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PUBLIC SPEAKING

EFFECTIVE SPEAKING FOR
CRIME PREVENTION OFFICERS

Sponsored by:

Criminal Justice Division
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State of Texas

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ACQUISITIONS

EFFECTIVE SPEAKING FOR
CRIME PREVENTION OFFICERS

prepared for the

TEXAS CRIME PREVENTION INSTITUTE
SOUTHWEST TEXAS STATE UNIVERSITY

San Marcos, Texas

By

UNIVERSITY OF TEXAS AT AUSTIN
INDUSTRIAL EDUCATION DEPARTMENT

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SECTION I

HOW TO GET THE MOST OUT OF THIS COURSE

How do I get the most out of this course? By putting something into it! That simple answer is a common reply to "getting the most out of" questions. We all know that there are few shortcuts when it comes to increasing one's skills; however, we certainly can accelerate improvement--if desire and concentration are applied to a subject.

This course is an extension of the four-hour course, Public Speaking for Crime Prevention. That course made clear the need for crime prevention officers to develop their public speaking abilities. The theme of the course was to "sell" the concept of crime prevention.

We might look further than just "selling" crime prevention as an objective by asking ourselves another common question, "What is in it for me?" Our motivation to become more effective public speakers or oral communicators often lies in what increasing our skill will do for us personally. One answer lies in considering that 70 percent of our work time is spent reading, writing, speaking or listening--communicating. The major portion of this time in communication is spent in face-to-face conversations. It is obvious then that effective oral expression is a vitally

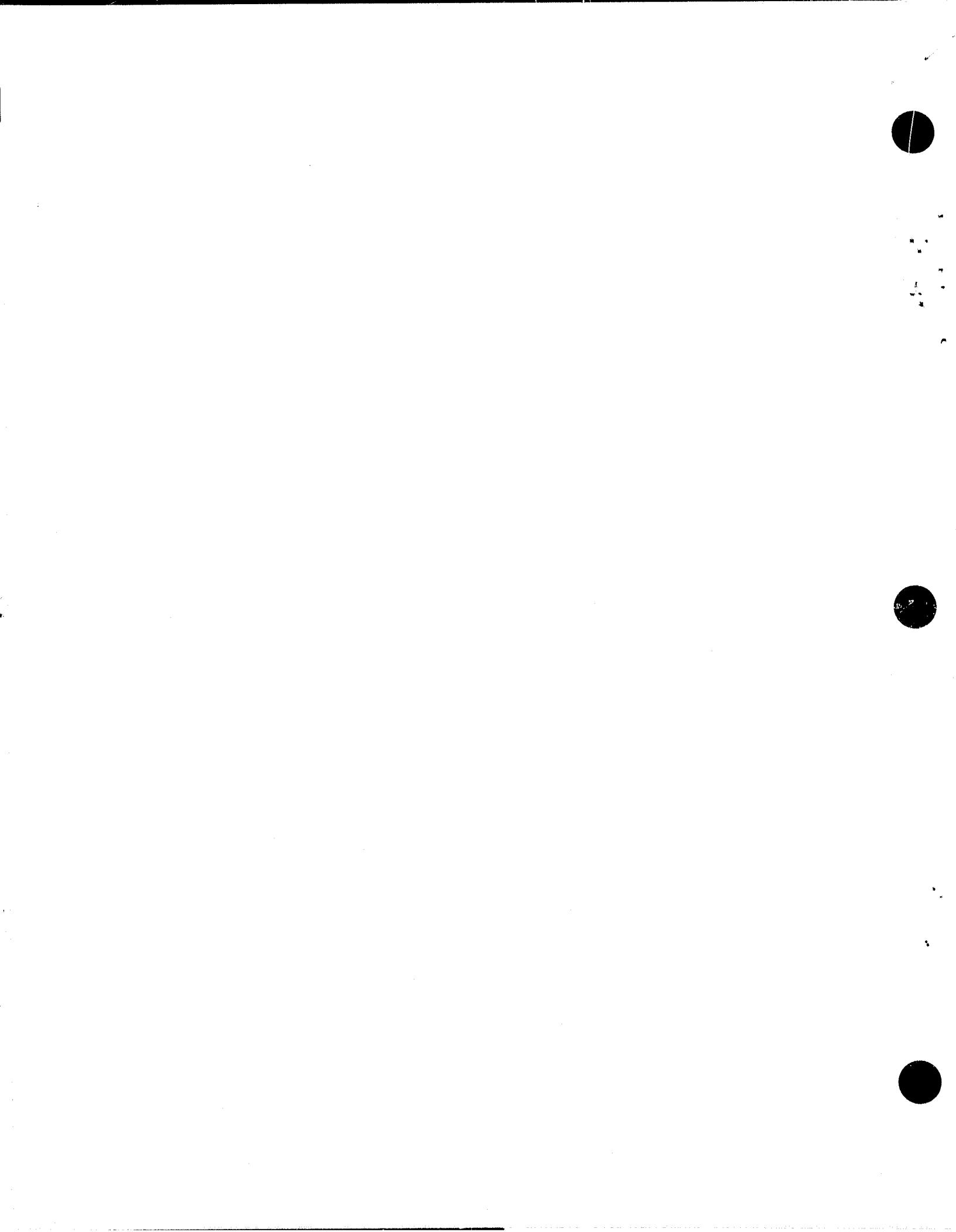
important quality. The improvement of oral presentations, to include public speaking, will not only "sell" crime prevention, but it can be of great social, personal and economic value. Looking at these three aspects: the social value of effective speakers reflected in their being at ease with others; the personal value of improving your self-confidence; and the economic value to your organization by "selling" crime prevention and to you personally in building your leadership skills. The higher the level of management/supervision, the greater the demand for communications and the greater the call for effective public speakers.

The main objective of this course is to make you aware of what is involved in speaking effectively--whether you are speaking to one person or to one hundred.

Effective speaking gives you a decided edge over other communication methods. Compared with the writer, the speaker has several advantages. He can make full use of his body movements, facial expressions, gestures, and of eye-to-eye contact. He can augment his speaking with charts, graphs, movies, etc., to add interest, to emphasize points, and to clarify his words. One of the most important of all of his advantages is the flexibility he possesses to adjust his words to his audience whenever he "reads" from their responses that something further (or less) is needed.

We will look at many of the facets that make up oral communications so that you will better understand some of the hidden difficulties that may prevent you from communicating

effectively. We hope that this awareness of the makeup of effective speaking will make you comfortable in your presentations, future meetings, conferences, etc. While this study should help you in preparing for your presentations, it cannot accomplish the ultimate purpose of achieving this objective without your practicing it; so, there will be an opportunity for you to do so while in this friendly atmosphere. Though your desire to speak well is the key to your future speaking effectiveness, we do feel that the information in this course can assist you in doing so.



SECTION II

COMMUNICATOR-RECEPTOR-RESPONSE

We have said that your "personal desire" is the key to improving your effectiveness as oral communicators. Now, let us examine some areas that we may directly focus on to fulfill this desire as easily and as rapidly as possible.

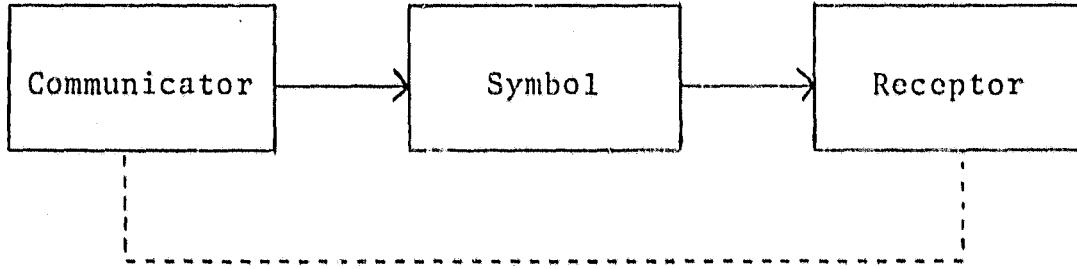
First, let us look at the simple mechanics of oral communications. It is one of our first learned activities, and we have been constantly adding to our experiences since uttering that first sound. There are many effective oral communicators that do not recognize or even know why they are more successful than others. We have all mastered communications to the degree that we are able to speak to one another, to transact our business, to get our point across--at least most of the time.

Perhaps reviewing and understanding a basic communication model will emphasize the need for an economic use of words/symbols to transfer our thoughts and ideas to others with clarity and brevity.

In the simplest terms, the communication process consists of three necessary components. The components are called by various names, depending upon the authority; however,

for our use, the words: communicator, symbol, and receptor should be adequate. The process then is: the communicator sends out a symbol (which contains a message); the receptor receives the symbol and decodes it into a message. If the receptor acknowledges, we know he received the symbol, but whether he correctly decoded the communicator's message is only known if the receptor responds as we expect him to.

As there are many names for communications' components, there are as many definitions for communications. Again, let us simplify the definition to, "Communication is an exchange of responses."

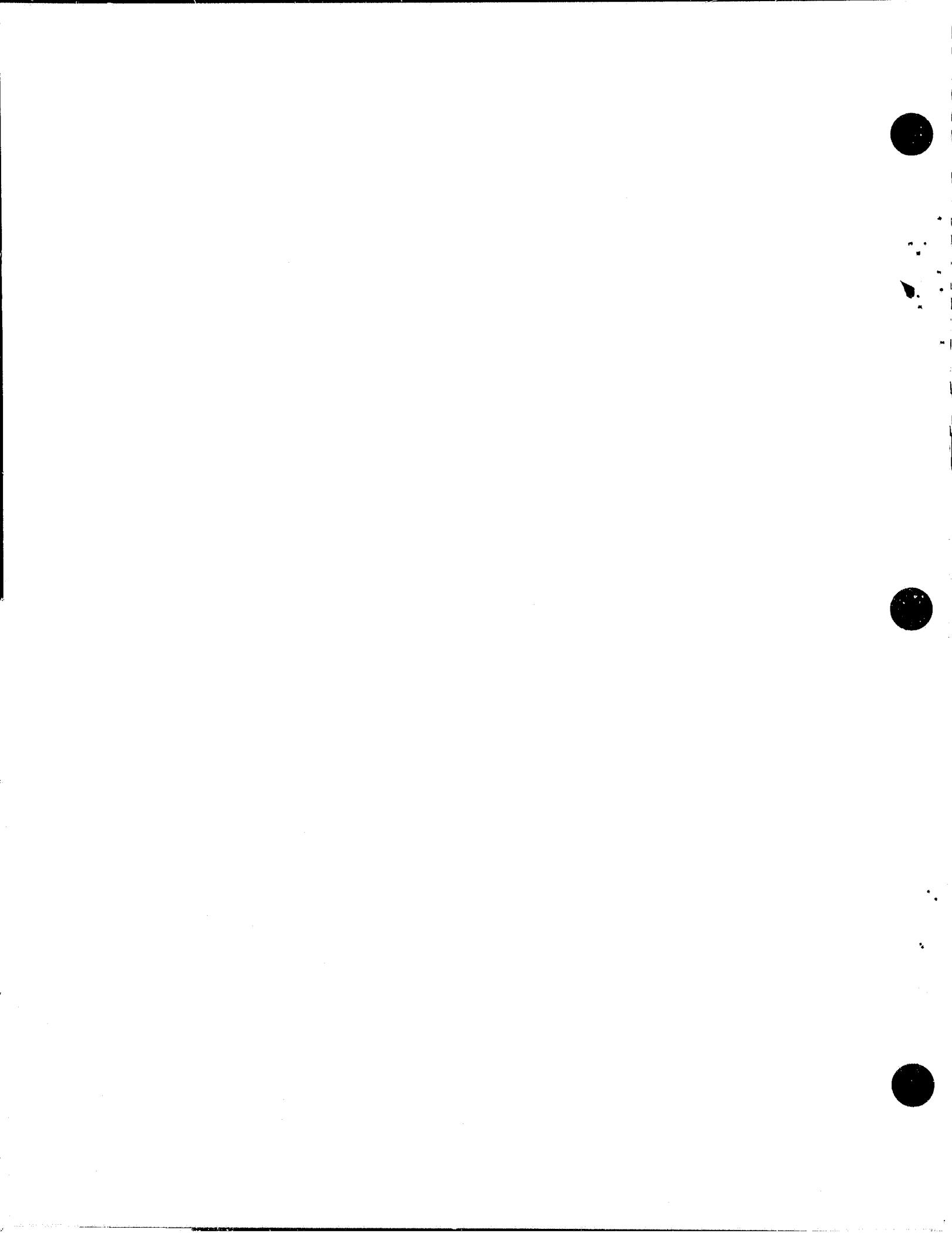


The oral communicator relies, for the most part, on the word as the symbol. It is our primary means of transferring our thoughts to the receptor and getting the right response. We will not look into the world of words as a semanticist; our attack will simply dwell on experience as being the core of our understanding. We might say that we will reverse roles with the semanticist. While he analyzes the behavior of people as they react to words, we will strive to get the

right word to the receptors so that they will react (respond) correctly to our word (symbol). Ideally, the task is to match words to the listener to convey mutual experiences.

A word does not mean precisely the same thing to the receptor as it does to the communicator. The word, being our symbol, enters our listener's ear, runs through his brain (computer) and, based on his memory bank (experience), the word is decoded. The mind must have experienced objects or concepts that go with our symbols; therefore, the speaker must be most cognizant of his listener's experience and accurately gauge his education level, background, and life-style to ensure the desired reception of the message. The decoding of the symbol relies on the receptor's mind calling up a previous image, an image based on his experience.

How well we communicate is important, but why we don't communicate is also of primary concern to us if we are going to be skillful speakers. Understanding some of the barriers to effective communication, then, is worth looking into, to prevent any future avoidable mishaps from occurring.



SECTION III

BARRIERS TO EFFECTIVE COMMUNICATIONS

It is important that you learn techniques to use that will enable you to become an effective communicator. It is also important that you know the barriers that can prevent effective communication so that you can attempt to remove them before you begin to speak. In Section II we say that experience is the core of communications. Therefore, it follows that we need to know as much as we can about the composition of our audience so that we will both be operating on the same wave length. We would not use the same terminology to speak to a group of scientists that we would to speak to a group of laymen. Jargon has its place, but it is important that we fit it to our audience and not to our personal convenience.

We are familiar with the cliche, "It was just a question of semantics." What better way to say that we have just had a breakdown in communications. The receptor got the symbol but not the message. The semanticist's goal is to give accuracy and precision to his language, so naturally he is interested in how people react to the words or, more accurately, to the symbols that the words represent.

The English language could be considered a map--a map of the territory it represents. Most people have not been

taught how to use language for the purpose of making highly reliable maps of the terrain of experience. To accurately represent the territory a survey must be conducted and data gathered. The correct symbols must be properly placed on the map if it is to serve our purpose and guide us to our destination. This action calls for a conscious use of the precise words--the ones which will symbolize the clearest meaning to the listeners.

Factors such as change, complexity, and difference in our language add to our burden of properly guiding our listeners. Let's look at these factors before investigating techniques that can help us avoid a communication breakdown.

- Change. While it seems to be a paradox, it is true that "the only immutable thing in life is change." If we accept this idea, then we will recognize change as a fact of life and will work with, not against it. New dictionaries are periodically being published in an attempt to keep up with our changing language. While a few words are being deleted, thousands are being added. We must constantly survey and update our vocabulary to make sure that our language is up-to-date and reflects the current thought. We can liken our language to the map analogy in that the map of a territory which was drawn in the 1800's is not accurate for the user in the 1900's with his horse and buggy; and the 1900 map would not guide the 1976 motorists. Facts of today may be tomorrow's fiction, as fiction of today may be tomorrow's fact.

- Complexity. This second factor, complexity, also lends itself to the map analogy in that, regardless of the data collected, the map cannot possibly contain all of the known details. The mapmaker (speaker) must select from all the minute details to chart the course according to his purpose. We cannot know all about any one thing. Is there any one article, thing, or subject that you can think of and about which you can say, "My knowledge on that is complete"? We make a statement and place a period after it, denoting a closing of that which we have just said. The "et cetera" leaves it open to the unspecified things and information that we have not told our listeners. It is good practice to qualify our statements so that the listeners can ascertain the specific area of facts that we are attempting to convey to them and will know what the qualifications are for that subject.
- Difference. Difference is perhaps the most important of the three factors. Just as no two fingerprints are the same, no two individuals are the same. There are many things though that are alike or even interchangeable, i.e., razor blades, radio tubes, spark plugs, etc. We do identify things more by similarities than by differences; otherwise we could not recognize what we had already seen. Most of us have a tendency to overemphasize the alikeness and similarity of things. We apply labels to objects, groups, and organizations. The error comes when people conceive them, not as being similar

but, as being identical, Our task as oral communicators is to remind our audience of a distinction between the two. When people or groups do get labeled, our language often categorizes them in a manner which, like the period, closes out any further variations or gradations which are actually needed to give an accurate description. Our implication is an inference, not a description; we have relative values rather than absolute values; and it is our personal opinions rather than our facts--all of these instances conceal the true description.

Keeping in mind these three factors which influence our communication, let's focus now on some positive methods of clarifying our messages. First, recognize that oral communication has the advantage of both the sense of hearing and of sight. An Arabic proverb said; "The best speaker is one who can make men see with their ears." So, while you have the added advantage over the written communicator of body movements and facial expressions, you still need to use the precise words in an organized manner so that your listener cannot misunderstand you. Here again the verbal communicator has the advantage of flexibility by being able to recognize immediately the listeners' puzzlement over something he has just said.

Perhaps the listener cannot follow (thus understand) you because of the poor organization of your material. He should be able, in most instances, to conceptualize a skeleton outline of your message--somewhat like a cookbook recipe. If he can do this, it shows that you have adequately

analyzed your material (taken it apart) and synthesized it (put it together) in an effective format.

Your purpose in speaking should be easily discernible by your listener early in your speech. As we have said, this purpose should be recorded in one sentence after you have established why you are speaking; to whom you are speaking; and what response you want from your audience. After you have answered these questions to your satisfaction, organized your material, prepared a draft, and are ready to give a solo rehearsal, check your presentation to see if your answer is yes to the following questions.

- Will my delivery be paced to let the audience know when periods occur, so they will not get lost in overly long complex sentences? (Watch out for words like, and, since, because, etc.)
- Have I varied the length of my sentences for variety? Have I varied their structure? (Don't begin them all with the subject-verb construction.)
- Have I put in questions to generate the audience's involvement?
- Have I used active, not passive verbs. (Ex. "I performed this experiment." Not, "This experiment was performed by me.")
- Have I kept to one verb tense within my paragraphs

so my listeners haven't been burdened with shifting back and forth in time?

- Have I eliminated redundant words in consideration for my audience?
- Have I used similar grammatical construction when expressing coordinate ideas, so my listeners could more easily "see" what I am expressing? (Ex. "We need to formulate a plan, to present it to the Board, and to put it into action by May.")
- Have I placed the most important part of my sentence at the end to achieve the best effect? (Ex. In the famous words of Rhett Butler: "Frankly, my dear, I don't give a damn!")
- Have I eliminated jargon, and trite and inhuman phraseology that is no longer necessary or desirable in effective speaking? (In other words, have I attempted to express or impress?)

Going on to other possible problems that you might encounter, let's next consider the proposition that words have two meanings: the denotative--dictionary meaning; and the connotative--suggestion in addition to the explicit meaning. Most words have emotional connotations for people, and we are one step ahead if we know whether a word will evoke a positive, negative, or neutral connotation. Being aware of this fact and having foreknowledge of the audience's background will help us to give a more acceptable presentation.

Another consideration to keep in mind is that of phrasing our words in the "positive" as much as possible. People like to be told "what is" much more than they like to be told "what is not." They also like to see themselves in the word-pictures you are painting. What is the first thing a person looks for when given a picture of a group of which he is a member? He looks for himself; so, put the personal pronoun "you" in your speech so that he will feel a closer involvement with what you are saying. This will likely encourage him to listen with more attention, thus with more chance for comprehension.

While wanting to make our words convey as precise a meaning as possible to our listeners, we need to remember that we can do this more effectively by using words that symbolize concrete, not abstract, images. Webster defines the word "abstract" as: naming a real thing or class of things; characterized by or belonging to immediate experience of actual things or events (specific, real, tangible). If you are not positive about your audience's background of experience or education, you will need to concentrate on using concrete images to eliminate possible barriers to your communication. An example of moving from the abstract to the concrete symbol is given on the abstraction ladder below.

WORD:

Material

Instrument of Transportation

Automobile

Ford

LISTENER VISUALIZES:

Unknown

An image

Many, many images

Many images

<u>WORD:</u>	<u>LISTENER VISUALIZED:</u>
Continental	Few images
Red Continental	Fewer images
1976 Red Continental	One image

As you can see, the lower you stay on the abstraction ladder, the more meaningful, the more clear is the image for your listener. If it is necessary for you to use abstract terms, support them by giving definitions, examples, illustrations, comparisons, contrasts, etc., until you know that you have made your listener see what you mean. The artist doing an abstract painting may create a mood through his arrangement of the planes, lines, and colors. But most of us, because of our limited artistic experience, may fail to get his message. By being as specific as possible in depicting what we are trying to show our listener, our chances are lessened for being misunderstood.

I. General and Specific Words (Check the specific words):

affect sing

whole wheat bread use

idea very

telephone fine

Dallas stitch

II. Check + for positive words; - for negative words; o for neutral words:

Positive, Negative, or Neutral words

ability _____ unfair _____

worry _____ punctual _____

genuine _____ book _____

thanks _____ allege _____

harmony _____ prohibit _____

pen _____ hope _____

neglect _____ indicate _____

III. Choose Specific Word or Phrase:

1. Five days after the trial, a higher court _____ the jury's decision.
 - a. rules upon
 - b. modified
 - c. reversed

2. We must analyze these _____ to find out why they occur.
 - a. explosions
 - b. phenomena
 - c. manifestations

3. We will be glad to take care of the _____ for you.
 - a. matter
 - b. problem
 - c. debt

4. They gathered _____ data on their field trip.
 - a. accurate
 - b. good
 - c. excellent

5. The profits from the three subsidiaries _____ \$250,000,000.
 - a. were
 - b. came to
 - c. totaled

IV. Read the following phrases and reword them so that they will be clear to anyone.

1. The apple is called an apple because it's round and red.
2. You should only check the oil level of this machine when the engine is hot.
3. The college professors support the Amnesty Program.
4. Capital punishment is used throughout the forty-eight.

5. The "Upper One" has a population of less than one million.

Cross out or Reduce Unnecessary Words and Phrases:

1. The report was delayed because of the fact that the writer lost his rough draft one day before the deadline.
2. Sgt. Brown is studying along the lines of managerial administration.
3. She does filing in order to keep occupied.
4. Because the box is too large in size, you will have to pack the material over again.
5. You must get to the basic fundamentals of the problem.
6. I personally feel that Jane is the best person for the job.
7. The polite and courteous traveling team gave us their opinion based on the true facts.
8. In view of the chief's opinion with regard to the Stifler's case, we have asked Sgt. Roberts to cooperate to the extent that he provide a new outline.
9. I wish to tell you that we have found a replacement for Jim during the time of his stay in the hospital.
10. At peak capacity, we must give some thought and consideration to the above stated alternative.

11. The manager was literally stampeded into a hasty decision.
12. We are in receipt of the same identical information that you have.
13. I must express my regret that Sgt. John Boyd, who is our best public speaker, was not able to attend your meeting, which was held at the Municipal Auditorium.
14. On the occasion of our last meeting, you asked several questions with reference to our personnel policy.
15. We must plan with a view to cutting the budget.

SECTION IV

KEYS TO EFFECTIVE LISTENING

Up to this point we have emphasized the role of the speaker in the process of two-way communications. If we wish to analyze the effectiveness of communications, we need to consider the listener's or receptor's role in this process. The better we understand the potential barriers that he might experience as a listener, the more effective we can make our presentation. If it is true that in the course of a business day we spend 70 percent of our time in communicating, then we can assume that we are listening part of this time. Though our purpose in this course is to have you become better speakers, you do need to understand and appreciate your listeners' problems.

All speakers should recognize that there is a difference between hearing and listening. Hearing is only the first step in listening. The ear receives sound waves, the ear drum vibrates, and the process stops there. Listening translates the vibrations into intelligible sounds and messages and adds the extra step of retaining the message.

Psychologists say that it requires more energy to be a positive listener than it does to be a speaker. To be a positive listener, one needs to eliminate all prejudices,

preconceived ideas, personal problems, distractions, etc., in order to be completely open to what the speaker is saying. While the speaker can do nothing about any of these factors, except possibly for the distractions, he can be aware of their presence and adjust his talk so that it will get the best reception. Conveying your sensitivity to the listeners, as individuals and as a group, can be achieved by the words you use as well as by your actions.

People's minds have been likened to a river: a body of water that follows the path of least resistance. We as speakers need to be the conduit that channels the thoughts of the audience. We need to structure our speech so that it does not allow for our meandering from the subject, for drowning in superfluous material, for using sweeping generalizations that are invalid, and for cascading into anything but an organized presentation. We need for our speech to flow smoothly, clearly, and with forcible conviction.

Since closed-mindedness is mental death, most listeners profess that they are open-minded. Good advice to listeners has been handed down through the ages: "Sift the chaff from the wheat." Your obligation as an effective speaker is to have a significantly greater proportion of wheat to chaff, or you don't deserve to be heard.

These are methods that you can practice to improve your listening effectiveness. Listed below are some of the more common ones.

- Get ready to listen. Be physically relaxed/mentally alert.
- Assume your listener role. You're the receptor now. Get set to decode, to translate the symbols, and to store them.
- Be emotionally prepared. Have an open mind. Try to overcome an emotional block to the speaker and/or his subject.
- Hear the speaker out. Wait until he finishes before arguing some point.
- Look for the main ideas. Use the speaker's knowledge to increase your own. Get his ideas and, if they are worthwhile, incorporate them into your own.
- Try to blueprint his talk. Organize his main idea and supporting arguments.
- Establish a note-taking system that works for you. Don't lose the continuity of the speech for the sake of taking notes.

Although material preparation is of prime importance to your effective oral presentation, this is not the only requisite. The failure of a presentation can often be traced to the speaker not having taken into consideration the factors that detract from or that encourage listener sensitivity. We need first to establish what motivates people to listen,

what gets their attention, and what keeps their attention. A frequently heard definition of motivation is, "What's in it for me?" If this is an accepted premise, then the speaker is forced to provide what we might call "perpetual motivation." Throughout the presentation the listener must be fed some tidbit that whets his curiosity or fulfills one of his needs.

One major problem that a speaker encounters is called "Speaker's Dilemma." It is so named because the speaker prepared to address a group, but each member is listening as an individual with his own preconceived ideas and background of experience. As a result, questions or reactions from the group will often reflect an individual's interest rather than the group's interest. The dilemma the speaker faces is in interpreting an individual's concern and guiding or responding in a manner to maintain the group's interest.

Another characteristic of listeners is that people in various occupations with positions of responsibility and authority have different outlooks on life. This can result in different meanings and values being assessed to the material that you are presenting.

Other characteristics that listeners share are as follows:

- Listeners hear ideas and thoughts--not words or numbers. Words and numbers are only the tools for conveying information.

- > Listeners hear best when material is directed toward their individual interests or personal concerns. If the presentation is mixed or not clearly focused to their interests, listeners tend to "tune out" items they feel not applicable.
- > Listeners "tune in" on material they anticipate the speaker should say. Other factors, although pertinent, are not received with the same level of sensitivity.
- > Listeners tend to challenge statistical data or material if any portion is displayed improperly or if it is too complex. This reduces the speaker's sensitivity and credibility.
- > Listeners have a direct correlation between sensitivity of the mind and sensitivity of the seat of the pants! (The same correlation exists with any other adverse environmental condition.)

LISTENER RETENTION

The method for maximizing listener retention centers around two factors:

- > Capitalizing on listener's characteristics to enhance his sensitivity.
- > Ensuring maximum use of the learning senses to enhance the listener's retention.

Consider the following statements and all other aspects of the listener's characteristics. Discuss methods and techniques that could be used during a presentation to maximize retention.

- An individual is said to retain approximately:
 - 10% of what he reads
 - 20% of what he hears
 - 30% of what he sees
 - 50% of what he sees and hears
 - 70% of what he says
 - 90% of what he can say and do
- Some individuals take notes when they feel the need for making a written record. Others take notes because they do not trust their recall ability.
- Many people are not skilled at taking notes and their note-taking methods are not effective.
- While actually writing notes, effectiveness as a listener is diminished.

Methods to improve the listener's retention.

- Always capitalize on methods you know will increase your listener's sensitivity.
- Design the presentation to use all of the learning senses possible.

- When possible, encourage participation through questions and answers.
- Consider providing a copy of the presentation script and of the visual aids.
- Consider encouraging the taking of notes by:
 - Providing pads and pencils
 - Providing a keypoint outline with an area designated for note taking.
- Remember that listening is diminished when people are writing. Pause during the presentation if several individuals are taking notes. If it is one individual that you are trying to "convince" or to "sell an idea to," key your presentation's pace to him/her.
- Remember, if individuals are taking notes, use stress techniques or lead phrases to get key points into their notes. Use short sentences for ideas and thoughts; repeat, if necessary, to emphasize.
- Remember, note taking can detract from a presentation. Thoroughly analyze the situation before encouraging note taking.

To conclude this section on listening, we suggest that you test your speech by taping it and then listening objectively.

See if it holds your attention and interest. If it doesn't, analyze it to find out where the weakness is (organization, presentation) and try to eliminate it.

LISTENER DISTRACTIONS

SPEAKER

Appearance
Approach and Posture
Gestures & Stress Patterns
Distracting Mannerisms
Lack of Sincerity
Weak Speaking Voice (Lack of Projection)
Poor Speaking Rate
Monotonous Voice, Lack of Variety
Poor Diction
Poor Grammar
Inadequate Word Usage
Too Many "Interrupters," i.e., "Er," "And Uh," "Now," "Well"
Ineffective "Launch" of the Presentation
Does Not Talk to the Total Audience, or Weak Eye Contact
Discontinuity of Material
Inadequate Support of Ideas
Failure to Attain and Maintain Enthusiasm
Improper Use of Visual Aids, or Bad Visual Aids
Poor Subject Choice
"Reading" the Presentation
Repetition
Lack of a Strong Ending
Poor Audience Control
Poor Timing

LISTENER DISTRACTIONS

EXTERNAL

Room Arrangement--crowding, poor view, etc.
Room Lighting
Room Temperature
Poor Visual Aid Equipment, or Lack of Adequate Equipment
Poor Preparation for Responding to Visual Aid Failure
Room Acoustics Poor
External Noise
Interruptions
Distracting Environment

SECTION V

REMEMBERING MADE EASY

The next time you have stage fright or a lapse of memory, you are likely to wish momentarily that you had read that book on memory techniques that you saw at the book store or that you had attended the Dale Carnegie course that is being offered in your city. And maybe you should have done exactly that! Such courses conjure up words as

Mnemonics	Key Words	Beatae Memoriae
	Rote Systems	
Minds Eye	Memory Pegs	Association (Harry-
	(one-run, two-zoo)	Kari)
Eidetic (alive!)		Repetition

It seems that the mind is a wonderful thing--it starts working before you are born and doesn't stop till you try to recall a name!

Memory systems by any name are recommended by "experts" from Dale Carnegie to George Bernard Shaw. These systems can be used and can be successful for some people. One system or approach may work for one person but not for the other. The system for you must be discovered by you, learned by you and continually used by you if it is to be effective. Is is very

much like speaking--the more you organize, plan, and practice, the better the speech!

For our purposes the speaker is advised to develop the best possible crutch to help out when that tricky mind leaves him blank.

We urge throughout your preparation that your notes be reduced to the absolute minimum necessary--to word pictures or word images--that will allow you to present yourself and your topic in an entirely natural style--one that will be comfortable to you. This "minimum" set of notes lends itself to marginal notes. In going over your presentation notes during the final stages of rehearsal, look for and jot down such troublesome words or figures in the marginal columns. You may find that a different color of pen or a bold fiber-tip pen will be even more effective. Many speakers use this technique or crutch, since those words will now seem to jump right off the paper. Using words with peculiar spelling, such as mnemonics or foreign words like Majorca, Potpouri often lead a speaker to incorrect pronunciation. This happens when the mind is working slightly faster than you are speaking. Writing out these words phonetically (Majorca-My-Yorka) is an excellent practice that will serve as a reminder when that word is voiced.

An example of this technique or crutch appears below. Remember, this method is one that you may or may not be comfortable with over a long time frame. Every speaker usually develops or evolves a system that works best for him.

"mental imagery"
"noun pairs & words"
Excellent!-- better than
rote systems

"IN THE LABORATORY, PSYCHOLOGISTS HAVE SHOWN THAT TELLING SUBJECTS TO FORM MENTAL PICTURES WHEN LEARNING NOUN PAIRS AND WORDS IN SHORT SENTENCES CAN YEILD IMPRESSIVE RESULTS, COMPARED TO LEARNING BY ROTE REPETITION." THIS PROPOSITION IS SET FORTH IN "THE MEMORY BOOK" BY JERRY LUCAS AND HARRY LORRAINE.
"The Memory Book"

In this example the words in the left margin give the speaker his clue words or phrases that keys his memory of the paragraph content while, in the right margin, a reminder is jotted down (or highlighting may be used) to reinforce the memory concerning names. And, as one gains experience and confidence, these marginal notes can serve well for the entire speech, allowing the speaker a free mind to formulate thoughts and pace his presentation in a natural style comfortable for him.

As William Norwood Brigance stated in his book, Speech, Its Techniques and Disciplines In a Free Society, memorizing is popular with students--too popular. They feel safe. Safe from fear, perhaps, but little else. He goes on to ask if they are safe from forgetting; and says that through memorizing they now have hundreds of words to remember instead of a single thought pattern.

A properly developed presentation outlined in the style recommended in this section or in your own style will provide

you with the confidence needed to speak naturally to your listeners. Finally, through the aid of a memory device, the possibility of "drawing a blank" with no way to recover, is eliminated.

So get busy early after accepting an invitation. Research, create your outline, practice, practice, practice and speak, speak, speak--enthusiastically, sincerely and with confidence. Your notes will be a "blueprint" for success.

SECTION VI

SOME FUNDAMENTALS OF LEARNING

A knowledge of the learning process is important to you as a student and as a speaker. If you know what learning really is, how it takes place, and what factors affect learning, you can learn more easily and effectively. As a speaker this knowledge can help you guide your audiences to maximum reception of your message.

The Nature of Learning

Just what is learning? This may seem to be an unusual question since you and everyone else have been learning since birth. Yet there are many people who do not fully understand just what learning is.

Learning may be defined as a changing of the individual's way of responding to a situation. Learning implies some kind of change in behavior. Then what is the meaning of a change in behavior? Any new experience changes a person in some way even though the change is not easily seen. For instance, an individual may develop skill in handling tools, may develop a desirable or undesirable attitude toward a person or situation, may study a book and develop

an understanding of a subject. As a result of any one or all of these experiences, the individual will probably respond differently to future situations. This change is called learning.

Factors Which Must Be Present in Effective Learning.

Three factors must be present in effective learning. These are motivation, activity and comprehension.

- Motivation. If you can recall, you probably first learned to drive a car, to swim, or to play golf (or any other sport) because you had a strong desire or need to learn. On the other hand most of you probably never learned to play chess or soccer because you had no interest, desire, or need to learn these games. In one case you were motivated, in the other you were not. Individuals learn best when they have a desire or need to learn.

In speaking you must motivate your audience by first determining for yourself why they should listen to what you have to say and how they can use it. You must then assure that each one can see a relation between one of his basic needs and the topic. If there is such a relationship, they are motivated. The word motivation could be defined as stimulating active interests. You must arouse interest by appealing to your audience's basic needs and seeing that they recognize a need for listening. Thus you

instill in your audience an inner desire to learn. If you make the material meaningful and important to the audience, they will be interested.

- Activity. A second factor which must be present for successful learning is activity. Learning is an active process and the activity should be mainly on the part of the audience rather than on the speaker. Even though the instructor can stimulate, guide, and present information to the audience, the main learning effort is up to the audience. Some speakers feel that if they talk and the audience listens, the audience will learn through absorption. This might be true if people remembered all the information they had been given and knew how to use this information later. However, effective learning does not take place in this manner. For the best learning, the audience must actively participate in the situation. Obviously there will be little physical activity. However, the types of activity in which an audience can participate include thinking, problem solving, and answering questions.
- Comprehension. The third factor which must be present in effective learning is understanding or comprehension. The audience must understand the main facts. They must recognize the important points and the lesser or secondary points in their proper relationship to the main facts. Comprehension does not mean merely memorization or the ability to repeat or list facts, but implies that the meaning of the material has been grasped.

How Learning Takes Place.

In one sense, nobody knows how we learn. Psychologists cannot tell what occurs in the nervous system when we learn a new phone number or a new job. We do know some of the factors which affect it and some of the ways in which we learn. We learn in many different ways, so many in fact that it would be virtually impossible to discuss each way individually. However, there are a few main catagories into which we can group the ways we learn. Generally, we learn through our senses: seeing, hearing, tasting, touching, and smelling. In most learning situations we make use of more than one of the five senses; the more senses we use, the more effective the learning. The sense of sight accounts for 75% of our learning, the sense of hearing for 13%, the sense of touch for 6%, and the sense of taste and smell for 6% of our learning. Maximum learning usually occurs when we use one or more of these senses in combination with doing.

Some specific ways learning is increased or aided are:

- Memory - Is the ability to recall bits of experience or information in the original form. We use this as a basis on which to build. Man's ability to build on previous knowledge distinguishes him from animals.
- Observation - This is observing the characteristics of objects which surround one. It may involve the use of more than the sense of sight.

- Perception - Perception is taking the results of one's observation and combining them with the results of previous experiences. Perception varies with each person. Two individuals listening to a lecture on traffic safety will not receive the same experience. Their differences in previous experience will influence what they hear and see. This, in turn, will influence the manner in which this information will be used.
- Understanding - Here previous experiences are generalized in such a way as to enable a person to apply understanding to situations never before experienced. The facts learned in one situation are applied to other situations.
- Insight - Insight is the "catching on" or seeing into a situation.
- Problem Solving - An individual can consider a problem and, on the basis of acquired information, devise and evaluate possible solutions, and act towards a final solution.

Summary

Learning is a modification of behavior that results from contact with the environment through the sense organs. The change in behavior that occurs when an individual learns depends upon the nature of the person and the situation.

Learning is not a mere mechanical response to a specific stimulus, but requires analysis and selection. Learning takes place more quickly when the learning situation is organized. Learning includes the process of seeing likenesses and distinguishing differences; of discarding nonessentials and retaining essentials. Learning must be associated with and directed by goals and purposes of the learner. The individual must be motivated to learn.

Each of you should have a near expert grasp on the principles of learning and on their application to oral presentations. They are vital factors in the planning and design of presentation material. One cannot overemphasize the fact that techniques of presentation is only part of a speaker's job. The best techniques in the world cannot salvage a poorly planned speech. The speaker must make sure that the principles of learning are fully incorporated into the material to be presented. The net result will be an oral presentation that is understandable, learnable, and retainable. This is the objective.

SECTION VII

KEYS TO EFFECTIVE PREPARATION--ORGANIZATION AND TIMING

We have discussed communications, breakdowns and barriers, hints on remembering, effective listening, etc., but in accomplishing our goal of speaking more effectively, the subject of "preparation" is most critical.

Nearly everyone has had the misfortune to hear the results of a poorly prepared presentation. We can vividly remember the effect, the boredom in being the captive audience and, perhaps, the embarrassment of the speaker. The point being that the speaker has the full responsibility for carrying the entire load of the presentation: the decision, the development, and the delivery.

Some essential steps and considerations in preparation are outlined below. With reasonable attention given to these steps, success may not be assured, but you will be steps closer.

Steps to More Effective Presentations

- Establishment of Purpose and Topic

The individual who is given the opportunity to select his own topic for a presentation must consider

himself fortunate. Generally, it can be assumed that if you are asked to speak, the subject will be connected with your work in law enforcement. Of course, this is to your advantage since, normally, you will be considered the expert by your audience. And undoubtedly your topic will be either one that you feel most expert about or one that you feel is of most importance to communicate to the public.

When the topic is assigned, preparation complexity increases. This is especially true if the selected speaker is not totally familiar with the subject, or does not have personal interest--other than the fact that he has been designated to give the presentation. It is also to be remembered that when a topic is "assigned," purpose cannot be "selected." Purpose must be derived. This must be done by questioning the individual making the assignment, or by inference or assumption. These latter two methods are unsatisfactory, as your total preparation may be keyed counter to the expectations of the listeners. Every effort should be made to get the facts and to know the specific purpose of the presentation. Poorly defined purpose, regardless of cause, can result in improper organization, poor continuity, and failure to obtain the desired objective. The following check-list for establishing purpose and topic should be considered.

- If given the opportunity to select the topic, choose a topic that is suited to you. Develop

interest in the topic. If you are not interested, you can't expect the listeners to be. A topic that interests you is much easier to talk about and will result in a better presentation.

- Obtain enough knowledge on the subject to provide the background for your presentation. "Knowledge" may include information you have gained from research, experience, conversation, thinking, and observing as well as from reading.
- If a topic can be selected, be sure it is suitable for your listeners. Know the listeners. Choose a topic that will gain attention--not something with which they are so familiar that they already know all the angles, nor something so far from their experience and background levels that it has no interest for them. Do not insult or overtax their intelligence.
- Select a topic or organize material to fit the occasion. Be resourceful and original in topic selection and material organization. Data presented should be timely, worthwhile, and interesting.
- Be certain that the topic is proportioned to the time allowed for the presentation. Topic material should be developed thoroughly in the time allotted, yet should not be "padded" to stretch to the allotted time. In choosing a topic, if it is too big a subject, narrow it to a single angle or

phase. When a topic is assigned and it cannot be reduced to fit the allotted time, ask for additional time. If too much time is allotted for the topic, have the time reduced. If the nature of the presentation is such that you anticipate questions, allow additional time.

• Establish a specific purpose for the presentation.

A presentation without purpose lacks backbone and will not sustain any continuity. Determine what you wish to accomplish in your presentation and build or organize toward that purpose. Some examples of purpose are the following:

- + Explain a process, a method, or a theory.
- + Inform about an event, a person, an institution, etc.
- + Convince of truth, falsity, profitability, etc., of a viewpoint, event, report, etc.
- + Arouse to action or have action sustained.
- + Entertain.

The purpose may be multiple, such as convince to obtain action.

• Purpose should be specifically stated at the beginning of a presentation. Phrase purpose(s)

into a single sentence that states clearly and concisely what you wish to accomplish.

- Analysis of Audience

The analysis of the audience may come before topic and purpose selection. This would always be so if the speaker had the opportunity to select the topic. If the topic is assigned, it must by nature of the circumstances be accomplished after assignment. In either case, it is a key step in preparing a presentation. The circumstances requiring the presentation should guide the analysis of the audience. For example, a presentation to a general audience to inform or entertain requires less analysis than a presentation to a general audience to arouse action. Or, consider the more careful analysis you might want to make if you were preplanning a presentation to a gathering of International Police Chiefs! Regardless of the audience, you should consider these important items of analysis as minimum for increasing your presentation effectiveness.

- Size of the audience
- Approximate education levels and ages
- Occupation(s)
- Their knowledge on the topic you will be presenting
(previous presentations, etc.)

- Their specific feelings (likes or dislikes) concerning the topic you will be presenting. Do you share common feelings concerning purpose?
 - Influence or authority of the sponsor to assist you in achieving your intended purpose.
 - The makeup of your audience, i.e., individuals of high rank or stature, or who are in influential positions.
 - If the audience has a leader.
- Analysis For Your Delivery

Necessary ingredients for the effectiveness of any presentation is the comfort of the listeners and a speaking environment free from distraction. These are factors in our preparation list that are often completely out of our control, or ones in which our control is certainly limited.

However, we should do all that we can to ensure the comfort of the audience and to adjust the suitability of the speaking environment to its best advantage. Any inadequacies in either of the above reflect directly upon the speaker. Consider for a moment, the sound system cutting in and out; the volume too high or too low, etc. The sponsor and technician may be frustrated and concerned, but the audience looks directly at the speaker. Again, it

is the speaker who makes the decision, the development, and the delivery.

Normally, the sponsor will usually provide an environment that is adequate, but, to keep all things in your favor, check on as many items as possible as pre-delivery insurance. Some speaking-environment and audience-comfort considerations that will benefit you are as follows:

- A preview of the room or area in which the presentation is to be made.
- A check to see that all necessary supporting equipment are available and in proper working order, i.e., loud-speaker system, projectors, and projector screens.
- A functional check of supporting devices if you are first on the program.
- Personally check out anything you will possibly use, i.e., the operation of and location of the projector screen.
- If you are using visual aids, 16mm movie, 35mm slides, or overhead projectors, consider their placement, turning on/off lights--all add to the smoothness and effectiveness of the presentation.
- Consider the loss of a visual aid, i.e., the projector breaks down--what will be your alternate

course of action?

- Comfort of the audience. Probably the main concerns are seating, temperature and lighting, and your control may be limited. Showing concern for those that may be stuck behind post/pillars, and allowing the removal of ties and jackets in a warm room can win a few friends.
- Anything you can do to make your audience more comfortable is a plus for you.
- Some Keys to Organization

So far we have keyed our preparation for effectiveness to analyzing our audience and environment, and establishing our purpose and topic. Now we must face the challenge of preparing our actual speech. Traditionally, the speech is divided into three basic parts: the introduction, the body, and the conclusion. Each part is equally important. The introduction must gain audience attention, establish a rapport with them, and set the stage for clarifying and stating our purpose. The body sets forth our main points and supports them. The conclusion must wrap-up, summarize, and remind the audience of our purpose. Most important, it should leave the audience in a mood to respond to the speaker's message.

This traditional concept of speech organization is one that has stood the test of time; it is as valid as it was two thousand years ago.

Looking briefly at each part, we might think that we should start with the introduction and that does seem logical. But consider waiting to establish this important attention-getting portion until after we have considered the entire scope of the presentation.

By letting your ideas unfold, by researching, by gaining support for your main points, and by summarizing the total speech, you then should be in a better position to determine your opening remarks. The body of your speech will set forth your main points and amplify and support them by the most valid means possible. As a rule of thumb, regardless of speech length, main points should be limited (three to five) with emphasis on adequate support. The main-point limitation seems reasonable when we consider: What can I expect the audience to assimilate? Let them take with them three or four good ideas, thoughts, or proposed actions, and take them with conviction.

Keeping the main points within these suggested numbers will also help in limiting the subject in the final organization--an area where so many of us fail by simply trying to cover too much in the allotted time.

Once we have limited our subject and have selected our main points, let us recall what we said about abstract words. The word "abstract" was defined as: disassociated from any specific instance; etc. We

must treat our thoughts and ideas similar to our treatment of abstract words--make them specific. The speaker's task is to make the main points specific and concrete; to prove and explain just what he is saying. There are many devices to develop credibility and prove that you are making valid statements.

Normally we divide evidence to support our ideas into facts or testimony. Facts are those things known to be true--something that is or has happened; testimony, on the other hand, is an interpretation of facts--what one thinks but is not verified. Not only must we use the facts and testimony in obtaining proof, but at the same time we must keep the interest of our listeners. Following are some of the most common support devices for fact and testimony.

- Definition

Ask yourself in your preparation, am I introducing any new terms, words or phrases that my audience may not understand? The introduction of a new word is an attention getter and arouses interest, but then it must be defined. Anticipate questions that the audience might ask. Normally they cannot ask questions, and it is your responsibility to ensure their understanding. Define by the dictionary, by an authority, or by a comparison.

- Statistics

Statistics may be described as facts scientifically collected and tabulated on specific areas. They are a perishable commodity; use them sparingly in speech; qualify them; date them. The intensive use of statistics are usually more effective when displayed as a visual aid in simple and broad comparisons.

- Restatement

Commonly used by the speaker is the restatement of points and ideas. Restatements emphasize points and ensure understanding.

- Testimony

If you remember our first statement, that testimony is an opinion, and even though it is based on facts, the audience may not accept you as the expert. In this case the testimony, statements and quotes from known authorities will, in most cases, add the credibility you need. Be a name dropper; let them know from whom you have obtained the opinions.

- Illustrations

Illustrations are extended examples. They add interest, help prove your points, and aid the

listener in remembering. Illustrations based on personal experience or original material are particularly good sources to stimulate the listener.

. Comparisons

Comparisons measure similarities; the comparison helps bridge the gap between a known and an unknown. You can clarify by showing a similarity to your new idea to something your listeners are familiar with. The opposite of comparisons is contrasts. Contrasting points of difference are equally useful in clarifying and supporting your main points.

The support devices noted are but a few that are available to the speaker for amplifying, clarifying, and lending credibility to his main points. Perhaps our next question should be, how much support is needed for each main point? A flippant answer might be right. Regardless of the time allotted for the presentation, the main points should be limited. Therefore, if the presentation is to be one hour, you generally will have more supporting points for each main point than if the presentation is to be only thirty minutes. There should be some balance of support for each main point; however, there is no reason to belabor the point if your support is conclusive. One of the most common mistakes of speakers is having a lot to say about a little and little to say about a lot.

Your chance of saying a little about a lot comes in the speech's final component: the conclusion. The conclusion should briefly summarize the main points. A complete recapitulation of your main points is in order if the purpose is to inform; however, make them brief and do not belabor them. The illustration, quotation, or narrative which dramatizes the central theme is an excellent way to focus the attention of the audience and leave them in a favorable frame of mind.

The three traditional components of any presentation share equally in importance. Recall the old cliche: "Tell them what you're going to tell them; tell them; and tell them what you told them." Or perhaps we might consider the introduction as getting their interest; the body as keeping them interested; and the conclusion as interesting enough to carry away some of your thoughts. In organizing and gathering your materials there should be a balance of emphasis on each component.

We have looked briefly at each of the parts of the traditional speech format. The next logical step is getting it all together.

The Formula

The most common way of getting it all together, if we follow the traditional approach, is by outlining

our presentation. This process can be a tedious task. To simplify our process, let's try "the formula." The method recommended is an easier, quicker, and surer method of preparation than the one usually followed. It is strictly a mechanical format that lays out all of the elements that we should consider. Our formula may seem even more complicated than the outline, but once you see the complete anatomy of your preparation, you can reduce "the formula" to the barest minimum for fast and effective organization.

. Preliminary Considerations

My commitment to speak is to _____

(my audience)

My subject is _____

Time allotted is _____

The place for delivery is _____

YES NO

____ ____ I will need to limit the subject further.

____ ____ The subject is interesting to me. (If not,
I can become interested)

____ ____ I have experience and background of the
subject.

____ ____ The subject is suitable to the audience. (If
not, get a new subject)

____ ____ I can make the subject fit the occasion.

My purpose is to:

____ ____ Inform--explain a process, method, theory, etc.

____ ____ Persuade/Convince/Sell--Ideas, Viewpoints,
Goods.

____ ____ Entertain--share experiences, relate humorous
or unusual incidents.

____ ____ Get action--support the cause

In a single sentence my purpose is: (Topic Sentence)

Gathering Data and Material

You have already established your purpose, and that purpose should dominate your presentation. With this in mind, the search begins to gather data and material to support your theme.

First, use your own knowledge on the subject--what you know already; your own personal experience is your best source, so make use of it.

Using the formula method, get a supply of 3 x 5 cards, 5 x 7 cards, or sheets of paper. Start immediately, once you have established your purpose and know your subject. Write down on single cards or paper all of your ideas on the subject. Stay attuned to purpose and subject. You will be getting ideas all along from reading, T.V., conversations, etc. Write each idea down on single cards or paper. Not only the ideas, but note the source. Annotate the cards with any other remarks that will help you analyze them later, i.e., this is a good main point; this experience or illustration will support my main point on so-and-so; or this statement is against my main point, one I must defend; etc. Use complete statements and descriptions on all notes; phrases or words soon lose identity with the total thought.

Analyzing Material

Sooner or later you will have to face this step--analyzing your ideas and determining if you will have to find further material. This is the guts part of the formula.

- + Set up a flat work area about 1-yard square like a card table and get out your supply of cards and papers.
- + Divide the work area into three vertical sections, headed as follows:

INTRODUCTION	BODY	CONCLUSION

- + Review your cards or papers; decide those most appropriate for the introduction or conclusion and place in the proper work area.
- + Review the remaining ideas and select the main points. Decide on their order and place them in that order (main point 1, main point 2, etc.) under the body work area. Once you have arranged them in your order of preference it might be advisable

to let them sit for a while and to come back later and review them again. You may want to rearrange the ideas before the next step. The order should be natural for you.

- + Match up the remaining cards or papers to support your main points. This step should clearly tell you where additional support is required. Also, it will give you a chance to select those ideas most appropriate to support each main point and to discard those not required. Begin now to "season" the presentation with interesting bits to keep the listener with you.
- + Make your first draft outline of the body and supporting ideas.
- + Draft an outline for your conclusion. Again, you can discard cards and papers not selected. This is another step where you add your "seasoning," i.e., quotes, quips, recycled humor, etc.
- + Repeat above for your introduction.
- + You now have a rough outline draft of your complete presentation. Read it through critically making appropriate changes. Consider the major transitions--from

introduction to body and body to summary/conclusion; the transitions from one main point to another, checking the clarity for your supporting ideas.

- + Once your rough draft is corrected, read it aloud. Readjust your ideas where needed. Do not think of this as a waste of time, because you are already formatting in your mind an outline adapted to your natural way of speaking--one "speakable" for you.
- Some advantages of the formula:

All the phases of the outline develops as the ideas are placed under the proper headings.

The entire presentation is under control as it develops.

The outline is completely flexible as it grows, because ideas can be easily shifted from one section to another.

New ideas can be added to any part as the ideas occur.

The specialized function of each part of the outline constantly helps in arrangement of ideas.

Ideas that don't fit the theme are easily eliminated.

Similar ideas can be combined easily on a new card or papers.

The ideas become familiar as the cards or papers are handled.

As you become more familiar with the method, "the Formula", you can streamline the operation to five simple steps:

- State the specific purpose/theme in one sentence.
- Layout the work area under the headings: Introduction, Body, and Conclusion.
- Record and gather data on cards or paper.
- Arrange in proper sequence.
- Outline in traditional order.

SECTION VIII

PRACTICE-PRACTICE

In Section VII we worked out the mechanics of the preparation, and now we will look at some personal aspects of preparation.

One of the first concerns of the speaker is anxiety. The anxieties range from uneasiness of mind to utter panic. Most of us have experienced some manifestations of speakers' anxiety: sweaty palms, dry throat, pounding heart, knocking knees, etc.

The best definition of anxiety, when it is applied to speakers, is self-doubt. If we consider some of the things we previously said about making oral presentations, ie., "we have been practicing all our lives," or "we are doing it every day," then it would seem logical that these realizations should alleviate some self-doubt. However, when we visualize the speaker being separated from the group, in fact standing in front of them, he takes on a new role--that of an expert. And, in this new role our self-doubt returns.

Our self-doubts are directly connected to our self-image. We do not want to damage our self-image in any way. In fact, we really would like to improve it. If we are seeking to improve our self-image by improving speaking skills preparation and practice are the answer.

The in-depth preparation and the personal practice will do much to build your self-confidence. There are no short cuts. The amount of time devoted to the preparation and practice can be a determining factor in dispelling self-doubt and increasing your confidence level. The techniques and tips that follow are not cure-alls; they are ones that others who developed speaking skills have found helpful. Your selection of the techniques and tips must be suited to you as an individual.

First let us look at some methods of practicing for our delivery. Some call it "wording" or "phrasing" the speech; we will call it making it "speakable." The term, speakable, seems most logical when you think that the flow of words should be adapted to your natural speaking style, and the words you use taken from your normal vocabulary. Remember what we said about experience—"it is the core of communication." Naturalness is staying within that experience. The most successful speakers are those who make each individual in the audience feel that he or she is the one being addressed; and again, that is naturalness reflected.

Some practicing for our delivery has already taken place if we followed "the formula"--by indelibly transferring the outline to our mind. We were practicing if we have thought of transitioning phrases for new thoughts and ideas; or have familiarized ourselves with the total material. We have several choices. One of course is to write out the entire presentation; another, to make a substantive outline.

If you choose to develop the complete script, read it; read it aloud. Make changes in phrases and words that are hard for you to speak. Change word order if there are hesitations. Rearrange the presentation to make it as comfortable as an old coat--"speakable" and natural for you. Reread it aloud, picking out key words and phrases with highlight markers. Reread, trying to use these highlighted words as key notes for your delivery of the presentation. Ignore the script for a period of time; come back to it later and repeat the same practice process. You will never feel you really know it, unless you have actually memorized the entire address; but, during the actual presentation if practice has been done well, the words will come and, for the most part, in the same "speakable" order that you programmed them.

If you choose the substantive outline, the practice process is similar and the results can be equally as good. In fact, not being held to a word-for-word script adds a certain spontaneity and allows flexibility to adjust to audience reaction.

We have stressed a substantive outline--an outline of complete thoughts. Outlines of words and phrases that do not state the complete meaning are perishable in a short time. Also, by saving this complete outline you may modify or reuse certain portions, thereby saving time later.

Other Thoughts on Practice and Delivery

- Timing. Very often timing is critical from the stand point of rigid schedules, so practice should include checking timing. In practice sessions the general rule is to speak at a pace much faster than normal. You might check timing by deliberately controlling your rate to check time. The other alternative to check proper pacing is to give your presentation before another person in a practice session and check timing.
- Hesitations. The constant interruptions of ah's, er's, ok, now's, etc., in the presentation is offset by practice. The knowing of what you are going to say, and saying it the way you intended to say it, reduces or eliminates the distracting pauses.
- Notes. Notes are to be used, and to be used sparingly. The audience likes to have your full attention. We have stated several methods of preparing notes, ie., high-lighting certain words or phrases on the complete text, or the same can be done with the substantive outline. If the preparation and the practice have been sufficient, notes can be reduced to single words and phrases then placed on either 3 x 5 cards or on sheets of paper paralleling your outline. The notes are made for you. If you have to look at them, do so!

- Delivery rates. Each of us has a normal delivery rate, but, we even adjust this sometimes to our immediate situation. We find listeners are often at odds concerning the delivery rates of speakers, but so are authorities. Therefore the following statements are generalities and must be tied to the individual and the responses from the audience.
 - Slowing down your delivery rate sometimes helps relieve nervousness, helps listeners to absorb information and makes the speaker enunciate better.
 - Speeding up rate of delivery gives listener less time to think of other things. It keeps him with the speaker and appears to increase enthusiasm.
 - You will practice at a faster rate than the one used in your actual presentation.
- Things in your favor, regardless of preparation, practice or skill. The speaker who can reflect the qualities of honesty, sincerity, and enthusiasm about his subject has the odds in his favor for audience acceptance. These qualities plus careful preparation and practice are almost a sure winner.

- Eye contact. Eye contact is as important to the group as to the individual in a personal conversation. The more people who realize you are talking with them not to them, the more successful your presentation will be. If it is hard for you to establish eye contact with the group, pick out one or two of the friendly folks and start with them, gradually increasing your span. Try to cover the entire audience to avoid appearing to be just talking to one section or area. Reading from your notes too much can reduce this most important personal contact with your audience and will diminish the desired response.

If you are looking for a magic formula to increase your oral presentation effectiveness, you have found it--preparation and practice. The time and concentration on "getting it together" and "making it speakable" will be a worthwhile effort; there is just no substitute or short-cut for either.

SECTION IX

WIN PEOPLE TO YOUR WAY OF THINKING

So far in this material we have talked about the nature of communication, breakdowns and barriers, listening, memory crutches, learning, preparation, organizing, and the effective practice for your presentation. Now is the time to look beyond all of this to winning--winning people to your way of thinking. Perhaps another way to say it is "set your words on fire." After all is said, the real proof of your success is whether your listeners were "fired up," or "persuaded" by your presentation. If not, all effort has been in vain. Most presentations are made to inform, persuade, or entertain. We are, of course, interested in informing and persuading of our listeners to a point of view. To win them over. While there are no fixed rules to guarantee success, there are guidelines we should discuss.

Speaker Advantage

A speaker has certain advantages over a writer or a listener. One of them is the opportunity to adjust immediately to audience reaction. As a speaker, you can adjust to misunderstandings, confessions, doubts, etc., at the moment they occur.

But, you can capitalize on this advantage only if you properly prepare for the speaking situation. This means that any step in preparing a speech is out of place if it interferes with your ability to adjust to audience reaction while speaking.

If you have selected a topic, limited your subject, researched thoroughly, organized, prepared your speech with memory aids and necessary visual aids, analyzed the audience and the occasion to determine their probable reaction, practiced the delivery and timing you will be prepared to adjust your delivery to your audience. All that remains is to win them over to your way of thinking.

Eloquence

William Jennings Bryan once defined eloquence as "The speech of one who knows what he is talking about and means what he says." At another time Bryan said that eloquence results when a speaker is "tremendously enthused about worthwhile things concerning which he is thoroughly informed." You will notice that in neither his definition nor his descriptive statement did Bryan say anything at all about the mechanics of speech. He did not talk about what percentage of the speech should be devoted to introduction, main topic and conclusion nor did he talk about how the speaker should stand, nor when he should gesture. There was no mention of how one forms those pear-shaped tones with the voice. The eloquent speaker is a person of profound conviction who sincerely feels he can help his fellow men by conveying those convictions in such an effective

manner as to inspire others to adopt them. In short, he has something in his head and he wants to tell you what it is. He follows the axiom--if you can't tell it, you can't sell it. You must kindle that inward spark that puts conviction in your words and sell ideas to your listener. The dictionary defines eloquent as "forceful," you may also think of it as "vitality." There is no set style or pattern to eloquence. There can be almost as many styles of good speech as there are speakers. The important thing is to be filled with a message that you know is important. The inevitable result of such a combination of factors is that you will become eloquent." And what is more important, it will be your own brand of eloquence!

The record is filled with illustrations of people who became effective speakers when a need arose. President Roosevelt felt the need to talk on a one-to-one basis and used the radio to make millions of people feel, that with his "fireside chats," he was in their homes. He sold his message by aligning himself with the listener with such remarks as "You and I know . . ." Very often the listener would then accept what he would have otherwise rejected or, at least, held in abeyance. Subconsciously, the listener was thinking that if he didn't know this before, then he should have--because the president assumed that he did--and had obviously expected him to know it. As a speaker, Roosevelt said "we" instead of "I," or "this we must do for our children." While he never attempted to disguise his Harvard accent, he nevertheless found a way to tell his message in a downright folksy manner.

Good speakers vary widely but have one thing in common. All of them used speech as a medium of accomplishment. Their techniques and general approaches may bear almost no resemblance to one another. You do not have to ape someone else in order to be a good speaker.

Many very different speakers have a message and sell it using their own style, gestures, voice inflections, visual aids, etc. Certainly it must now be obvious that this kind of speaking is not the simple, mechanical approach of studying the devices of public speaking, and then looking for a subject that we can pour into the fixed forms we have learned to build. To be caught up in the stereotyped confines of the mechanics of speaking is to likely become a dull speaker. The secret is to have something to say and to say it with vitality. A freshman member of the House of Commons once asked the great Disraeli if the old members were wondering why the new member did not speak in the House. "Young man" Disraeli said, "it is better to have them wondering why you do not speak, than wondering why you do." A dry-as-dust discourse will not "sell" your message.

Don't Practice Mistakes

All through this course we have stressed practice-practice-practice. If you want to be a speaker, we have stated that you should prepare by the direct expedient of making speeches. If you do prepare well and deliver your speech without giving thought and evaluation to the information set forth herein,

you most probably will not obtain the desired results. There is no use in practicing your mistakes. To make ten speeches and not improve, enrich and develop progressively with each presentation is to have once experience ten times over. As your capacity to sell and serve expands so will your opportunities. You do not have to diagnose the troubles of the world before a civic club in order to present a topic worthy of development. A fascinatingly interesting presentation on something about which you are both familiar and enthused is the formula for success. It may be about Boy Scouts, gardening, books or whatever. But delivered with enthusiasm, with sparkle, with sincerity.

A Speech Is a Service

A good speech provides a service in that it involves several factors.

- It saves time for the hearers. The grain has been separated from the chaff before the listeners are invited to hear it.
- A speech transposes information into understanding. They go away with better organized information and are more capable of determining what things are really important.
- A well-prepared address will not only state problems and suggest solutions, but it will inspire action.

- Finally, an effective speech very often conveys vital information and inspiration to people who would simply never get it any other way.

To serve others through the medium or speech is not an easy undertaking. It is the kind of work one never finishes. But with practice, with vitality, with words that set one on fire, you can put light in people's faces and win them to your way of thinking!

SECTION X

ALL SPEECHES DON'T GO AS PLANNED

Experience, experience, and more experience! This background is the key that one can usually bank on to get you through a speech or a presentation that doesn't go as planned. And yet you will find new unplanned circumstances after years of regularly making presentations to every possible size and type of group.

As in fingerprints, no two speeches are quite alike and no two locations with their facilities, seating, audio equipment, etc., are quite alike. It is necessary to anticipate every conceivable event that may occur. Our objective here will be to review the types of events that may occur and to suggest methods or quick changes that may overcome problems, or at least present a more acceptable environment or method by which your plan will succeed.

It is important to note that this Section will not cover every contingency. However, we believe that this material will provide you with the stimulus and imagination to cope with most problems as they arise. Just keep in mind "Murphy's Law" which states that "If something can go wrong, it will!" This review of events and problems is partly a testimony to the truth of Murphy's prediction.

Initial Contact.

From the time of initial contact by a representative of a group or organization, many points of confusion may come into being. It is at this time that the presentor must ask questions to ascertain a number of facts. These questions and their answers are critical to the elimination of confusion later and to a favorable, organized impression. Let's look at these questions one at a time.

- The Nature of the Presentation. After determining the name of the person calling and organization represented, the nature of the requested program needs to be clarified. Although it may seem that this should be clear in the mind of the person calling, you will find that this is not always so. Frequently, the person calling is not the program coordinator but is making the call for the coordinator. He may have been designated to make the call because he knows you or someone in your organization and therefore feels more comfortable on the "ice breaking" cold call for a speaker. He may be the director or president of the organization who feels strongly the need to use his title or office in the initial contact. A host of other or similar reasons may exist. Whatever the reason, the first item of business is to ascertain clearly the nature of the organization, its reason for being, and the nature of its needs. The caller will readily provide this information since most organizations have periodic programs involving outside speakers and

have been questioned along these lines previously. Now, of course, the nature of and justification for a presentation by you should take shape. It may be that the caller will answer all questions concerning the nature and purpose of the organization but refer you to a program coordinator for the specific objectives of the presentation. In any event, this initial call or the next contact should provide you with the following.

- the name and purpose of the organization
- the general nature of its membership
- the location of its headquarters and telephone number
- the nature and general outline of past activities
- the reason why you have been selected as a speaker
- the general area or specific subject of interest
- the firm contact person for future coordination
- the specific date or dates and times of the requested presentation
- the location--city, street address, building name, room name or number

- the length of the presentation
- the order of speakers, if more than one, and the general subject of these presentations by other speakers
- the environment or climate in which the presentation is to be made.

Several considerations here are:

- + The reception anticipated by the listeners.
It may be that the requested subject of presentation is one that is controversial to that membership or group, or one with which the group has had extensive exposure or perhaps none at all. This is an area of importance to you! It may have a bearing on your approach to the subject, or whether you even wish to accept the speaking obligation. A multitude of considerations enter this determination--so get the facts! Don't embarrass yourself and possibly your own organization by not gathering all the necessary data for your decision.
- + The location and room or space in which the presentation is to be given. Many organizations meet in public or semi-public areas of restaurants, clubs, etc. This arrangement and the proximity of casual customers may have a bearing on your acceptance, on the subject being considered, the manner of presentation or, again, on whether or not you should accept the engagement.

Check for the time of your presentation and if it is close to normal eating hours, ask clearly if this presentation is in conjunction with a meal and whether you are to join the group for the particular meal. If the invitation is made for you to join them at a breakfast, lunch, dinner or a banquet-style occasion, you need to know who will pay for the food (and possibly other entertainment programmed). Some organizations have a policy of share and share alike for all expenses for the occasion, while others have funds to cover such expenses. In either event this factor may have a bearing on your ability to accept the invitation. Additionally the after-dinner speaking location and attending circumstances usually have a direct bearing on your presentation. It may or may not lend itself to extensive use of prepared notes. Other factors may well enter the picture which would dictate the need for extension cords, additional lights, added tables, or equipment for your aids or exhibits. These many factors must be ascertained, in fairness both to yourself and to those you will address, before you accept.

The length of time allotted for your presentation may be dictated by their overall program, the timing for group members to return to work, the closing of the facility, or whatever. The severity of restrictions which may exist can also be a determinant.

The order of speakers can affect your need to set up exhibits or aids beforehand, or your consideration of using them at all.

The subject to be pursued by other speakers, and the possibility that a panel-type discussion is planned or may develop are also a consideration. It may be that opposing viewpoints from several speakers are desirable from the host organization viewpoint. This plan and the possibility that such a situation may develop are factors you will want to consider.

All of these points are the "climate" of the presentation and will have some effect on your presentation or even on your ability to be an effective speaker. Once these points have been ascertained, you may either accept the engagement or ask for a brief period of time to determine your availability, ability, and effectiveness, after all data are considered. This delay may be necessary for you to do some further coordination with your superiors, if pertinent, with your associates, or simply to reflect on your own schedule to determine whether or not adequate time is available to you to prepare adequately. Before terminating your conversation with the caller, be sure to establish a time for your return call and, specifically, who is to be contacted. As mentioned earlier, it may or may not be the person initiating the request.

Making Your Decision.

Input for your decision is based on a number of factors, many of which you should have developed from the initial contact. It is time now to put the data in order so that a decision can be made. You will want to consider --

- all data received on the initial call
- the possibility that a conflict exists with your organization or with you as an individual. This conflict could involve interests, politics, ethical positions, policy positions, religions, etc. Your ability and effectiveness may be severely affected by such conflicts or, simply because of the nature of the conflict, you may decide you want to be a part of the program.
- another possibility--that another person within your organization could be more effective because of the subject, his experience, or his previous contacts with the calling organization or with similar organizations.

After consideration of all factors, your decision should be communicated to the person designated in the request. Promptness in returning this call is not only a courtesy factor but permits the coordinator time to arrange for an alternate presentor if you decide not to accept or, if you do accept, it will permit both parties the maximum time for coordination in satisfying the program requirements.

Upon Acceptance.

This is the time to review item for item all that you were given during the initial contact. Often the final contact person has some changes to offer that have somehow come about. Your review of each item given you previously will clear the air, and usually you will find the contact person both knowledgeable and ready to assist you in any way possible. The information offered at this time is likely to be meaningful to your preparation. Some thoughts here are:

- the length of the presentation
- the use of aids or exhibits
- the tuning of your speech to the listeners
- the previous exposure of your listeners concerning the agreed upon subject matter
- what equipment may be provided for you if desirable
- the likely environment or climate you will encounter.

Keep in mind that program coordinators are frequently familiar with previous programs, the host location, the pertinent facts about the facility and what it offers and/or its limitations. This person is as interested in a successful program as you are--so get all the details straight early in the preparation period. Now, let's get to that important preparation period!

Development and Preparation.

In this Section we will not cover those items already presented in Keys to Preparation and Presentation. Rather we will dwell on those items that will help ensure that the hard work involved in preparation will come off as you planned it. We will concern ourselves with length of presentation, notes, words, typing, provisions for loss of script or notes, need for early curtailment, etc. Let's take these items one at a time.

- Length of presentation. You have found by this time that a specific number of minutes or hours has been decided either for you or in coordination with you. Now the goal is to start on time and finish on time. Experience indicates several situations may be encountered. One is that you may start late through circumstances beyond your control. You may or may not have to curtail your presentation. Another is similar in effect--you may, and likely will, prepare too much material for the time frame agreed upon. This could lead to running out of time before concluding. You need to consider alternatives to either problem. During this instructional period you will be given practice in handling these difficulties. You will also find reference material in the Section entitled "Keys to Preparation." In short, you will need to construct your notes and pace your presentation to remaining time available or total time agreed upon. For instance, if the business meeting preceding your speech were to be more lengthy than planned, you may find yourself up against a deadline for closing the facility being used. This deadline

may reduce your time by one-third or more. The normal reaction may be to plan on talking faster or to leave out a meaningful question-and-answer period. I am sure you can envision how either change may be unwise. However, when this situation develops just prior to your presentation, rushing through your talk will appear to be a logical decision. An effective alternative is to plan for this possibility and to work your plan. In the less demanding preparation stage, your input for preparation may well indicate that the question-and-answer period is vital to success. Knowing in advance what your plans are for adjustment to time can give you a peace of mind and a feeling of confidence that your presentation will be effective.

- Notes. This subject has also been addressed in other Sections. However, this Section speaks to unusual circumstances that prevent presentations from going as planned. Several eventualities may arise.

• Your notes are lost! The air lines did not route your baggage correctly and now you are separated from your notes and your prepared visuals or models. Or, somehow, you went off without them. It has happened time after time to the most experienced of speakers. The air line problem is easily prevented, of course, by carrying your notes with you. It seems that the hard part is to remember to do exactly that! But, assuming

that your notes are not available to you, for whatever reason, your thorough preparation for the presentation will enable you to carry on readily and effectively. As soon as you discover your dilemma, mentally review your presentation, jot down the major areas first and, if time permits, go back to each major area and construct a sketchy outline from memory. Off to one side you should write in reminders of names, places, or numbers that are hard to remember, and on another side, a sketch of your visuals that you had planned to use. With a minimum of memory effort and a great deal of confidence that you have prepared properly for your presentation, you will give an effective presentation. As you proceed to talk from your sketchy notes, your knowledge of the subject will sustain you well. Remember, an effective speaker is one that has prepared well and has knowledge of his subject. There is no substitute for these two factors!

- Key Words and Phrases. There are many ways to prepare for a presentation. Some speakers prefer to write the presentation word for word, some later reduce this script to an outline, some reduce it to key words only. In any case, key words and phrases must be identifiable easily; otherwise the tendency is to be drawn closer and closer to the notes until you are reading to your group. I think we all agree that this is contrary to the purpose of your being asked to speak in the first place.

To reduce the possibility that you will be drawn into dependency on the script or notes, use marginal areas on both sides of your notes for key words or phrases that typify the content of each paragraph or sub-paragraph. Always include names, numbers, statistics, difficult words and phrases in these marginal notes, or to the right of those key words and phrases if you use that system. Or, as some prefer, highlighting or underlining of key words or phrase. will help. Even with an outline, key words or phrases could be identified in this manner. As you gain experience and increase confidence in your ability, you will find that only the key words or phrases are necessary.

- Typing. If you prefer to type your notes instead of using handwritten notes as many effective speakers do, be sure that you have become as familiar with the typed notes as you have with the written draft. There is a perceptive difference concerning the size, shape and form of typed notes that will seem strange and different, particularly if you feel largely dependent on the notes. Many speakers also use a speech writer or all capital letters on a normal typewriter with double spacing to allow easier reading. Whichever style or format is best for you is the format you should use. Remember, knowledge of your material is of paramount importance. Usually, the less you need your notes, the more natural your style will be and the more effective your presentation.

- Visuals and exhibits. The entire presentation may well be effective without exhibits or visual aid assistance. But when thinking through how we learn and retain information, we must conclude that the use of as many of the human senses as possible does enhance learning and, therefore, effectiveness of presentations.

Review your notes carefully and ask a friend or associate to review your notes for clarity and understanding. In this process you will likely find that a visual aid will be helpful or perhaps necessary. The aid selected must be visible to the group from a predetermined distance under particular lighting conditions. Additionally, the visual should be revealed when appropriate reference is made to it and removed or hidden from view when that reference is complete. Your presentation will go as planned if you have planned well for all contingencies. Such last minute changes as a larger, brighter, darker or smaller room than originally planned can have a drastic effect on the use of visual aids. A model too small to be seen, a chart that cannot be read, or a slide or movie that can't be viewed for whatever reason, is detrimental and should not be used. If your presentation will be less effective for these reasons, these factors must be considered at the time of acceptance. There will be times when a screen, promised by your host or the host facility, will not arrive or the lights are not controllable from the room or area utilized. Many times an

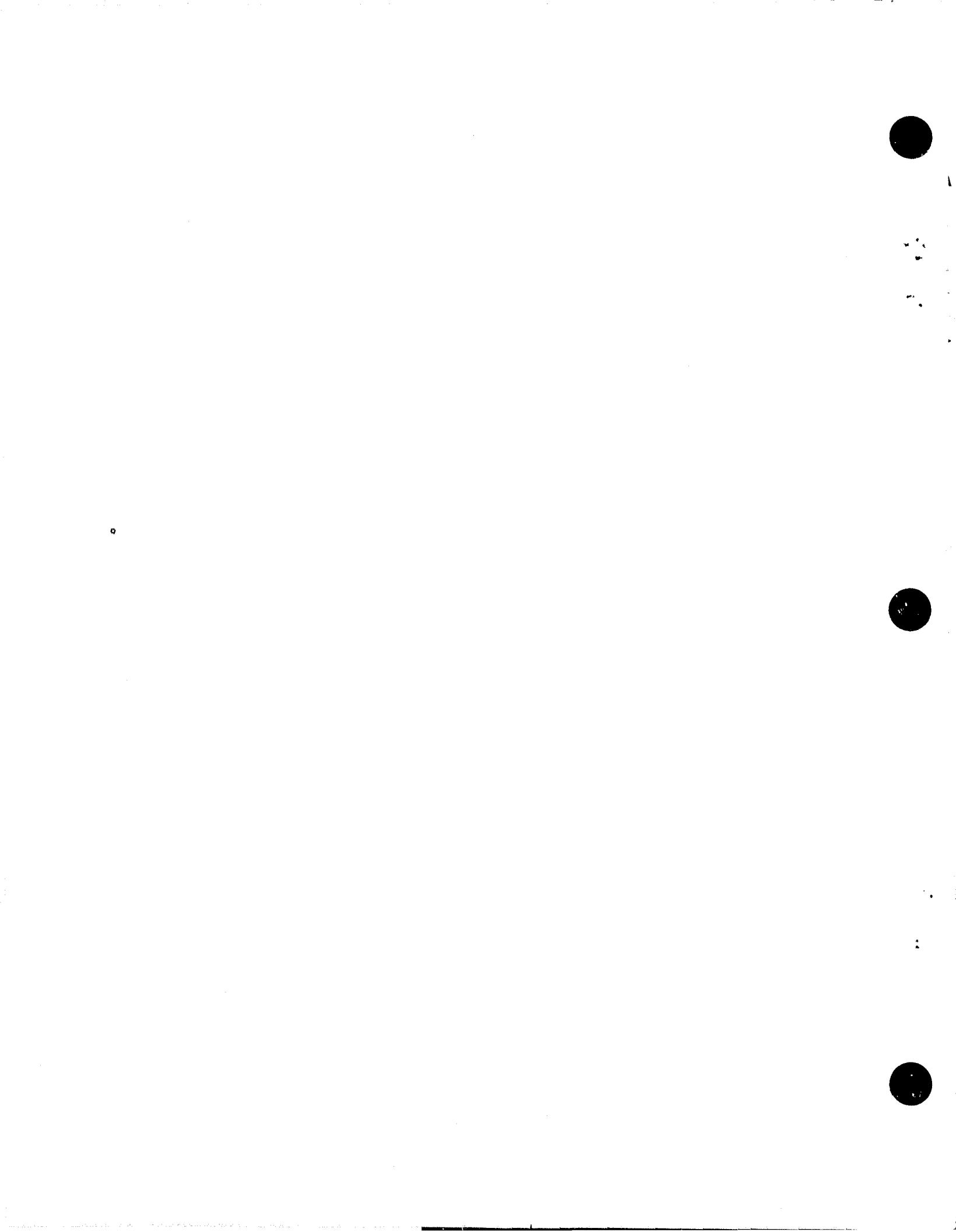
available surface such as a wall or tablecloth will solve the problem of a missing screen. Coordination with your host activity to arrange for darkening of a room, even removing light bulbs, will salvage your presentation. Some guidelines for the use of visuals can be established as:

- Carry your own screen, projectors, and exhibits when feasible. (Don't forget spare bulbs?)
- Arrive early to survey the facility; make whatever arrangements may be required and set up your visuals so they can be viewed effectively by all attendees.
- Try them out--place them, turn them on, operate them--whatever--to be sure they work and are in sequence, right side up, frontwards to the viewer, etc.
- If a microphone is used, be sure it is operating and placed on standby for your use.
- Set up the screen, if it is to be used; and when it is not to remain in position during the interim, mark the floor as to its location for quick set up at the time you need it. Note carefully the height of the screen or visual so that the same height can be adjusted to quickly.
- Be sure to operate all host-furnished equipment prior to commencement. Nothing is more frustrating

and embarrassing than contrary equipment at the moment of presentation.

- See to necessary extension cords and their safe routing to preclude a guest tripping over the cord.
- If your presentation can be enhanced by a different arrangement, secure help in rearranging the seating set-up for the specific purpose of your presentation. Presentations that involve the group in an activity should be accommodated in seating arrangements to provide for that activity. Generally, the host activity can arrange this prior to the presentation. However, again, planning and communications will fail from time to time, and you will have to take the initiative yourself. In other words, stage for results!

This Section of material has attempted to alert you to some of the problems that can face a speaker from time to time. All the possibilities cannot be enumerated, but it should be clear at this point that planning, coordination, and communication must be carefully executed. In spite of all you do, presentations will not always go as planned.



SECTION XI

EVALUATING YOUR PRESENTATION

Now is the time to determine just how successful you have been in your oral presentation. The most accurate assessment can be made immediately after the oral presentation.

Self-analysis

When you step down from the podium after your oral presentation, you know how well you have accomplished the task. Praise or criticism from the audience merely serve to reinforce what you already know. Write down your observations--the responses of the audience while you were speaking. When did the response say, "I agree, go ahead," or "I don't quite understand that; make it clearer," or "I am bored and I wish you would stop." If you maintained good eye contact with the audience, you would have felt and known when you made your best points understood and when you failed. Don't think of yourself but of your subject and audience. The majority of frustrated people in the world are those with the inability to forget themselves. Among them are the speakers who think of themselves too much. By concentrating on the subject and the audience response you can write out a diagnosis on where you were weak in preparing the speech, and a prescription on what you ought to do in preparing the next one.



CONTINUED

1 OF 2

Audience Analysis

After the presentation visit with your audience, and in a short time you'll know if you got your message across.

LISTEN! Find out if they were genuinely interested or just polite. If you have aroused genuine interest, the talk will include some points you did not make. Take mental note of these and include them, if appropriate, in your next presentations. Don't apologize or rationalize your mistakes if you don't want to repeat them.

Self-criticism

When you can relax--after listening to the audience's reaction and taking note of evidence of your success (criticisms as well as compliments)--fill out the following chart. The chart in addition to your notes will be the platform for regrouping and preparing for your next effort.

- a. I felt the following aspects of stage fright (write 0 if you felt none, 1 if you felt it mildly, 2 if reasonably strong, and 3 if extremely so):

- (1) Dry mouth _____
- (2) Perspiring body or forehead _____
- (3) Felt cold or chilly _____
- (4) Trembling body _____
- (5) Weak knees _____
- (6) Muscles tense _____

- (7) Felt clumsy _____
- (8) Felt I was not doing my best _____
- (9) Weak voice _____
- (10) Felt like running away _____
- (11) Felt like apologizing _____
- (12) Could not think clearly _____

b. I chose the subject for the following reasons:

- (1) Suggested by a magazine article _____
- (2) My own experience _____
- (3) A work session or other discussion _____
- (4) Reading _____
- (5) My specialty _____
- (6) A colleague or friend suggested it _____
- (7) It was assigned _____

c. My quality of preparation was as follows:

- (1) Started the speech last night; spent little time on it. _____
- (2) Started the speech yesterday, and worked hard on it. _____
- (3) Started it 2 to 4 days ago, but did little work on it. _____
- (4) Worked hard on it for 2 to 4 days. _____
- (5) Worked hard on it for over 4 days. _____
- (6) Other _____

d. My speech material came from the following sources:

- (1) Personal experience _____
- (2) Discussion, conversation, listening _____
- (3) Observation _____
- (4) Reading _____
- (5) Combination of the above _____
- (6) Other _____

The results on this chart will have meaning only in relation to your analysis of your presentation. The results should correlate with your relative success or failure. It should highlight your strengths and indicate your weaknesses. Build on your strengths. If the chart indicates stage fright, work on the following to control it the next time:

- a. Get an interesting subject. Ask yourself whether you were really afraid of your audience or if, you were afraid of the subject.
- b. Be well prepared. Review keys to thorough preparation.
- c. Use physical action. Use those tense muscles before you speak and while you speak.

RECOMMENDED READING

New Speakers Handbook. S. H. Simmons

Public Speaking. Fluharty-Ross, Barnes and Noble, Inc.

Eloquence in Public Speaking. Kenneth McFarland, Prentice-Hall, Inc.

Speech. William Norwood Brigance, Appleton-Century-Crofts, Inc.



Koepsell-Girard and Associates, Inc.

10500 Sager Avenue/Suite G/Fairfax, Virginia 22030

January 13, 1978

Mr. Paul V. Fleury
MACM, USN
Law Enforcement and Security Specialist
Department of the Navy
Bureau of Naval Personnel
Washington, D.C. 20370

Dear Mr. Fleury:

Subject: Permission to Reprint Various Materials authored by KGA
Pers-84b2-dt

Pursuant to your January 5 letter, as the holder of the copyrights on the various Texas Crime Prevention Institute materials cited therein, I hereby grant you permission to reprint the training manuals.

I appreciate your asking for this authorization and am pleased to grant same. If I can be of further assistance regarding this matter or concerning the fulfillment of other training needs the Navy might have, please do not hesitate to contact me.

I look forward to hearing from you in the future.

Sincerely,

Charles M. Girard
Partner

A



OFFICE OF THE GOVERNOR
CRIMINAL JUSTICE DIVISION

DOLPH BRISCOE
GOVERNOR

ROBERT C. FLOWERS
DIRECTOR

December 1, 1977

Mr. Darrell D. Joy
Director
Texas Crime Prevention Institute
Southwest Texas State University
San Marcos, Texas 78666

Dear Darrell:

This letter is in response to your letter of November 28, 1977 regarding your cooperative venture with the U. S. Navy in reproducing copies of TCPI textbooks which were developed with financial assistance from the CJD. Based upon CJD Standard Grant Condition number 15 as stated below, you are hereby authorized to allow the U. S. Navy to duplicate such materials for its own use and for your future use.

Yours truly,

Darwin
Darwin D. Avant
Police Specialist

DDA:mr

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B



September 27, 1977

(512) 392-0166

Paul Fleary, MACM
Bureau of Naval Personnel
Law Enforcement Office
Washington, D. C. 20370

Dear Mr. Fleary:

As per our phone conversation, I am sending you the books you requested.

These books were developed and printed on funds provided through a federal grant to our state planning agency. In that federal and state funds are involved, there is no copyright on the books.

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Sincerely,

A handwritten signature in cursive ink that reads "Fred H. Stansbury".

Fred H. Stansbury
Director
Texas Crime Prevention Institute
Southwest Texas State University

FHS/pjt

P.S. This letter does not have to appear in the printed copies of your text.

C
Southwest Texas State University
San Marcos, Texas 78666



END