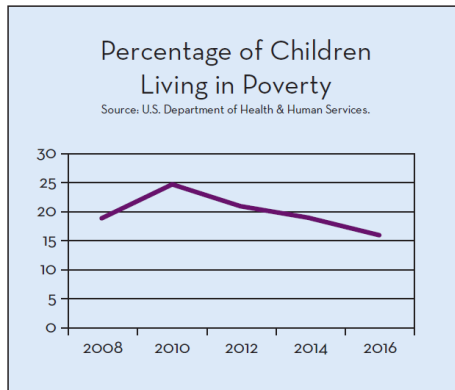
- ⇒ A round pie graph shows how data are divided proportionately.
- ⇒ In the following figure, a pie graph is a graphic display in the form of a circle divided into segments, each of which represents a percentage of the whole;

- ⇒ for example, a pie chart could illustrate the percentages of people around the world who practice various religions.



→ **Line chart / graph**

- ⇒ A line graph can show both trends over a period of time and relationships among variables.
- ⇒ for example, a line chart could illustrate the percentage of U.S. children living in poverty in various years.



- The following guidelines will help you use graphs more effectively in your speeches:
- Keep your graphs simple and uncluttered.
 - Remember that many computer programs will generate graphs from statistics.
 - ⇒ You often don't need to find already-prepared graphs or draw your own.

Audios & Videos

- Text and graphics are excellent options for displaying information, but there may be occasions when you want your audience to listen to or see an audio or a video recording.
 - If your speech were about the career of entrepreneur and Apple co-founder Steve Jobs (who died in October 2011), you might have your audience watch or listen to one of his many public presentations.
 - If you were pitching a proposed advertising campaign, you might show an animated storyboard or play the jingle you intend to use.
- If you plan to use an audio or video presentation aid, consider these suggestions:
 - Be certain that the equipment you need will be available in the room in which you are going to speak.
 - ⇒ Have the equipment set up and ready to go.
 - Be certain that the volume of any audio is amplified enough that your audience can hear it without straining.
 - If you have an audience of twenty-five to thirty people, you can use a 25-inch screen for video.
 - ⇒ For larger audiences, you will need several television monitors or projection technology.
 - Use only brief clips and excerpts.
 - ⇒ Audio and video should always supplement, rather than supplant, your speech.

Computer-generated Slides

- One form of presentation aid is a computer-generated slide, an electronic display of text and graphic visuals to accompany a speech.
 - Perhaps you are already familiar with presentation software for creating text slides, such as Microsoft PowerPoint, Apple Keynote, Google Slides, or Prezi.
 - With presentation software, you can develop a list of your main points for audience members to refer to as you speak

- Notice, for instance, that the slide in the following figure doesn't go into detail about how much sleep a person should get or what a healthy diet should include.



- That detail is for the speaker to present. The slide itself should give only enough information to introduce each new point.
- You can use clip art, or you can scan or electronically cut and paste photographs, maps, or drawings. You can even incorporate video and audio clips.
- Also guard against letting your slides become your presentation. Use them to supplement it. Finally, keep the following tips in mind:
- Don't use too many slides.
 - Make certain that the slides you do use contain significant information in a simple, uncluttered style.
 - Don't overuse bulleted text.
 - ⇒ Some experts suggest no more than seven lines of text on any single slide.
 - Make informed decisions about fonts, color, and layout.
 - ⇒ A light background with darker colored words in a simple 28-point or larger font usually works well.
 - Finally, practice with your slides so that you can time them to coincide with your oral presentation.

Choosing and Using Presentation Aids

- If they are used well, presentation aids can greatly enhance a speech. However, if they are not incorporated correctly, they can be distracting or even dangerous, greatly diminishing the effectiveness of a speech.
- This section gives tips for choosing and using presentation aids for maximum effectiveness.

Remember the goal.

- No matter what type of presentation aids you choose, remember they are meant to *aid* your speech.
 - They should never themselves become your focus.
 - Instead, they should be used as accessories, embellishing your delivery but not overpowering it.
 - Your listeners' primary focus should be on you and what you have to say.

Consider the context.

- Think about which presentation aids will work best for your audience, the layout of the room, and the resources available to you.
- Pay particular attention to these factors:

Adapt to your listeners.

- Let their interests, experiences, and knowledge guide your selection of presentation aids.
 - For example, an audience of accountants would readily understand arbitrage charts that might be incomprehensible to a more general audience.
 - If you will be speaking to a large audience, be certain that everyone will be able to see or hear your presentation aid.

The size and arrangement of the room:

- Make sure everyone will be able to see, hear, touch, taste, or smell the presentation aids you plan to use.
- If you're creating a slideshow presentation, use a font large enough for everyone to read comfortably.

- Before your speech, try your presentation aids in the space where you'll be speaking and confirm that every listener will be able to take advantage of them.

The time available for the speech:

- Be certain you'll have adequate time to set up your presentation aids before you begin.
- Also, be sure you don't have too many slides to get through in the time allotted for your speech.
- This is an excellent reason to rehearse your speech with your visual aids, as discussed below.

The resources available:

- Establish beforehand that you will have everything you need to make your presentation aids work, such as an accessible outlet, a power cord that reaches it, a projector and screen, and so on.
- Particularly in an unfamiliar room, don't take anything for granted. Double-check that you will have everything you need.

Strive for simplicity.

- Choose or create presentation aids that are as simple and straightforward as possible so your listeners will pay attention to their content instead of their form.
- For example
 - develop slides that are clean and uncluttered
 - Stay away from sound effects, fancy transitions, and pictures or photographs that are irrelevant to the content of the slide;
 - ⇒ these distracting features can reduce your listeners' ability to learn

Make Your Presentation Aids Easy to See

- You have probably experienced the frustration of squinting and straining to read a speaker's too-small presentation aid.
- If you are going to remember only one thing about using a presentation aid, remember to make it big.

Time the display of your presentation aids to coincide with your discussion of them

- Don't put a presentation aid in front of your audience until you are ready to use it. Likewise, remove or cover your presentation aid after you are finished with it. Keeping presentation aids in front of an audience before or after you use them will only serve to distract from your message.
- In this way, you will keep your audience's focus on your words and delivery.

Do not pass objects, pictures, or other small items among audience members

- Passing things around distracts audience members.
 - Either people are focused on whatever they are looking at, or they are counting the number of people who will handle the object before it reaches them.
 - If the item is too small for everyone to see it when you hold it up, it is not a good presentation aid.

Use small children and animals with caution

- Small children and even the best-trained animals are unpredictable.
 - In a strange environment, in front of an audience, they may not behave in their usual way.
 - The risk of having a child or animal detract from your message may be too great to justify using either as a presentation aid.

Practice with your presentation aids.

- Practice advancing from slide to slide in your multimedia presentation—manually or with a remote control—so you can do so effortlessly and without awkward pauses.
- Practice speaking in the direction of your listeners instead of facing your slideshow while you talk.
- Rehearsing with your slideshow is also a good way to ensure you don't have too many slides for your allotted time.
- If you plan to use models, people, or other types of presentation aids, practice using those aids in your speech so that you can display and discuss them with ease.

Have a backup plan.

- Regardless of the type of presentation aid you plan to use, something can always go wrong that will prevent you from using it.
 - You might misplace the USB drive containing your slides, or the computer on which you planned to run it might crash.
 - The light bulb in your projector could burn out, the room's wi-fi could fail, or the person who was to demonstrate tai chi moves might get sick and cancel.
- Think through everything that might go wrong and devise a backup plan.
 - Bring a laptop computer or tablet containing your slideshow in case you forget your USB drive or the room's wi-fi fails.
 - Copy your handouts a day or two before your speech.
 - Learn the tai chi moves well enough to demonstrate them yourself if you have to.
 - Being prepared to respond to such contingencies will help your speech succeed under any circumstances.

CT 06. Communication & Ethics

Profanity in an Audio Presentation Aid

- Matt wants to talk to his college classmates about the use of profanity in rap music. He plans to play sound clips of several profane lyrics from current hits to illustrate his point.
- Should Matt play these songs, even though doing so might offend several members of his audience? Why or why not?

T 06. Using Supporting Material Ethically

Now that you have your supporting material and presentation aids, how do you use that material ethically and responsibly, to ensure that you aren't causing your audience harm or committing intellectual theft?

a) Cause No Harm

- The first rule of using supporting materials ethically, especially presentation aids, is to ensure that they don't cause your audience any harm.

- To that end, stay away from horrifying or disgusting photographs, audio or video recordings with profane or offensive language, and objects that produce dangerously loud sounds or noxious fumes.
- Using those sorts of presentation aids is unethical because it places your listeners in danger of being hurt, either physically or emotionally.
- If you must use a potentially harmful aid in your speech, explicitly warn your audience about it at the beginning of your presentation and again right before you introduce it.
 - For instance, if you're speaking about your organization's humanitarian response to a recent terror attack and feel you should include a photograph of the scene, tell your listeners beforehand that your photograph includes graphic depictions of victims who are injured or dead, so that your listeners have the option to look away.

b) Don't Commit Intellectual Theft

- Although incorporating material from other sources is perfectly acceptable, you must avoid committing intellectual theft when you do so.
- A common form of intellectual theft are plagiarism and copyright infringement

Understanding plagiarism and its consequences

→ Plagiarism

- ⇒ The presentation of someone else's words or ideas without acknowledging the source.
- You plagiarize, that is, when you misrepresent someone else's words or ideas as your own, which is what you are doing when you fail to say where they come from.
 - ⇒ A few years ago, one of your authors heard a student's excellent speech on the importance of detecting cancer early. The only problem was that she heard the same speech again in the following class period! On finding the "speech"—actually a Reader's Digest article that was several years old—both students were certain that they had discovered a shortcut to an A.
 - ⇒ Instead, they failed the assignment, ruined their course grades, and lost their instructor's trust.
- The consequences of plagiarism in other arenas can be even more severe, including the loss of a job or the end of a promising career.

Copyright Infringement

→ **copyright infringement**

- ⇒ the unauthorized use of materials protected by copyright such as photos or works of art
- To use such material, you must gain the permission of the copyright holder and usually also give proper recognition of the source.
- As acts of academic and professional dishonesty, plagiarism and copyright infringement are subject to serious punishment and should always be avoided.

Acknowledgment of Supporting Material

- Using the words, sentence structures, or ideas of another person without crediting the source is a serious breach of ethics.
- Once you have supporting material in hand, you must decide whether and how to acknowledge the source.

Determining what should be acknowledged

- Some information is so widely known that you may not need to acknowledge a source.
 - you need not cite a source / fact is general knowledge and is widely available in a variety of sources.
 - If you decide to use any of the following, however, you must acknowledge the source:
 - ⇒ Direct quotations, even if they are only brief phrases
 - ⇒ Opinions, assertions, or ideas of others, even if you paraphrase them rather than quote them verbatim
 - ⇒ Statistics
 - ⇒ Any nonoriginal visual materials, including graphs, tables, and pictures
- Presenting someone else's words or ideas without acknowledging the source constitutes plagiarism, a breach of academic honesty that can have dire consequences.

Forms of Intellectual Theft

- When people prepare speeches, they may commit intellectual theft in at least three different ways.

- Understanding each will help you avoid plagiarism or copyright infringement when you put together a public presentation.

Global theft

- Global theft means stealing your entire speech from another source and presenting it as if it were your own.

Patchwork theft

- Patchwork theft occurs when you copy words from multiple sources and put them together to compose your speech.
- Suppose you took large sections of your introduction directly from a magazine article, portions of your main points straight from a website, and the bulk of your conclusion verbatim from a television show.
- Even if you wrote portions of your speech to tie these stolen pieces together, you would still be committing plagiarism because you are passing off someone else's words as your own.
- Similarly, if you download images from the Internet and include them in your presentation slides, because the images are protected by copyright, you are also committing patchwork intellectual theft.

Incremental theft

- Incremental theft means failing to give credit for small portions of your speech that you did not write
 - ⇒ such as a phrase or paragraph
- It is entirely acceptable to quote other people's words in your speech, but it is essential that you use a verbal footnote or oral citation, a statement giving credit for the words to their original source.

→ Oral Citation

- ⇒ The oral presentation of such information about a source as the author, title, and publication date.
- ⇒ To acknowledge your source, you can integrate an oral citation into your speech. In her speech on domestic abuse, Farrah provided this oral citation:

The February 3, 2014, Washington City Paper recounts the story of a nameless mother who explained, "I would have rather endured getting hit every day than to be homeless with four children."

or

- ⇒ “According to an April 2018 edition of Forbes, . . .” or
- ⇒ “As former Hewlett-Packard CEO Carly Fiorina once noted, . . .”
- If you are using the person’s words exactly as he or she wrote them, say “quote” when you begin reciting the quoted passage and “end quote” when you have finished, and make sure to cite the source.

Chapter Review Questions / Activities

Questions

- What is one illustration, statistic, or other piece of supporting material from a speech you heard that you found highly memorable? Why was it so effective?
- Is it ever ethical to invent supporting material if you have been unable to find what you need for your speech?
- How are a specific purpose and a thesis similar? How are they different?
- Which strategies should a speaker follow when drafting a strong purpose statement?
- Which guidelines are useful for drafting a strong thesis statement?
- What is the function of a main point?
- Why is it useful to write main points that are complete sentences, related, distinct, and equally important?
- Why are subpoints useful?
- What are the rule of subordination and the rule of division? Why is each rule valuable?
- What characteristics make an introduction memorable? Which strategies can you use to make your introduction a memorable one?
- How can you demonstrate the three components of ethos?
- Why is it valuable to preview your main points in an introduction?
- What are the four functions of an effective conclusion?
- Give an example of an introduction you’ve heard that effectively caught your attention and gave you a reason to listen.
- How should you determine the type or types of support you require for a speech?

- Why are credibility, objectivity, and currency valuable? Under what conditions is one of these characteristics more or less important than the others?
- What is the difference between an objective source and a subjective source? When is one type superior to the other?
- When doing research online, what advantages does a research search engine provide, compared to a general search engine?
- What is a periodical, and how does it differ from nonprint material?
- In what ways can using presentation aids enhance your speech?
- What are some examples of low-tech presentation aids?
- What are the various types of slides you might use as presentation aids? What kind of data is each designed to present?
- When choosing presentation aids, what considerations should you take into account?
- How can presentation aids cause unintentional harm to your audience?
- What is the difference between global, patchwork, and incremental intellectual theft?

Activities

Planning Attention-Getters

- Identify a potential purpose and thesis you could use for a presentation. Then describe how you could use each of the following attention-getting devices:
 - ⇒ Tell a story
 - ⇒ Provide a memorable statistic
 - ⇒ Present a quotation
 - ⇒ Tell a joke
 - ⇒ Pose a question
 - ⇒ Cite an opinion
 - ⇒ Startle your listeners
 - ⇒ Note the occasion
 - ⇒ Identify something familiar
 - ⇒ Incorporate technology

Evaluate the Introduction and Conclusion of a Business Speech

- Find a speech by a business, government, or nonprofit leader on YouTube or another site. Respond to the following questions:
- How effectively did the speaker gain attention? Explain. What could he or she have done differently?
- How well did the speaker build credibility? Be specific. What could he or she have done differently?
- How effectively did the speaker preview the main points?
- How well did the speaker conclude the speech? What aspects of the speech did he or she emphasize? What could he or she have done more effectively in the conclusion?

Evaluate a Speaker's Use of Supporting Material

- Watch and listen to a speaker representing an industry in which you are interested. As you observe the speech, take careful notes about
 - ⇒ (1) what claims the speaker made, and
 - ⇒ (2) what type of evidence he or she provided in support of those claims.
 - ⇒ Was the speaker using statistics? Examples? Narratives? How well did each piece of supporting material match the claim it was intended to support?
 - ⇒ Write up your evaluation in a brief report.

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 07

Organizing & Outlining Your Presentation

Don't agonize. Organize. —FLORYNCE R. KENNEDY

T 01. Organizing Your Main Ideas

- A logically organized speech includes an introduction, a body, and a conclusion.
 - The body presents the most important content of the speech—the main ideas that you generated with the help of your Thesis Statement.
- Even if you have a fascinating topic and a compelling thesis statement, your audience will quickly lose interest if your presentation lacks coherence and order.
- Research shows that when speakers present material in an organized, coherent manner, their listeners are more motivated to learn, take more detailed notes, and recall more of the material than when the material is disorganized.

Organize your main points strategically

- In addition to being related, distinct, and equally important, your main points should be organized in a pattern that makes sense for your topic
- At least five strategies can help you determine an effective order in which to present those main ideas.

a) Organizing Ideas Topically (Theme Order)

- If your main ideas are logical divisions or classifications of your Thesis Statement, you will probably arrange them according to topical organization, the strategy that is used most frequently.
- **Topical organization**
 - Organization determined by the speaker's discretion or by recency, primacy, or complexity.
- Topical organization may be simply an arbitrary arrangement of main ideas that are fairly equal in importance.

- For example, if you are giving an informative speech on the various instrument families in the modern symphony orchestra, your main ideas will probably be strings, woodwinds, brass, and percussion. The order in which you discuss these instrument groups may not really matter.
- At other times, topical organization is less arbitrary. Three principles may help you arrange your main ideas effectively.

Recency

➤ Recency

- Arrangement of ideas from least important to most important or from weakest to strongest.
- The principle of recency suggests that audiences remember best what they hear *last*.
 - If you want to emphasize the string section of an orchestra, you will purposefully place that instrument family last in your informative speech.

Primacy

➤ Primacy

- Arrangement of ideas from most important to least important or from strongest to weakest.
 - ⇒ you discuss your most convincing or least controversial idea *first*.
- To adapt to an audience that may be skeptical of some of your ideas, discuss first the points on which you all agree.
 - ⇒ If you are speaking to an anti-gun-control audience about ways to protect children from violence in schools, don't begin by advocating gun control.
 - ⇒ Instead, begin by affirming family values and education in the home, perhaps move on to the importance of an antiviolence curriculum and adequate counseling in schools, and only then discuss gun control as a possible preventive measure.

Complexity

➤ Complexity

- Arranging ideas from simple to more complex.
- Organization according to complexity moves from simple ideas and processes to more complex ones.

- You have learned many life skills in order of complexity.
 - In first grade, you learned to read easy words first and then moved on to more difficult ones. In third grade, you learned single-digit multiplication tables before moving on to more complex double and triple-digit multiplication problems.
- Similarly, if you are giving a speech on how to trace your family's genealogy, you might discuss readily available, user-friendly Internet sources before explaining how to access old courthouse records or parish registries of births, deaths, and baptisms.

When to use?

- Topics that have logical divisions (classifications)

CT 01. Communication & ETHICS

The Ethics of Primacy and Recency

Nico knows that according to the principle of recency, he should discuss last what he wants his audience to remember best. In his speech on the risk of counterfeit prescription drugs, however, Nico thinks that it may be more ethical to reveal immediately to his audience how costly the problem is in terms of both dollars and human lives.

Think Critically

- Is it ethical for Nico to save that important statistic for last?

b) Organizing Ideas Chronologically (Time Order)

- **Chronological Organization**
 - Organization by time or sequence.
- If you determine that you can best develop your Thesis Statement through a series of steps, you will probably organize those steps—your main ideas—chronologically.
- Chronological organization is based on time or sequential order according to when each step or event occurred or should occur.

When to use?

- To explain a process / steps

→ To provide a historical overview of an event, movement, or policy

c) Organizing Ideas Spatially (Space Order)

➤ Spatial Organization

→ Organization according to location, position, or direction.

➤ Example

→ When you offer someone directions, you organize your ideas spatially.

⇒ “Go down the hill two blocks and turn left by the florist. Then go three blocks to the next stoplight and turn right. The place you’re looking for is about a block farther, on your right.”

When to use?

➤ Topics that have logical divisions (classifications)

➤ Speeches that rely on description are especially good candidates for spatial organization.

→ For example,

⇒ a discussion of the route taken by Sir Edmund Hillary and Tenzing Norgay when climbing Mount Everest in 1953

⇒ In a speech about the effects of industry on the earth’s atmosphere, you might arrange your points to cover the various atmospheric layers as they exist from the ground up:

□ Troposphere

□ Stratosphere

□ Mesosphere

□ Thermosphere

□ Magnetosphere

d) Organizing Ideas to Show Cause and Effect

➤ Cause-and-Effect Organization

→ Organization by discussing a situation and its causes, or a situation and its effects.

➤ Cause-and-effect organization actually refers to two related patterns:

→ identifying a situation and then discussing the resulting effects (cause–effect),

→ presenting a situation and then exploring its causes (effect–cause)

- In a cause-and-effect pattern, you organize your points so they describe the causes of an event or a phenomenon and then identify its consequences.

When to use?

- Topics that have logical divisions (classifications)
- If your main ideas are reasons your Thesis Statement is true, you will probably organize them according to effect–cause.
 - If you wanted to discuss the effects of acid rain, you could arrange your main points (and subpoints, which are described in the next section) in this way:
 - ⇒ 1. Causes of acid rain
 - Natural causes, such as volcanic eruptions
 - Human-made causes, such as industrial pollution
 - ⇒ 2. Effects of acid rain
 - Effects on plants and wildlife
 - Effects on surface waters and aquatic animals
 - Effects on human health

e) Organizing Ideas by Problem and Solution

- **Problem–Solution Organization**
 - Organization by discussing first a problem and then various solutions.
 - A problem-solution pattern is similar to a cause-and-effect pattern, except that you are organizing your points so they describe a problem and then offer one or more solutions for it.
 - If, instead of exploring causes or consequences of a problem or issue, you want either to explore how best to solve the problem or to advocate a particular solution, you will probably choose problem–solution organization.

When to use?

- Topics that have logical divisions (classifications)
 - This strategy is appropriate for organizing logical divisions of a Thesis Statement.
 - For example,

- ⇒ if you are speaking on how listeners can protect themselves from mountain lion attacks in the western United States, you might first establish that a significant problem exists, and then talk about solutions to that problem
 - ⇒ Or if you are talking about ending discrimination against overweight people, you could first establish that such discrimination exists and then talk about solutions that would end the discrimination
- Notice that pattern in this example of a speech about data breaches:
- ⇒ 1. Data breaches are a substantial problem.
 - Sensitive or confidential data has potentially been viewed or used by unauthorized individuals or entities.
 - The prevalence of data breaches is increasing.
 - ⇒ 2. There are several steps you should take if you are a victim.
 - You should change your passwords immediately.
 - You should watch for suspicious email messages.
 - You should check your credit reports for any discrepancies.

You can probably see why some ways of organizing your main points are likely to work better than others. Consider what your main points are and the way in which they are related to one another to select the organizational method that's best for your speech.

Communication & DIVERSITY

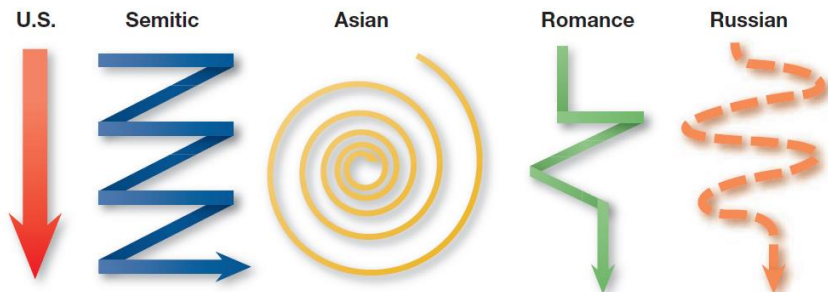
Acknowledging Cultural Differences in Organizing Messages

What's the shortest distance between two points? Going in a straight line, of course. In organizing a message, it may seem that the most logical strategy is to develop a structure that moves from one idea to the next in a logical, "straight" way. But not every culture organizes ideas using that logic. In fact, each culture teaches its members particular patterns of thought and organization that are considered appropriate for various occasions and audiences.

In general, speakers in the United States tend to be more linear and direct than do Semitic, Asian, Romance language, or Russian speakers. Semitic language speakers support their main points by pursuing tangents that might seem "off topic" to many U.S. listeners. Asians may allude to a main point only through a circuitous route of illustrations and parables. And speakers from Romance language and Russian cultures tend to begin with a basic principle and then move to facts and illustrations that only gradually are related to the main point. The models in the following Figure illustrate these culturally diverse patterns of organization.

Figure 12.1 Organizational Patterns by Culture

SOURCE: Lieberman, Deborah, *Public Speaking in the Multicultural Environment*, 2nd Ed., © 1997. Reprinted and Electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.



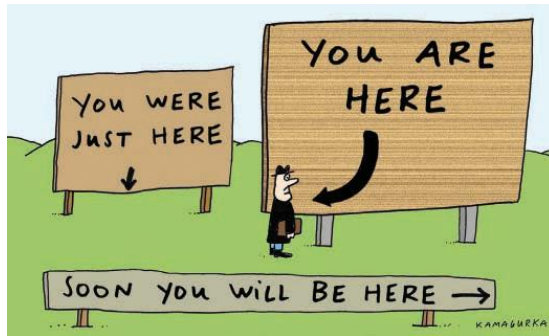
Of course, these generalizations are very broad. As an effective speaker who seeks to adapt to your audience, you should investigate and perhaps acknowledge, or even consider adopting, the customary organizational strategy of your particular audience. In addition, when you are listening to a speech, recognizing the existence of cultural differences can help you appreciate and understand the organization of a speaker from a culture other than your own.

T 02. Signposting: Organizing Your Speech for the Ears of Others

- You now have a fairly complete, logically organized plan for your speech, but if you tried to deliver it at this point, your audience would probably become confused. What are your main ideas? How is one main idea related to the next? What supporting material develops which main idea?
- To adapt your logically organized message to your audience, you need to provide signposts, organizational cues for the audience's ears.

→ Signpost

⇒ A verbal or nonverbal organizational signal.



- You do this by adding previews, transitions, and summaries that provide coherence as you move from one idea to the next throughout the speech.

a) Previews

→ Preview

→ A statement of what is to come.

- A preview “tells them what you’re going to tell them”; it is a statement of what is to come.
- Previews
 - alert listeners that you are about to shift to a new topic
 - help your audience members anticipate and remember the main ideas of your speech
 - help you move smoothly from the introduction to the body of your speech and from one main idea to the next

Initial Preview

➤ Initial Preview

- First statement of the main ideas of a speech, usually presented with or near the Thesis Statement.
- The initial preview is usually presented in conjunction with, and sometimes as part of, the Thesis Statement.
 - Consider Kevin's speech calling for an end to the FBI's practice of making information requests without first getting search warrants.
 - Notice how he states his Thesis Statement and then previews his three main ideas near the end of the introduction:

It is imperative that we stop the use of warrantless requests of records by the federal government for mere convenience of information. We will first examine the reasons for the FBI's abuse of power; next, explore the damage the bureau's dangerous activities have done; before finally, we discover solutions to abolish a system that . . . allows the FBI to make sending you a subpoena for information as easy as writing a request on a Post-it note.

Internal Preview

➤ Internal Preview

- A preview within the speech that introduces ideas still to come.
- Internal previews introduce and outline ideas that will be developed as the speech progresses.
 - Examples:
 - ⇒ *Next, I'd like to discuss recent innovations in management recruiting.*
 - ⇒ *Let's now turn our attention to the financial implications of managed care.*
 - Meleena provides an internal preview just before the final main idea of her speech on sexual harassment in schools:

Now . . . we can look at some things that we can all do, as parents, teachers, and students, to stop sexual harassment in our schools. There are two ways to prevent these causes from recurring. The first is education and the second is immediate action.

- When Meleena delivers this preview, her listeners know that she is going to talk about two possible solutions to the problem she has been discussing.
- Their anticipation increases the likelihood that they will hear and later remember these solutions.

b) Verbal and Nonverbal Transitions

➤ Transition

- A word, phrase, or nonverbal cue that indicates movement from one idea to the next or the relationship between ideas.
- A transition signals to the audience that a speaker is moving from one idea to the next.

Verbal Transition

➤ Verbal Transition

- A word or phrase that indicates the relationship between two ideas.

Some Effective verbal transitions

- Compare or contrast points
 - ⇒ On the other hand...
 - ⇒ In contrast ...
 - ⇒ Similarly ...
- Indicate a sequence of events
 - ⇒ First... Second... Third
 - ⇒ Primarily ...
 - ⇒ Now ... then ...
 - ⇒ Finally ...
- Provide explanation
 - ⇒ For instance ...
 - ⇒ To illustrate ...
 - ⇒ In other words ...
- Emphasize importance
 - ⇒ Most important...
 - ⇒ Remember that ...
 - ⇒ Above all ...

- Show cause and effect
 - ⇒ If ... then ...
 - ⇒ Consequently ...
 - ⇒ Therefore...
- Give additional examples
 - ⇒ Likewise.. .
 - ⇒ In a similar way ...
 - ⇒ As a second example ...
- Summarize
 - ⇒ Finally ...
 - ⇒ As I've explained...
 - ⇒ In summary ...
- As you begin to rehearse your speech, you might need to experiment with various verbal transitions to achieve a flow that seems natural and logical to you.
 - If none of the verbal alternatives seems quite right, consider a nonverbal transition.

Nonverbal Transition

- **Nonverbal Transition**
 - A facial expression, vocal cue, or physical movement that indicates that a speaker is moving from one idea to the next.
- Sometimes used alone and sometimes used in combination with verbal transitions
- An effective nonverbal transition might take the form of a facial expression, a *pause*, a change in vocal pitch or speaking rate, or movement.
- Most good speakers will use a combination of verbal and nonverbal transitions to help them move from one idea to the next throughout their speeches.

c) Summaries

- **Summary**
 - A recap of what has been said.
- Like previews, a summary provides an opportunity for the audience to grasp a speaker's most important ideas.

- Most speakers use two types of summaries: internal summaries and a final summary.

Internal Summary

➤ Internal Summary

→ A recap within the speech of what has been said so far.

- Like internal previews, internal summaries occur within and throughout a speech.
- After you have discussed two or three main ideas, you might want to use an internal summary to ensure that the audience keeps them firmly in mind before you move on to another main idea.

→ For example:

⇒ *As we've seen, some salespeople lack adequate training and resources to accomplish their sales goals.*

⇒ *So far, we have discussed two different business accounting methods: cash accounting and accrual accounting.*

- Notice that each statement simply reminds listeners about what they have learned so far and signals that those points are complete, meaning you are about to move on to a new one.
- You can combine an internal summary with an internal preview. In her speech comparing the Brothers Grimm and Disney versions of *Cinderella*, Grace combined an internal summary and preview in this way:

So now that we've talked a little bit about the differences in the characters between the two versions and the differences in the royal ball scene, I'd like to discuss the way that Disney omitted some violence from their version of Cinderella compared to the Brothers Grimm version.

Final Summary

➤ Final Summary

→ A recap of all the main points of a speech, usually occurring just before or during the conclusion.

- In your conclusion, you may want to provide your audience with a final opportunity to hear and remember your main ideas.
- Whereas your initial preview gave your audience members their first exposure to your main ideas, your final summary will give them their last exposure to those ideas.

- Near the end of Stephanie's speech on cruise ship violence, she provides this final summary of her three main ideas:

Today we outlined violence on cruise ships and the need for recourse; we then discussed the nature of these criminal environments and lack of laws; and finally, we explored solutions for handling or avoiding these crimes even if the authorities are not supportive.

Adding previews, transitions, and summaries to your well-organized speech applies the fundamental principles of using both verbal and nonverbal messages effectively and of adapting your message to others. It increases the likelihood that your audience will grasp your main ideas and the logic of your organizational strategy.

T 03. Outlining Your Presentation

- Although few speeches are written in manuscript form, most speakers develop an outline to help them ensure that their main ideas are clearly related to their Thesis Statement and are logically and adequately supported.
- It helps the speaker
 - to judge the unity and coherence of the speech
 - to become more aware of the exact relationships among various main ideas, subpoints, and supporting material in your speech
 - to rehearse the speech
- Even if you haven't had much experience with formal outlines, the following guidelines can help you produce a correct outline.

How to make an outline?

Use Standard Numbering

- Outlines are numbered with Roman and Arabic numerals and uppercase and lowercase letters followed by periods, as follows:

- | |
|---|
| <ul style="list-style-type: none">I. Main Idea I<ul style="list-style-type: none">A. Sub Idea IB. Sub Idea II<ul style="list-style-type: none">1. Sub Sub Idea B |
|---|

	2. Sub Sub Idea B
	a) Sub sub sub Idea 2
	b) Sub sub sub Idea 2
II.	Main Idea II
	A. Sub Idea II
	B. Sub Idea II
	C. Sub Idea II
	1. Sub Sub Idea C
	2. Sub Sub Idea C
III.	Main Idea III
	A. Sub Idea III
	B. Sub Idea III
	1. Sub Sub Idea B
	2. Sub Sub Idea B
	a) Sub sub sub Idea 2
	b) Sub sub sub Idea 2
	C. Sub Idea III
IV.	Main Idea IV
	A. Sub Idea IV
	B. Sub Idea IV

- You will probably not need to subdivide beyond the level of lowercase letters in most speech outlines.

Use at least two subdivisions, if any, for each point

- You cannot divide anything into fewer than two parts.
- On an outline, every I should be followed by a II, every A should be followed by a B, and so on.
- If you have only one subdivision, fold it into the level above it.

Within each level, make the headings grammatically parallel

- Regardless of whether you write your preparation outline in complete sentences or in phrases, be consistent within each level.
- In other words, if I is a complete sentence, II should also be a complete sentence. If A is an infinitive phrase (one that begins with to plus a verb,

such as “to guarantee greater security”), B should also be an infinitive phrase.

Outline for a Speech

Breaking your speech into main points, subpoints, and sub-subpoints helps organize your thoughts and improve the flow.

Specific purpose: Teach my audience about the practice of public relations.

Thesis statement: Public relations is the practice of creating and maintaining a favorable public image for an organization.

➤ **Main point 1:** The practice of public relations relies on multiple tactics.

→ **Subpoint 1.1:** Public relations professionals can use audience targeting.

⇒ **Sub-subpoint 1.1a:** An organization’s target audience is identified.

⇒ **Sub-subpoint 1.1b:** Messages are tailored to the needs and priorities of that audience.

→ **Subpoint 1.2:** Public relations professionals can use social media marketing.

⇒ **Sub-subpoint 1.2a:** Social media tools such as Facebook and Twitter can highlight an organization’s favorable qualities.

⇒ **Sub-subpoint 1.2b:** Blogs provide more in-depth information about an organization’s activities and attributes.

→ **Subpoint 1.3:** Public relations professionals can use media events.

⇒ **Sub-subpoint 1.3a:** A media event is an activity conducted to generate media publicity.

⇒ **Sub-subpoint 1.3b:** Media events include news conferences, award ceremonies, and demonstrations of new products.

➤ **Main point 2:** Public relations professionals build relationships with multiple stakeholders.

- **Subpoint 2.1:** Public relations professionals build relationships with the media.
 - ⇒ **Subpoint 2.1a:** Public relations professionals connect regularly with traditional media outlets.
 - ⇒ **Subpoint 2.1b:** Public relations professionals work with nontraditional media outlets such as influential bloggers and popular social media figures.
- **Subpoint 2.2:** Public relations professionals build relationships with non-media external stakeholders.
 - ⇒ **Subpoint 2.2a:** Public relations professionals build sustainable relationships in the communities where their organizations are located.
 - ⇒ **Subpoint 2.2b:** Public relations professionals inform and collaborate with policy-makers, including members of regulatory agencies and legislators.
 - ⇒ **Subpoint 2.2c:** Public relations professionals form two-way communication channels with customers, clients, and the public at large.
- **Subpoint 2.3:** Public relations professionals build relationships with internal stakeholders.
 - ⇒ **Subpoint 2.3a:** Public relations professionals provide news and announcements to employees.
 - ⇒ **Subpoint 2.3b:** Public relation professionals create internal communication systems that ensure employees can share ideas and voice concerns with management.

Chapter Review Questions / Activities

Questions

- What kinds of main points would lend themselves to a topic pattern?
- When is using a time pattern valuable?
- Which types of main points would benefit from a space pattern?
- How are a cause-and-effect pattern and a problem-solution pattern different?

- Why is it helpful to use transitions?
- What are the various functions of signposts?
- How can nonverbal behavior function as a transition?

Activities

Evaluate a Business Presentation for Purpose, Thesis, Organization, and Topic Pattern

- Find a speech by a business, government, or nonprofit leader on YouTube or another site. Watch the presentation and evaluate the following:
 - Purpose
 - Thesis
 - Organization (main points and subpoints)
 - Topic pattern (topics, time, space, cause-and-effect, problem-solution)
 - Aspects that could be improved:
 - ⇒ Explain at least three ways in which the speech could be improved in terms of its purpose, thesis, organization, and topic pattern.

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 08

Rehearsing & Delivering Your Presentations

- Which is more important, the content of a speech or the way it is delivered?
 - Speakers and speech teachers have argued about the answer to this question for thousands of years, and the debate continues.
 - One researcher has concluded that delivery is almost twice as important as content when students give self-introduction speeches and three times as important when students give persuasive speeches.
 - Other scholars have found that delivery provides important information about a speaker's feelings and emotions and will in turn affect listeners' emotional responses to the speaker.
 - Most speech teachers today agree that both content and delivery contribute to the effectiveness of a speech.
 - ⇒ As a modern speechwriter and communication coach suggests,
In the real world—the world where you and I do business—content and delivery are always related. And woe be to the communicator who forgets this.

T 01. Choose Your Delivery Format

- Different audiences expect and prefer different delivery styles.
 - For example, if you are using a microphone to speak to an audience of 1,000 people, your listeners may expect a relatively formal delivery style.
 - On the other hand, your communication class would probably find it odd if you delivered a formal oration to your twenty-five classmates.
 - People from different cultures also have different expectations of speakers' delivery.
 - ⇒ Listeners from Japan and China, for example, prefer subdued gestures to a more flamboyant delivery.
 - ⇒ British listeners expect a speaker to stay behind a lectern and use relatively few gestures.

- Speakers should consider and adapt to their audience's expectations, their topic, and the speaking situation as they select from four basic methods of delivery: manuscript speaking, memorized speaking, impromptu speaking, and extemporaneous speaking.

a) Manuscript / Scripted Speaking

➤ Manuscript / Scripted Speaking

- Reading a presentation from a written text.
- A scripted speech is composed word for word in a manuscript and then read aloud exactly as written
- Scripted speeches are particularly common when the exact wording is crucial or when the speech must fit within a predetermined time frame.
 - For instance, politicians often deliver scripted speeches before large audiences
 - The manuscript of the speech is projected onto a teleprompter in such a way that only the speaker can see it.
 - Similarly, television news anchors read the day's stories word for word from a manuscript projected next to the cameras they are facing.
 - A reporter or elected official must also ensure that facts are presented accurately, and going off script risks mistakes that can damage the speaker's credibility.
 - If you ever have to speak on a sensitive, critical, or controversial issue, you too might need to deliver a manuscript speech.
- Many people opt for scripted speeches when they are nervous about speaking.
 - Perhaps you've noticed that it is easy to become distracted when you're nervous.
 - Distraction can cause you to stumble over your words or forget parts of what you want to say.
 - Having a manuscript with all your words in front of you can be comforting, because it seems to ensure that you will always know exactly what you want to say.
- Scripted delivery has some clear disadvantages, however.
 - First, it often takes much more time and energy to prepare scripted than impromptu and extemporaneous speeches.

- ⇒ Not only must you create a detailed outline for a scripted speech—as you would for an extemporaneous speech—but you also must then compose every part of the speech word for word.
- ⇒ That process can be time-consuming, particularly when you generate several drafts.
- Second, unless you are using a teleprompter, delivering a scripted speech requires you to manipulate a manuscript.
 - ⇒ If you were to drop it or shuffle the pages, you could lose your place.
 - ⇒ Even if you're reading from an iPad or tablet, your scrolling from page to page can distract your listeners.
- Finally, because you use your voice differently when you read aloud than when you engage in conversation, reading a speech can make you sound stiff or uninteresting rather than energetic and sincere.
 - ⇒ The best way to deal with that challenge is to practice reading your speech while varying your tone, volume, and speaking rate as you would during a conversation.
 - ⇒ In that way, you can help ensure that your speech doesn't sound read, even if you are reading it

Tips for Effective Manuscript Speaking

- Type your manuscript in short, easy-to-scan phrases on the upper two-thirds of the paper.
 - ⇒ You won't have to look too far down the page.
- Practice with your manuscript before you deliver your speech.
 - ⇒ You'll know where paragraph breaks and page turns occur.
- Unobtrusively use your index finger to keep your place in the text.
 - ⇒ You'll be less likely to lose your place in the manuscript.
- Try to take in an entire sentence at a time.
 - ⇒ You can maintain eye contact with your audience throughout each sentence—an appropriate nonverbal message.
- Use a slash mark (/) or some other symbol to remind you to pause in strategic places.
 - ⇒ Planned pauses will help prevent you from reading too quickly.
- Vary the rhythm, inflection, and pace of your delivery.

- ⇒ Your speech will sound less as if it is being read.
- Use gestures and movement.
- ⇒ Your message will have nonverbal interest and emphasis.

b) Memorized Speaking

➤ Memorized Speaking

- Delivering a speech word for word from memory without using notes.

Advantages:

- When you don't have to handle a script or set of notes, you can gesture naturally and maintain an effective level of eye contact with listeners, behaviors that can enhance your credibility.
- Going "noteless" also frees you to move around while you speak.
- Like scripted speeches, memorized speeches are useful when the time frame is limited.
 - ⇒ In political debates, for instance, candidates are often allowed only a certain number of minutes for their opening and closing statements.
 - ⇒ They usually prepare and rehearse memorized speeches that conform to those time limits.

Drawbacks

- Like scripted speeches, they take a good deal of time and energy to prepare.
 - Not only must you write the speech itself, you must also commit it to memory, which can be a challenge especially if it is relatively long.
- Another drawback is that memorized speeches can come across as overprepared and highly formal.
 - Memorized speaking sounds stiff and recited
 - As a result, they may not sound as sincere as impromptu or extemporaneous speeches often do.
 - ⇒ You can overcome that disadvantage by rehearsing to make your speech seem as though you are presenting it for the first time.
- A third disadvantage of giving a memorized speech is that your memory can fail.
 - you run the risk of forgetting parts of your speech and having to search awkwardly for words in front of your audience

- If you ever encounter that problem, the best way to recover is to improvise.
- Consider what you were saying right before your memory failed and then speak extemporaneously about it.
- Improvising for even a few moments may jog your memory, allowing you to resume your memorized speech without anyone's noticing that you temporarily forgot your words.

Tips for Effective Memorized Speaking

- Avoid speaking too rapidly.
 - ⇒ Rapid delivery can sound “recited.”
- Record and listen to a rehearsal of your speech ensure that your vocal inflection sounds like a conversation rather than a recitation.
 - ⇒ The rise and fall of your voice should emphasize to important words and phrases and reflect the structures of your sentences.
- Use gestures and movement.
 - ⇒ Gestures and movement add interest and emphasis to your message.

c) Impromptu Speaking

➤ Impromptu Speaking

- Delivering a presentation without advance preparation.
- Delivered on the spot with little or no preparation
- One benefit of giving an impromptu speech is that listeners believe your words are genuine or from the heart because you didn't have time to prepare them in advance.
 - Suppose you're meeting with your project team at work and your manager asks you to share your marketing ideas with the group.
 - ⇒ If she had mentioned a week ago that she wanted you to speak at the meeting, you might have used that time to consider your message and prepare your remarks.
 - ⇒ Instead, she expects you to speak without the benefit of planning.
- A more likely possibility is that you will be asked to answer a question or respond to an argument without advance warning or time to prepare. At such times, you will have to call on your skills in impromptu speaking, or speaking “off the cuff.”

- Making an impromptu speech requires you not only to think spontaneously about what you want to say but also to organize your thoughts quickly into a set of speaking points.
 - If you are already a bit apprehensive about public speaking, it can be a challenge.
 - Having a solid grasp of the topic on which you are asked to speak can help you in such instances.
- When you're called on to deliver an impromptu speech, these hints can help you succeed:

Tips for Effective Impromptu Speaking

- Think about your audience.
 - ⇒ A quick mental check of who your audience members are and their interests, expectations, and knowledge can help ensure that your impromptu remarks are centered on them.
- Be brief.
 - ⇒ One to three minutes is probably a realistic time frame for most impromptu speeches.
 - ⇒ Because impromptu speeches are spontaneous, people usually expect them to be short. Make your points concisely, provide a brief conclusion, and thank your audience for listening.
 - ⇒ As one leadership consultant points out, "You're merely expected to hit a theme, say a few nice words, and then depart."
- Organize.
 - ⇒ Think quickly about an introduction, body, and conclusion.
 - ⇒ If you want to make more than one point, use a simple organizational strategy
 - ⇒ such as chronological order—past, present, and future or construct an alphabetical list in which your main ideas begin with the letters A, B, and C.
 - ⇒ If you are organized, you will stay on track, and your audience will comprehend and remember your main ideas.
- Draw on appropriate and relevant personal experience and knowledge.
 - ⇒ Audiences almost always respond favorably to personal illustrations.
- Draw on what's already happened.

- ⇒ Consider what else has been said or done in the context you're in and make reference to it.
- ⇒ For example, you might begin your speech by responding to someone else's earlier observations or end by commenting on the occasion or the audience.
- Use gestures and movement that arise naturally from what you are saying.
 - ⇒ Your impromptu speech will seem more natural and authentic.
- If your subject is at all sensitive or your information is classified, be noncommittal in what you say.
 - ⇒ Be aware of the potential impact of your communication.

d) Extemporaneous Speaking

➤ Extemporaneous Speaking

- Delivering a well-developed, well-organized, carefully rehearsed speech without having memorized exact wording.
- It is a prepared speech rehearsed to *sound* as though it is being delivered spontaneously.
- Extemporaneous speaking is the method of speaking most appropriate for most circumstances, preferred by most audiences, and most often taught in public speaking classes.
 - The extemporaneous speech is a well-developed and well-organized message delivered in an interesting and vivid manner.
 - It reflects your understanding of how to use both verbal and nonverbal messages effectively and your ability to adapt these messages to your audience.
- Preparing to speak extemporaneously relies on the steps we examined in earlier chapters:
 - constructing purpose and thesis statements;
 - organizing your speech with an introduction,
 - main points and subpoints, transitions, and a conclusion;
 - creating a working outline; and drafting a set of speaking notes
- As an extemporaneous speaker, you want to communicate in a natural, conversational manner—to give the impression that you are simply talking with your listeners instead of formally addressing them.

- Analyzing and understanding your audience will help you relate to your speakers as effectively as possible.
- Extemporaneous speaking offers some advantages over other styles of delivery.
 - Because extemporaneous speakers use minimal notes, they can maintain audience eye contact, which helps their listeners engage.
 - They can also speak in a more relaxed tone than if they were reading a script.
 - Yet using speaking notes helps ensure that extemporaneous speakers won't forget their main points or lose their place.
- Despite those important advantages, the extemporaneous style of delivery is not the best option in every situation.
 - For instance, if a speech must last a specified period of time, such as on a television show or in a podcast, it is safer to read from a script that has been timed to fit that period.
 - The extemporaneous style can also be challenging if the speech must have perfect grammar and no informalities, or if large sections must be exactly worded. These occasions call for the use of a script.

Tips for Effective Extemporaneous Speaking

- Use a full-content preparation outline when you begin to rehearse your extemporaneous speech.
 - Using your preparation outline at first will help ensure that you practice your full content, including supporting materials and oral citations of sources.
- Prepare speaking notes. Using this new outline, continue to rehearse.
 - As you grow less dependent on your notes, be aware of your growing confidence in delivering your speech.
- Even as you become increasingly familiar with your message, do not try to memorize it word for word.
 - Varying the ways in which you express your ideas and information will help you keep your delivery natural.
- As you deliver your speech, use gestures and movement that arise naturally from what you are saying.
 - Adapt your speech delivery to your audience.

Benefits and Drawbacks of Four Styles of Delivery

➤ Scripted

→ Benefits:

- ⇒ Provides maximum control over the verbal content.
- ⇒ Ensures the speaker always knows what to say.

→ Drawbacks:

- ⇒ Takes much time to prepare.
- ⇒ Use of a manuscript can be distracting for speaker and audience.

➤ Memorized

→ Benefits:

- ⇒ Allows high control over verbal content.
- ⇒ Requires no notes, so speaker can use natural gestures and maintain eye contact.

→ Drawbacks:

- ⇒ Requires considerable effort to write and memorize.
- ⇒ Can sound insincere.
- ⇒ Speaker's memory can fail during delivery.

➤ Impromptu

→ Benefits:

- ⇒ Requires little preparation. Often makes the speaker sound genuine.

→ Drawbacks:

- ⇒ Lack of opportunity to prepare can be stressful. Thinking on the spot can be difficult.

➤ Extemporaneous

→ Benefits:

- ⇒ Provides the speaker with notes while making the speech sound spontaneous.

→ Drawbacks:

- ⇒ Takes time to prepare. Difficult to do well under strict time constraints or if perfect grammar is required.

e) Recorded Speeches

- Business professionals increasingly record their presentations to live stream to remote audiences and/or distribute via social media and other channels. Often, these recorded presentations are watched by more people online than in person.
 - As a result, recorded presentations present a significant opportunity for many professionals.
 - Whenever your presentations are recorded, you should think carefully about the benefits and drawbacks of impromptu, extemporaneous, scripted, and memorized styles for online audiences.
- Business professionals rarely choose recorded *impromptu* presentations.
 - While you may come across as genuine, you risk *going on the record* with unplanned or poorly formulated messages.
 - A common exception involves panel discussions. Still, most professionals come prepared with talking points to keep them focused.
- Professionals should choose recorded *extemporaneous* speeches for energizing, promotional, and informational situations, often with friendly audiences.
 - For example, most product launches should come across as exciting, engaging, and spontaneous.
- Professionals should choose recorded *scripted* speeches for highly consequential, precision-oriented, and serious occasions.
 - For instance, leaders often record scripted messages during crises to ensure they demonstrate urgency and provide precise information.
- Finally, professionals should choose recorded *memorized* speeches for audience-centric, schedule-driven situations.
 - For example, TED Talks generally involve speakers who connect deeply with their audiences but must stick to a well-choreographed schedule.

T 02. Rehearsing Effective Delivery

- Think about the most memorable speech you can recall hearing. What makes it stick in your mind?
 - Perhaps it's partly what the speaker said, but what you probably remember most is the speaker's delivery.

- After all, we don't usually read other people's speeches—instead, we watch and listen to them.
 - ⇒ most of us pay more attention to the way people look and sound than to what they say
- An effective speech therefore requires an effective delivery.
 - We can categorize the behaviors of effective delivery as verbal elements, visual elements, and vocal elements.
 - We can also note some of the ways in which speakers' cultural norms affect the styles of delivery they prefer.

a) Verbal Elements Affect Delivery

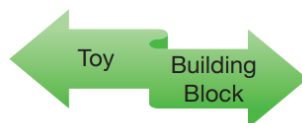
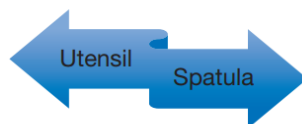
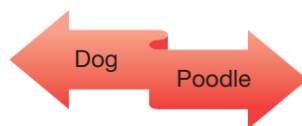
- In an examination of some 125 years' worth of student speeches prepared for intercollegiate competition, researchers Leah White and Lucas Messer found remarkable consistency in students' use of stylized language.
- White and Messer explain, *"Style and delivery are often tightly connected. Speeches rich in language strategies lend themselves to engaging deliveries."*
- Although you will not write out most speeches word for word, you will want to plan and rehearse words, phrases, and sentences that accurately and effectively communicate your ideas. At the same time, you will want to give your message a distinctive and memorable style.
- Let's examine some guidelines for effectively using and understanding words and word structures in a speech.

Using Words Well

- The most effective words are specific and concrete, unbiased, simple, and correct.

Use Specific & Concrete Words

- A **specific word** refers to an individual member of a general class
 - for example, *sodium* as opposed to *chemical*
 - Specific words are often **concrete words**, appealing to one of the five senses and communicating an image clearly, as the Figure demonstrates.



- In each case, the second word is more specific and concrete than the first and better communicates the image the speaker intends.
- For maximum clarity in your speeches, use more specific, concrete words than general, abstract ones.

Use Unbiased Words

➤ **Unbiased Word**

- A word that does not stereotype, discriminate against, or insult either gender or any racial, cultural, or religious group.
- Unbiased words do not disparage, either intentionally or unintentionally, any gender or racial, cultural, or religious group, nor do they offend any audience member who may belong to one of these groups.
- Although speakers can fairly easily avoid overtly offensive language, they must be more mindful to avoid language that subtly stereotypes or discriminates.
- As National Transportation Safety Board Chair Deborah Hersman told attendees at the International Women in Aviation Conference,
 - ⇒ I don't want to hear anybody say "I saw a woman mechanic!" Or "I saw an all-woman flight crew!"
 - ⇒ Or "I saw a woman engineer!" Or "I saw a woman CEO!"
 - ⇒ Or "I saw a woman in space exploration!"
 - ⇒ Not because there are none of us there, but because there are so many of us there!
- When possible, adapt to your audience by choosing unbiased gender-neutral language.

Use Simple Words

➤ **Simple Word**

- A word known to most people who speak the language.
- Simple words are generally an asset to a speaker. They will be immediately understood by an audience.
- In his classic essay "Politics and the English Language," George Orwell includes this prescription for simplicity:

Never use a long word where a short one will do. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.

- Selected thoughtfully, simple words can communicate with both accuracy and power.

Use Correct Words

➤ Correct Word

- ➔ A word that means what the speaker intends and is grammatically correct in the phrase or sentence in which it appears.
- Finally, and perhaps most obviously, you should use correct words when you speak.
 - ➔ Grammatical and usage errors communicate a lack of preparation and can lower your credibility with your audience.
 - ➔ Be aware of errors that you make habitually. If you are uncertain about how to use a word, look it up in a dictionary or ask someone who knows.
 - ➔ If you are stumped by whether to say, “*Neither the people nor the president knows how to solve the problem*” or “*Neither the people nor the president know how to solve the problem,*” seek assistance from a good English handbook.

b) Visual Elements Affect Delivery

- Humans have a strong tendency to evaluate a situation—including a speech—according to what they see.
- This section describes how you can use visual cues like facial expression, eye contact, posture and body position, gestures, and personal appearance to your advantage.

Facial Expressions

- The face communicates more information than any other nonverbal channel.
 - ➔ Your facial expression plays a key role in expressing your thoughts, emotions, and attitudes.
 - ⇒ Facial expression should be alert, friendly, and appropriate to your message.
 - ➔ Your audience sees your face before they hear what you are going to say, giving you the opportunity to set the tone for your message even before you begin to speak.

- Social psychologist Paul Ekman has found that *facial expressions of primary emotions are virtually universal*, so even a culturally diverse audience will be able to read your facial expressions clearly.
- Research further indicates that two qualities of your facial expression are particularly important for an effective speech.
 - The first is the degree to which they match the tone of your words.
 - ⇒ When your words are serious, your facial expression should be serious as well.
 - ⇒ You should smile when telling positive stories and express concern when telling troubling stories.
 - ⇒ Doing so creates congruence between your facial expressions and your verbal message that makes your audience more inclined to believe what you're saying.
 - The second effective quality of your expressions is their ability to vary over the course of your speech.
 - ⇒ Presenting the same expression throughout your speech may cause listeners to tune you out.
 - ⇒ Speakers who vary their facial expressions—as long as they do so in ways that are appropriate to their words—are seen as competent and credible.
- To ensure that you are maximizing the use of this important nonverbal delivery cue, rehearse your speech in front of a mirror; better yet, record and analyze video of yourself rehearsing your speech.
 - Consider as objectively as possible whether your face is reflecting the emotional tone of your ideas.

CAREER TIP: Smile

Sir Richard Branson is the charismatic and energetic founder of the Virgin Group, a group of companies in travel and leisure, music and entertainment, financial services, and even aerospace, among other industries. Aside from his immense business success, Branson is known for his philanthropy, humanitarianism, and commitment to employees. He is among the most widely followed executives on social



media. For example, he has roughly 13 million followers on Twitter who enjoy the career advice and motivational quotes he dispenses.

Branson often talks about the importance of smiling. He has said, *“When somebody smiles at you, it is immediately clear whether the smile is genuine or forced. You can tell if the person’s eyes shine and their whole face lights up, or if their lips simply upturn a little. You can tell if the person is happy and sharing their happiness with you.... Next time something really makes you smile, share it with the person next to you.”*

Branson’s advice applies to many communication situations, including speaking: by smiling with others, you can display your authenticity and share your enthusiasm.

Eye Contact

- A second element of effective delivery is eye contact.
- Eye contact should be established before you say anything and should be sustained as much as possible throughout your speech.
 - ➔ Inexperienced presenters often stare at the floor or the ceiling while speaking.
 - ➔ Their subconscious is saying, “If I can’t see my listeners, they can’t see me.”
 - ➔ In contrast, looking your audience in the eye can make you feel vulnerable, because it acknowledges that your listeners are evaluating you.
- Effective speakers know that maintaining eye contact with their listeners is extremely important
 - ➔ Eye contact with your audience members lets them know that you are interested in and ready to talk to them.
 - ➔ It also permits you to determine whether they are responding to you.
 - ➔ In addition, most listeners will think that you are more capable and trustworthy if you look them in the eye than if you avoid eye contact.
 - ➔ Some studies document a relationship between eye contact and speaker credibility, as well as between eye contact and listener learning.
- How much eye contact do you need?
 - ➔ One study found that speakers with less than 50 percent eye contact are considered unfriendly, uninformed, inexperienced, and even dishonest by their listeners.
- On the other hand, is there such a thing as too much eye contact?

- For North American audiences, the answer is probably not.
- Be aware, though, that not all people from all cultures prefer as much eye contact as North Americans do. Asians, for example, generally prefer less.
- The following **suggestions** can help you use eye contact effectively when you speak in public:
 - Establish eye contact with your audience before you say anything.
 - ⇒ Eye contact sends listeners a message to tune in as you start your talk.
 - Maintain eye contact with your audience as you deliver your opening sentence without looking at your notes.
 - Try to establish eye contact with people throughout your audience, not just with the front row or only one or two people.
 - ⇒ Focus on one section of the audience at a time.
 - ⇒ Briefly look into the eyes of an individual, and then transfer your eye contact to someone else.
 - ⇒ Try to make eye contact with each person at least once during your speech.
 - Do not look over your listeners' heads.
 - ⇒ They will notice if you do so and may even turn around to try to find out what you are looking at.

Posture

- **Posture**
 - A speaker's stance.
 - Posture should feel natural and should be appropriate to your topic, your audience, and the occasion.
- Whether you're sitting or standing during your speech, it's important to adopt a posture that is relaxed but confident.
 - Slouching or hanging your head will make you appear uninterested in interacting with the audience or in your topic.
 - Instead, keep your back straight, your shoulders square, and your head up.
 - ⇒ That posture makes you appear strong, composed, and in control.

- One study suggests that your posture may reflect on your credibility as a speaker.
- Another study suggests that “fear contagion,” the spread of fear throughout a crowd, is largely a response to posture cues.
- On the other hand, you should adapt your posture to your topic, your audience, and the level of formality of the speaking occasion.
 - For example, during a very informal speech, it may be perfectly appropriate, as well as comfortable and natural, to lean against the edge of a desk.
- Some commonsense guidelines about posture:
 - Avoid slouching, shifting from one foot to the other, or drooping your head.
 - Unless you have a disability, do not sit while delivering a speech.
 - ⇒ An exception might be perching on or leaning against the edge of a desk or stool (which would still elevate you slightly above your audience) during a very informal speech.
 - Your posture should not call attention to itself.
 - ⇒ Rather, it should reflect your interest in and attention to your audience and your message.
- You should also be aware of your body position, particularly if you’re standing.
 - First, make sure you stand facing your listeners.
 - ⇒ That advice may seem obvious, but it is particularly easy to forget if your speech incorporates visual aids.
 - ⇒ When presenting a slideshow, for instance, some speakers turn away from the audience and talk to the screen.
 - ⇒ They not only seem like they are ignoring their audience; they’re also making it difficult for listeners to hear them.
 - ⇒ A better approach is to stand alongside the screen so you are still facing your audience, and to turn your head—instead of your whole body—when you need to see the next slide.

Body Movement

➤ Movement

- A change of location during a presentation.

- Movement should be purposeful and adapted to the audience's cultural expectations.
- You may wonder,
 - “Should I walk around during my speech, or should I stay in one place?”
 - “Should I stay behind the lectern, or could I stand beside or in front of it?”
 - “Can I move around among the audience?”
- Depending on the size and layout of the room in which you're speaking, you may also have the option of walking around during your speech.
 - Even if you're presenting a slideshow, you can use a remote-control clicker to advance your slides while you walk around.
 - Moving around can make your presentation more visually interesting to your audience than standing in one spot, and natural gestures can also help the audience understand what you are saying
- The following **suggestions** can help you about body movement:
 - The movement should appear casual but deliberate / purposeful.
 - ⇒ It should be consistent with the verbal content of your message; otherwise, it will appear to be aimless wandering.
 - ⇒ You might signal the beginning of a new idea or major point in your speech with movement, or you might move to signal a transition from a serious idea to a more humorous one.
 - ⇒ The bottom line is that your use of movement should make sense to your listeners.
 - Move slowly to one position, stay there for a few minutes, and then move slowly to another spot.
 - ⇒ No movement at all is better than random, distracting movement.
 - ⇒ Similarly, avoid movement that looks contrived or unnatural, such as circulating continuously around three specific spots.
 - ⇒ If you can move in a natural and relaxed manner, you will hold your listeners' attention and enhance your credibility.
 - If a physical barrier such as a lectern, a row of chairs, or an overhead projector makes you feel cut off from your listeners, move closer to the audience.
 - ⇒ Studies suggest that physical proximity enhances learning.
 - Adapt to the cultural expectations of your audience.

- ⇒ If you think that movement will make your audience uncomfortable, stay in one carefully chosen spot to deliver your speech.

Gestures

- Gestures are movements of the hands, arms, or head that express meaning.
- Gestures should be relaxed, definite, varied, and appropriate to your audience and the speaking situation.
- Nearly all people from all cultures use some gestures when they speak.



This speaker's gesture acknowledging his fellow graduates is simple, natural, and definite. Focusing on your audience and your message during rehearsals can help you to gesture effectively when you deliver your speech to an audience.

- In fact, research suggests that gesturing is instinctive and that it is intrinsic to speaking and thinking.
- Yet even if you gesture easily and appropriately in the course of everyday conversation, you may feel awkward about what to do with your hands when you are in front of an audience.
- Gestures enhances the effectiveness of a speech.

Tips regarding using gestures in your speech:

- Focus on the message you want to communicate.
 - ⇒ As in ordinary conversation, when you speak in public, your hands should help emphasize or reinforce your verbal message.
 - ⇒ Your gestures should coincide with what you are saying.
- Gestures should look spontaneous rather than planned.
 - ⇒ Spontaneous gestures naturally follow what you are saying and thus appear well connected to your verbal message.
 - ⇒ Planned gestures, in contrast, appear contrived and insincere.
 - ⇒ Perhaps the best way to keep your gestures from looking planned is not to plan them but to let them arise naturally from the words you're speaking.

- Vary your gestures.
 - ⇒ Try not to use the same hand or one all-purpose gesture all the time.
 - ⇒ Think of the different gestures you can use, depending on whether you want to enumerate, point, describe, or emphasize ideas.
- Don't overdo your gestures.
 - ⇒ You want your audience to focus not on your gestures, but on your message.
 - ⇒ Some speakers, especially when they're anxious, gesture almost constantly because the motion helps them to get rid of excess nervous energy.
 - If you've ever listened to such a speaker, however, you know that using too many gestures can distract an audience and make it difficult for listeners to concentrate on the speaker's words.
 - ⇒ While some speakers show nervousness by overdoing gestures, others become physically tense and barely gesture at all.
 - As a result, they appear stiff and rigid.
 - ⇒ Effective speakers, then, use a moderate number of gestures—not too many, not too few.
- Make your gestures appropriate to your audience and situation.
 - ⇒ If your listeners are relatively close to you, as in a conference room or a small classroom, you should use gestures similar to those you would use in face-to-face conversations.
 - ⇒ The same is true if you are speaking to your audience via a webcam; you'll want to keep your gestures somewhat small so they are easily captured by the camera.
 - ⇒ If you are farther away from your listeners, as in an auditorium, using larger, more dramatic gestures is appropriate so that your audience can see them.

Personal Appearance

➤ Appearance

- A speaker's clothing, accessories, and grooming.
- Your appearance should conform to your audience and the occasion on which you're speaking
 - There is considerable evidence that your personal appearance affects how your audience will respond to you and your message.

- If you violate your audience's expectations, you will be less successful in achieving your purpose.
 - ⇒ Dress to match the formality of—or to be slightly more formal than—your listeners' appearance. The more your personal appearance reflects theirs, the more they will perceive you as similar to them, and that perception enhances your credibility.
 - ⇒ In contrast, dressing far more formally or far less formally than your listeners will lead them to see you as more of an outsider.
- The following guidelines may make selecting a wardrobe a bit easier when you are next called on to speak:
 - Effective speakers also know it's important to be well groomed when giving a speech.
 - Jewelry and accessories should complement your clothing but not attract attention.
 - ⇒ Long, flashy earrings or multiple bracelets that clang together whenever you move your arm will distract your audience.
 - Never wear anything that is potentially distracting, such as a T-shirt with writing on it.
 - ⇒ You want your audience to listen to you, not read you.
 - Take cues from your audience. If you know that they will be dressed in business attire, dress similarly.
 - ⇒ If anything, you want to be a bit more dressed up than members of your audience.
 - When in doubt about what to wear, select something conservative.

THE COMPETENT COMMUNICATOR

Personal Appearance Checklist

When you're getting ready to present a speech, use this checklist to make sure you have given adequate attention to your personal appearance. Read each of the following statements and indicate whether the statement is true or false by placing a checkmark in the appropriate column.

Statement	True	False
1. My clothing is far more formal than that of my audience.		
2. I am wearing jewelry that makes noise when I move.		
3. I am dressed far more casually than my listeners are.		

4. My appearance is unkempt.		
5. I am wearing accessories that will attract attention.		
6. My clothing is similar to what my listeners will be wearing.		
7. I look well groomed.		
8. Everything I am wearing is clean.		
9. I'm not wearing any flashy jewelry.		
10. I believe my appearance will make the impression I want to make.		
As you might guess, you should answer “false” to the first five items and “true” to the second five. If any of your answers are otherwise, you may want to recheck your personal appearance before your speech to ensure you are making the visual impression on your listeners that you intend to make.		

c) Vocal Elements Affect Delivery

- Several elements of the voice influence the way people understand and evaluate what the speaker says.
- Here we'll examine the influence of rate, volume, pitch, articulation, and fluency in effective speech delivery.

Speech Rate / Speed

➤ Rate

- How fast or slowly a speaker speaks.³
- Rate should be neither too fast nor too slow and can be varied to add interest and emphasize key ideas.
- How fast do you talk?
 - Most speakers average between 120 and 180 words per minute.
 - Good speakers vary their rate to add interest to their delivery and to emphasize key ideas.
 - To determine whether your speaking rate is appropriate and purposeful, become conscious of it.
 - ⇒ Record your presentation during rehearsal and listen critically to your speech speed.
 - ⇒ If it seems too fast, make a conscious effort to slow down.

⇒ Use more **pauses** after questions and before important ideas. If you are speaking too slowly, make a conscious effort to speed up.

□ **Pause**

⇒ A few seconds of silence during a speech, used both to slow a fast pace and to signal a key idea.

- Studies find, though, that speaking at a faster rate makes a speaker seem more persuasive and more credible.
 - The explanation may be that speakers who speak quickly appear to be in command of what they're saying, whereas slower speakers sound less sure of themselves.
- There are two important caveats about speaking rate, however.
 - The first is that it is possible to speak too fast.
 - ⇒ If you speak unusually fast, your listeners may not understand your message but may instead simply focus on how fast you're talking.
 - The second caution is that you should adapt your speaking rate to your audience.
 - ⇒ Speaking at a brisk rate may work well with most audiences, but you'll likely need to speak more slowly to be understood if your audience is composed of young children, older adults, people with developmental disabilities, or people who don't speak your language fluently.

Volume

- **Volume**
 - Vocal volume is the loudness or softness of the voice.
- Volume should be loud enough that you can be easily heard and should be purposefully varied.
 - It is the most fundamental determinant of audience understanding.
 - ⇒ If you do not speak loudly enough, even the most brilliant presentation will be ineffective, because the audience simply will not hear you.
 - In addition, volume can signal important ideas in your speech;
 - ⇒ for example, you can deliver a key idea either more loudly or more softly than you have been speaking
- The appropriate volume for your speech depends on several factors, such as
 - the size of your audience,

- the size of the room
- whether you're using a microphone
- Just as you would in a face-to-face conversation, you want to ensure that you are speaking loudly enough for your listeners to hear you but not so loudly as to make them uncomfortable.
- In general, you will speak more loudly if you have a large audience than a small one, but if you are using a microphone, you need only speak at a normal conversational volume to be heard.
 - If you know you'll be using a microphone for an upcoming speech, practice with it ahead of time if you can.
- Consider these guidelines to help you appropriately adapt the volume of your voice to your audience's needs:
 - Speak loudly enough that the members of your audience farthest from you can hear you without straining.
 - ⇒ Doing so will ensure that everyone else in the room can hear you, too.
 - Effective speakers also vary their volume during their speech to create certain effects.
 - ⇒ Varying your vocal volume will add variety to your speech and help keep your listeners engaged in it.
 - They may speak more loudly when making particular points to express enthusiasm or conviction.
 - They may speak softly to create a serious tone or to encourage the audience to pay close attention.

Pitch

- **Pitch**
 - Vocal pitch is a measure of how high or how low the voice is.
 - Pitch should be varied so that the inflection in your voice helps sustain your audience's interest.
- Every voice, whether naturally high, medium, or low, typically has a range of pitches it can produce.
 - When speakers are nervous, their vocal pitch becomes higher than normal.
 - High-pitched speech often makes the speaker sound nervous and unsure, whereas a deeper pitch may convey greater confidence.

- If you focus on relaxing while you speak, your voice may also relax, allowing you to speak at a deeper pitch.
- Perhaps more important than pitch itself is the ***variation in pitch***, called **inflection**, you use while speaking.
 - ⇒ **inflection**
 - Variation in vocal pitch.
- Speakers who vary their pitch sound energetic and dynamic and are judged by others as friendly and caring.
- In contrast, those who speak in a monotone voice, with little or no variety in pitch, often come across as tired or annoying.
 - ⇒ If your pitch is a monotone, the audience will probably become bored quickly
- Just as effective speakers vary their volume to create certain effects, so too do they vary their pitch to hold their listeners' attention.
- To help you monitor and practice your pitch and inflection as you prepare to speak, record and play back your speech at least once as you rehearse.
 - Listen carefully to your pitch and inflection.
 - If you think that you are speaking in too much of a monotone, practice again with exaggerated variations in pitch.
 - Eventually, you will find a happy medium

Articulation

- **Articulation**
 - The production of clear and distinct speech sounds.
 - Articulation should be clear and distinct.
- A speaker who mumbles has poor articulation, which makes it difficult for listeners to understand what he or she is saying.
 - In contrast, a speaker with good articulation enunciates each word clearly and correctly.
 - In a speech, poor articulation can damage the speaker's credibility.
- Sometimes we fall into the habit of mumbling or slurring—saying *wanna* instead of *want to*, or *chesterdrawers* instead of *chest of drawers*.
 - Some nonstandard articulation may be part of a speaker's **dialect**, a speech style common to an ethnic group or a geographic region.

- If your dialect is significantly different from that of your listeners, or you suspect that it could be potentially distracting, you may want to work to improve your articulation or standardize your dialect.

Improving Articulation

- Record yourself practicing the delivery of a speech. Afterward, ask someone who has not heard your speech to listen carefully to the recording and point out any words and phrases you did not articulate clearly. Re-record your speech, taking care to correct any articulation errors.

Fluency

- Whereas articulation refers to the speaker's clarity, **fluency** refers to the smoothness of the speaker's delivery.
- Speeches that are fluent have an uninterrupted flow of words and phrases.
 - There is a smooth rhythm to the delivery, without awkward pauses or false starts.
 - In contrast, disfluent speeches are characterized by the use of filler words, such as "um," "uh," and "like," and by the unnecessary repetition of words.
- Researchers have known for some time that people who speak with fluency are perceived as more effective communicators than people who do not.
- Speaking with fluency is a particular challenge for individuals who stutter.
 - **Stuttering** is a speech disorder that disrupts the flow of words with repeated or prolonged sounds and involuntary pauses.
- Stuttering usually strikes individuals early in life and can significantly impair their ability to communicate.
 - With treatment, many can overcome their stuttering before reaching adulthood.
 - For those who do not, ongoing speech therapy can often help improve the fluency of speech, even if it doesn't eliminate stuttering entirely.

d) Cultural Norms Affect Preferred Delivery Styles

- Although the verbal, visual and vocal elements we just described often accompany speech performances that are considered effective in U.S. culture, speakers with other cultural backgrounds may prefer different delivery styles.

- For example, many Asian cultures teach students to behave modestly and quietly, especially around people of higher status such as teachers, which can make delivering a speech in a classroom setting especially uncomfortable for Asian American students.
- Similarly, whereas U.S. audiences generally appreciate speeches that are organized linearly—so that each topic flows logically into the next—norms in some Asian cultures value more circular presentations in which the speaker comes back to the same point multiple times.
- Cultural norms can affect the content of a speech as well as its delivery.
 - Many in the United States enjoy speeches that identify a problem and then persuade listeners to adopt a particular solution to it.
 - Political speeches often take that form, for instance.
 - Some Arab cultures, however, regard problems as “severe twists of fate that cannot be solved,” making speakers from those cultures less likely to adopt the problem-solving model common among many U.S. speakers.
- When listening to speakers whose cultural backgrounds differ from your own, remember that their cultural norms and values may lead them to prefer styles of speaking that are unfamiliar to you.
 - Because competent speakers work to adapt their behaviors to their listeners’ expectations, they also respect the diversity of ways in which people around the world are taught to express themselves.

Communication & DIVERSITY

The Academic Quarter

When speaking at a Polish university a few years ago, one presenter expected to begin promptly at 11:00 a.m., as announced in the program and on posters. By 11:10, it was clear that the speech would not begin on time, and the presenter began to despair of having any audience at all. In Poland, it turns out, both students and professors expect to adhere to the “academic quarter.” In other words, most lectures begin at least fifteen minutes (a quarter of an hour) after the announced starting time.

If the presenter had asked a Polish professor about the audience’s expectations, he would have known about this custom in advance. One way to avoid such misunderstandings is to talk with people you know who are familiar with the cultural expectations. Try to observe other speakers presenting to similar audiences. Ask specific questions, including the following:

1. Where does the audience expect me to stand while speaking?
2. Do listeners expect direct eye contact?
3. When will the audience expect me to start and stop my talk?
4. Will listeners find movement and gestures distracting or welcome?
5. Do listeners expect presentation aids?

Keep cultural differences in mind as you rehearse and deliver speeches to diverse audiences.

T 03. Managing Public Speaking Anxiety

Public Speaking Anxiety

- Communication apprehension may have a genetic basis: Some people may inherit a tendency to feel anxious about speaking in public. One study found that more than 80 percent of us feel anxious when we speak to an audience.
- Every few years, the Gallup organization polls U.S. adults about what they most fear.
 - In a survey of more than a thousand people, the most commonly mentioned item was snakes—and the second was public speaking.
 - Incidentally, the fear of death didn’t make the top ten list, a finding suggesting that some respondents were more afraid of giving a speech than they were of dying.

- Other surveys have discovered that the fear of public speaking is more common than the fear of death!
 - ⇒ That reality once prompted comedian Jerry Seinfeld to joke that at a funeral, most people would rather be in the casket than giving the eulogy.
- All joking aside, public speaking can be a terrifying prospect for people who suffer from public speaking anxiety

Public Speaking Anxiety / Stage Fright / Speaker Anxiety

- nervousness or fear brought on by performing in front of an audience

Public speaking anxiety is a common form of stress

- The anxiety or fear that many people feel before giving a speech or performing in front of a crowd is a form of **stress**.
 - **Stress** is the body's reaction to any type of perceived threat.
 - ⇒ Examples:
 - You may feel stress, when you think about an upcoming visit to the doctor, when you sit down to take a final exam, or when you are laid off from a job.
 - ⇒ Although those are different situations, each poses some type of threat, whether it's to your physical health, academic record, or financial well-being.
- Scientists use the term **stressor** to refer to *events that cause the body to experience stress*.
 - As communication scholar James McCroskey has documented, public speaking is a common stressor.
 - Research indicates that the anxiety associated with public speaking affects more than one in five adults, a figure that has remained stable for the last four decades.
 - Public speaking stress is so common, in fact, that many scientific experiments about stress purposely use a public speaking activity to elevate participants' stress levels.
- Although public speaking may not threaten a person's physical, academic, or financial well-being as do other stressors, many people feel that it threatens their emotional well-being.
 - For instance, they might worry about experiencing embarrassment, disapproval, or ridicule if their speech doesn't go well.

- For them, giving a speech can be just as stressful as many more serious threats.
- One speaking situation that can be particularly stress-inducing is having to take a position you know some members of your audience will disagree with or even be offended by.
 - For some suggestions on how to handle that task, check out the “People First” box below.

PEOPLE FIRST: Addressing the “Elephant in the Room”

Imagine this:

- As a spokesperson for a nonprofit organization focused on peace and diplomacy, you are currently preparing a persuasive speech for a public forum in which you will argue that the United States should cease military interventions in foreign countries. The position of your organization is that the United States should respect cultural diversity instead of imposing its customs and forms of government on other cultures. In particular, you plan to claim that the 2003 invasion of Iraq, and the war that followed, were unjustified. You know, however, that a few members of your audience will be military veterans who have done tours of duty in the Middle East. You recognize that your remarks could be considered offensive to them, as well as to other audience members who support the military or have veterans in their families, but you aren’t sure whether or how to address this.
- Now, consider this: This situation can create an “elephant in the room,” which refers to *a context in which an obvious truth is being ignored because it would be awkward to acknowledge*.
 - In this case, people in your audience may realize there are veterans present who could be offended by your words.
 - This creates an uncomfortable situation for your listeners as well as for you.
- To avoid having an “elephant in the room,” consider these strategies:
 - Acknowledge the issue instead of ignoring it.
 - ⇒ In this case, you might say
 - *“I realize we have some veterans in the audience today, and many of us may have military members or veterans in our families. I certainly understand that some of them may disagree with the position I’m taking.”*
 - ⇒ Audiences often grow increasingly uncomfortable the longer the elephant is ignored.

- Make clear that your opposition is not to military members themselves.
 - ⇒ To defuse tension, you might offer praise for active duty or military veterans. You can then be clear that your opposition is to government policies that direct military action, not to the troops who carry out those orders.
- Whenever you disagree with a sizeable proportion of your audience, point out that people on both sides of the issue feel strongly about their positions.
 - ⇒ Then, focus on what you believe you have in common:
 - *“We may not agree on government policies for military action, but I think we can all agree that it’s important to respect the sacrifices of our women and men in uniform and to avoid putting them in harm’s way whenever we can.”*
- By acknowledging conflicts of opinion, treating the opposing side with respect, and focusing on your similarities instead of just your differences, you can reduce the stress such situations create.

Think about this:

- Why is it less stressful to acknowledge an elephant in the room than to ignore it?
- How does it put “people first” to deal with the elephant respectfully?

- When we feel stress, our body reacts in ways that affect us psychologically, physically, and behaviorally.
 - Let’s examine how those components of the stress response are related to public speaking anxiety.

Psychological effects of public speaking anxiety.

- Public speaking anxiety represents a specific form of **anxiety**, *a feeling of worry and unease*.
- Communication scholars Ralph Behnke and Chris Sawyer devoted much of their careers to studying the anxiety associated with public speaking.
 - One of their most important findings is **anticipatory anxiety**, *which is the worry they feel when looking ahead to a speech*.
 - ⇒ It often begins long before speakers stand in front of an audience.
 - According to Behnke and Sawyer, many people experience anticipatory anxiety.

- ⇒ Perhaps you can recall feeling worried or stressed when you learned you would have to make a speech in class or at work.
- Anticipatory anxiety usually decreases as individuals begin preparing their speeches, probably because preparation gives them a sense that they can control their performance.
- Then, just before delivering the speech, anxiety peaks as people feel the pressure to perform.
- Not every speech will evoke the same level of anxiety.
 - For instance, you've probably found that you're less anxious when speaking about a topic you understand well than one that is less familiar.
 - ⇒ The reason is that having a command of your topic gives you confidence in what you're saying.
 - Delivery style also appears to affect how much anxiety people experience about public speaking.
 - ⇒ One study found that speakers had the most anxiety when anticipating an impromptu speech, less when anticipating an extemporaneous speech, and least when anticipating a scripted speech.
 - People vary with respect to how many of the psychological effects of speaking anxiety they experience.
 - ⇒ Those who are outgoing, uninhibited, intellectually sophisticated, and not prone to worry typically experience the lowest levels.
 - ⇒ Women in one study had higher levels of anticipatory anxiety than did men—perhaps a reflection of differences in the ways women and men react physically to stressful situations.

Physical effects of public speaking anxiety.

- Try to recall a time when you experienced stress.
 - Perhaps your heartbeat faster, you breathed more heavily, and you perspired more than normal.
 - Other physical changes were occurring outside your conscious awareness.
 - ⇒ Your body was producing more stress hormones, for instance, and the pupils of your eyes were dilating.

- Those physical effects of stress are part of the body's **fight-or-flight response**, *a reaction that helps prepare the body either to confront the stressor (through a fight) or to avoid it (by fleeing the situation).*
 - Your heart and breathing rates increase to get more oxygen to your muscles so you have more energy for either fighting or fleeing.
 - You perspire more to keep from overheating.
 - Your stress hormones temporarily increase your strength, and your pupils dilate so that you can take in as much visual information about the situation as possible.
 - In these ways, the physical effects of stress enable you to deal with it as effectively as possible.
- Public speaking anxiety produces many of the same physical stress reactions, including
 - rapid heartbeat, increased blood pressure, elevated stress hormones, butterflies in the stomach, shaking knees and hands, quivering voice, and increased perspiration symptoms
- Like psychological anxiety, stress varies from person to person in the level experienced when speaking in public.
 - Some studies have demonstrated, for example, that individuals with a strong tendency to worry experience more physical stress when anticipating, preparing, and delivering a speech than do non-worriers.
 - Moreover, those who react strongly to other stressful situations tend to experience highly elevated stress during a speech.
 - There are also some sex differences in public speaking stress.
 - ⇒ Although women report more psychological anxiety about public speaking than men do, research shows that men experience more physical stress overall while delivering a speech.
 - ⇒ In particular, men demonstrate greater elevations in stress hormones and blood pressure, although women appear to experience greater elevations than men do in heart rate.

Behavioral effects of public speaking anxiety.

- In addition to its psychological and physical effects, public speaking anxiety also influences the way people behave.
 - You can probably recall from your own experience how you act when you're nervous.

- ⇒ Perhaps you fidget or pace.
- ⇒ Maybe you find it difficult to speak.
- Keep in mind that most speakers feel more nervous than they look.
 - Although the antiperspirant advertising slogan “Never let ’em see you sweat” suggests that our increased perspiration, along with our shaking hands and knocking knees, is likely to be visible to our audience, rarely is that true.
 - Communication researchers call this mistaken belief the ***illusion of transparency*** and have found that simply informing speakers that their nervousness is not as apparent as they think can improve the quality of their speeches
 - **Illusion of Transparency**
 - ⇒ The mistaken belief that the physical manifestations of a speaker’s nervousness are apparent to an audience.
- Researchers have been examining those and other behavioral effects of anxiety for several decades.
 - Their work indicates that public speaking anxiety—as well as other forms of stage fright—affects behavior in at least five separate domains:
 - ⇒ Voice:
 - Public speaking anxiety often causes the voice to quiver or sound tense—or to sound higher than normal.
 - ⇒ Mouth and throat:
 - People experiencing public speaking anxiety often swallow and clear their throat more frequently than normal.
 - ⇒ Facial expression:
 - Muscle tension in the face causes a general lack of expression and eye contact. It can also make the face twitch slightly.
 - ⇒ General movement:
 - Public speaking anxiety frequently causes people to fidget or engage in random movement. It can also cause them to pace, sway, or shuffle their feet.
 - ⇒ Verbal behavior:
 - People experiencing public speaking anxiety often stutter more than usual. They also increase their use of filler words, such as

“um” or “uh,” and they are more likely to forget what they want to say.

Public speaking anxiety can be debilitating

- When public speaking anxiety is particularly intense, it can become debilitating—it *can overwhelm people and prevent them from speaking or performing effectively*.
 - Like a deer caught in the headlights, people with debilitating speaking anxiety can become immobilized and unable to deliver their speech, even if they have rehearsed extensively.
 - More intense forms of social anxiety can even affect people economically, in the form of lost productivity and increased health care costs.
- Debilitating public speaking anxiety often causes two distinct sensations.
 - The first is that your mind seems to go blank, and the second is that you are motivated to try to escape the situation.
 - In the grip of intense stage fright, you become distracted by your body’s efforts to manage the emotion you are feeling, and you can easily forget words or information you would readily remember under normal circumstances.
- We’ve seen that stressful events often trigger a fight-or-flight response, so you may not be surprised to learn that the second sensation sometimes triggered by debilitating anxiety about public speaking is an urge to escape.
 - Because stress and fear make you perceive that your well-being is threatened, you want to get away to protect yourself from harm.
 - If you feel intensely nervous about giving a speech, for example, you may find yourself wishing you could postpone the speech or trying to get it over with as quickly as possible.
 - You may also avoid eye contact with your listeners as a subconscious way to escape their attention.
- It’s difficult to speak effectively when your mind goes blank and you feel the urge to escape. Just because speaking anxiety can have those debilitating effects, however, doesn’t mean that it must.

Making public speaking anxiety an advantage

- Although speaking anxiety is common, you can learn to turn it to your advantage.

- This section offers some pieces of advice for making it your friend.

a) Accept public speaking anxiety as a normal response

- When you are working to become a better speaker or performer, you might be inclined to focus on trying to eliminate your public speaking anxiety.
- You may reason that if it inhibits your ability to perform well, it makes sense to get rid of it. Such efforts would be largely wasted
 - All forms of fear, including speaking anxiety, are deeply rooted in humans' ancestral experiences.
 - The fear response is largely innate, and although people who perform frequently in front of audiences usually become less nervous over time, this visceral response rarely goes away entirely.
- Thus, rather than trying to eliminate it, accept it as a normal part of the performance experience.
 - In fact, speaking anxiety can even help you perform better than you would if you didn't feel nervous.

b) Be Prepared & Rehearse

- Communication researchers have found that instruction in public speaking decreases students' perception of their own public speaking anxiety.
 - Just knowing what you need to do to develop an effective speech can boost your confidence in being able to do it.
- Being well prepared will decrease your public speaking anxiety. A well-known Chinese proverb says that *a journey of a thousand miles begins with a single step*.
 - Being prepared
 - ⇒ to follow the recommended steps for preparing a speech, which include developing a logical and clear outline
 - ⇒ also involves discovering an appropriate topic and researching that topic thoroughly
- Research suggests that people who spend more time rehearsing experience less public speaking anxiety than do people who rehearse less.
 - When you rehearse your speech, imagine that you are giving it to the audience you will actually address. Stand up. Speak aloud rather than rehearsing silently.

- If you cannot rehearse in the room where you will deliver the speech, at least imagine that room.
- If you will be video recording your speech, practice it—and later deliver it—in a professional setting rather than a kitchen or bedroom.
- Thorough preparation that includes realistic rehearsal will increase your confidence when it is time to deliver your speech.

Using Technology to Improve Your Nonverbal Communication

Before you ever give a speech in front of an audience, you can record it on your own webcam or cell phone so you can observe yourself and make some adjustments to your content and delivery.

Watch your video at least three times. The first time, focus only on content. Is your speech well organized, does it flow, and does it hold your attention? The second time is to focus on your vocal qualities—are you speaking too quickly or slowly, in monotone, or with enough volume? Then, with the audio turned off, watch yet again to observe your facial expressions, gestures, and body movements. Consider including someone else—a professor, peer, or trusted friend—to help you identify your strengths and weaknesses in nonverbal communication.

In the past few years, rapid advances in artificial intelligence have made computer-assisted forms of evaluating nonverbal communication more reliable and helpful. There are already several commercially available products of this kind, such as PitchVantage. It's likely this type of tool can help you throughout your career.

c) Focus your nervous energy on Message & Audience

- Recall that the stress of public speaking causes bodily changes—including elevated heart rate, breathing rate, and stress hormone levels—that increase your energy stores.
 - That energy boost is meant to help you deal effectively with a threatening situation.
 - You can train yourself to focus your nervous energy on the goal of giving the best speech possible rather than letting it distract you.
 - ⇒ Just as many athletes try to get psyched up before a game so they have more energy to channel toward their performance, so, too, can you use your nervousness to energize your speech.

- The more you know about your listeners and how they are likely to respond to your message, the more comfortable you will feel about delivering that message.
 - The more you concentrate on your audience, the less you attend to your own nervousness.
- Focusing on your message can be another anxiety-reducing strategy.
 - In the few minutes before you begin your speech, think about what you are going to say.
 - Mentally review your main ideas. Silently practice your opening lines and your conclusion.
 - Once you are speaking, maintain your focus on your message and your audience rather than on your fears.

d) Visualize a successful performance

- A technique that often helps individuals perform well, even if they are experiencing anxiety, is **visualization**:
 - *developing a specific mental image of winning or giving a successful performance*
- Practice visualization by closing your eyes and imagining yourself delivering an expert speech.
 - As you visualize,
 - ⇒ see yourself giving your entire speech in a confident and relaxed manner
 - ⇒ see your audience members and imagine how they may respond; practice adapting your speech to the responses you imagine
- Research shows that people who visualize a successful speech performance experience less speaking anxiety and fewer negative thoughts when they actually deliver their speeches, compared to people who don't use visualization.

e) Desensitize your fear

- People generally avoid what they fear.
 - For instance, if you're afraid of flying, you will tend not to fly.
 - ⇒ The more you avoid flying (or something else you're afraid of), however, the scarier it often seems.

- In contrast, when people face their fears and encounter the situations that frighten them, they often realize these aren't as scary as they once seemed; your fear of flying may lessen after you have taken a flight and experienced a safe take-off and landing.
 - ⇒ You will gradually feel less and less afraid each time you fly.
- The process of confronting frightening situations head-on is called **desensitization**, and it can significantly reduce the anxiety individuals experience about all sorts of fears, including public speaking.
 - The more you practice speaking in front of people, the less frightening public speaking will become, because over time you will become desensitized to it.

f) Take Advantage of Opportunities to Speak

- One way to desensitize yourself to public speaking anxiety is to take every opportunity you have to speak in public, even if the prospect scares you.
 - Remind yourself that you're facing your fears so you can overcome them, and you will be stronger and more confident after each speech.
 - As you gain public speaking experience, you will feel more in control of your nervousness. Communication researchers have found that most public speakers become progressively more comfortable as they speak, a phenomenon they call habituation.
 - ⇒ **Habituation**
 - The process of becoming more comfortable as you speak.
 - Past successes build confidence. Your communication course will provide opportunities for frequent practice, which will increase your skill and confidence
- Another way to desensitize yourself to the anxiety of public speaking is to practice speaking in front of a computer-generated audience.
 - Then deliver speeches to that virtual audience before you deliver them to real-life listeners.
 - In the safety of a computer-mediated environment, you will gain practice in the public speaking context.
 - Research has shown that practicing with an online audience can help desensitize you to public speaking anxiety.

TECH TIP: Practicing Speeches with Virtual Reality or Augmented Reality

Practicing your speeches and presentations in virtual reality (VR) or augmented reality (AR) may sound complicated, but it's relatively straightforward with some inexpensive, easy-to-use tools. For example, with a VR headset such as Google Cardboard (starting around \$10; many other VR headsets are available to use with your mobile phone), you can get a variety of free or inexpensive apps—including Samsung's *BeFearless, VirtualSpeech, and AncientC's Public Speaking Simulator—that allow you to practice giving speeches in different situations. These apps continue to become more lifelike with simulated audiences. VR apps are also being developed with many other communication situations. Consider trying them to overcome nerves and improve your communication skills.



Many people find it helpful to rehearse a speech with a virtual audience.

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g) Give Yourself a Mental Pep Talk to Stay Positive

- Rather than allowing yourself to dwell on how nervous you are, make a conscious effort to think positively.
 - Tell yourself that you can—and will—succeed.
 - This positive self-talk can be difficult, particularly if you're very nervous or have had negative experiences with previous performances.
 - Remind yourself that you have chosen a topic you know something about.
 - Give yourself a mental pep talk before getting up to speak: *"I know I can give this speech. I have prepared and practiced, and I'm going to do a great job."*
- Researchers have suggested that such "pre-speaking exercises" may be the most effective antidotes for anxiety both before and during the speech
 - Mental Pep Talk is helpful for two reasons:
 - ⇒ First, positive thoughts and emotions help relieve the negative physical effects of stress.

- Therefore, you'll approach your speech in a more relaxed manner than you otherwise would.
- ⇒ Second, negative thoughts can turn into a self-fulfilling prophecy, causing you to have a poor performance simply because you expect to.
 - Approaching your speech with an optimistic attitude, in contrast, can encourage the behaviors that will help you succeed.

h) Use Deep-Breathing Techniques

- Two physical symptoms of nervousness are shallow breathing and rapid heart rate. To counter these symptoms, draw on the breathing techniques employed by practitioners of yoga.
- Take a few slow, deep breaths before you get up to speak.
 - As you slowly inhale and exhale, try to relax your entire body.
- These simple strategies will increase your oxygen intake and slow your heart rate, making you feel calmer and more in control.

Summary

- In summary, public speaking anxiety is a common experience that can either inhibit or enhance your ability to give an effective speech.
 - The key is knowing how to manage it and make it work to your advantage.
 - Yet even if you feel nervous about delivering a speech, you don't have to look or sound nervous.
- In the next section, you'll discover how to deliver a speech so you come across as calm and confident in the eyes of your audience.

CT 02. FOCUS ON ETHICS

Being a Responsible Audience Member

You are one of several employees attending an informative presentation on workplace wellness programs. The presenter is a young and inexperienced representative of your company's human resources division, and as soon as she begins her presentation, you can tell she is experiencing severe public speaking anxiety. You aren't especially interested in what she has to say, and her excessive nervousness is making you and others in the audience uncomfortable. You think about pulling out your smartphone and checking your email, just to use the time productively, but you feel guilty about not paying better attention to a speaker who is clearly struggling.

Consider this:

- If the speaker is trying her best but is excessively nervous, what is the ethical thing to do as an audience member?
- When you feel nervous speaking in front of a group, what do audience members do to help you feel more relaxed?
- Do you appreciate when the audience is attentive and supportive, instead of dismissive?

T 04. Creating Presence and Projecting Confidence

- When it's time to speak, you can adopt several strategies to create presence and project confidence
 - including getting comfortable with your audience, choosing words that focus on people, staying flexible and calm, using the room to your advantage, and involving your audience during and after the speech.

a) Get comfortable with your audience

- Getting comfortable with your audience will help you speak more confidently, and your ability to put your audience at ease will increase their confidence in you. Here's how.

Engage with audience members before starting your presentation.

- One of the best ways of relaxing immediately before your presentation is to speak with audience members.

- Greet them at the door, walk around the room, engage in small talk, and find other ways to break the ice and help you and your audience members warm up to each other.

Focus on friendly faces at first, to gain composure and confidence.

- Inevitably, the presence of some audience members will make you more nervous than others.
 - It may be a critical boss, a skeptical client, a person you often disagree with, or someone who intimidates you for other reasons.
- In the opening moments of your presentation, when you are most apt to suffer from nervousness, look at those in the audience with whom you are most friendly.
 - This will help calm you during those important first moments.

Make your audience comfortable and be sensitive to their unique needs.

- Always learn as much about your audience as possible and be perceptive to their unique needs.
 - For example, you might learn that many audience members have poor eyesight or poor hearing.
 - ⇒ Distributing easy-to-read handouts may help those who can't view slides well.
 - ⇒ If you think some audience members may have impaired hearing, make sure to use the microphone at all times and annunciate clearly.
 - ⇒ Avoid being distracted when you see some audience members looking at their phones. It's not uncommon for those with hearing impairments to use their mobile phones to control volume in their hearing aids.
 - As you consider the comfort of your audience members (without drawing attention to any unique needs), you'll naturally develop a better connection and rapport with them.

b) Stay flexible and calm

- Presentations rarely go as planned. Knowing your content perfectly will help you adapt to unexpected circumstances. Maintaining a flexible approach will help you think on your feet for unanticipated events. Consider the following ways of staying flexible.

Arrive early.

- Arriving early lets you notice any surprises in terms of equipment, room layout, or people in attendance.
 - You may then be able to make adjustments before the presentation begins.
 - When presenting in a place you've never been to before, arrive at least an hour or two early.

Focus on the needs of your audience.

- Some presentations can get off course when audience members raise questions or make comments.
- If you are preoccupied with your own agenda only, you can become flustered or disorganized if someone poses a question.
- Be ready to adapt to the immediate needs of your audience so you can quickly modify your presentation based on their requests.
- If you spend time anticipating possible questions, you will generally be prepared to answer them at any point in your presentation and segue back into your speech.

When you lose your place, don't panic.

- All presenters inevitably lose their train of thought from time to time.
 - When this happens, you can try a few strategies.
 - ⇒ One is simply to pause until you regain your composure and your line of thinking.
 - Within a few seconds, you will often get back on target.
 - What seems like an eternity to you will be but a short pause to audience members.
 - Many audience members will not even notice you lost your place.
 - ⇒ Another strategy is to repeat the last statement you made (five or six words). Doing so will help you regain your thought process.

Never tell your audience things haven't gone as expected.

- Many presenters instinctively tell the audience when, say, needed technology has failed or handouts have been misplaced.
 - Resist the urge to mention these mishaps.

- To many audience members, it sounds like excuse-making and detracts from your key messages and/or your credibility.
- Most audience members will never know anything out of the ordinary has happened if you simply proceed with slightly modified plans.

Always have a plan B.

- If you have electronic slides to display, be prepared for the projector not to work and to speak without them.
- If you spot factual problems in your handouts at the last moment, be prepared to present without them.
- Know ahead of time how you'll present under these situations.

Know what your key messages are.

- You can often leave out parts of your presentation as necessary with little change in impact as long as you know your three or four key messages and accentuate them throughout your presentation.

c) Use the room to your advantage

- You will inevitably present in rooms of various sizes and layouts. Generally, you connect with your audiences best if you position yourself close to them and establish eye contact. Consider the following advice.

Position yourself where people can see you easily.

- Walk around the room before your presentation to check the vantage points that various audience members will have. Now you know where you can stand to get the most eye contact with your audience.
- Also, think about how you can be closest to them. If your audience members have taken all the back seats and left the front seats empty, move closer to them to reduce the spatial barrier. Or, politely ask them to move forward to the front of the room.

Move around but avoid distracting the audience.

- During presentations of more than five to ten minutes, you can keep the audience more engaged by moving around the room. This draws the focus to you and allows you to gain spatial proximity with most of your audience members at some point during your presentation.
- However, some movements can be distracting.
 - ➔ For example, excessive pacing may show that you're nervous. Or, since you will likely be standing and your audience members will likely be

seated, getting too close may make them feel that you are hovering over them.

Use podiums and tables strategically.

- Many rooms are set up with podiums or tables, where presenters can place notes and other materials.
 - Standing behind a podium or table can help you project authority and add to the formality of the presentation.
 - If you do use a podium to achieve these goals, make sure you stand upright.
- Avoid leaning on or gripping the podium, which indicates nervousness.
- Also, consider whether a podium, table, or other object placed between you and your audience creates a barrier to connection.
 - If you stand in front of the podium or table, you can get closer to your audience physically.
 - As a result, you may achieve a more friendly, accessible, and casual tone.

d) Engage your audience

- Good speakers engage the audience as much as possible without getting off message and taking too much time.
- A few ways to interact with your audience include fielding questions during the presentation as well as mingling and following up with audience members afterward.

Field questions.

- Many of your presentations will include a question-and-answer (Q&A) portion. You may ask for questions at the conclusion or invite them throughout.
- When you take questions, you show you are interested in your listeners' real concerns and needs. You also have an opportunity to clarify points you may have misstated or omitted.
- Of course, fielding questions carries a number of risks:
 - Your audience members may ask you difficult ones and may even get you off topic.
 - The solution is to reinforce your key messages while also addressing the needs of your questioners.

- Practice the following strategies to make the Q&A go as smoothly and effectively as possible:
 - Pause before answering.
 - ⇒ This gives you time to reflect and quickly develop the best response.
 - ⇒ It also gives the impression that you are thoughtful.
 - ⇒ In some cases, you may feel under pressure during questioning. Pausing helps you stay calm and collected.
 - Be honest.
 - ⇒ During questioning, many presenters are so committed to supporting their own positions that they respond with exaggeration or with excessive confidence. This is a mistake.
 - ⇒ Admit when you do not know the answer.
 - Explain that you would like to get an answer to the question and seek an opportunity to continue the conversation later on.
 - Show appreciation.
 - ⇒ Fielding questions allows you to develop an emotional bond with the questioner.
 - ⇒ You can do so by sincerely showing thanks, recognizing the importance of the question, and otherwise validating the questioner
 - Be concise.
 - ⇒ Short responses are effective for several reasons.
 - First, the question may be of interest to just one or a few of your audience members.
 - Second, the longer your response, the more likely you are to stray from your key messages or excessively repeat them.
 - As a rule of thumb, keep most responses to between 20 and 45 seconds.
 - Pay close attention to your audience members during Q&A to see whether they are remaining interested and engaged.
 - Reframe the question to match your agenda.
 - ⇒ You should have fairly clear objectives for your presentation.
 - ⇒ When your listeners ask questions that could derail your agenda, find ways to tactfully reframe the conversation in favor of your objectives

→ Mingle and follow up.

- ⇒ When you complete your presentation, your work is not complete.
 - In most cases, this is a good opportunity to work the room, further connecting with your audience.
 - You can get additional feedback and discuss future endeavors with your listeners.
- ⇒ Similarly, in the days following the event, you can reach out to your audience members.
 - Follow up on any promises you made about providing additional information.
 - If possible, send a quick email note to thank people for attending. Set in motion steps that turn a one-time presentation into an ongoing professional relationship.

Chapter Review Questions / Activities

Questions

- What are the advantages and drawbacks of impromptu, extemporaneous, scripted, and memorized speeches?
- Why is it important for facial expressions to match your message?
- What are some reasons people tend to avoid eye contact when speaking?
- Why do effective speakers moderate their gestures?
- How does the distance from the audience impact how speakers should gesture?
- What factors should you consider when choosing attire and accessories to wear when giving a speech?
- What are the benefits and drawbacks of speaking more rapidly?
- What are some ways culture impacts speech norms?
- What are common reasons for public speaking anxiety?
- How can you make your listeners more comfortable when taking a position they may disagree with?
- What are common psychological, physical, and behavioral reactions associated with speech anxiety?

- How can speakers use anxiety to their advantage?
- What are some ways you can get comfortable with your audience?
- Describe strategies for making people the focus of your presentations.
- Describe strategies for effectively fielding questions during or after your presentation.

Activities

Evaluating an Effective Presentation

- Think about a recent presentation you attended in which the speaker was successful at delivery. In three to five paragraphs, describe why it was effective. Include the following aspects in your analysis:
 - ⇒ What was the general approach to the presentation (impromptu, extemporaneous, scripted, or memorized)? How did this approach match goals of the presentation?
 - ⇒ How effectively did the speaker employ nonverbal communication?
 - ⇒ How effectively did the speaker employ verbal qualities (such as articulation, tone, and pitch)?
 - ⇒ How effectively did the speaker project confidence?

Video Recording Your Presentation

- Record one of your presentations and then do the following:
 - A. Immediately following your presentation, draft your basic impressions of your performance.
 - B. Watch the video recording three times as follows:
 - On the first viewing, observe the overall impact of your presentation.
 - On the second viewing, turn off the volume and observe your nonverbal behaviors.
 - On the third viewing, close your eyes and listen. Pay attention to the speed, volume, pitch, variety, and enthusiasm in your voice.
- After completing steps A and B above, answer the following questions about your presentation:
 - ⇒ How effective was your opening?

- ⇒ How effective was your nonverbal communication (e.g., voice quality, eye contact with audience)?
- ⇒ How effective was the content of your presentation (e.g., relevance to audience, logical order, impact)?
- ⇒ How persuasive was your presentation?
- ⇒ How well did you connect with your audience?
- ⇒ Overall, name two major strengths and two major weaknesses of your presentation.
- ⇒ If you were going to deliver this same presentation
- ⇒ again, what three adjustments would you make?
- ⇒ What are the two presentation skills you believe you most need to improve? Explain.

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). *Communication: Principles for a Lifetime* (6th ed.). Pearson.

CHAPTER 09

Planning and Crafting Presentations

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Chapter Review Questions / Activities

Questions

- When preparing a presentation, why is it useful to ask yourself about your motivation?

Activities

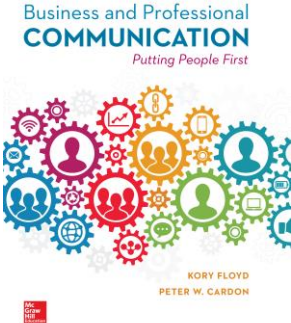
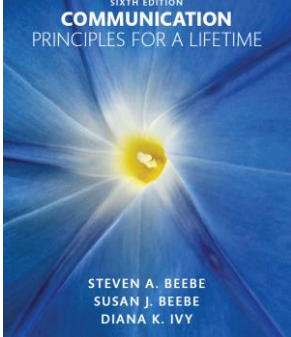
Introduce a Classmate

- ➔ Pair up with another student in class, and imagine that he or she is a new co-worker on your work team. Interview your classmate to find about his or her background and interests. Then, use what you learn to prepare a short speech in which you introduce your classmate to the rest of the class. Have your classmate do the same for you. Afterward, ask for feedback from other students or your instructor for ways to improve your introductory speech.

Consulted Works

- Floyd, K., & Cardon, P. A. (2019). *Business and professional communication: Putting people first* Burr Ridge, IL: McGraw-Hill.
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 <p>Business and Professional COMMUNICATION <i>Putting People First</i></p> <p>KORY FLOYD PETER W. CARDON</p>	<p>Floyd, K., & Cardon, P. A. (2019). <i>Business and professional communication: Putting people first</i> Burr Ridge, IL: McGraw-Hill.</p>
 <p>SIXTH EDITION COMMUNICATION PRINCIPLES FOR A LIFETIME</p> <p>STEVEN A. BEEBE SUSAN J. BEEBE DIANA K. IVY</p>	<p>Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2015). <i>Communication: Principles for a Lifetime</i> (6th ed.). Pearson.</p>