

EXECUTIVE SUMMARY:

Visual aids help an audience understand and remember what they hear; they are a valuable tool for speakers. The most popular visual aids are computer-based visuals, overhead transparencies, flipcharts, whiteboards, and props. The type of visual aid you choose depends on several factors, including the information you wish to display and the size of the audience. Visuals must be appropriate for your message and the audience, and be displayed correctly with ease and confidence.

OBJECTIVES:

- ▶ Select visual aids that are appropriate for your message and the audience.
- ▶ Use visual aids correctly with ease and confidence.

Time: Five to seven minutes

GET COMFORTABLE WITH VISUAL AIDS

Projects 2 and 7 mentioned visual aids as one type of support material for a speech. Because people remember best what they simultaneously see and hear, visual aids are powerful tools for a speaker.

They offer five benefits:

1. **They increase understanding.** Ours is a visual age. Most of what we learn is ingested through our eyes—not our ears. Visual aids help you convey messages in the dimension best suited to clear understanding.
2. **They save time.** Information presented visually is received and processed by the brain faster than a verbal message. Visual aids are especially useful in helping people quickly understand complex or abstract ideas.
3. **They enhance retention.** People remember an average of just 10 percent of a spoken message a week after it is presented. However, they remember up to two thirds of what they both see and hear.
4. **They promote attentiveness.** People think much faster than you speak, so their minds tend to wander during a speech. Visuals help keep them focused on your message; they also add variety and interest to a presentation.
5. **They help control nervousness.** Displaying visual aids gives you purposeful physical activity that lets your body process nervous energy without distracting the audience.

SELECTING THE RIGHT VISUAL AID

The most common visual aids are computer-based aids, overhead transparencies, flipcharts, whiteboards, and props. Your choice for a particular speech depends on several factors, including:

- ▶ The information you wish to convey
- ▶ The size of the audience
- ▶ The equipment available to you

including animation and simulations. Computer-based visuals are becoming the standard for most presentations. They can be used for large and small audiences and can convey simple as well as complex information. If you use a remote control, you can change the visuals while walking about the room, giving you more freedom of movement. However, the equipment needed can be expensive to purchase or rent and, like most electronic equipment, sensitive. Plan to devote plenty of time to creating the visuals in advance, to making sure all of the electronic components work together and to rehearsing with them. Have a backup plan in case technical problems occur during the presentation.

Overhead transparencies. While not as high-tech as computer-based visuals and clumsy to use, overhead transparencies work well for small audiences and are inexpensive to make. They require only a projector and a screen to use, and many meeting facilities have the equipment available for a small fee. Transparencies can easily be produced on a computer and printed on a laser printer or copy machine.

You also can write on the transparencies as you speak and use colored markers on them.

Flipcharts. Flipcharts are used for small-group trainings or briefings and for brainstorming sessions. They are great for recording audience responses, but you can also use them to display information. You can prepare flipchart pages in advance, but you have the flexibility to add to them as you speak. Write on every second or third page—so succeeding visuals won't show through—using colorful crayons or markers. During your presentation you can then tear pages from the pad and tape them to the wall for display.

Whiteboards. These are available in many meeting rooms. They are useful for small audiences, allowing you to display simple lists, graphs, and diagrams and to record audience responses. However, they require thorough cleaning before each use and you can't save the material on the board unless you transcribe it to a computer or paper.

Props. A prop is an object that contributes to your speech. It can be a book, a ball, a tool, a model, or any other item that helps you make your point or helps the audience to better understand and remember your message. You may need a table to place a prop on when you are not using it, and perhaps a cloth to cover the prop from view until you need it.

WHEN TO USE THEM

Visual aids are intended to complement a presentation, not to be the presentation. Charts, graphs, diagrams, models, pictures, and printed words can stimulate your audience and increase their retention of your material. But you don't need a visual aid for every sentence you say or every point you make. If you emphasize everything, then nothing seems important! You should use them only:

- ▶ To reinforce a main point. A visual aid tells the audience that what you just said, or are about to say, is important and something they should remember.
- ▶ To enhance understanding/remembrance of complex material. Visual aids help the audience understand things such as relationships, construction, and statistics.
- ▶ To save time. Sometimes the same message is communicated faster and better through visuals rather than spoken words.

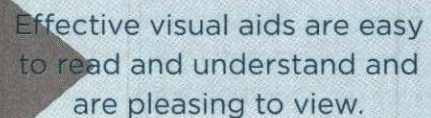
Some people use visual aids as prompts for their presentations, relying on them as notes. Visual aids do not replace preparation. You still must be so thoroughly familiar with your presentation that you can give it even without using visual aids.

Visual aids are a complement to a presentation. You don't need a visual aid for every sentence or point.

DESIGN GUIDELINES

To be effective, visual aids should be easy to read and understand as well as pleasing to view. Whatever types of aids you are creating or using, consider the following guidelines:

- ▶ **Make them visible.** Everyone in the room must be able to see your visual aid. Use the largest possible lettering and both upper and lower cases. Use blank space to make text stand out.
- ▶ **Limit each visual to only one main thought or point.** More than one point distracts the audience.
- ▶ **Use no more than six lines of text and no more than six words per line per visual.** This keeps the text big enough for the audience to read.
- ▶ **Keep them simple.** Avoid cluttering a visual aid with too much artwork or fancy graphics. Your audience should be able to quickly grasp the visual aid's point.
- ▶ **Use color carefully.** Colors add interest and improve retention. Choose colors that enhance readability. For example, black letters on a dark blue background are difficult to read. Avoid using too many colors; two or three are enough.
- ▶ **Make them consistent.** Including some consistent design elements, such as font, colors and/or artwork, will make your visual aids more pleasing to the eye.
- ▶ **Use different types of aids.** Variety adds interest. If you're giving a presentation with computer-based visuals, for example, follow a bar chart with a text visual or a diagram.



Effective visual aids are easy to read and understand and are pleasing to view.

Proofread all visuals for spelling and grammar. If your visual is a graph, table, chart, or diagram, be sure to title it so the audience knows what it is.

DISPLAY TIPS

Using visual aids successfully requires practice. Displaying them too soon, too late, or too quickly will decrease their impact. Consider these tips:

1. **Display a visual just before you are ready to talk about it.** Your audience will look at a visual the moment you display it. Pause, giving the audience time to read and comprehend it, then begin discussing the point.
2. **Maintain eye contact with the audience as you display the visual.** Don't talk to the screen or flipchart or read from it.
3. **Display it long enough.** Show the visual as long as it takes you to discuss the point it makes, then remove it. If you are using an overhead projector, display black or opaque transparencies between visuals to avoid showing a bright white screen. Don't continue to show a visual after you have moved on to a new point.
4. **Don't block the visual.** The entire audience must be able to see it. If you're projecting a visual onto a screen or using a flipchart, stand off to the left side. To point out something on the screen or chart, use your left hand or a pointer. If you're holding an object for the audience to see, display it to the left or right of your body.

5. **Don't write as you speak.** If you're writing on a flipchart or overhead transparency, pause as you write. Then turn back to the audience and begin to speak.
6. **Display the correct visual.** If you forget part of your presentation or present material out of sequence, you may unwittingly display the wrong visual. If possible, before you display a visual, check that it is the correct one.
7. **Have them ready.** Before your presentation, check the room to make sure listeners will have clear views of your visual aids. Put them in place and ready for use. Double-check any electronic equipment to make sure it is functioning.
8. **Rehearse.** Practice with your visuals until you can display them smoothly and confidently.

HAVE A BACKUP PLAN

If you are using computer-based visuals, an overhead projector or other electronic equipment, be prepared for technical failures. If something goes wrong, keep speaking and don't waste the audience's time while you try to replace a burned-out light bulb or change a cable. If necessary or appropriate, have paper copies of your visuals ready to distribute to the audience.

YOUR ASSIGNMENT

This project focuses on visual aids.

- ▶ Select a speech subject that allows you to use two or more visual aids.
- ▶ Select visual aids that are appropriate for your message and the audience.
- ▶ Display the visual aids correctly with ease and confidence.

Be sure to incorporate what you learned in previous projects about purpose, organization, word usage, body language, vocal variety, and research and use appropriate suggestions from the evaluations you received. Review the Speaker's Checklist in Project 1 as you prepare your speech.

EVALUATION GUIDE FOR **GET COMFORTABLE WITH VISUAL AIDS**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to present a speech that uses two or more visual aids. The visual aids selected must be appropriate for the message and audience, and be displayed correctly with ease and confidence. The speaker is to incorporate what he or she has learned in previous projects about purpose, organization, word usage, body language, and vocal variety. The speaker also is to use appropriate suggestions from the evaluations received and thoroughly research the subject. Please complete this evaluation form by checking the appropriate column for each item. Add comments for items where special praise is warranted or where you can offer specific suggestions for improvement.

	EXCELLENT	SATISFACTORY	COULD IMPROVE	COMMENTS / SUGGESTIONS
▶ Were the visual aids appropriate for the speech and message?	_____	_____	_____	
▶ Did each visual aid help you to understand and remember the speaker's point?	_____	_____	_____	
▶ Was each visual aid clearly visible?	_____	_____	_____	
▶ If the speaker used computer-based visuals or overhead transparencies, was each visual easy to read and well-designed?	_____	_____	_____	
▶ Did the speaker use the visual aids smoothly and with confidence?	_____	_____	_____	
▶ How clear was the speaker's purpose?	_____	_____	_____	
▶ Did the speaker use body language to reinforce the message?	_____	_____	_____	
▶ Was the speaker's word choice effective and appropriate?	_____	_____	_____	
▶ Was the speech well-researched?	_____	_____	_____	
▶ What could the speaker have done differently to make the speech more effective?				
▶ What did you like about the speech?				

EXECUTIVE SUMMARY:

The ability to persuade people—getting them to understand, accept, and act upon your ideas—is a valuable skill. Your listeners will more likely be persuaded if they perceive you as credible, if you use logic and emotion in your appeal, if you carefully structure your speech, and if you appeal to their interests. Avoid using notes because they may cause listeners to doubt your sincerity, knowledge, and conviction.

OBJECTIVES:

- ▶ Persuade listeners to adopt your viewpoint or ideas or to take some action.
- ▶ Appeal to the audience's interests.
- ▶ Use logic and emotion to support your position.
- ▶ Avoid using notes.

Time: Five to seven minutes

PERSUADE WITH POWER

Today we are bombarded by persuasive messages. Advertisements try to persuade us to buy a particular brand of soft drink, coffee, or antacid. Salespeople try to persuade us to buy an automobile, a personal computer, or a cellular telephone. We do it too, by trying to persuade our spouses to vacation in the Bahamas, persuade a salesclerk to refund our money, or convince our boss that a certain proposal is better.

People who can speak persuasively have a great deal of influence. The ability to get others to understand, accept, and act upon your ideas is a skill you can use every day at home, at work, and in the community. It is also a characteristic of a good leader. Throughout history people have rallied around those who can speak persuasively.

TYPES OF PERSUASION

In a persuasive speech, your primary purpose is to influence the thinking or behavior of listeners. You can influence them in several ways:

- ▶ **Inspire.** Your goal is to excite your listeners about your topic or reinforce their existing ideas or beliefs, not necessarily to alter their opinions or beliefs. Sermons and commencement addresses fall into this category of persuasive speech. You'll learn more about this type of speech in Project 10.
- ▶ **Convince.** You want your listeners to change their opinions or to develop the same opinion you have. You may not want them to do anything at the moment but change their minds. A presentation convincing listeners that extraterrestrial life exists is an example of this type of speech.
- ▶ **Call them to action.** You want listeners to do something after hearing your presentation, such as sign a petition, read a book, or buy a product.

YOUR ROLE

Impressions count, and this is especially true in persuasive speaking. While the content of your message is important, of equal weight is the audience's opinion of you. Your listeners must like, trust, and respect you before they will adopt your ideas. They should view you as someone they can identify with—someone whose needs and interests are similar to theirs. They base their opinion of you on your:

- ▶ **Knowledge.** You must be qualified to discuss the subject and offer evidence to support your position. You must know the subject well and be able to present plenty of evidence to support your ideas.

- ▶ **Reputation.** Your reputation is based on your past performances, accomplishments, and honors. Make sure the audience is familiar with your qualifications through your introduction, advance publicity, or your speech itself.
- ▶ **Sincerity.** You communicate your ideas with conviction and believe that what you are proposing will truly benefit the audience. Audiences are naturally suspicious of anyone who is trying to change them in any way, so you must make it clear that you have their interests in mind and are not seeking their support for selfish reasons.
- ▶ **Delivery.** If you appear timid, the audience will be less likely to accept your ideas. Speak firmly and confidently, and establish direct eye contact with listeners.

THE AUDIENCE

The way you present your persuasive message will depend on who your listeners are and what attitudes they hold toward your subject. Your audience may be:

- ▶ **Agreeable.** This audience already agrees with your opinion or viewpoint, so you simply have to strengthen and reinforce this agreement.
- ▶ **Apathetic.** Your listeners don't care about your subject, or your views, so you must convince them that the issue directly affects them. This is the most common type of attitude.
- ▶ **Hostile.** The audience is opposed to you, your subject and/or your viewpoint. You must help listeners to recognize the merits of your position and make them reconsider their own views.
- ▶ **Uninformed.** Your listeners aren't apathetic; they just don't know anything about your subject. You will have to educate them and convince them of its importance.
- ▶ **Mixed.** The audience contains more than one of the above types. You must inform audience members and convince them of your subject's importance, the merits of your viewpoint, and why they should reconsider their own views.

BURDEN OF PROOF

You must arouse listeners' interest, help them assimilate new information, provide the proof they need to change their minds and guide them into forming new beliefs.

Changing people's minds is difficult. Your listeners think they already have a rational view of your subject, whatever that view may be. Your task is to provide the proof they need to change their minds. You must arouse listeners' interest, help them to assimilate new information into their existing knowledge and guide them into forming new beliefs. The more help you can provide in the process, the more successful you will be in persuading your listeners.

You already know about the importance of credibility in any speech. It's even more crucial in a persuasive speech. If listeners don't perceive you as credible, you will have difficulty persuading them to adopt your viewpoint or to take action. Two other factors also have a major influence on the audience:

Logic. To convince your audience you must provide evidence—outside sources that provide proof or lend support to your position. Research is invaluable in this respect. Your evidence and reasoning must be consistent and support your position.

Emotion. Few people are persuaded by logic alone. Emotions contribute a large part in people's willingness to change their minds. Arousing emotions such as happiness, sadness, fear, anger, guilt, and love in listeners and relating them to your subject is an effective tool.

Remember, listeners always want to know, "What's in it for me?" The most successful persuasive speeches answer this question. Build your speech on points of major concern to the audience, not on your own concerns. For example, if you want to persuade the town council to build a walking path along the riverfront, point out how the townspeople and local businesses will benefit from the path instead of how the path will benefit you, an avid hiker.

ORGANIZING YOUR MESSAGE

Once you've determined your purpose and audience and gathered information supporting your purpose, you're ready to organize your presentation. You can take one of several approaches.

- ▶ **Problem/solution.** State the problem, then present your solution, explaining why it is the best one. Then discuss how to put the solution into effect and what the audience can do to contribute. For example, you could begin a speech on local water pollution by stating that water pollution has increased dramatically in your community, and that last year more than 2000 fish died in the local lake because of it. Then follow with the effects this pollution and loss of fish have on the community, the sources of pollution, your solution to the problem, and what listeners can do to help.
- ▶ **Proposition to proof.** Begin with a statement of your proposition, then follow with proofs that support it. For example, if your purpose is to persuade listeners to vote for a proposal, you would begin by stating, "Vote for Proposition A, which provides more money for our schools," then continue with reasons and a strong closing statement. In this pattern, you are telling listeners immediately what you want from them. This approach works best with audiences who are agreeable, apathetic, or uninformed, but it could further alienate hostile listeners.
- ▶ **Comparative advantage.** Begin with a statement of the problem, then identify possible solutions and compare their respective advantages and disadvantages. Explain your solution and show why it has more advantages and fewer disadvantages than the others.
- ▶ **Motivated sequence.** This five-step speech structure, developed by Dr. Alan H. Monroe, a noted professor of communications, can be adapted to almost any topic.
 1. **Attention.** Seize the audience's attention with your opening and direct that attention toward your topic. "Our rapidly escalating property taxes are supporting a spending spree by our government."
 2. **Need.** State the existing need or problem, explaining why it's important to listeners. "Property taxes must be lowered and government spending brought under control."
 3. **Satisfaction.** Present your solution to the need or problem, showing how it meets the need or solves the problem. Support your position with evidence. "Proposition X will reduce property taxes and limit government spending."
 4. **Visualization.** Draw a picture of future conditions, intensifying audience commitment to your position. Show how things will be if your solution is adopted or what might happen if it is rejected. "If this proposition fails, our taxes will continue to escalate, and many people will lose their homes."

The primary purpose of a persuasive speech is to influence the thinking or behavior of listeners.

5. **Action.** Turn the agreement and commitment you've gained into positive action or attitude by your listeners. "Vote 'yes' on Proposition X."

Whichever approach you choose for your speech, don't neglect the opposition's position. Refute their arguments, beginning with their strongest and concluding with their weakest. Listeners remember best what they hear last, so they will think the opposition's position is weak. Consequently, the last point you make should be the strongest one because your audience is more likely to remember it.

YOUR ASSIGNMENT

This project focuses on persuasion.

- ▶ Persuade listeners to adopt your viewpoint or ideas or to take some action. (Do not give an inspirational speech; this type of speech will be addressed in Project 10.)
- ▶ Analyze your audience and appeal to their interests.
- ▶ Use logic and emotion to support your position.
- ▶ Organize your thoughts carefully and choose words that will add power to your message. Use body language and vocal variety to add even more impact. Use visual aids if they contribute to your message.
- ▶ Avoid using notes; they may cause the audience to doubt your sincerity, knowledge, and conviction.

Incorporate appropriate suggestions from the evaluations you received in previous speeches. As you prepare your speech, thoroughly research your subject and review the Speaker's Checklist in Project 1.

EVALUATION GUIDE FOR **PERSUADE WITH POWER**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to present a persuasive speech that combines logical support for his/her viewpoint with a strong emotional appeal. The speech should focus on the self-interest of the audience. The speaker also has been asked to avoid using notes, if possible. In addition to your oral evaluation, please complete this evaluation form by checking the appropriate column for each item. Add your comments only for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

	EXCELLENT	SATISFACTORY	COULD IMPROVE	COMMENTS / SUGGESTIONS
▶ Did the speaker project sincerity and conviction?	_____	_____	_____	
▶ Was the speaker a credible source of information about this topic?	_____	_____	_____	
▶ Did the speaker phrase his/her appeal in terms of the audience's self-interest?	_____	_____	_____	
▶ Did the speech opening capture the audience's interest?	_____	_____	_____	
▶ Did the speaker use facts and logical reasoning to support his or her views?	_____	_____	_____	
▶ Did the speaker properly use emotion to persuade the audience to support his or her views?	_____	_____	_____	
▶ Was the speech organization effective?	_____	_____	_____	
▶ Did the speaker's body language and vocal variety contribute to the message?	_____	_____	_____	
▶ Were you persuaded to accept the speaker's views?	_____	_____	_____	
▶ What could the speaker have done differently to make the speech more effective?				
▶ What did you like about the speech?				

EXECUTIVE SUMMARY:

An inspirational speech motivates an audience to improve personally, emotionally, professionally, or spiritually and relies heavily on emotional appeal. It brings the audience together in a mood of fellowship and shared desire, builds the audience's enthusiasm, then proposes a change or plan and appeals to the audience to adopt this change or plan. This speech will last longer than your previous talks, so make arrangements in advance with your vice president education for extra time.

OBJECTIVES:

- ▶ To inspire the audience by appealing to noble motives and challenging the audience to achieve a higher level of beliefs or achievement.
- ▶ Appeal to the audience's needs and emotions, using stories, anecdotes, and quotes to add drama.
- ▶ Avoid using notes.

Time: Eight to 10 minutes

INSPIRE YOUR AUDIENCE

In Project 9 you learned about the three types of persuasive speeches: those that inspire, those that convince, and those that call listeners to action. This project focuses on the first type, speeches that inspire.

The purpose of an inspirational speech is to motivate an audience to improve personally, emotionally, professionally, or spiritually. It encourages listeners to experience greater success, adopt higher goals or ideals, or contribute to the success or goals of an organization. The most common inspirational speeches are commencement addresses, speeches to motivate business or sports teams, political rally speeches, and religious sermons.

An inspirational speech brings the audience together in a mood of fellowship and shared desire, builds the audience's enthusiasm, then proposes a plan and appeals to the audience to follow this plan. The inspirational speech relies more heavily on emotional appeal than on the logical appeal found in the other types of persuasive speeches. It strives to:

1. Connect with listeners' feelings, fears, or goals at this particular time and occasion.
2. Explain why and how the situation is changing or why these feelings, fears, and goals may be inadequate or counterproductive.
3. Motivate and challenge listeners to adopt higher, nobler feelings, values, and goals, including the benefits of doing so.

CONNECTING WITH THE AUDIENCE

To inspire listeners, you must speak to a desire, need, or concern that they already feel or one that they may not have yet recognized. Psychologist Abraham Maslow identified five human needs:

- ▶ Physiological needs—air, food, drink, sleep, shelter, warmth
- ▶ Safety needs—security, stability, protection from harm, structure, orderliness
- ▶ Belongingness and love—acceptance and approval, affection, part of a group
- ▶ Esteem—self-esteem, self-respect, self-confidence, achievement, reputation, prestige, recognition, status, competence, independence
- ▶ Self-actualization—realization of potential, self-fulfillment

If you tap into and build onto these needs in your speech, you will be able to inspire your audience.

For this type of speech, a thorough understanding of the occasion and listeners is essential. What is the purpose of your talk? What message do you want to convey? What are the listeners' backgrounds? What needs do they have? What is unique about them? What are they thinking? What do they want to hear? Using this information, you can better address their needs and concerns and develop a plan to inspire them.

Suppose you are a corporate executive and your company is undergoing a major reorganization. You want your presentation to inspire employees to embrace the changes and help the company become even better than its competitors. Employees will be concerned about their jobs (*Will I have one? How will it change? What about pay?*)—the "Safety" level in Maslow's hierarchy. They will be concerned about being part of a team (*Will I fit in with a new group of people and a new work environment? Does the company like me?*)—the "Belongingness and Love" level in Maslow's hierarchy. They will be concerned about their value to the company (*Will I keep my current position or be demoted? Are my skills still important?*)—the "Esteem" level of Maslow's hierarchy. They will be concerned about their personal growth (*Will there be opportunities for promotion? Will I be able to achieve my goals?*)—the "Self-actualization" level of Maslow's hierarchy.

Before you can inspire these people to welcome the changes ahead and strive to perform to the best of their abilities, you must address these concerns at each level. After all, an employee will have difficulty embracing a noble cause like helping the company to become more productive if he is worrying about losing his job in the process. You want to assure employees first that their jobs are secure, that they are valued as a team and individually and that the company recognizes their many contributions and wants them to achieve their potential.

Once listeners realize that you understand their concerns and recognize their accomplishments, they will be more receptive to your message.

CHANGING THE STATUS QUO

After connecting with the audience, your next step is to explain why and how changes will be occurring, or why listeners' current attitudes, feelings, values, concerns, hopes, desires, fears, and goals may be inadequate or counterproductive.

For example, in a commencement speech you could discuss how students are leaving the safety and security of their school, their friends and families to enter the business world or university life, the ways in which their lives will change, and the challenges they will encounter.

In an inspirational speech at a political rally, you could discuss how and why the current political leadership came into power, their mistakes, how these mistakes have affected the community and listeners themselves, and how listeners' complacency will allow more mistakes to happen.

INSPIRE THEM

The last portion of an inspirational speech is devoted to the need for change, what listeners can do to bring about this change, and the benefits this change will bring for everyone. You motivate and challenge listeners to adopt higher, nobler attitudes, feelings, values, hopes, desires, behaviors, and goals and elaborate on the advantages changes will bring to listeners. In some situations, you may want to mention the struggles that will be encountered in the process and what will happen to those who don't cooperate or who try to prevent the change from happening.

For example, if your purpose is to motivate a sales team to achieve new goals, you could explain why the goals are necessary and introduce the new sales plan. Then you could explain the advantages of this plan. Appeal to their pride and professionalism toward their work and toward the company. Point out that those who don't help the company move forward will

not have a place in the organization, but those who do will have new opportunities and will experience the excitement of being part of a winning team. Then reenergize their enthusiasm and commitment to the company and to the sales goals.

HOW YOU SAY IT

You can add drama and impact to your speech if you:

- ▶ **Use quotes, stories, and anecdotes throughout the speech.** Human interest stories and anecdotes about overcoming adversity and achieving success attract the audience's interest and add meaning to your message.
- ▶ **Use language that unites listeners and establishes a bond** between you and them, such as *you* and *we*.
- ▶ **Use vivid words** that allow listeners to visualize all of the good things that will happen if they do what you say needs to be done.
- ▶ **Use action verbs** to convey power.
- ▶ **Use positive words**, not criticism, to stir them to action.

This type of speech, more than any other, depends on the quality and style of your delivery. Your presentation should be direct and urgent, showing that you really care about how your listeners react. You must prove to listeners that you are sincere and believe in your message.

Be confident and forceful, and show enthusiasm and vitality. Use body language to demonstrate your conviction. Your gestures should convey energy and power.

Your conclusion should be emotionally powerful and dynamic. It should challenge listeners or demand that they commit to your cause, and the conclusion should dramatize the benefits of doing so. Finish with a memorable final statement.

YOUR ASSIGNMENT

This project emphasizes speaking to inspire.

- ▶ Select an occasion for which an inspirational speech would be necessary or appropriate. It could be something suitable for your club members, such as a speech about the importance of doing your best when preparing for meeting assignments. Or your talk could be for an imaginary occasion, such as a team pep talk or a commencement address. If you plan to present a talk that would fit a hypothetical special occasion, tell the Toastmaster of the meeting what occasion you are assuming, so it can be announced to the audience.
- ▶ Appeal to noble motives and challenge the audience to achieve a higher level of beliefs or achievement.
- ▶ Appeal to the audience's needs and emotions, and use stories, anecdotes, and quotes to add drama.
- ▶ Avoid using notes, since they may cause the audience to doubt your sincerity and conviction.

Your speech also should include what you learned in previous projects about purpose, organization, word usage, body language, vocal variety, research, visual aids (if appropriate), and persuasive techniques. Incorporate appropriate suggestions from the evaluations you received in previous speeches. Review the Speaker's Checklist in Project 1 as you prepare your speech.

Congratulations!

You've finished your tenth speech! You are now eligible for the Competent Communicator award.

Applying is easy and you can submit your award application in several ways. Simply complete the Competent Communicator Award Application (Item 1225) including the Project Completion Record. Make sure the vice president education signs the application. (Don't sign your own application.) Your vice president education may apply online for you through the Toastmasters International website at www.toastmasters.org. Or you can mail or fax the application to World Headquarters (the address and fax number are on the application). Or you can scan the application and email it as an attachment to educationawards@toastmasters.org.

You will receive:

- ▶ **Free manuals.** If this is your first Competent Communicator award, you are entitled to receive any two manuals from the *Advanced Communication Series* free. Be sure to mark on the application which two manuals you want.
- ▶ **A letter to your employer.** If you want, World Headquarters will send a letter about your Competent Communicator award to your employer. If you want this letter sent, be sure to include the necessary information on the application.
- ▶ **A handsome certificate.** You will be proud to display this personalized certificate at home or at work.

THERE'S STILL PLENTY TO LEARN!

You have conquered the basics of public speaking. Now you are ready to refine those skills and become a masterful speaker able to successfully handle any type of presentation.

Toastmasters International's *Advanced Communication Series* consists of 15 manuals, each with five speech projects.

You also have the opportunity to learn leadership skills in Toastmasters. By completing *Competent Leadership* (Item 265) and *High Performance Leadership* (Item 262), serving as a club or district leader, and completing other leadership-oriented activities, you will learn and practice valuable leadership principles that you can use at home, at work, or in the community.

YOU CAN RECEIVE MORE RECOGNITION!

The Competent Communicator award is just the first step in the learning process. You can earn additional recognition for completing speeches from manuals in the *Advanced Communication Series* and for leadership achievements.

EVALUATE YOUR PROGRESS

Are you curious about your progress in learning and enhancing your speaking skills? Take a moment to complete the questionnaire on page 55.

Would you like to help your club? Answer the questions about the service your club provided for you in Evaluate Your Club, and give the completed questionnaire to your club's president. Your answers will help your club recognize what it can do to improve and what it is already doing well.

Don't stop now! The fun and learning have just begun!

EVALUATION GUIDE FOR **INSPIRE YOUR AUDIENCE**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to inspire the audience to improve personally, emotionally, professionally, or spiritually, relying heavily on emotional appeal. The speech should appeal to noble motives and challenge the audience to achieve a higher level of beliefs or achievement. The speaker is to use the skills learned in previous projects and not use notes. In addition to your verbal evaluation, please complete this evaluation form by checking the appropriate column for each item. Add comments for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

	EXCELLENT	SATISFACTORY	COULD IMPROVE	COMMENTS / SUGGESTIONS
▶ Was the speech topic relevant to the occasion selected?	_____	_____	_____	
▶ Did the speaker understand and express the feelings and needs of the audience?	_____	_____	_____	
▶ Was the speaker forceful, confident, and positive?	_____	_____	_____	
▶ Did the speaker effectively use stories, anecdotes, and/or quotes to help convey his or her message?	_____	_____	_____	
▶ Did the speaker's words convey strong, vivid mental images?	_____	_____	_____	
▶ Did the speaker's use of body language enhance his or her message?	_____	_____	_____	
▶ Did the speech uplift the audience and motivate them as the speaker intended?	_____	_____	_____	
▶ What could the speaker have done differently to make the speech more effective?				
▶ What did you like about the speech?				

EVALUATE YOUR PROGRESS

PART 2

You've completed 10 speech projects. In addition, you've participated in Table Topics, served in various leadership capacities at club meetings and had opportunities to evaluate other members' speeches. Now is a good time to evaluate the progress you've made by answering the questions below. Compare your answers to questions one through 10 with your answers to the questionnaire on page 31 to see how much you've improved in the last five speeches. Questions 11 through 25 address the skills you've learned since then.

Circle the appropriate rating for each statement:

- 5 = Excellent, a personal strength
- 4 = Very good, little room for improvement
- 3 = Satisfactory, but could be better
- 2 = Could improve, needs more attention
- 1 = A real weakness for me, needs plenty of attention

- | | |
|---|-----------|
| 1. I feel confident and comfortable about giving a speech. | 5 4 3 2 1 |
| 2. I enjoy speaking before an audience. | 5 4 3 2 1 |
| 3. I easily find good speech topics. | 5 4 3 2 1 |
| 4. I am able to organize my speeches so they effectively convey my message. | 5 4 3 2 1 |
| 5. My speech openings capture the audience's interest and lead into my topic. | 5 4 3 2 1 |
| 6. My speech conclusions are strong and memorable. | 5 4 3 2 1 |
| 7. My speeches are free of such verbal crutches as "ah" and "um." | 5 4 3 2 1 |
| 8. I am careful to use words that precisely and vividly carry my message to the audience. | 5 4 3 2 1 |
| 9. I am able to think quickly and clearly in an impromptu speaking situation. | 5 4 3 2 1 |
| 10. I do not depend on notes when giving a speech. | 5 4 3 2 1 |
| 11. I speak with sincerity and enthusiasm. | 5 4 3 2 1 |
| 12. I support the main points of my speeches with relevant data or examples. | 5 4 3 2 1 |
| 13. My transitions smoothly lead the audience to the next point. | 5 4 3 2 1 |
| 14. My voice is easily heard and pleasant to listen to. | 5 4 3 2 1 |
| 15. I use vocal variety to add emphasis and meaning to my words and message. | 5 4 3 2 1 |
| 16. My delivery is free of distracting movements or mannerisms. | 5 4 3 2 1 |

- | | |
|---|-----------|
| 17. My gestures, body movements, and facial expressions are purposeful, natural, and spontaneous. | 5 4 3 2 1 |
| 18. I use eye contact to establish bonds with my listeners. | 5 4 3 2 1 |
| 19. I can easily find the appropriate facts, statistics, stories, anecdotes, and quotes for my speeches. | 5 4 3 2 1 |
| 20. I am comfortable using visual aids to help convey my message. | 5 4 3 2 1 |
| 21. My visual aids are appropriate for my speech and help the audience to understand and remember my message. | 5 4 3 2 1 |
| 22. I am able to tailor my speeches to the needs and interests of my audience. | 5 4 3 2 1 |
| 23. I gracefully accept others' evaluations of my speeches and strive to learn from them. | 5 4 3 2 1 |
| 24. I listen carefully and analytically to others' speeches. | 5 4 3 2 1 |
| 25. I evaluate others' speeches carefully and offer helpful, constructive suggestions for improvement. | 5 4 3 2 1 |

You may find that although you've made great progress overall, you still would like to improve more in some areas. List below the areas in which you would like to improve and work on them as you work in the *Advanced Communication Series* manuals.

PROJECT 1

OBJECTIVES:

- ▶ Entertain the audience by relating a personal experience.
- ▶ Organize an entertaining speech for maximum impact.

Time: Five to seven minutes

THE ENTERTAINING SPEECH

Entertainment is a universal human need, more in demand today than ever before. Conventions and civic, professional, and social club meetings always need entertaining speakers for their programs. Many speakers assume that entertaining is easy and end up boring their audience to tears. Taking time to learn and practice the fundamentals will help you project that lighthearted relaxation audiences love.

A speech that entertains is like the sizzle in a steak. It is not substantial within itself and it is not meant to be. Its value lies in the enjoyment of the audience. People do not want to work hard mentally, and they don't want to hear anything negative or gloomy.

While some entertaining speeches include humor, a speech need not be funny in order to entertain. The dramas you watch on television, for example, may not have a single funny line in them and yet you thoroughly enjoy them. Your audience may be entertained by your presentation of interesting information or the story of your recent trip. Hearing a dramatic narrative can be just as pleasurable as a humorous talk.

Whatever your approach, keep in mind that you are not there to give the audience deep understanding. Your purpose is to provide an interesting diversion. This doesn't mean the speech can't have a message. But the message should not be the major focus of the speech.

SELECTING A TOPIC

Consider what you do in your free time, what you enjoy reading about and your general interests, and use these subjects as the basis for your talk. You could also speak about a common experience with which your audience is familiar. For example, you could talk about driving, shopping or other day-to-day experiences your audience will have shared.

If the group you will be speaking to has a specific purpose, relate your talk at least loosely to the group and its purposes. For example, if you will be speaking to a gardening club, your talk should be related to gardening and your gardening experiences. When a speaker is personally involved with a topic, most likely the audience will become involved as well. The more personal involvement, interest, and enthusiasm you bring to a speech, the more likely your audience will respond positively.

ORGANIZING YOUR SPEECH

An entertaining speech is more loosely organized than most other types of speeches, but it still should have the following structure:

- ▶ **Opening.** The opening should provoke an immediate response from the audience, setting the mood for the talk.
- ▶ **Body.** There should be a general direction to your speech, but it need not be rigidly organized into points and transitions. Make the body of the speech a sequence of little buildups to a climax or punch line, followed by a breathing space for the audience to get ready for the next buildup. The construction may be loose and casual, but it should never be careless. Keep the momentum going all the way to the end.
- ▶ **Conclusion.** The conclusion should be brief, sudden, and definite. Save some of your best material for last. Your conclusion should not be an anticlimax. Avoid leaving the impression that you have suddenly run out of material. The audience should feel that your intention has been accomplished and you have reached a natural stopping point.

HAVE A GOOD TIME

If you want your audience to enjoy themselves, you must appear to be enjoying yourself. Be good-natured and optimistic. Avoid focusing on negative things except to make fun of them. The audience does not want argument, persuasion, or lecture. They want to be entertained and they expect you to be their leader. As you construct your speech, keep these points in mind:

- ▶ **Simplicity.** The audience should not have to work too hard to follow your presentation. Keep your thoughts and speech organization simple.
- ▶ **Vividness.** Choose your words carefully and make them have impact. For example, instead of saying, "He stood up" say, "He leaped up from his chair, his eyes blazing." Strive to create images so real they will linger in listeners' minds.
- ▶ **Twists.** The secret of a successful story is the use of unexpected twists and turns. Your audience is ready to be delighted and thrilled by the unexpected, just as if they were in an amusement park. Don't disappoint them by plodding along in a straight line.

YOUR PROJECT SPEECH

For this project, prepare, rehearse and deliver a five- to seven-minute speech whose purpose is simply to entertain the audience. Relate some personal experience. Build up the aspects of the experience to keep the audience entertained. If you wish, assume that your Toastmasters club audience represents some specific group, and practice your ability to relate your talk to their purpose and interests (be sure to advise the Toastmaster of the meeting of this fact).

EVALUATION GUIDE FOR **THE ENTERTAINING SPEECH**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The purpose of this talk is for the speaker to entertain the audience in a five- to seven-minute talk by relating a personal experience. Pay particular attention to the structure of the talk. Although it will not be as rigidly organized as other types of speeches, it should have some readily apparent organization. In addition to your oral evaluation, please give written answers to the questions below.

- ▶ What indicated to you that the audience was entertained?

- ▶ Briefly describe the talk's organization as you perceived it.

- ▶ How effectively did the speaker use vivid descriptions and anecdotes or stories?

- ▶ How did the conclusion relate to the rest of the talk?

- ▶ How could the speaker improve the talk?

- ▶ What would you say is the speaker's strongest asset in speaking entertainingly?

TOASTMASTERS EDUCATION PROGRAM



The Toastmasters education program consists of two tracks—a communication track and a leadership track. You are encouraged to participate in both tracks. The two tracks are not mutually exclusive, and you can work in both at the same time. Both provide recognition for specific accomplishments. The awards and their requirements appear on the next page. The diagram below shows the award progression in each track.

