

Your Best Speech Ever

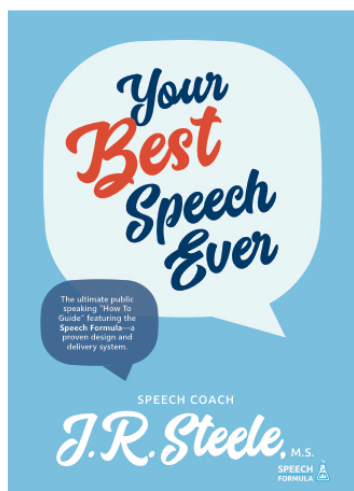
The ultimate public speaking "How To Guide" featuring the Speech Formula—a proven design and delivery system.

SPEECH COACH

J.R. Steele, M.S.



SPEECH
FORMULA



Your Best Speech Ever
By J.R. Steele

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FOR IMMEDIATE RELEASE

New Public Speaking Book Helps Speakers Deliver Their Best Speech Ever

Your Best Speech Ever: The ultimate public speaking “How To Guide” is here, featuring the Speech Formula, a proven design and delivery system.

The International Public Speaking Institute is excited to announce the release of *Your Best Speech Ever*, a simple, humorous, yet effective, public speaking book that breaks through the fear and struggle behind public speaking with a proven speech formula.

For years the author, J.R. Steele, thoughtfully observed thousands of her university students as well as corporate executives struggle to design and deliver speeches with confidence. After 10 years of research and development, a speech formula that engages both students and professionals alike was created. Steele’s background in instructional design is what makes *Your Best Speech Ever* stand out from other communication books on the subject. She focuses on exactly what a speaker needs to know to improve and then provides the strategies to do so. Filled with engaging activities, practice speeches, effective strategies, tips and techniques, her system enables speakers of all levels. The book is combined with a supporting speech writing web application, www.speechformula.com, that provides the reader with a tool to organize and authenticate their research, analyze their audience, and deliver their best speech ever!

“Turns a frustrating and anxiety-ridden experience into a journey of self-discovery and actualization.” — *John Leyden III*

“*Your Best Speech Ever* gives those of us who find public speaking terrifying permission to embrace our anxiety while providing us with the tools to overcome that fear. It accomplishes this by guiding us through the public speaking process using humor and practical structured approaches.”

— *Darla J. Slicton, Psy.D. Clinical Psychologist*

J.R Steele, M.S. is a graduate from Ithaca College with a master’s degree in Organizational Communication, Learning and Design. She is thrilled to help her students and clients reach their full potential through the lessons learned in speech. For over a decade she has taught hundreds of speech courses between Barry University and Broward College. Non-profits and corporations frequently call upon her to provide executive coaching and workshops for clients. She enjoys listening to speeches and quite often provides critique and strategic improvement plans to help big name speakers improve. She is the creator of the transformative speech writing web application www.speechformula.com. J.R. lives in Fort Lauderdale, Florida, she loves to travel and experience other cultures.



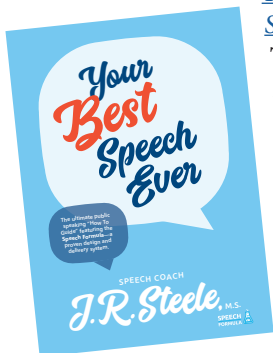


Coach J.R. Steele, M.S.

Founder of The International Public Speaking Institute, Instructor, Author, Speaker

Coach J.R. Steele is thrilled to help clients reach their full potential through the lessons learned in speech. For over a decade she has taught hundreds of speech courses between Barry University and Broward College. Non-profits and corporations frequently call upon her to provide executive coaching and workshops for clients. She enjoys listening to speeches and quite often provides critique and strategic improvement plans to help big name speakers improve. She is the creator of the transformative speech writing web application www.speechformula.com. J.R. Steele is the author of

Your Best Speech Ever,
The Ultimate Public Speaking "How To Guide."



Deliver Your Best Speech Ever!

Why this Workshop?

Workshop Highlights

Deliver a Speech with Confidence

- Discover why the fear exists
- Conquer your fear
- Master the 10 Delivery Principles
- Make visuals count (C²ARES)

Write Your Best Speech Ever

- Conduct Audience Analysis(s)
- Create a clear purpose
- Select the best organizational strategy
- Write a skeleton outline
- Insert sources and connections
- Prepare slides & cards
- Prepare for delivery
- Reflect & refine

Speeches are recorded! Watch yourself and grow as a speaker.

Personal Coaching: 2 Hours, \$600 Report Included

Classroom experience not your style? Schedule a personal coaching sessions with Coach Steele! You can develop an upcoming speech, secure expert quality feedback or to have one-on-one coaching. Your first session includes your Personal Public Speaking Profile, an in-depth report identifying your strengths and weaknesses, opportunities and threats. Specific improvement goals are outlined in your Plan of Action. Coach Steele will support your development from the design of the speech to the delivery and post reflection.

Location

Willis Holcomb Center

Florida Atlantic University/
Broward College

225 East Las Olas Blvd., Fort
Lauderdale, FL 33301

954-201-7396

Upcoming Dates

Core Course: Fundamental Design and Delivery Principles, 2 Days; \$2195

- Jan 13 & 14, Sat & Sun 9 AM-5 PM
- Mar 18 & 19, Sat & Sun 9 AM-5 PM
- May 19 & 20, Sat & Sun 9 AM-5 PM

Deliver a Speech with Confidence: 2 Days; \$1995

- Jan-Feb 1st & 3rd Tuesday, 6-9 PM
- Feb 10 & 11, Sat & Sun, 9 AM-5 PM

Write Your Best Speech Ever (Speech Formula): 2 Days; \$2195

- Mar-Apr 1st & 3rd Tuesday, 6-9 PM
- April 14 & 15, Sat & Sun, 9 AM-5 PM

**Full Certification: 40 Hours
5 Speeches + 5 Critiques + Exam; \$2995**

- Jan-May 1st & 3rd Tuesday, 6-9 PM
- Mar 5-9, 9 AM-5 PM
- May 7-11, 9 AM-5 PM

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Public
Speaking
Institute



“ This is by far the most valuable workshop I have ever attended. Every second was filled with useful tips and techniques that will radically impact my ability to communicate better whether standing on a stage, responding to messages on my smart phone or mentoring a team member. —Jordan Parker ”

Your Best Speech Ever

The ultimate public speaking “How To Guide” featuring the Speech Formula—a proven design and delivery system.

J.R. Steele

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Institute, Fort Lauderdale, FL 2017



Dedication

To my students who have opened themselves to learn the life lessons speech provides; I have learned so much from you.

Acknowledgements

Many people helped make this book a reality. From the beginning, Julie Haan, Micki Johnson, and Marcia McPherson have supported my vision and provided tremendous morale support. As that vision morphed into *Your Best Speech Ever*, I am so grateful for the careful edit provided by James Lange. Nolan Haan never fails to have the courage to provide honest, meaningful feedback and has availed himself for many creative consultations. Mitchell, your input made a big difference! My support system includes a long list of cherished people who have listened, encouraged, admonished and offered patience throughout this project. Thank you! Amy Parker has painstakingly designed every page. She has the patience of a saint and has earned my deepest gratitude. Finally, Lloyd Cosby, my rock, thank you for your patience and so much more.

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For information contact www.yourbestspeechever.com

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"Feel free to share this – just don't try to pass it off as your own!
If you enjoy this book, I really hope you'll do me the favor of leaving a review.
You can connect with me jr@yourbestspeechever.com

10 9 8 7 6 5 4 3 2 1

Reviews

Finally! As a speech instructor who has used three different speech course textbooks over the past seven years in hopes of finding a book that would both awaken and enlighten my students, I view *Your Best Speech Ever* as, forgive the corny pun, the best speech text ever. Steele incorporates new, relevant research like that of Amy Cuddy's on power poses, deals with students' most palpable fears about public speaking while offering specific strategies to overcome them (unlike the overly-generalized tips that most books give), includes tools of engagement like self-awareness quizzes, numbered lists, cognitive exercises and surveys all while punctuating it with a unique sense of humor and wit—the type that students love in both a textbook and a teacher. Furthermore, I have asked my students to use the online engagement platforms for two other speech textbooks and they found them incomplete with a confusing user experience. I am eager to have my students use the online speech formula tool that Steele has developed to accompany her text. I'm beyond excited to get started!

Tiffani Knowles, Author of *HOLA AMERICA: Guts, Grit, Grind and Further Traits in the Successful American Immigrant*, Speech Instructor, City University of New York, NYC Public Schools, Barry University

Your Best Speech Ever helped me be the speaker I always wished I could be!

Katherine Espinosa, Athlete

Turns a frustrating and anxiety ridden experience into a journey of self-discovery and actualization.

John Leyden III, Student

A great and simple way to create a phenomenal speech.

Adam Dean, Ph.D.

No other book guides you through a logical process that allows you to clearly express your ideas, keeping the audience's needs foremost throughout each step.

Sam De Jesus, Nurse Practitioner

Your Best Speech Ever is a fantastic way to advance leadership skills with my staff. Each has their own copy on their desk."

Marcia McPherson, Owner Employment Resources

I have grown so much as a speaker. At first, I was too nervous to speak in front of an audience, mainly because I didn't know how to prepare. By mastering the Delivery Principles and then learning how to organize my ideas better, I now write worthwhile speeches that I'm excited to deliver.

Ninnosca Reyes, Radio Personality

Wow, this is the most organized way I have ever written a speech, even a paper. It forces you to thoroughly know your research, cite ethically, and organize your speech the best way.

Shaylis Guerrero

Awesome use for any form of presentation on any subject.

Kyle Schulze, Deaf Ninja Warrior

Works as great gift! My sons in college loved it as much as my colleagues!

Kathleen Casey, Esquire

Your Best Speech Ever is a no nonsense text for new or experienced public speakers. Each chapter is filled with checklists and strategies which can easily be revisited whenever tasked with delivering a speech. So grateful this tool is in my repertoire to enhance my leadership skills, which will allow me to succeed within my team, in the classroom and in the workplace!

Hanna Durocher, Student-Athlete

Your Best Speech Ever gives those of us who find public speaking terrifying permission to embrace our anxiety while providing us with the tools to overcome that fear. It accomplishes this by guiding us through the public speaking process using humor and practical structured approaches.

Darla J. Slicton, Ph.D. Clinical Psychologist

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For many people, the thought of speaking in public makes them tremble, sweat and stutter. I felt just this way when I taught my first college course. Imagine being the instructor for a group of 25 freshman college students and having to tell the group, “You have a speech to deliver.” At first, the speeches were painful to hear—for both students and the instructor! I soon realized that while there were some great textbooks out there, they did little to help students improve. I carefully analyzed each speech, each student, and each class. My instructional design background came in handy to identify a better way to ease the pain and anxiety and help each student deliver a dynamic speech.

After time, a Speech Formula emerged. As each student in each class applied the Speech Formula, a remarkable thing happened—their speeches became worth hearing, and their peers looked forward to speech day! Students began to develop a feeling of excitement at the idea of presenting their ideas because they had a message worth hearing and the confidence to do so. The Speech Formula provided a systematic way for them to improve. It was exciting to see the students enter the classroom terrified during their first presentation and soaring with confidence by their last. This confidence extended beyond the classroom. It penetrated their daily lives. Many reported receiving an array of compliments ranging from simple acknowledgment for having shared their ideas to salary raises, and many expressed enjoying healthier relationships with their friends and family. Public speaking is said to be the language of leadership for a reason. As student after student, class after class experienced the same improvement, the Speech Formula clearly showed it could help people reach their full potential by becoming better, more conscious communicators.

For the past several years, I’ve shared these principles with an array of individuals from the neighbor compelled to speak at the city commissioner’s meeting to business executives preparing for a company product launch and even an artist presenting a workshop about their life’s work. In each instance, it helped these individuals deliver their best speech. Recently, I had a speech to deliver. I followed the Speech Formula exactly. The process was so simple and fast. The speech could not have gone better. It fills my heart to know the Speech Formula works to help me deliver my best speech too! I am delighted to share the entire process of creating “Your Best Speech Ever.” Each chapter offers an array of probing questions; interactions and practice speeches that will help you build the specific skill addressed. This process helps you think differently when you communicate. You may notice that your dialog will become more precise—before long, you will be able to choose the right strategy for each audience. I refer to this transformation as being “Speech Actualized.” I encourage you to reach your full potential through the lessons learned from speech. I invite you to join those of us who have used the Speech Formula to become “Speech Actualized.” Let’s begin the journey to discover “Your Best Speech Ever”...

SPEECH COACH

J.R. Steele, M.S.

How to Read this Book

This book can be read differently depending upon your experience as a speaker and how you learn best. Allow me to explain.

Inexperienced Speakers: Your best approach to reading this book is to read the book straight through, begin with Chapter 1 and end with Chapter 8. Be sure to slow down as you go through the chapters and complete the activities provided throughout as they are designed to help you explore the ideas introduced in the chapter and build your ability to design and deliver a speech with confidence. At the end of every chapter, except the last, practice speeches are provided, do every one, as they will help you deliver your best speech ever!

Experienced Speakers: The beginning chapters go into depth explaining the fear and ways to conquer your fear. If you have already confronted your fear, you may want to advance through these ideas quickly and focus more on the chapters that focus on strategies to enhance your skill set as a speaker: Chapter 3 Transform Your Delivery, Chapter 4: Make Visuals Count, Chapter 7: The Speech Formula and Chapter 8: Putting It All Together

Sequential vs. Global Learners: The ideas in this book culminate in the final two chapters of this book. Readers have their own learning style. Some are more global and others sequential. For the global learners, taking a look at the “big picture” first is how you learn best. If this describes you, read Chapter 8 before you read Chapter 7. For sequential learners who prefer the details first and then the big picture just read the book as written.

Key Ideas Are Addressed from Different Angles: As you progress through the book, you will explore some ideas multiple times. Thoroughly understanding what goes into a speech and the process of creating a speech is complex. It involves an itinerant (back and forth motion) process. Therefore, elements must be addressed more than once. Let’s use “Source” as an example. Isn’t information important to insert in a speech? Of course, the information literally drives the speech; it is the reason for it. However, what is the best place to discuss it at length? There is no one specific place; in fact we address the significance and the use of a source in five different chapters from five different perspectives.

Chapter 1: Public Speaking Freaks us Out

- Not knowing your information increases anxiety.

Chapter 2: Conquer your Fear

- Knowing your information helps reduce anxiety.
- Quality, credible information gets speakers excited about delivering, thus reducing anxiety.

Chapter 4: Make Visuals Count

- Why it is crucial to break down research on your slides.
- How to keep your audience engaged as you present the content.
- How to cite sources correctly.

Chapter 7: Speech Formula

- The driving part of the Body is the Source.
- How to evaluate, identify and implement credible source content.

Chapter 8: Putting it All Together

- Description of when, where and how to conduct research.
- When, where and how to incorporate it correctly into the speech.

Yes, we discuss "Source" content quite a bit and given it's significance in the speech, we should. Writing a speech involves an itinerant process. Don't be surprised when significant elements of the speech are addressed within different chapters shedding new light on it's importance. If you fully complete the process, you will master each element therein.

Chapter 1:

Forget Spiders, Snakes and Claustrophobia, Public Speaking Freaks Us Out

Objectives

By the end of this chapter you should be able to:

1. Describe how Dorothy and her friends facing the Great Oz can help us face an audience with control.
2. Identify your physical response to speaking in public.
3. Explain how what we feel differs from how we react and respond.
4. Identify methods to reduce the use of filler words when speaking in public.
5. Evaluate two communication theories that help explain why the fear/anxiety exists.

Part 1: Lessons from Oz

Part 2: Reasons for the Fear

Part 3: Fear Exposed

What We Feel

How We Respond

Why We React

Practice Speech: Story Time

Practice Speech: Poetry Out Loud

“ There are two types of speakers:
those that are nervous and
those that are liars.
– Mark Twain ”

FEAR

Chapter 1

Forget Spiders, Snakes and Claustrophobia, Public Speaking Freaks Us Out

Imagine that you have a message and you have to share this message with one person. How does that make you feel? Now imagine that it is five people. Okay...50? 500? What instinctual thoughts come to mind if I told you that you had to speak in front of 5000 people? Did your level of anxiety change with the number of people? People's anxiety level often correlates directly with the number of people in the audience. Why?

Part 1: Lessons from Oz

Do you remember watching the movie classic, The Wizard of Oz (1939)? Dorothy and her friends travelled on an incredible journey in the hopes of meeting the Great Oz. When they arrived, the less than enthusiastic greeting ended with Oz declining their request for an audience. The group insisted, and eventually the Great Oz appeared. The heartless Tin Man, the brainless Scarecrow, the cowardly Lion, and the distraught Dorothy all stood shaking and terrified by the vast powers they imagined him to have.

Smoke and light billowed from the room as Oz spoke words that seemed to make the earth tremble. However, the smallest member of the team took no heed of the others. Little

“No one can make you feel intimidated except yourself.”

– Eleanor Roosevelt

Toto, Dorothy's dog, ran over and peeled back the curtain, revealing the control booth where a mortal man stood, anxiously grasping and clutching various buttons and levers, attempting to maintain the facade.

My clients often experience the same terror Dorothy and her friends displayed as they stand before an audience. Like the characters in the Wizard of Oz, the anxiety-shaken speaker allows irrational fear to interfere

with performance—in essence, they disempower themselves. Often, just moments before, these trembling individuals addressed the same group from their seats, raised their hands, participated, and boldly shared their ideas only to shrink in stature, reduced to a bumbling sack of nerves when they stand before the same group to deliver a presentation. What changed? How does the difference between a seat “within” the group to the space “in front” of the audience change a person's entire demeanor and state of mind?

One of my favorite quotes by Eleanor Roosevelt (O'Toole, 2012), warns us of falling prey to insecurities. She stated, “No one can make you feel intimidated except yourself.”

An audience has no more magical powers than the Wizard of Oz. Our perception of the experience fuels the terror. The mere thought of standing before an audience is more than most can stand, leading to fear and avoidance. So, claim personal power and don't follow Dorothy's example of ceding control to your audience.



Interaction 1.1: A Lesson From Oz

Question: What lesson do we learn from Dorothy and her friends about how to handle anxiety in the face of the unknown?

- a. Trust the unknown, embrace the experience.
- b. Don't ever trust anyone except yourself.
- c. Resist the urge to feed fear of the unknown. Manage your perceptions and hold onto your power.
- d. Remember that both parties are equally anxious.

Part 2: Reasons for the Fear

It's human nature to want to make a positive impression on other people. Billions of dollars are spent each year to create just the right image so that others perceive us in a certain way. For example, consider your wardrobe, jewelry, personal hygiene (haircuts, makeup, waxing), vehicles, houses—the list is endless. We deliberately spend money to create the image we want to convey to others.

Speaking in public often accentuates concern about our image, in proportion to the size of the audience. The prospect of making less than a great impression can leave you feeling vulnerable. Uncertainty erupts, fanning flames of anxiety. This anxiety that many experience

is common indeed. Numerous research instruments and studies spanning decades reveal that a majority of people report experiencing anxiety when faced with speaking in front of a group of people (Bodie, 2010; McCrosky, 1970; Stein, Walker & Ford, 1996).

In relative terms, do you know how much anxiety you experience? Is it high, medium, or low? Let's find out! In 1970, McCroskey developed the first scale to measure communication apprehension as it relates to public speaking anxiety. This scale is highly reliable. Take the Personal Report of Public Speaking Anxiety (PRPSA) test to determine your anxiety level.

“ If I went back to college again, I'd concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively. ”

– *Gerald R. Ford*



Interaction 1.2: How Much Public Speaking Anxiety Do You Experience?

Instructions: Personal Report of Public Speaking Anxiety

This instrument is composed of thirty-four statements concerning feelings about communicating with other people. Indicate the degree to which the statements apply to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree with each statement. Work quickly; record your first impression.

1. While preparing to give a speech, I feel tense and nervous.
2. I feel tense when I see the words “speech” and “public speech” on a course outline when studying.
3. My thoughts become confused and jumbled when I am giving a speech.
4. Right after giving a speech I feel that I have had a pleasant experience.
5. I get anxious when I think about a speech coming up.
6. I have no fear of giving a speech.
7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
8. I look forward to giving a speech.
9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
10. My hands tremble when I am giving a speech.
11. I feel relaxed when I am giving a speech.

12. I enjoy preparing for a speech.
13. I am in constant fear of forgetting what I prepared to say.
14. I get anxious if someone asks me something about my topic that I do not know.
15. I face the prospect of giving a speech with confidence.
16. I feel that I am in complete possession of myself while giving a speech.
17. My mind is clear when giving a speech.
18. I do not dread giving a speech.
19. I perspire just before starting a speech.
20. My heart beats very fast just as I start a speech.
21. I experience considerable anxiety while sitting in the room just before my speech starts.
22. Certain parts of my body feel very tense and rigid while giving a speech.
23. Realizing that only a little time remains in a speech makes me very tense and anxious.
24. While giving a speech, I know I can control my feelings of tension and stress.
25. I breathe faster just before starting a speech.
26. I feel comfortable and relaxed in the hour or so just before giving a speech.
27. I do poorer on speeches because I am anxious.
28. I feel anxious when the teacher announces the date of a speaking assignment.
29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
30. During an important speech I experience a feeling of helplessness building up inside me.
31. I have trouble falling asleep the night before a speech.
32. My heart beats very fast while I present a speech.
33. I feel anxious while waiting to give my speech.
34. While giving a speech, I get so nervous I forget facts I really know.

Scoring: To determine your score on the PRPSA, complete the following steps:

Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34

Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26

Step 3. Complete the following formula:

$$\text{PRPSA} = 72 - \text{Total from Step 2} + \text{Total from Step 1.}$$
 Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.

My Score

- a. High level of public speaking anxiety = > 131
- b. Moderate level of public speaking anxiety = 98-131
- c. Low level of public speaking anxiety = < 98

Why do you think people fear public speaking? Stein, Walker and Forde (1996) asked participants a similar question and found people were afraid of: doing or saying something embarrassing (64%), their mind going blank (74%), being unable to continue talking (63%), saying foolish things or not making sense (59%), and trembling, shaking, or showing other signs of anxiety (80%). When I asked this question, a variety of answers emerge from the audience. The following list, The Top Ten Reasons People Fear Public Speaking, is based on a survey I conducted based on over 2000 student reports (Steele J.R., 2016).

Table 1.1: Top Ten Reasons People Fear Public Speaking (lowest to highest)

#10	Fear of the audience.	The number of people is intimidating.
#9	Fear of rejection.	The audience will shut you down and not want to listen. You don't think your thoughts are worth it!
#8	Fear of the unknown.	You are not used to the experience. You feel insecure trying something new. There is a general paranoia of "But what if...!"
#7	Fear of harsh criticism.	Criticism can be very difficult to handle. Feedback of any type can leave you feeling vulnerable as you open yourself to hear another's thoughts about you!
#6	Fear of being unprepared.	Concerned about <i>not</i> being able to answer questions or that other people might know more than you do.
#5	Fear of looking stupid.	Lack the confidence to stand in front of an audience. You don't want to have to be held accountable for your words.
#4	Fear of failing or not doing something right.	"Oh, my, what if I don't represent myself well?" or "How can I express this idea better?"

Table 1.1: Top Ten Reasons People Fear Public Speaking (lowest to highest)

#3	Fear of making a mistake.	You don't want others to witness your imperfections. You want others to see you as perfect! "What if I fail?" or "What if I forget all my words and blank out?"
#2	Fear of being judged by people.	Knowing that eyes are evaluating you and sizing you up!
#1	Fear of attention.	Being looked at or singled out in front of peers. It seems most people don't wish to be the center of attention.

Does this list accurately display your reasons for the fear? Undoubtedly, speaking in public is a real fear that most people experience to some degree. A student of mine named Elvis, a veteran of the first Iraq war, was years older than typical freshmen when he returned to college. He told me, "I have faced real combat situations with bullets flying and missiles exploding and never experienced the stress of being in that little space in front of these desks. You have no idea what that space does to a man."

Part 3: Fear Exposed

What We Feel: Psychological

Public speaking evokes a wide range of emotions within presenters that range from mild to severe, from stress to fear, even to phobia. People talk about their fear, comedians joke about the fear. For example, Jerry Seinfeld said, "According to most studies, people's number one fear is public speaking. Number two is death. Death is number two? Does that seem right? To the average person that means that if they have to go to a funeral, they'd be better off in the casket than giving the eulogy." While Seinfeld may be taking a few liberties with the research, public speaking evokes a strong response in most people. Some have exposed themselves to the stage enough that they have come to enjoy the experience—it can be a rush, almost intoxicating, as anxiety turns into euphoria when the audience response is positive.

This section is specifically valuable for those who have not conquered this anxiety and do not understand these emotions. Stein, Walker, and Forde (1996) interviewed 499 respondents.

One third reported that they had excessive anxiety when they spoke to a large audience. McCrosky (1970) reports that 70% of college students express a fear of public speaking. Let's take a moment to distinguish between three key words: fear, phobia, and anxiety.

“The only thing we have to fear is fear itself.”
— Franklin D. Roosevelt



Interaction 3: Who's Afraid of Public Speaking?

Identify which of the following famous people expressed a deep fear of public speaking.

Adele	Aristotle	Rowan Atkinson	Warren Buffett
Winston Churchill	Leonardo DiCaprio	Harrison Ford	Sigmund Freud
Mahatma Gandhi	Rebecca Gibney	Hugh Grant	Samuel L. Jackson
Thomas Jefferson	Steve Jobs	Nicole Kidman	King George VI
Abraham Lincoln	Sir Isaac Newton	Joel Olstean	Anthony Quinn
Julia Roberts	Margaret Sanger	Jimmy Stewart	Barbara Streisand
Bruce Willis	Oprah Winfrey	Reese Witherspoon	Tiger Woods

Answer: All of the above had a deep fear of public speaking.

Fear

Many words have been written about fear throughout the ages. In his inaugural address, Franklin D. Roosevelt, the 32nd President of the United States declared (1933), "The only thing we have to fear is fear itself." I once heard a speaker report that "FEAR" stands for False Evidence Appearing Real. No matter if it is real or imagined, fear is a big industry. Fear is instinctual; it is a primitive emotion aroused by a perceived threat to our personal safety or interests. Some fears are objective, such as a car hydroplaning on the highway, while others are psychological, as in a fear of a person or situation that seems to threaten status or prestige. Sometimes we are conscious of our fears, while other times we are completely unaware. Whatever the case, fear can wreak havoc on our soul. Experience conditions us to respond with fear or not. Our ideas about fear differ greatly.

A hint of fear can add intensity to an experience. Some may be attracted to fear, maybe most. But not all seek it out. Plenty of us refuse to read Steven King, ride roller coasters stand on the edge of cliffs or climb the high diving board. Consider cultural traditions such as Day of the Dead observed in many Latin cultures which honors deceased loved ones by creating altars, masks and visiting the dead graves with gifts. Another holiday which originated in Eastern Europe features Krampus, a horned folklore figure that is half-goat, half demon, who during the Christmas season, punishes children who have misbehaved. Throughout the world, scary costumes are donned and décor displayed to celebrate Halloween. Each year millions of people flock to Haunted Houses to be scared. What started as Fright Nights back in 1991 quickly became Halloween Horror Nights as Universal Studios realized that people's desire to be scared was big business. Today, Universal Studio's theme parks in Orlando, Japan, Singapore, and Hollywood annually scare hundreds of thousands of park goers who subject themselves by happily paying over \$100 to be terrified! The emotion evoked from this the anticipation of being frightened adds excitement. Capitalizing on fear can be a big business—too many profit over others' plight.

“ You always have two choices: your commitment versus your fear. ”
–Sammy Davis, Jr.

Dread

What is dread and how does it differ from fear? We usually think of dread as a state of apprehension that persists over a longer period. When is the last time you have really dreaded an event or required confrontation? It can be a horrific feeling, impacting our outlook. It’s that feeling that many speakers get when they realize they have a future speaking engagement. Research shows that the highest level of anxiety is experienced immediately after a speech is assigned (Behnke & Sawyer, 2001). When we talk of fear of public

speaking this is different than dread. The fear of public speaking tends to occur closer to the speaking engagement, usually just before a performance. Dread, however, is the anxious wait contemplating an unknown outcome.

Social Phobia

The Encyclopedia of Phobias, Fears and Anxieties defines social phobia as “extreme fear of being evaluated, criticized, censured, embarrassed and humiliated, or in some way, punished in a social setting by the reactions of others” (Doctor, 2008 or Hamner & Arana, 2007). They go on to explain, “The essential feature of a social phobia is a persistent distinct fear of social or performance situations in which embarrassment may occur.” Remember the top reasons people fear public speaking? Notice the direct correlation with this definition. Each concern listed in the definition is amplified by standing in front of an audience.

Table 1.2: Fear Exposed

FEAR EXPOSED

What we feel	How we react & respond
Dread = terror or apprehension of future event	Stress = pressure exerted on one thing by another
Fear = primitive (DNA) emotion to a perceived threat	Anxiety = distress or unease marked by physiologically, verbal & nonverbal signs
Phobia = persistent irrational fear (most extreme)	Fight, Flight or Freeze

A specific phobia has been coined to address this phenomenon: “glossophobia,” coming from the Greek word ‘glosso,’ meaning tongue, and ‘phobos,’ meaning fear or dread. Glossophobia is characterized as intense anxiety brought on by having to speak in public (Doctor, 2008). About 7% of all people self-identify as having a social phobia (these numbers vary between different regions and cultures Pollard, et al., 1989). While that number amounts to several million people, this is not the majority of the population. Glossophobia does not discriminate; it affects people of all backgrounds, cultures, experiences, and ages. In the Social Psychiatry and Psychiatric Epidemiology (Furmark, et al., 1999), public speaking was cited as the most common social fear. Of those who identify as having a phobia, 89.4%

include public speaking (Faravelli et al., 2000). Of those that have a social phobia, Pollard, et al. (1989) found only about 8% seek help.

Those who do not seek help experience:

- 10% lower graduation levels,
- 15% reduction in ability to move into a managerial position,
- 10% reduction in wages.

These statistics do not begin to capture the impact these phobias can have on our relationships. If the thought of communicating to a group causes you to avoid the situation, drop classes, or quit, or if this anxiety disrupts your everyday life, you are experiencing a phobia. Seek professional help! A licensed therapist in conjunction with a public speaking coach would be a great combination.

The good news is that the success rate is high for those who get help. David Barlow, director of Boston University's Center for Anxiety and Related Disorders says 90% of people can be cured (Travis, 2004). New research is exploring ways to scientifically eliminate anxiety. Techniques range from inoculation therapy (Compton, Thornton & Dimmock, 2017) aimed at helping presenters interpret their speech-related anxiety more positively to honing public speaking skills in front of nonjudgmental "audience dogs" (Fandos, 2016). Unbelievably, students at American University are encouraged to practice their speeches to an audience of canines! Here's a quote from their program, "Addressing a friendly and nonjudgmental canine can lower blood pressure, decrease stress and elevate mood—perfect for practicing your speech or team presentation." So help is on the way and in many forms!

“ Courage is resistance to fear, mastery of fear, not absence of fear. ”
—Mark Twain



Interaction 1.4: How Does Your Body React When You Stand in Front of an Audience to Speak?

Circle all that apply.

Physiological	Dry mouth	Enhanced sweat production
	Increased heart rate	Nausea
	Increased blood pressure	Stiffening of muscles
Non Verbal	Nervous shaking	Redundant behavior such as rocking back and forth, pacing, touching a part of the body repetitively, etc.
	Avoiding looking at the audience	Blinking or <i>not</i> blinking (deer in the headlight look—eyes wide open)
	Twisting legs	
Verbal	Stuttering	Using filler words including “like,” “um,” and “so,” etc.
	Speaking too quickly	Inability to speak at all—freezing up
	Speaking too softly	



Interaction 1.5: Is Your Life Limited by Fear, Dread or Phobia Associated with Speaking?

Does your unease regarding public speaking limit your life? If so, how? If you could overcome or manage your fear, how would your life be different?

How We React & Respond: Physiological

Unfortunately, the mental anguish public speaking causes is not the end of this anxious saga, our physical response and individual reactions can be agonizing, even debilitating. Reports from people who have examined their fear and anxiety about public speaking consistently support the conclusion that symptom severity is directly correlated with degree of stress experienced and the anxiety created. Although the terms “stress” and “anxiety” are often interchanged, there is a difference, let’s distinguish between them.

Stress

Whenever pressure is applied from one thing to another, stress occurs. As it pertains to public speaking, when we agree to speak at an event, pressure about the speaking engagement is applied to the speaker. The Merriam-Webster Dictionary (2017) defines stress as, “a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances.” Our reaction to the stress creates anxiety. Simply put, “stress is the response we have to a threat and anxiety is a reaction to the stress” (ADAA, 2017). Adrenaline is a hormone released in stressful situations. When it flows, it triggers specific organ responses similar to symptoms of shock. These responses may include increased heart rate, trembling, sweaty palms, gastrointestinal illness including nausea, knots and butterflies and a lump in the throat. Any of these may result from the stress created by speaking in public. (Chambers, et al. 1984; Clements and Turpin, 1996 and Behnke, Beatty, & Kitchens 1978). While there are many tips to manage stress from relaxation techniques to avoiding caffeine and alcohol, the Anxiety and Depression Association of America (2017) reminds us that physical activity is a proven way to reduce stress.

Anxiety

Anxiety is a manifestation of stress created by the pressure applied from the “dread”, “fears” and or “phobias.” It is among the many adverse effects of stress. The medical definition of anxiety by the Merriam-Webster Dictionary (2017) is, “an abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one’s capacity to cope with it.” Therefore, the degree of anxiety you experience physically is in direct proportion to the amount of fear you perceive. In cases where anxiety persists over a six month period of time, it can be considered a legitimate mental disorder, stress on the other hand is not (Groberman, 2017).

Fight, Flight or Freeze

Typically, there are three responses to severe stress: fight, flight, or freeze. In 1915,

Cannon first identified that fear is often accompanied by a physiological reaction controlled by the autonomic nervous system. Adrenaline flows, causing a variety of reactions: pulse rate increases, sweat glands activate, mouth dries, limbs tremble, face pales (Caxton Encyclopedia, 1977). Historically this has been referred to as the “fight or flight” syndrome, and even Darwin explained this evolutionary phenomenon (Workman, 1977). Scientists recently added another response to the list, “freeze,” giving us three responses to stress: fight, flight, or freeze.

Let’s explore how these reactions manifest themselves in different ways as it relates to public speaking. My experience as a “coach” has allowed me to witness each of these reactions. The “fight” response often manifests itself as friction between the speaker, the instructor, the speech, the event coordinator and sometimes even audience members. Come presentation day, the excuses that pour in can literally drown the class. I have had situations where out of fifteen speeches scheduled for a particular day there were three deaths from family members, four hospital emergencies, and five car breakdowns which tragically rendered the presenters unable to deliver their speech. Perhaps the most memorable excuse I have heard from a presenter who was practicing her speech on her balcony when a bird flew overhead and pooped on the ground where she was causing her to step on it, slip and fall over a chair and table finally landing on the concrete patio. In the process she pulled out her back completely and lay for hours unable to move in the scorching hot sun on her balcony until her roommate returned. Her description was so vivid, I allowed her another presentation opportunity just for the laugh she provided. Her back, miraculously healed by the next class. “Flee” amounts to finding excuses to avoid the event, maybe even running out before the speech or even mid speech. “Freeze” is when you find yourself facing the audience and you are unable to move or speak.

What is your instinctual reaction to a threat? Do you fight, run or freeze? Who wants to endure the torture of any of these responses? When it comes to public speaking, people often seek to escape from the experience or avoid it altogether. In 2017, 1511 adults responded to the Chapman University Survey on American Fears. Results disclosed that 25.9% were afraid or very afraid of public speaking, coming in second place just below reptiles. To see a full list of fears from the Chapman study visit this link : <https://blogs.chapman.edu/wilkinson/2016/10/11/americas-top-fears-2016/>

Reactions vary drastically. On one side of the pendulum lies a serious social phobia and on the other a manageable, mild anxiety.

Avoid Using Filler Words

Our reaction can cause us to speak utter nonsense! This verbal reaction is so prevalent it needs to be addressed. How can you avoid filling pauses with filler words? A filler word or discourse marker is an apparently meaningless word, phrase, or sound that marks a pause or hesitation in speech (Safir, 1925). Also known as a pause filler or hesitation form. Some of the common filler words in English are um, uh, er, ah, like, okay, right, and you know. While these words often pepper general conversation, studies show that anxiety or stress trigger a significant increase in the number and variety. For some, stuttering or “disruptions in the production of speech sounds, also called ‘disfluencies’ actually occurs” (ASHA, 2017). The American Speech-Language and Hearing Association (ASHA), explains that “these disfluencies can impede communication when a person produces too many of them.” So like,

um, this topic is you know, like really, really important folks. Ah, I mean, we kinda, like, all use these, um, phrases and, or, ah, words to kinda, um, get our message across. And... ah, sometimes we can kind of like elongate our aaaannnnnddds ooorrerr other conjunctions. OK? Does that make sense?



Interaction 1.6: Filler Word Trivia

Filler Word Trivia: circle your favorite filler words.

Like	Right	Ah	I mean	Okay
Er	You know	So	Totally	Um

Who uses the most filler words? Check all that apply:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> Men |
| <input type="checkbox"/> Younger | <input type="checkbox"/> Older |
| <input type="checkbox"/> Disorganized Person | <input type="checkbox"/> Conscientious Person |

Why do we insert filler words? Check all that apply:

- | | |
|--|---|
| <input type="checkbox"/> Stall for time | <input type="checkbox"/> Strengthen a statement |
| <input type="checkbox"/> Reduce harshness of statement | <input type="checkbox"/> Include listener |
| <input type="checkbox"/> Show you are thinking | <input type="checkbox"/> All of the above |

Answer: Women, Younger, Conscientious Person (Laserna, Seih & Pennebaker, 2014)

When filler words are used, they impair the communication process for two reasons. First, they dilute the message. How would you feel if you asked for a drink and received one diluted with water or too much ice? What would your reaction be? If you don't want your audience to have the same response, work on developing awareness of using these words and practice pausing to think before you speak. Secondly, Brennan & Williams (1995), found that audiences interpret pauses filled with meaningless phrases to mean that speakers do not know what they are talking about. This decreases the speaker's credibility.

The beginning of the speech is generally the most stressful. This causes many speakers to begin with a barrage of irrelevant words, phrases and thoughts. Careful attention and preparation can help you avoid this trap.



Interaction 1.7: Reduce Filler Words

Step 1: Choose one of these topics: aliens, Academy Awards, sports, self-driving cars, pets, Sunday afternoons, habits, rainy days, theater, college, stock market, politics, or travel.



Step 2: Speak spontaneously for two minutes, delivering an impromptu speech using the word prompt you selected *without* using any filler words. Make every attempt to include the elements of a speech—an introduction, body and conclusion. Time yourself. Be sure you speak *without* using any filler words. The first time you use one, you are forgiven, the second time, your time is up! How long can you speak without using a filler word?

Record yourself speaking and listen for the patterns you use to “fill the space...” This is a great activity to do with friends, even at a party; you can also do it alone by recording your speech. Repeat this activity as often as you like until you can reach the goal and control your use of filler words.

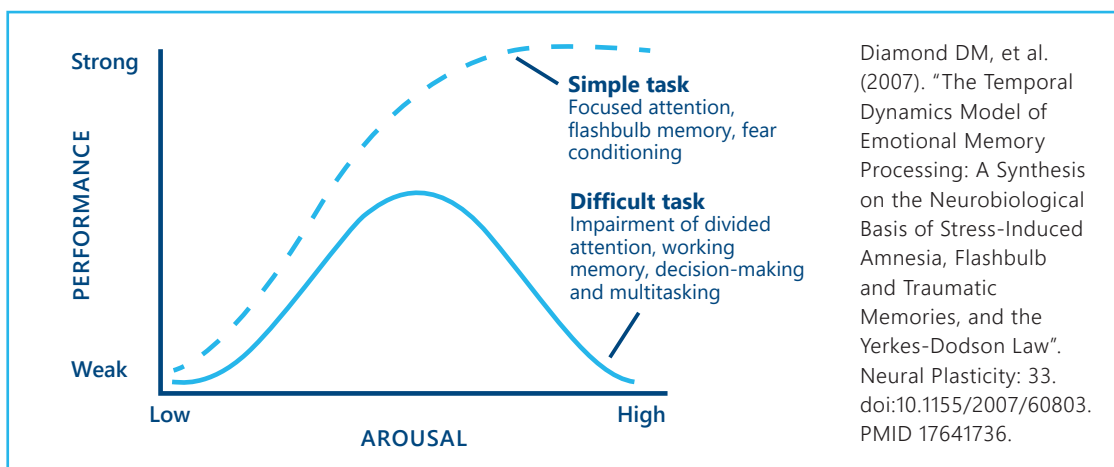
Positive Benefits of Stress and Anxiety

Is stress and anxiety inherently a bad thing for us to experience? No. Stress and anxiety can help or harm us. Stress related to an upcoming event can propel you to work harder on preparation and be ready to give a great speech! On the other hand, if fear overtakes and debilitates you, rendering you unable to focus and perform, it harms you.

Yerkes-Dodson Law

Most speakers and performers exhibit some type of anxiety before they take to the stage. A certain amount of anxiety when performing complex tasks, such as speaking in front of an audience, can be a good thing when it spurs the speaker to optimal performance. Research (Yerkes-Dodson, 1908) has shown a relationship between arousal and performance. A heightened sense of physiological arousal may lead to enhanced performance, but only to a certain point after which performance decreases. This graph shows the relationship.

Figure 1.1: Yerkes-Dodson Law



The key concept to understand here is that everyone gets a bit nervous when speaking in public. If you can keep your anxiety in “the zone” then you can perform at your peak. Conversely, if you don’t overcome your anxiety when speaking, then your performance may suffer.

Reducing Anxiety

An array of situations can serve to heighten or decrease the amount of anxiety you experience. Some may feel anxious about a particular event at a particular time (state anxiety); others feel anxious about the event because of the circumstances (trait anxiety) (Behnke & Sawyer, 2001). Other typical factors include the number of people in the audience, who the people are, how critical they will be, how their opinions can impact you, whether or not you are prepared, the layout of the room, your expertise in the field, and the significance of your presentation.

As you develop your public speaking skills, do everything you can to reduce the anxiety you feel. John Travis (2004) in his article, *Fear Not*, shows we can conquer fear. “It’s not a simple matter of erasing scary memories. Instead, it seems that people can learn to suppress a fright reaction by repeatedly confronting, in a safe manner, the fear-triggering memory or stimulus.”

What are ways that we can “repeatedly and safely confront the stimulus”? A variety of strategies can help. It makes sense that being well prepared would reduce your anxiety. One of the first studies in 1989 by Daly, Vangelisti, Neel, & Cavanaugh revealed that familiarity with the audience and environment helped to reduce anxiety. O’Hair et al, (2001) found that practice could instill individuals with confidence and positive attitudes toward speech performances. Smith and Frymier (2007) found that practicing before an audience is key — the larger the audience, the better! The bad news is that people who experience the most anxiety prefer focusing on slides and cards rather than facing an audience (Verderber & Verderber, 2002).

Table 1.3: Research Says You Can Reduce Your Anxiety

Research Says You <i>Can</i> Reduce Your Anxiety	
1. Know your audience (Daly et. al, 1989).	5. Deliver speeches to audiences (Smith & Frymeir, 2007).
2. Know your room (Daly et. al, 1989).	6. Share a personal story (Widrich, Year & Hsu, 2008 & Stephens, Silbert & Hasson, 2010).
3. Practice in front of people (Smith & Frymeir, 2007).	7. Engage audience (Steele, 2016).
4. Practice (Travis, 2004 & O’Hair et. al, 2001).	8. Clear purpose & points (Steele, 2014 & Llopis, 2015).

In my experience, the quality of the content makes a big difference. When the message is personally meaningful and speakers have found ways to connect with the audience, they experience less anxiety. They are often filled with enthusiasm or excitement about giving the speech. Just like research shows that you will improve by practicing in front of an audience

(Smith & Frymier, 2007), as you deliver more speeches to live audiences, familiarity with the experience will increase your comfort with speaking. The more times you speak in public, the less anxiety you will encounter, particularly if these times are closer together rather than years apart. A large array of anxiety-reducing techniques are available to help you manage the stress! You are not alone. Most people are highly affected by the experience of speaking in public. Just remember Mark Twain's quote from the beginning of the chapter. All speakers feel nervous and anxious; however, most can harness that anxiety to empower their message.

People everywhere, from successful business people such as Bill Gates and Steve Jobs, to politicians such as Margaret Thatcher, Winston Churchill, Abraham Lincoln, and political activist, Margaret Sanger, are reported to have experienced extreme anxiety at the idea of speaking in public (Ashby, 1995; Clark, 2011). For decades, debilitating fear kept Barbara Streisand from performing on stage for decades as a result of her debilitating fear. And early in their careers, Leonardo DiCaprio and Reese Witherspoon hoped that they would not win an award to avoid delivering an acceptance speech! Even great leaders like Mahatma Gandhi had to summon the courage to speak their truth to the public—and sometimes failed. In one instance, Gandhi actually stopped speaking and handed the speech to someone else to read. He explained, "My vision became blurred and I trembled, though the speech hardly covered a sheet of foolscap," he recalled (Clark, 2011).

Numerous extremely successful people like business magnate, investor and philanthropist Warren Buffett (2017), President Gerald Ford and astronaut Story Musgrave (2015) unequivocally proclaim that the most important class they ever took was Public Speaking (2015). They state that they would never have experienced the success they did attain without confronting their fear and learning to express their ideas and opinions in a way that others would heed (Kunheart & Oaks, 2017).

In the movie *Becoming Buffett* (2017), Buffett describes the debilitating shyness he faced, terrified to even state his name. Today, he is one of the richest people, with a net worth of billions. He knows this never would have been possible if he had not summoned the courage to enroll in a public speaking development course. Still today, his college diplomas do not hang above his desk, but his certificate from his Dale Carnegie Speaking Course does. When it comes to investments, Buffett believes developing your public speaking skills is the best investment you can make in your life. Dale Carnegie eloquently insists, "There are four ways, and only four ways, in which we have contact with the world. We are evaluated and classified by these four contacts: what we do, how we look, what we say, and how we say it."

Why We React: A Theory That Helps Explain the Turmoil Caused by Speaking Publically

Facework

The most helpful theory I have found in the field of communications to explain why we react to speaking in public is the concept of Facework first defined by Erving Goffman (1956). The concept of face refers to the "dignity or prestige" we seek from others... a sense of worth that comes from knowing one's status. Goffman defined the concept of face (1956), as "the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact" (p. 268). Goffman believed that all people have a face and it was their goal to put forth the most positive images of themselves in public (Cupach & Metts, 2008, p. 203-206). Goffman wanted to answer two primary questions: (1) why and

how people construct their public images and (2) what strategies people use to maintain or restore their own or others' images if those images are lost or threatened (Cupach & Metts, 2008, pp. 203-204).

Think back to the last time you were alone—totally alone and out of sight. What did you do? How did you behave? Did you scratch a private spot, pick your nose, or expel some gas? What did you wear or not wear?

Now let's recreate the scene. Suppose your boss was there with you. How might your behavior change? Would you dress differently? Would you sit the same way? Would you monitor your body language or physical movements? Most likely, the answer is yes.

One amazing part of our relationship with pets is that we don't have to manage our "face" when they are around—they are thrilled to see us no matter how our hair looks or what clothes we're wearing. They couldn't care less if we are dripping with sweat or dressed to impress.

When it comes to people, no matter how close to us they are, some self-monitoring occurs. Think about the clothes you last wore in public. What did this outfit say about you? Why did you choose this outfit? Think about clothes you've noticed on people you've recently seen. Pay attention to wardrobe choices of random strangers you see in a public place. Notice the color, the style, and the size. Subtle characteristics like style, condition, fit, color, and other elements send messages about who we are. Some people spend more time managing their image than others, and even the amount of time spent speaks volumes about who we are.

Let's move beyond our clothing to further explore "face." Have you ever heard the saying "to save face"? We emotionally invest in our "face." We can "lose face," "maintain face," or "gain face"; we must constantly attend to our "face" during an interaction. Usually, people cooperate, but why? Both parties are vulnerable. When people don't cooperate, we're upset! Consider the 2009 MTV Video Music Awards Ceremony where Taylor Swift, a young woman awestruck by the realization that she had won an award, faced a large audience. As she began to share words of thanks, rambunctious rapper Kanye West sauntered on stage. He snatched the microphone from Swift's hand and said, "I'm sorry, but Beyoncé had one of the best videos of all time." He then made an obscene gesture to the audience.

Consider how these celebrities managed their "face" in this scenario. What was the outcome? Three people were involved: Kanye West, Taylor Swift, and Beyoncé Knowles. Who lost face, who gained face, and who was the victim?

Kanye West undoubtedly lost face, but who knows? With his bad boy image, perhaps his fans thought it "cool." In their eyes, perhaps he gained face, but by the rest of the world's standards, he was disgraced so much that he apologized. Most everyone felt sorry for Taylor Swift. She didn't do anything to agitate the situation, but his obnoxious behavior ruined her moment. (Remember, she had the power when she held the microphone! Startled by Kanye's appearance, she turned it loose, thus becoming a victim.) Beyoncé handled the situation with grace and dignity, bringing Taylor back on stage when she won another award and sacrificed her "moment" by allowing Taylor the opportunity to recapture hers. This singular moment revealed Beyoncé's character. As a result, she came out better for the incident, having gained more respect and more prestige.



Interaction 1.8: Losing Face

When is the last time you challenged someone's face?

When is the last time someone challenged your face?

During personal relationships, we deal with managing our face all the time. Most of the time it is not threatened, but occasionally it is! When situations cause us to feel threatened, they cause us to retreat, defend, defuse, or surrender. While we may manage these challenges in daily life, being challenged in front of a group is disconcerting. Someone might ask us a question we don't know. What if an audience member knows more than we do? What if we mess up by falling or forgetting our words? The "what ifs" of managing our "face" publicly can understandably cause our heart to beat a bit faster, our hands to sweat, and for us to dread the event entirely.

While other communication theories can be used to explain speech anxiety, we will stop here. Hopefully this information gives you better understanding of your fear and its source. Perhaps you see the truth behind the Great Fear, just like Dorothy, Toto, and her friends experienced when Toto pulled back the curtain revealing the "Great Oz" as a mere mortal. Their fears were not justified—they were scared of nothing more than smoke and lights. Your audience is filled not with ogres, but with people just like you and me. Now that you have taken the first step to know why public speaking freaks you out, you are ready to move to the next step and face your fear.

“ You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this horror. I can take the next thing that comes along.' You must do the thing you think you cannot do. ”

– *Eleanor Roosevelt*



Chapter 1 Review Questions

1. Describe the similarities between Dorothy and her friends facing the Great Oz and a person facing an audience.
2. Why do you believe people experience speech anxiety?
3. Describe some of the physical responses to speech anxiety. Do you exhibit any of these? Which ones?
4. What is the name of the phobia associated with the “fear of public speaking”?
5. How does the Yerkes-Dodson law apply to public speaking?
6. Describe a communication theory which explains why the fear/anxiety exists.
7. According to Stein, Walker and Forde, what is the least reason people fear public speaking and what is the main reason? What is the difference between the two?
8. What are three typical responses to stress?
9. How does dread differ from fear?
10. Describe the difference between Stress and Anxiety.
11. What are three ways you can reduce anxiety?
12. How do we emotionally invest in our face?
13. Which quote from this chapter resonates with you the most?

Practice Speech Exercise

Use the Practice Speech Exercise to implement the strategies discussed in this chapter. Each Practice Speech Exercise has a designated level.

Level 1: Awareness

You have a desire to develop your public speaking skills. You have a common knowledge or an understanding of basic techniques and concepts but have strong emotions about the experience. Anxiety level, high.

Level 2: Novice

You have delivered a few speeches and want to improve. You need direction to speak confidently and effectively. You are anxious to employ new tips, techniques, formulas, and strategies to wow your audience. Anxiety level, high to medium.

Level 3: Intermediate

You know the basics of delivery and design. Expert help may be required from time to time, but you can usually prepare a speech on your own. You know that there are an array of opportunities in both your design and delivery technique and seek support to improve. Anxiety level, medium.

Level 4: Advanced

You can perform the actions associated with this skill without assistance. You are able to recognize strengths and weaknesses in yourself and others. You realize that you can always improve and you desire to do so. Anxiety level, medium to low.

Level 5: Expert

You are known as someone who can speak comfortably to an audience. You can even provide guidance, troubleshoot, and answer questions if asked. You can critique others competently. You are hungry and yearn to deliver your best speech ever! Anxiety level, low.

Following the instructions for the Practice Speech Exercise is a Sample Speech. You have the option of using the sample speech or creating your own speech following the instructions. Each Practice Speech Exercise is designed to develop your skill as a speaker. Practice deliberately. Enjoy the confidence and competence you will experience as a result of your focus, effort, and commitment.

Note: Record yourself delivering these speeches. It is the best way to grow and develop.

Level: Awareness, Novice



Practice Speech: Story Time

Time Limit: 60-90 seconds or length of book.

Target Audience: Volunteer at the local library for a story hour with a group of twenty children, four to six years old. Assume that the reading area is located within a larger room, though separated somehow. You will need to speak loudly to keep the tykes' attention and everyone can hear you.

Instructions: Read a short, engaging child's book or story. Practice it a few times. Be sure that you rehearse enough to maintain eye contact 75% of the time. Speak with a relaxed throat and voice for natural projection. Use inflections to create excitement and enthusiasm. Use facial expressions to portray the story's emotions. Energize the story in every way you can, with vocal sounds and props if available.

Delivery Options

Option 1: Read the story to an imaginary audience in the largest room you can find. Use pillows or stuffed animals to substitute for the young tykes described in your target audience.

Option 2: Read the story to an imaginary audience in an outdoor open space like your backyard or a public park. Allow the plants and trees to substitute for the young tykes described in your target audience.

Option 3: Find some children who would enjoy listening to your story.

Option 4: Go to the library or local bookstore and actually read to a group of children.

Purpose: Ease yourself into the delivery process by providing a non-threatening venue. Focus on the variety of vocal inflections you use. Project your voice as much as you can. Create excitement by the energy you put into your voice.

Skills to practice: Breathe deeply. Explore your voice: your projection, your vocal inflection. Relax; get comfortable speaking in a non-threatening environment.

Resources: If you need a story, you may find a suitable one on this online list: <http://www.magickeys.com/books/>.

<http://www.storylineonline.net> is a website with an array of stories read by various authors. You can listen to the emphasis they put on words, the pace, and the emotion they add. If you worry about sounding monotone or boring, listen to the reader read one page, turn down the volume, and follow their example of emphasis as you read the page.

Sample Speech: The Boy Who Cried Wolf!

Author: Aesop's Fables

Note: You can read the entire background or just introduce and share the author.

Background: Aesop was reportedly a slave and storyteller who lived in Ancient Greece between 620 and 564 BC. Aristotle, Herodotus, and Plutarch all referenced Aesop and his fables, but no written stories penned by him have been found. At least six Greek and Latin authors captured the stories on paper, but their writings were lost over time. Even so, over the past 2,500 years, his words have not only survived, but also travelled around the globe. They have been modified and repeatedly shared in many forms, from sermons to children's stories. Due to constant revision and interpretation, today's body of fables attributed to Aesop bears little relation to those he originally told. The first English version of Aesop's Fables was printed in 1484 by William Caxton (Keller, J. E., & Keating, L. C. (1993), and even those have evolved.

The Boy Who Cried Wolf

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf, they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is *no* wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a **real** wolf prowling about his flock. Alarmed, he leapt to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, 'Wolf!' Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar . . . even when he is telling the truth!"

Level: Awareness, Novice



Practice Speech: Poem Out Loud

Time Limit: 60 seconds

Target Audience: Envision reading an inspiring poem to a group of 75 guests honoring a mentor or a positive influence in your life (a parent, teacher, or boss) for their service to a non-profit organization like Kids in Distress or the American Cancer Society. You have the opportunity to convey your feelings about your mentor by reading this poem.

Instructions: Read a short poem that you find meaningful. Be sure that you rehearse enough to maintain eye contact 75% of the time. Decide on the type of feeling you want to convey to your audience. Is this a happy poem to make people smile? Or is this a poem to be taken more seriously? Each type of poem demands a different tone of voice and pace of words. If available, listen to an online reading of the poem and incorporate vocal inflection in your own reading. Then practice conveying the concepts, theme, and feeling of the poem through your voice.

Delivery Options

Option 1: Read the poem to an imaginary audience in your living room. Stand tall in front of the pillows on your couch for they will act as your audience.

Option 2: When you see a group of people on TV, pause the scene and practice giving your speech to them. Stand tall. Look them in the eye when giving your speech.

Option 3: Read your poem aloud to someone you trust. It can just be one person. Stand tall and establish eye contact. Be sure to create the tone you want.

Purpose: Get comfortable projecting your voice with different emotions and vocal inflections. Notice how your body, facial expressions, hand gestures physically react to the emotion and emphasis you add to the various lines.

Skills to practice: Project your voice; add emotion, inflection, and energy. Relax and deliver a reading in a non-threatening environment.

Resources:

Here is a website of 500 famous poems. You can select one that speaks to you!

https://allpoetry.com/classics/famous_poems

Both of these resource have many poems to choose from, but they also provide resources to listen to poetry and tips on reciting. Listen to the inflection in the reader's voice and try to mimic strategies you hear. This will help you learn to use more inflection in your voice.

<http://www.poetryoutloud.org/poems-and-performance/find-poems>

<https://www.poetryfoundation.org/poems-and-poets/poems>

Sample Poem: The Road Not Taken by Robert Frost

Context: Robert Frost was one of the most popular American poets. He was born 1874 and died in 1963. Like “The Road Not Taken,” published in 1916, Frost’s poems often feature the New England countryside. This poem may be his most frequently cited work.

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

Note: After you have read it with meaning, it might be fun to listen to actual professional readings of the poem located on YouTube.

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“ Organizing is what you do before you do something, so that when you do it, it is not all mixed up. ”
– A.A. Milne

CHECKLIST

Chapter 8

Putting It All Together

The Process

Delivering a great speech involves an elaborately detailed process. A great speech is more than just writing clever words. A great speech is more than delivering with finesse. Without a strategic system to complete the process, balls are dropped and opportunities are missed. How many times in life do you have the opportunity to stand before a group of people and inspire them to act? When you have this chance, it is worth the effort to make your speech all that it can be. This chapter will guide you through the complete process. We will revisit parts we have already discussed as we put all of these ideas together. Follow this process and you will deliver your best speech ever.

As a reminder, as you go through this chapter, you are invited to log onto www.speechformula.com to use the speechwriting tool that will guide you through the process to create a fantastic speech. As you progress through each step of the speech writing process, you answer prompts from the tool. It includes videos to explain each main step and instructions for each sub step. When you reach the end, your speech, your cards and even your visuals are ready to use. The web application helps make the tedious speech writing process a breeze by guiding you every step of the way. Augment your process by following the guidelines outlined in this chapter and you are sure to be a master speechwriter in no time!



Interaction 8.1: Brainstorm

Think about presentations you have heard or presented in the past. Consider all that you have learned about the speech writing process in this book. What do you think is involved in the following phases?

Phase 1: Planning	
Phase 2: Preparation	
Phase 3: Construction	
Phase 4: Delivery	
Phase 5: Reflection	

Let’s compare your ideas and experience to the Speech Process. How did you do? Carefully explore the Speech Process to see what is involved in each stage of the process.

SPEECH PROCESS

Table 8.1: Speech Process (Read speech out loud 5-10 times.)

Phase 1: Planning	Phase 2: Preparation	Phase 3: Construction	Phase 4: Delivery	Phase 5: Reflection
<ul style="list-style-type: none"> Request Assessment Schedule Topic 	Conduct research	F4: Body (Write)	Before Speech	After Speech
	F1: Audience Analysis	Source: Write source content - cite	<ul style="list-style-type: none"> Read speech out loud 5-10 Create your cards & visuals Practice deliberately with Plan of Action Practice reducing anxiety Time your speech A/V analysis Prepare evaluations 25 hour check—<i>Ready</i> 	<ul style="list-style-type: none"> Secure audience feedback Reflect upon your delivery Watch video Create an Improvement Plan Any opportunities to deliver speech again?
	F2: Purpose Statement	Connections: Incorporate the 4 Ps		
	F4: Body (Organize)	Transitions: Guide between points		
	<ul style="list-style-type: none"> Select emotional and motivational appeal Select <i>best</i> Organizational Strategy Skeleton outline 	F3: Introduction		
		F5: Conclusion		
		<ul style="list-style-type: none"> Check Formula Sweeten It! Solicit feedback 	During Speech	
			<ul style="list-style-type: none"> Reduce anxiety Arrive early Test A/V equipment Assess yourself Record speech Set the Stage – Do IT! 	
	Note: F=Formula; F1: Audience Analysis; F2: Purpose Statement; F3: Introduction; F4: Body; F5: Conclusion			

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SPEECH FORMULA

Table 8.2: Speech Formula

Audience Analysis	Purpose Statement	Introduction	Body	Conclusion (Intro backwards)
Primary: Who is my audience? Not about topic!	1. Use words, "By the end of my speech my audience will ..."	Attention Grabber Special, interesting & provocative have them @ "Hello!"	Which organizational strategy works BEST to support my purpose? Select Organizational Strategy	Review Main Points Last opportunity to ensure audience got your points!
Ask questions re: demographics, psychographics or behaviors.	2. Dream! GO BIG! What would you like to occur?	Thesis	Create a Skeleton Outline: I. A. B. II. A. B.	Restate Thesis
Secondary: WIFM, connects speaker, message and audience.	3. KISS: Keep it simple, 1 idea, no 'and's or conjunctions.	1. Relate: Ask probing questions	Fill out Skeleton Outline For each sub point break out: 1. Source 2. Connection	3. Return to Thesis Statement
1. Why is this topic important to them?	4. Use active verbs— something you can physically do!	2. State: State your thesis. Modify your purpose statement.	1. Source: Write what you will say to your audience about your sub point. Include quality research and be credible, cite.	2. Return to Thesis Statement
2. How will my audience benefit from my words?	5. Do not share in this form with audience. You will repurpose for your thesis statement	3. Quote: Use a quote written by someone famous to support value of speech.	2. Connection: For each sub point, make the information come alive by making it fun and interesting using the 4Ps Personal Story, Probe, Physical Activity, Prop 3D)	1. Relate: Ask probing questions.
3. Will they learn something new?		Preview Main Points One sentence, literally copy/paste your Main Points!	Transitions: Create transitions to guide the audience from one point to another.	Return to Attention Grabber It's an art; bring them full circle!
Formal: Conduct a pre-speech questionnaire.			Write out source, connections and transitions for each sub point.	Call to Action (Persuasive speech only)

Phase 1: Planning

The planning stage is vital to the success of your speech and involves strategically thinking about what you want to accomplish with your speech and securing the materials necessary to do so. If you want to succeed, you must have a plan. Or, as Benjamin Franklin allegedly said: “If you fail to plan, you are planning to fail.”



Interaction 8.2: Will You Speak?

Create a list of situations where you might be asked to deliver a speech.

The Request

Typically, a speech begins with a request or mandate to deliver. Let’s explore the nature of these typical requests in the following table:

Table 8.3: The Request

Type	Description	Considerations
1. Development	Speeches or presentations are often required as a part of a course, workshop, or other knowledge based program.	Examine the rubric. Follow instructions. Create a system to ensure you included all requirements.
2. Role	Your role requires you to represent an organization with a presentation or speech.	Expectations require you to fulfill your role, with consequences for not doing so.
3. Expert	Developed expertise in a particular area and people want to learn from you.	Consider all the variables such as time, energy, effort, reward, opportunities, and threats.
4. Leader	Represents an organization and is the face of it.	Part of the leadership role involves representing the group to your best ability.
5. Driven	Desire to create change.	Be sure that your passion for the issue can endure other points of view and even criticism.

1. Development

Speeches or presentations are often required as a part of a course, workshop, or other knowledge based program. Student in classes are often asked to give a presentation at some point during the semester. Why? A presentation is one of the best ways to learn and typically involves the most advanced level of learning which is to create. According to Bloom’s Taxonomy used by educators since it’s inception in 1956, lower level learning involves

“Our lives begin to end the day we become silent about the things that matter.”
- Dr. Martin Luther King, Jr.

“remembering” or recalling facts and basic concepts. As you move up the pyramid, learners are required to engage with content at different levels, including application and analyze. The top of the pyramid requires learners to evaluate and actually create or produce new or original work. In a classroom, what better way to require students to interact

with content than to create a presentation where the learner can author their conclusions regarding assigned content?

Instructors or workshop facilitators usually outline the expectations. The expectations are usually tied to a learning objective. If you are going to be evaluated, you want to get the most from the effort you exert into the presentation, and it is going to affect your grade, it is a fantastic idea to refer the rubric change to “to refer to the rubric” the instructor is using. A rubric refers to the grading methodology used. It is a document that articulates expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor. Ask for the rubric if it is not provided. If one is not available, use the guidelines to create your own. It makes no sense to complete an assignment that requires so much work and not fulfill expectations. Far too often, people just start working with no thought of guidelines. As a result, they receive a poor grade or complicate the process by having to revise their work repeatedly to meet expectations.

2. Role

Many situations in life have built-in expectations. At times, your role will require you to deliver presentations. Whether you face people who seek out sales pitches or become father-of-the-bride, your role may require you to stand and deliver a speech. Failure to do so can have consequences from demotions to disappointments. Do all that you can to meet the expectation of your role.

3. Expert

As a result of your experience in a given area, you may be seen as an expert.

- This can result from recognition for outstanding performance, for example as an athlete who wins an Olympic gold medal.
- It can be a result of years of work and experience in a field that endow you with insights others find valuable.
- It can also be a result of an unanticipated situation you handled well—for instance Captain “Sully” Sullenberger’s emergency landing of US Airways flight 1549 on the Hudson River without the loss of life. He was celebrated for his heroic act and remains in demand as an inspirational speaker.
- Sometimes, particularly as a way to develop your business, you may be smart to brand yourself as an expert in your particular area. Event organizers or board members of organizations seek speakers with insights on a wide range of topics to educate members of organizations or attendees at an event.

Note: Any of the situations can open doors for you to speak to others about your expertise. Keep in mind that your time is valuable. Consider the risks and rewards involved before accepting.

4. Leader

A person who leads or commands a group of people in essence becomes the face of the organization. Leading an organization requires communication. A good leader needs to be an effective communicator in large and small settings. Part of being the leader involves leading and representing the group to your best ability. Leaders inspire and motivate. Articulate messages are needed to do both.

“Anxiety is caused by a lack of control, organization, preparation, and action.”
- David Kekich

5. Driven

A wide range of life circumstances may compel the most unsuspecting people to create change. Strategies for accomplishing this may from addressing the town council or school board, starting an organization, or even speaking up on a street corner when a public injustice occurs. Concerned citizens sometimes have a formal place to voice their opinions. Other times, the issue may be so compelling organizations ask or for a speaker to share their experience related to the cause.

Assessment

Consider it an honor when you are asked or selected to speak to a group. Doing it right takes time, energy, and a desire to do well. If you cannot make this commitment, do not accept the responsibility to address the group. Before accepting the invitation, always ask yourself these two questions: 1. Should I be the one speaking to this group? Make sure you are the right fit—your “help” should match their “hurt.” 2. Is this the right time?

As I was finishing writing this book, several different speaking opportunities arose. I felt honored, but every minute spent developing those presentations was time away from completing my book. Also, it made more sense for me to speak to these groups when I could offer them the book to help them grow as speakers.

Finally, consider the event itself. Does the event allow you to do your best? Perhaps your presentation requires an hour for full effectiveness, and twenty minutes doesn’t give you the time you need to present your ideas. If the situation is not optimal, the best decision might be to hold off until a win-win situation presents itself.

Typically, someone from an organization will contact you with an invitation to speak. It is crucial that you ask this person key questions to help you deliver your best speech ever! Carefully review these seven questions, and next time you have a speech, use this as a guide.

Table 8.4: The Talk Every Presenter Must Have Before the Speech

1. Who is requesting you to speak?	What is their role in the organization? Are they your contact for any other questions/concerns? Why are they asking you? Did they have a topic in mind for that purpose? Are there any VIP guests?
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2. What is the event?	<p>Are there any programs or advertisements for the event? Can you obtain a copy?</p> <p>What is the schedule? Can you have a copy?</p> <p>Are there other speakers? Who?</p>
3. What is the purpose of the event?	<p>Is there a theme? What is it? Why was it selected?</p> <p>How do they get people to attend?</p> <p>Is this an annual event or new? If recurring, what was the best year and why and what was the worst year and why?</p> <p>Are there any materials from the last event?</p> <p>What do you wish for the audience to “get” from the speech?</p>
4. Who will attend?	<p>Is there a guest list you can see?</p> <p>What do they know about your topic?</p> <p>How do they feel about your topic?</p> <p>What is their “hurt”? How can you “help”?</p> <p>Of what are they proud? How can you plug into that?</p> <p>Are you able to send a questionnaire before the presentation? If so when? How?</p>
5. What are the logistics?	<p>What is the date?</p> <p>What time should you arrive?</p> <p>How much time are you allotted?</p> <p>What are specifics of room size, seating, and lighting?.</p> <p>Where will you be presenting?</p> <ol style="list-style-type: none"> Is there a podium? Is there a microphone? Can you move around? <p>What type of technology or presentation aids does the room feature?</p> <ol style="list-style-type: none"> Do they have white board/chalk board? Is there an easel for brainstorming? Is there a projector? What is the quality? Is there a computer? Type/Connectors? Is the computer connected to the internet? Are there audio speakers? Is there someone to operate equipment? When can you test equipment?

6. What is the budget?	<p>Ask if they have a budget.</p> <p>Share your speaking rate and contract.</p> <p>Outline social media promotion expectations for the event.</p> <p>Inquire as to the process to be paid. (Becoming a vendor may be required and the process can be timely and extremely frustrating.)</p> <p>Submit an invoice per company guidelines.</p> <p>Follow up.</p>
7. If they do not have a budget what do they offer?	<p>Dinner</p> <p>Contact information of their members.</p> <p>How will the event be promoted?</p> <p>Request specific social media promotion post event (Linked In, Facebook, Twitter, Instagram).</p>

Schedule

The process of delivering a great speech takes time. Create a schedule to ensure that you don't procrastinate and let the audience down. When leaders of organizations are asked to speak to groups, they often have good intentions, but get busy with other things. Suddenly the speech is three days away and they don't have time to put the effort they intended into the presentation. They are however, expert and can speak competently about their topic. So they deliver a speech, but not their best. Have you ever been in the audience when this occurred? I consider it a lost opportunity, and I feel a bit disappointed. I really appreciate a great speech. I love to be plugged in to a presentation and get the most from it.

Here's the rule of thumb I recommend for scheduling and completing each phase.

Table 8.5: Schedule

Phase	Completion
1: Planning	Complete within 48 hours of the request.
2: Preparation	Complete within 1 week of the request.
3: Construction	Do this with as much focus and uninterrupted time as possible. Try to complete the written presentation in one sitting, two at the most. Do not spread out over a long period.
4: Delivery	Be in delivery phase at least 48 hours before presentation. Do not go to delivery stage until the final week of the presentation.
5: Reflection	Within 48 hours of presentation, review while it is fresh in your mind.

“For every minute spent organizing, an hour is earned.”

- Benjamin Franklin

Be sure to anticipate your delivery date and manage your time so that you complete the speech with ease, rather than stress due to procrastination. Poor time management is one of the biggest mistakes people make. Your entire collection of speech, cards, and visuals should be completely finished at least 48 hours prior to the delivery of the speech. This is so you can be in performance mode rather than construction mode

right before the presentation. Create a schedule that makes sense and allots ample time to implement your delivery plan.

Topics

Topics are most often selected for you based on your expertise or the nature of the event. You should always modify or mold your topic to the direct needs of the audience. Special occasions like a wedding, funeral, or anniversary also dictate the speech topic. Obviously, in these instances your topic is the person. Your relationship with the person is your expertise. Local meetings (town hall or school board) debating an issue that matters to you might provoke you to share your thoughts on the issue, but once again the topic is predetermined.

Consider five situations when you might be asked to give a speech: Development, Role, Expert, Leader, and Driven—in all of these situations, the topic is predetermined by your relationship to the content. If you are in an Art History Class, you may be asked to give a speech about a famous artist or an art movement. Rarely are you asked to “pick a topic.” If you are, focus on content that will interest your entire audience rather than just your own personal interests. Always consider your audience needs, not yours. Audience needs should be addressed when you refine your topic.

Be wary of speaking requests that could dilute your core competency. Unless contacts know you and your work well, their ideas about what you do are often unclear. Explore this territory; don’t hesitate to clarify. When hashing out the details of the speech I have often felt pressured to change my core message or include too much content. Being the innate optimist, I used to be open to both these scenarios until I realized it hurt my product. My compromises diluted my message. My strength is speaking about public speaking! While I can speak about how to be a better communicator, why should I? After I learned to respect my core competency, I learned how to stick to my guns and provide a better product. I am always willing to adapt to the organization, but I cannot easily change my core competency.

Phase 2: Preparation

Conduct Research

The quality of the research you conduct will provide the necessary credibility for you to speak competently about your topic. Most speeches should incorporate credible sources like published articles, academic research, government publications, or legitimate news articles from respected periodicals. Google Scholar and your library are reliable resources. In most situations, the more current the research the better! An exception to this is going “old school,”

referring to the founding work in a given field, for instance Aristotle's Rhetoric, which provides the basis for "persuasion." Take the time to do the necessary research that will substantiate ideas you have. Use the Credibility Checker and, set standards for the quality of information you will use (See Table 7.5).

When I hear notable speakers like American biographer, historian, and political commentator Doris Kearns Goodwin, American academic, psychologist and popular science author Angela Duckworth, American broadcast journalist, best known as the anchor for Nightline, Ted Koppel, American radio host, environmental activist, author and attorney Robert Kennedy, Jr., French oceanographic explorer, environmentalist, educator, and film producer Jean Michel Cousteau speak, they all have something in common. They quote sources all the time! When I listened to Angela Duckworth, I started counting the references she incorporated into her speech. All my fingers and toes were used within five minutes! Be a credible communicator, even if you are the expert. Experts stay experts by staying current and relevant.

Some speeches, like a toast for a bride or groom or eulogy, call for personal experiences. Even in these instances, a well-chosen quote reflects positively on you and helps make your point. If you have conducted research yourself, do include results such as interviews, experiments, surveys, personal experiences, or anecdotes, but not at the expense of or in lieu of credible published research.

Audience Analysis

Remember there are three different types of Audience Analysis.

Primary Audience Analysis explores who is in your audience. Identify six to eight questions you will use to familiarize yourself with who your audience is. These questions have everything to do with who your audience is, not about your topic. Like a marketer, use demographics, psychographics, behaviors, and geography get into the mind of our audience members.

Note: Do not literally ask your audience these questions, these questions are asked to help you visualize the needs of the audience. If the coordinator is available do your best to secure basic demographic information and any other insider information about the audience members.

Secondary Audience Analysis is all about how you think key items from your research will connect with your audience. Ask three key questions about your research:

- Why is the topic important?
- How will they benefit?
- What new information will they learn?

Formal Audience Analysis (Optional) should be conducted if you have the opportunity. Don't hesitate to send out a questionnaire to gain valuable insight into your audience. If you do use a questionnaire, be sure to include your finding in your speech.

Purpose Statement

Remember, that your Purpose Statement is the most important part of the speech for you, the author. It provides a clear, guiding light as to what should go into your speech and what should not. Always follow the rules for creating a clear Purpose Statement.

Body (Organize)

Organization is key; or as Lynda Peterson said, “with organization comes empowerment.” Let’s examine how to go about organizing the body.

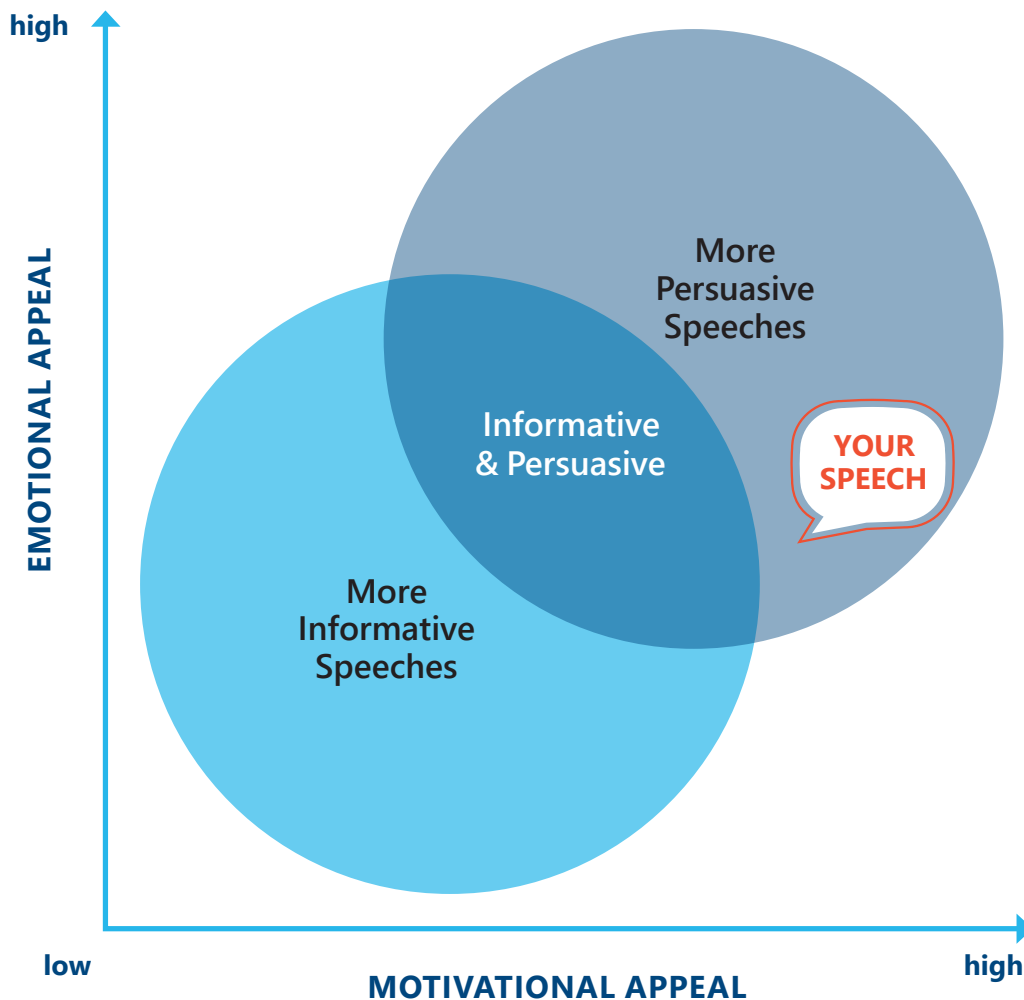
Select Emotional and Motivational Appeal

The first step to organizing your body is to determine how much appeal you want in your speech. You can appeal to your audience two ways: 1. How much emotional response do I wish to evoke? 2. How much do I want to motivate them to action?

The answer to these questions helps you to identify the impact you want your speech to have, the type of speech you will deliver and the strategies that best lend themselves to that type of speech.

Suppose you chose medium emotional and medium motivational appeal. Look at where your speech falls. There are many different types of speeches and general guidelines for the

Figure 8.1: Speech Type by Appeal



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