GLOBAL EDITION

Public Speaking

An Audience-Centered Approach

NINTH EDITION

Steven A. Beebe • Susan J. Beebe

ALWAYS LEARNING

PEARSON

NINTH EDITION

PUBLIC SPEAKING

AN AUDIENCE-CENTERED APPROACH

Global Edition

Steven A. Beebe
Texas State University

Susan J. Beebe
Texas State University

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Publisher, Communication: Karon Bowers
Head of Learning Asset Acquisition, Global Edition: Laura Dent
Editorial Assistant: Jennifer Nolan
Senior Marketing Manager: Blair Zoe Tuckman
Marketing Assistant: Karen Tanico
Marketing Coordinator: Theresa Rotondo
Director of Development: Sharon Geary
Senior Managing Editor: Linda Behrens
Acquisitions Editor, Global Edition: Sandhya Ghoshal
Associate Project Editor, Global Edition: Uttaran Das Gupta
Procurement Manager: Mary Fischer
Senior Procurement Specialist: Mary Ann Gloriande
Program Manager: Anne Ricigliano
Creative Director: Blair Brown
Senior Manufacturing Controller, Production, Global Edition: Trudy Kimber
Interior Designer: Cenveo® Publisher Services
Art Director: Maria Lange
Cover Illustrator: Greg Betza
Cover Image: © hxdbzxy/Shutterstock
Director of Digital Media: Brian Hyland
Digital Media Specialist: Sean Silver
Full-Service Project Management: Cenveo® Publisher Services

Credits and acknowledgments for materials borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text or on pages 414–418.

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM 20 2JE
England

and Associated Companies throughout the world

Visit us on the World Wide Web at:
www.pearsonglobaleditions.com

© Pearson Education Limited 2015

The rights of Steven A. Beebe and Susan J. Beebe to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

Authorized adaptation from the United States edition, entitled Public Speaking: An Audience-Centered Approach, 9th edition, ISBN 978-0-205-91463-0, by Steven A. Beebe and Susan J. Beebe, published by Pearson Education © 2015.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a license permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

ISBN 10: 1-292-01839-9
ISBN 13: 978-1-292-01839-3

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

10 9 8 7 6 5 4 3 2 1
14 13 12 11 10

Typeset by Cenveo® Publisher Services in Minion Pro in 9/10.5.
Printed and bound by Courier Kendallville in The United States of America.

Dedicated to our parents,
Russell and Muriel Beebe
and Herb and Jane Dye

And to our children,
Mark, Matthew, and Brittany Beebe

BRIEF CONTENTS

1 The Art of Public Speaking 27

2 Developing Your First Speech 46

3 The Boundaries of Freedom of Speech 66

4 Listening and Critical Thinking Skills 79

5 Audience Analysis 103

6 Audience-Centered Speech Building 136

7 The Framework of Speech: The Supporting Materials 156

8 Speech Outlines and Integration of Supporting Materials 179

9 Beginning and Concluding Your Speech 204

10 Effective Language for Diverse Listeners 220

11 Strategies for the Final Delivery 236

12 Guidelines on Presentation Aids 265

13 The Informative Speech 287

14 The Persuasive Speech 309

15 Steps in Persuasive Communication 331

16 Speaking with a Purpose: Occasions and Ceremonies 365

Appendix A Speaking in Small Groups 382

Appendix B Speeches for Analysis and Discussion 390

CONTENTS

Preface 17

1 THE ART OF PUBLIC SPEAKING 27

What Is Public Speaking? 28

Why Study Public Speaking? 29

Empowerment 29 • Employment 30

The Communication Process 31

Communication as Action 31 • Communication as Interaction 32 • Communication as Transaction 33

The Rich Heritage of Public Speaking 33

The Golden Age of Public Speaking 34 • Nineteenth- and Twentieth-Century Age of Political Oratory 34 • The Technological Age of Public Speaking 34

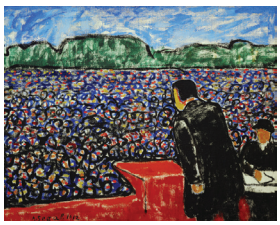
Improving Your Confidence as a Speaker 35

Understand Your Nervousness 36 • How to Build Your Confidence 39

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Be One with the Audience 42

STUDY GUIDE 44

2 DEVELOPING YOUR FIRST SPEECH 46



Consider Your Audience 47

Gather and Analyze Information about Your Audience 48 • Consider the Culturally Diverse Backgrounds of Your Audience 49

Select and Narrow Your Topic 49

Who Is the Audience? 50 • What Are My Interests, Talents, and Experiences? 50 • What Is the Occasion? 51

Determine Your Purpose 51

Determine Your General Purpose 51 • Determine Your Specific Purpose 51

Develop Your Central Idea 52

Generate the Main Ideas 53

Does the Central Idea Have Logical Divisions? 53 • Can You Think of Several Reasons the Central Idea Is True? 53 • Can You Support the Central Idea with a Series of Steps? 53

Gather Supporting Material 54

Gather Interesting Supporting Material 54 • Gather Visual Supporting Material 55

Organize Your Speech 56

SAMPLE OUTLINE 56

Rehearse Your Speech 58

Deliver Your Speech 59

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Things to Consider While Preparing for Your First Speech 59

SAMPLE SPEECH 61

STUDY GUIDE 63

3 THE BOUNDARIES OF FREEDOM OF SPEECH 66

Speaking Freely 68

Free Speech and the U.S. Constitution 68 • Free Speech in the Twentieth Century 69 • Free Speech in the Twenty-First Century 70

Speaking Ethically 71

Have a Clear, Responsible Goal 71 • Use Sound Evidence and Reasoning 72 • Be Sensitive to and Tolerant of Differences 72 • Be Honest 73

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Be Ethical to Be Credible 73

Don't Plagiarize 74

SAMPLE ORAL CITATION 76

Speaking Credibly 76

STUDY GUIDE 77

4 LISTENING AND CRITICAL THINKING SKILLS 79

Overcoming Barriers to Effective Listening 81

Information Overload 81 • Personal Concerns 82 • Outside Distractions 82 • Prejudice 83 • Differences between Speech Rate and Thought Rate 84

How to Become a Better Listener 85

Listen with Your Eyes as Well as Your Ears 85 • Listen Mindfully 86 • Listen Skillfully 87 • Listen Ethically 91

Improving Listening and Critical Thinking Skills 92

Separate Facts from Inferences 93 • Evaluate the Quality of Evidence 93 • Evaluate the Underlying Logic and Reasoning 94

Analyzing and Evaluating Speeches 94

Understanding Criteria for Evaluating Speeches 95 • Identifying and Analyzing Rhetorical Strategies 97 • Giving Feedback to Others 97 • Giving Feedback to Yourself 99

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE A Good Listener Is a Good Speaker 99

STUDY GUIDE 101

5 AUDIENCE ANALYSIS 103

Gathering Information about Your Audience 105

Analyzing Information about Your Audience 108

Look for Audience Member Similarities 108 • Look for Audience Member Differences 108 • Establish Common Ground with Your Audience 108

Adapting to Your Audience 109

Analyzing Your Audience before You Speak 111

Demographic Audience Analysis 111

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Audience Analysis for a Successful Speech 113

Psychological Audience Analysis 121

DEVELOPING YOUR SPEECH STEP BY STEP Consider Your Audience 121

Situational Audience Analysis 124

Adapting to Your Audience as You Speak 126

Identifying Nonverbal Audience Cues 127 • Responding to Nonverbal Cues 128 • Strategies for Customizing Your Message to Your Audience 130

Analyzing Your Audience after You Speak 131

Nonverbal Responses 131 • Verbal Responses 131 • Survey Responses 131 • Behavioral Responses 132

STUDY GUIDE 133

6 AUDIENCE-CENTERED SPEECH BUILDING 136

Select and Narrow Your Topic 137

Guidelines for Selecting a Topic 138 • Strategies for Selecting a Topic 140

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE How to Deliver a Winning Speech 140

Narrowing the Topic 142

DEVELOPING YOUR SPEECH STEP BY STEP Select and Narrow Your Topic 142

Determine Your Purpose 143

General Purpose 143 • Specific Purpose 144

DEVELOPING YOUR SPEECH STEP BY STEP Determine Your Purpose 146

Develop Your Central Idea 146

A Complete Declarative Sentence 147 • Direct, Specific Language 148 • A Single Idea 148 • An Audience-Centered Idea 148

DEVELOPING YOUR SPEECH STEP BY STEP Develop Your Central Idea 149

Generate and Preview Your Main Ideas 149

Generating Your Main Ideas 149

DEVELOPING YOUR SPEECH STEP BY STEP Generate Your Main Ideas 151

Previewing Your Main Ideas 152

Meanwhile, Back at the Computer . . . 152

STUDY GUIDE 154

7 THE FRAMEWORK OF SPEECH: THE SUPPORTING MATERIALS 156

Sources of Supporting Material 157

Personal Knowledge and Experience 157 • The Internet 158 • Online Databases 159 • Traditional Library Holdings 161 • Interviews 162

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Essential Tools for an Effective Speech 162

Research Strategies 164

Develop a Preliminary Bibliography 164 • Locate Resources 164 • Assess the Usefulness of Resources 164 • Take Notes 165 • Identify Possible Presentation Aids 165

DEVELOPING YOUR SPEECH STEP BY STEP Gather Supporting Material 165

Types of Supporting Material 166

Illustrations 166 • Descriptions and Explanations 168 • Definitions 169 • Analogies 170 • Statistics 171 • Opinions 173

The Best Supporting Material 176

STUDY GUIDE 177

8 SPEECH OUTLINES AND INTEGRATION OF SUPPORTING MATERIALS 179

Organizing Your Main Ideas 181

Organizing Ideas Topically 181

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Organize Your Speech 181

Ordering Ideas Chronologically 183 • Arranging Ideas Spatially 184 • Organizing Ideas to Show Cause and Effect 184 • Organizing Ideas by Problem-Solution 185 • Acknowledging Cultural Differences in Organization 186

DEVELOPING YOUR SPEECH STEP BY STEP Organize Your Speech 187

Integrating Your Supporting Material 188

Organizing Your Presentation for the Ears of Others: Signposting 190

Previews 190 • Transitions 191 • Summaries 192 • Presentation Aids 193

Outlining Your Speech 194

Developing Your Preparation Outline 194 • Developing Your Speaking Notes 197

SAMPLE PREPARATION OUTLINE 198

STUDY GUIDE 202

9 BEGINNING AND CONCLUDING YOUR SPEECH 204

Purposes of Introductions 205

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Begin with the End in Mind 205

Get the Audience's Attention 206 • Give the Audience a Reason to Listen 206 • Introduce the Subject 207 • Establish Your Credibility 207 • Preview Your Main Ideas 208

Effective Introductions 209

Illustrations or Anecdotes 209 • Startling Facts or Statistics 210 • Quotations 210 • Humor 211 • Questions 212 • References to Historical Events 213 • References to Recent Events 213 • Personal References 214 • References to the Occasion 214 • References to Preceding Speeches 214

Purposes of Conclusions 215

Summarize the Speech 215 • Provide Closure 216

Effective Conclusions 217

Methods Also Used for Introductions 217 • References to the Introduction 217 • Inspirational Appeals or Challenges 218

STUDY GUIDE 219

10 EFFECTIVE LANGUAGE FOR DIVERSE LISTENERS 220

Differentiating Oral and Written Language Styles 222

Using Words Effectively 222

Use Specific, Concrete Words 222 • Use Simple Words 223 • Use Words Correctly 223 • Use Words Concisely 224

Adapting Your Language Style to Diverse Listeners 225

Use Language That Your Audience Can Understand 225 • Use Respectful Language 226 • Use Unbiased Language 226

Crafting Memorable Word Structures 228

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Your Style of Speech, Your Chosen Words 229

Creating Figurative Images 229 • Creating Drama 229 • Creating Cadence 231 • Analyzing an Example of Memorable Word Structure 232 • Using Memorable Word Structures Effectively 233

STUDY GUIDE 234

11 STRATEGIES FOR THE FINAL DELIVERY 236

The Power of Speech Delivery 237

Listeners Expect Effective Delivery 237 • Listeners Make Emotional Connections with You through Delivery 238 • Listeners Believe What They See 238

Methods of Delivery 239

Manuscript Speaking 239 • Memorized Speaking 240 • Impromptu Speaking 240 • Extemporaneous Speaking 242

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Delivering Your Speech Effectively 242

Characteristics of Effective Delivery 242

Eye Contact 243 • Gestures 244 • Movement 247 • Posture 248 • Facial Expression 248 • Vocal Delivery 249 • Personal Appearance 254

Audience Diversity and Delivery 254

Rehearsing Your Speech: Some Final Tips 257

DEVELOPING YOUR SPEECH STEP BY STEP Rehearse Your Speech 258

Delivering Your Speech 258

DEVELOPING YOUR SPEECH STEP BY STEP Deliver Your Speech 259

Responding to Questions 260

STUDY GUIDE 262

12 GUIDELINES ON PRESENTATION AIDS 265

The Value of Presentation Aids 266

Presentation Aids Enhance Understanding 266 • Presentation Aids Enhance Memory 267 • Presentation Aids Help Listeners Organize Ideas 267 • Presentation Aids Help You Gain and Maintain Attention 267 • Presentation Aids Help Illustrate a Sequence of Events or Procedures 268

Types of Presentation Aids 268

Three-Dimensional Presentation Aids 268 • Two-Dimensional Presentation Aids 269 • Computer-Generated Presentation Aids 274 • Tips for Using Computer-Generated Presentation Aids 275 • Audiovisual Aids 277

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Use of Visual Aids in Your Speech 277

Guidelines for Developing Presentation Aids 279

Make Them Easy to See 279 • Keep Them Simple 279 • Select the Right Presentation Aid 280 • Do Not Use Dangerous or Illegal Presentation Aids 281

Guidelines for Using Presentation Aids 281

Rehearse with Your Presentation Aids 281 • Make Eye Contact with Your Audience, Not with Your Presentation Aids 281 • Use Handouts Effectively 282 • Time the Use of Visuals to Control Your Audience's Attention 283 • Use Technology Effectively 284 • Remember Murphy's Law 284

STUDY GUIDE 285

13 THE INFORMATIVE SPEECH 287

Types of Informative Speeches 288

Speeches about Objects 289 • Speeches about Procedures 291 • Speeches about People 292 • Speeches about Events 293 • Speeches about Ideas 293

Strategies to Enhance Audience Understanding 294

Speak with Clarity 294 • Use Principles and Techniques of Adult Learning 295 • Clarify Unfamiliar Ideas or Complex Processes 296 • Appeal to a Variety of Learning Styles 297

Strategies to Maintain Audience Interest 298

Motivate Your Audience to Listen to You 298 • Tell a Story 298 • Present Information That Relates to Your Listeners 299 • Use the Unexpected 299

SAMPLE INFORMATIVE SPEECH 300

Strategies to Enhance Audience Recall 301

Build In Redundancy 301 • Make Your Key Ideas Short and Simple 302 • Pace Your Information Flow 302 • Reinforce Key Ideas 303

Developing an Audience-Centered Informative Speech 303

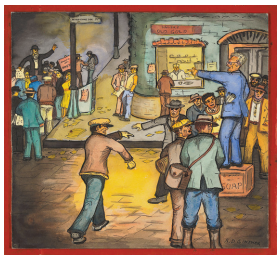
Consider Your Audience 303 • Select and Narrow Your Informational Topic 304 • Determine Your Informative Purpose 304 • Develop Your Central Idea 305 • Generate Your Main Ideas 305 • Gather Your Supporting Materials 305 • Organize Your Speech 305

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE How to Make Your Informative Speech Credible 305

Rehearse Your Presentation 306 • Deliver Your Speech 306

STUDY GUIDE 307

14 THE PERSUASIVE SPEECH 309



The Goals of Persuasion 310

Changing or Reinforcing Audience Attitudes 311 • Changing or Reinforcing Audience Beliefs 311 • Changing or Reinforcing Audience Values 311 • Changing or Reinforcing Audience Behaviors 312

How Persuasion Works 312

Aristotle's Traditional Approach: Using Ethos, Logos, and Pathos to Persuade 312 • ELM's Contemporary Approach: Using a Direct or Indirect Path to Persuade 313

How to Motivate Listeners 315

Use Cognitive Dissonance 315 • Use Listeners' Needs 318 • Use Positive Motivation 320 • Use Negative Motivation 320

How to Develop Your Audience-Centered Persuasive Speech 322

Consider the Audience 322 • Select and Narrow Your Persuasive Topic 323 • Determine Your Persuasive Purpose 323 • Develop Your Central Idea and Main Ideas 324 • Gather Supporting Material 327 • Organize Your Persuasive Speech 327

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Tips on Persuasion of a Persuasive Speech 328

Rehearse and Deliver Your Speech 328

STUDY GUIDE 329

15 STEPS IN PERSUASIVE COMMUNICATION 331

Enhancing Your Credibility 332

Elements of Your Credibility 332 • Phases of Your Credibility 333

Using Logic and Evidence to Persuade 334

Understanding Types of Reasoning 335 • Supporting Your Reasoning with Evidence 340 • Using Evidence Effectively 342 • Avoiding Faulty Reasoning 343

Using Emotion to Persuade 345

Tips for Using Emotion to Persuade 346 • Using Emotional Appeals: Ethical Issues 349

Strategies for Adapting Ideas to People and People to Ideas 349

Persuading the Receptive Audience 350 • Persuading the Neutral Audience 351 • Persuading the Unreceptive Audience 351

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Using Persuasive Strategies 352

Strategies for Organizing Persuasive Messages 353

Problem–Solution 354 • Refutation 355

SAMPLE PERSUASIVE SPEECH 356

Cause and Effect 358 • The Motivated Sequence 358

STUDY GUIDE 362

16 SPEAKING WITH A PURPOSE: OCCASIONS AND CEREMONIES 365

Public Speaking in the Workplace 366

Group Presentations 366 • Public-Relations Speeches 369

Ceremonial Speaking 370

Introductions 370

CONFIDENTLY CONNECTING WITH YOUR AUDIENCE Speech with a Specific Purpose 371

Toasts 371 • Award Presentations 372 • Nominations 372 • Acceptances 373 • Keynote Addresses 374 • Commencement Addresses 375 • Commemorative Addresses 375 • Eulogies 376

After-Dinner Speaking: Using Humor Effectively 377

Humorous Topics 377 • Humorous Stories 378 • Humorous Verbal Strategies 379 • Humorous Nonverbal Strategies 380

STUDY GUIDE 381

A SPEAKING IN SMALL GROUPS 382

Solving Problems in Groups and Teams 383

Participating in Small Groups 385

Come Prepared for Group Discussions 385 • Do Not Suggest Solutions before Analyzing the Problem 386 • Evaluate Evidence 386 • Help Summarize the Group's Progress 386 • Listen and Respond Courteously to Others 386 • Help Manage Conflict 386

Leading Small Groups 387

Leadership Responsibilities 387 • Leadership Styles 388

B SPEECHES FOR ANALYSIS AND DISCUSSION 390

I Have a Dream Martin Luther King Jr. 390

Second Inaugural Address Barack Obama 392

Message. Messenger. Audience. Daniel Rose 395

Elvis Angelitta Armijo 398

Endnotes 400

Credits 414

Index 419

PREFACE

The ninth edition of *Public Speaking: An Audience-Centered Approach* is written to be the primary text in a course intended to help students become better public speakers. We are delighted that since the first edition of the book was published over two decades ago, educators and students of public speaking have found our book a distinctively useful resource to enhance public-speaking skills. We've worked to make our latest edition a preeminent resource for helping students enhance their speaking skills by adding new features and retaining the most successful elements of previous editions.

New to the Ninth Edition

We've refined and updated the book you are holding in your hands to create a powerful and contemporary resource for helping speakers connect to their audience. We've added several new features and revised features that both instructors and students have praised.

Support for First Speeches

In response to suggestions from instructors who use the book, we've created a new Chapter 2, Developing Your First Speech. The chapter gives students a concise overview of the audience-centered speaking model as it offers them suggestions for effectively and confidently making an initial speech early in the term of their public-speaking class.

2 DEVELOPING YOUR FIRST SPEECH

OBJECTIVES

After studying this chapter you should be able to do the following:

2.1 Explain why it is important to be audience-centered during each step of the speechmaking process.

2.2 Select and narrow an appropriate topic for a speech.

2.3 Differentiate between a general speech purpose and a specific speech purpose.

2.4 Develop a sentence that captures the central idea of a speech.

2.5 Identify three strategies for generating the main ideas for a speech.

2.6 Describe several types of supporting material that could be used to support speech ideas.

2.7 Develop a speech with three main organizational parts—an introduction, a body, and a conclusion.

2.8 Identify successful strategies for rehearsing a speech.

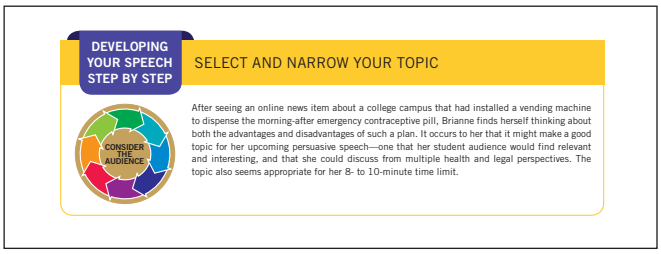
2.9 Describe the essential elements of effective speech delivery.

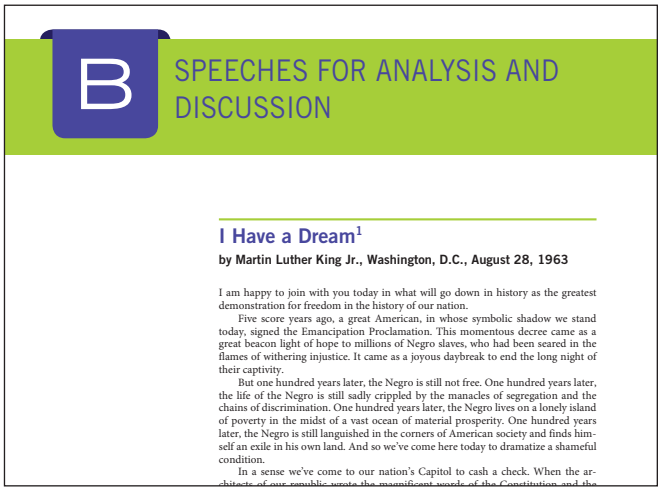
46

Arthur Segal (1875–1944), *The Speaker*, 1912. Collection of Henri Nannen, Emden, Germany. Photo: Erich Lessing/Art Resource, N.Y.

If all my talents and powers were to be taken from me by some inscrutable Providence, and I had my choice of keeping but one, I would unhesitatingly ask to be allowed to keep the Power of Speaking, for through it, I would quickly recover all the rest.

—Daniel Webster





New and Updated Features

In the ninth edition, new *Learning Objectives* appear at the start of each chapter to provide students with strategies and key points for approaching the chapter. Objectives reappear at key points in the chapter to help students gauge their progress and monitor their learning. An updated and expanded *Study Guide* at the end of each chapter reviews the learning objectives and key terms, and guides students to think critically about chapter concepts and related ethical issues. We have also added more margin *Recap* boxes and tables to help students check their understanding, review for exams, and to reference key advice as they prepare their speeches. Finally, we have updated the extended example that appears in *Developing Your Speech Step by Step* boxes throughout the book.

New Speeches

We've added new annotated student speeches and speech examples throughout the book. In addition, nearly every speech in our revised Appendix B is new, selected to provide readers with a variety of positive models of effective speeches.

New Examples and Illustrations

New examples and illustrations integrated in every chapter provide both classic and contemporary models to help students master the art of public speaking. As in previous editions, we draw on both student speeches and speeches delivered by well-known people.

New Material in Every Chapter

In addition to these new and expanded features, each chapter has been revised with new examples, illustrations, and references to the latest research conclusions. Here's a summary of the changes and revisions we've made:

Chapter 1: The Art of Public Speaking

- New comparison of public speaking with conversation helps build confidence by showing students that speechmaking builds on skills they have already mastered.
- The benefits of public speaking for improving employment opportunities and developing empowering critical thinking skills are reinforced.
- Expanded summary of the history of public speaking adds discussion of Roman orators and of today's communication technologies.
- Updated research reinforces advice for overcoming speaking anxiety and building confidence.

Chapter 2: Developing Your First Speech

- This new chapter provides an overview of the audience-centered speaking process, jump-starting the speechmaking process for students who are assigned to present speeches early in the term.
- Advice is provided for effectively delivering speeches via videoconferencing and similar communication technology.
- New sample first speech helps students see how another student speaker successfully applied the concepts discussed in the chapter.

Chapter 3: The Boundaries of Freedom of Speech

- A revised and updated discussion of free speech helps students understand the evolution of interpretation of the First Amendment.
- New discussion and figure emphasize the global nature of free speech in the era of social media.
- New examples throughout the chapter keep material current and relevant to readers.

Chapter 4: Listening and Critical Thinking Skills

- The chapter is streamlined by removing the discussion of receiver anxiety as a barrier to listening.
- Updated discussion of listening styles helps students use the strengths and overcome the challenges of their particular listening style.
- A new figure can be used by students as a guide or checklist when evaluating other speakers.
- Updated research throughout the chapter keeps material current and relevant to readers.

Chapter 5: Audience Analysis

- An updated discussion of sex, gender, and sexual orientation emphasizes the importance of considering variations in listeners' gender and sexual identities.
- This chapter introduces the first of the updated *Developing Your Speech Step by Step* boxes, which provide students with an extended example of how to implement audience-centered speechmaking concepts.

Chapter 6: Audience-Centered Speech Building

- Updated lists of potential speech topics can spark students' own topic brainstorming.
- New examples throughout the chapter keep the material in this popular chapter current and relevant to readers.

Chapter 7: The Framework of Speech: The Supporting Materials

- An updated section on evaluating Internet resources adds new discussions of *Wikipedia* and page domains as it guides students to think critically about information they find on the Internet.
- New examples throughout the chapter model effective incorporation of the different types of supporting material discussed in the chapter.

Chapter 8: Speech Outlines and Integration of Supporting Materials

- This chapter combines two previously separate but closely related chapters on organizing and outlining speeches.
- The combined chapter has been streamlined by removing the discussion of delivery outlines, as they are synonymous with speaking notes for many speakers.
- A revised discussion of signposting helps students understand how these organizational clues help communicate their message to listeners.
- The chapter offers information to help students evaluate technological options, such as using a tablet computer to hold speaking notes.
- A new *Sample Preparation Outline* gives students a complete model of the best practices in organization and outlining.

Chapter 9: Beginning and Concluding Your Speech

- New examples of effective introductions and conclusions from both student and seasoned speakers show students how to implement the techniques described in the chapter.

Chapter 10: Effective Language for Diverse Listeners

- New table reinforces students' understanding by providing a visual analysis of memorable word structures John F. Kennedy used in his inaugural address.
- New examples clarify discussions of metaphors, inversion, suspension, parallelism, antithesis, and alliteration.

Chapter 11: Strategies for the Final Delivery

- This chapter provides additional guidance in effective use of eye contact, gestures, and facial expressions when delivering speeches using videoconferencing or similar technology.
- Discussions of using microphones and proper attire have been updated with advice on current trends.

Chapter 12: Guidelines on Presentation Aids

- Updated information on two-dimensional presentation aids discusses using photographs, drawings, maps, graphs, and charts the "old-fashioned way," as well as in computer-generated presentation aids.
- The discussion of computer-generated presentation aids has been extended beyond PowerPoint™ to include other popular presentation software.
- An updated discussion of using video aids and audio aids includes references to current technology, such as smartphones, that makes it easy for speakers to create their own video or audio aids, as well as an evaluation of cloud storage of presentation aids.

Chapter 13: The Informative Speech

- New information on storytelling helps students understand the universal appeal of stories and their use in gaining and maintaining listeners' attention.
- New examples and updated research throughout the chapter keep material current and relevant to readers.

Chapter 14: The Persuasive Speech

- Expanded discussion and examples clarify and enhance students' understanding of cognitive dissonance theory.
- Clarifications and examples help students understand theories related to persuasion and how those theories are applied at every step of the audience-centered speaking model to their persuasive speeches.

Chapter 15: Steps in Persuasive Communication

- New section on reasoning by sign expands the repertoire of reasoning techniques students can use in their persuasive speeches.
- Advice for adapting persuasive techniques to culturally diverse audiences has been enhanced by introducing each technique with a reminder of the central role of the audience in public speaking.
- A new *Sample Persuasive Speech* gives students a complete model of how to use the motivated sequence and other principles of persuasion.

Chapter 16: Speaking with a Purpose: Occasions and Ceremonies

- New chapter-opening examples reinforce the value of public speaking with dollars-and-cents evidence.
- New examples throughout the chapter demonstrate models of speeches for ceremonial occasions including commencement addresses, keynote addresses, and eulogies, as well as humorous speeches.

Successful Features Retained in This Edition

The goal of the ninth edition of *Public Speaking: An Audience-Centered Approach* remains the same as that of the previous eight editions: to be a practical and user-friendly guide to help speakers connect their hearts and minds with those of their listeners. While adding powerful new features and content to help students become skilled public speakers, we have also endeavored to keep what students and instructors liked best. Specifically, we retained five areas of focus that have proven successful in previous editions: our audience-centered approach; our focus on overcoming communication apprehension; our focus on ethics; our focus on diversity; and our focus on skill development. We also continue our partnership with instructors and students by offering a wide array of print and electronic supplements to support teaching and learning.

Our Audience-Centered Approach

The distinguishing focus of the book is our audience-centered approach. More than 2,300 years ago, Aristotle said, "For of the three elements in speechmaking—speaker, subject, and person addressed—it is the last one, the hearer, that determines the speaker's end and object." We think Aristotle was right. A good speech centers on the needs, values, and hopes of the audience, who should be foremost in the speaker's mind during every step of the speech development and delivery process. Thus, in a very real sense, the audience writes the speech. Effective and ethical public speaking does not simply tell listeners only what they want to hear—that would be a manipulative, speaker-centered approach. Rather, the audience-centered speaker is ethically responsive to audience interests without abandoning the speaker's end and object.

It is not unusual or distinctive for a public-speaking book to discuss audience analysis. What is unique about our audience-centered approach is that our discussion of audience analysis and adaptation is not confined to a single chapter; rather, we emphasize the importance of considering the audience throughout our entire discussion of the speech preparation and delivery process. From the overview early in the text of the public-speaking process until the final chapter, we illuminate the positive power of helping students relate to their audience by keeping their listeners foremost in mind.

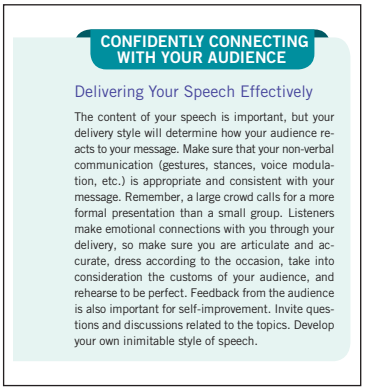
Preparing and delivering a speech also involves a sequence of steps. Our audience-centered model integrates the step-by-step process of speech preparation and delivery with the ongoing process of considering the audience. Our audience-centered model of public speaking, shown here and introduced in Chapter 2, reappears throughout the text to remind students of the steps involved in speech preparation and delivery, while simultaneously emphasizing the importance of considering the audience. Viewing the model as a clock, the speaker begins the process at the 12 o'clock position with "Select and Narrow Topic" and moves around the model clockwise to "Deliver Speech." Each step of the speech preparation and delivery process touches the center portion of the model, labeled "Consider the Audience." Arrows connecting the center with each step of the process illustrate how the audience influences each of the steps involved in designing and presenting a speech. Arrows pointing in both directions around the central process of "Consider the Audience" represent how a speaker may sometimes revise a

Copyrighted by Pearson Education, Upper Saddle River, NJ

previous step because of further information or thought about the audience. A speaker may, for example, decide after having gathered supporting material for a speech that he or she needs to go back and revise the speech purpose. Visual learners will especially appreciate the illustration of the entire public-speaking process provided by the model. The colorful, easy-to-understand synopsis will also be appreciated by people who learn best by having an overview of the entire process before beginning the first step of speech preparation.

After introducing the model early in the book, we continue to emphasize the centrality of considering the audience by revisiting it at appropriate points throughout the book. A highlighted version of the model appears in several chapters, as a visual reminder of the place the chapter's topic occupies in the audience-centered speechmaking process. Similarly, highlighted versions appear in *Developing Your Speech Step by Step* boxes. Another visual reminder comes in the form of a miniature version of the model, the icon shown here in the margin. *When you see this icon, it will remind you that the material presented has special significance for considering your audience.*

Our Focus on Communication Apprehension


CONFIDENTLY CONNECTING WITH YOUR AUDIENCE

Delivering Your Speech Effectively

The content of your speech is important, but your delivery style will determine how your audience reacts to your message. Make sure that your non-verbal communication (gestures, stances, voice modulation, etc.) is appropriate and consistent with your message. Remember, a large crowd calls for a more formal presentation than a small group. Listeners make emotional connections with you through your delivery, so make sure you are articulate and accurate, dress according to the occasion, take into consideration the customs of your audience, and rehearse to be perfect. Feedback from the audience is also important for self-improvement. Invite questions and discussions related to the topics. Develop your own inimitable style of speech.

One of the biggest barriers that keeps a speaker, especially a novice public speaker, from connecting to his or her audience is apprehension. Fear of failure, forgetting, or fumbling words is a major distraction. In this edition, we help students to overcome their apprehension of speaking to others by focusing on their listeners rather than on their fear. We've updated and expanded our discussion of communication apprehension in Chapter 1, adding the most contemporary research conclusions we can find to help students overcome the anxiety that many people experience when speaking publicly. To help students integrate confidence-boosting strategies through their study of public speaking, we offer students powerful pointers for managing anxiety in the *Confidently Connecting with Your Audience* features found in each chapter.

Our Focus on Ethics

Being audience-centered does not mean that a speaker tells an audience only what they want to hear; if you are not true to your own values, you will have become a manipulative, unethical communicator rather than an audience-centered one. Audience-centered speakers articulate truthful messages that give audience members free choice in responding to a message, while they also use effective means of ensuring message clarity and credibility.

From the first chapter onward, we link being an audience-centered speaker with being an ethical speaker. Our principles and strategies for being rhetorically skilled are anchored in ethical principles that assist speakers in articulating a message that connects with their audience. We not only devote an entire chapter (Chapter 3) to being an ethical speaker, but we also offer reminders, tips, and strategies for making ethical speaking and listening an integral part of human communication. As part of the *Study Guide* at the end of each chapter, students and instructors will find questions to spark discussion about and raise awareness of ethical issues in effective speechmaking.

Our Focus on Diversity

Just as the topic of audience analysis is covered in most public-speaking textbooks, so is diversity. Sometimes diversity is discussed in a separate chapter; sometimes it is presented in "diversity boxes" sprinkled throughout a book. We choose to address diversity not as an add-on to the main discussion but rather as an integral part of being an audience-centered

speaker. To be audience-centered is to acknowledge the various ethnic and cultural backgrounds, attitudes, beliefs, values, and other differences present when people assemble to hear a speech. We suggest that inherent in the process of being audience-centered is a focus on the diverse nature of listeners in contemporary audiences. The topic of adapting to diverse audiences is therefore not a boxed afterthought but is integrated into every step of our audience-centered approach.

Our Focus on Skill Development

We are grateful for our ongoing collaboration with public-speaking teachers, many of whom have used our audience-centered approach for more than two decades. We have retained those skill development features of previous editions that both teachers and students have applauded. What instructors tell us most often is "You write like I teach" or "Your book echoes the same kind of advice and skill development suggestions that I give my students." We are gratified by the continued popularity of *Public Speaking: An Audience-Centered Approach*.

Clear and Interesting Writing Style Readers have especially valued our polished prose, concise style, and engaging, lively voice. Students tell us that reading our book is like having a conversation with their instructor.

Outstanding Examples Students need to be not only *told* how to speak effectively, but also *shown* how to speak well. Our powerful and interesting examples, both classic and contemporary and drawn from both student speakers and famous orators, continue to resonate with student speakers.

Built-in Learning Resources We've retained the following built-in pedagogical features of previous editions:

- Chapter outlines
- Learning objectives
- Crisply written narrative summaries

In the ninth edition, we have expanded many of our popular *Recap* boxes and tables to summarize the content of nearly every major section in each chapter. We've also provided a revised, expanded *Study Guide* at the end of each chapter.

Instructor and Student Resources

Public-speaking students rarely learn how to be articulate speakers only from reading a book. Students learn best in partnership with an experienced instructor who can guide them through the process of being an audience-centered speaker. And experienced instructors rely on support from textbook publishers. To support instructors and students who use *Public Speaking: An Audience-Centered Approach*, Pearson provides an array of supplementary materials for students and instructors. Key instructor resources include an Instructor's Manual, Test Bank, and PowerPoint™ Presentation Package. These supplements are available at http://www.pearsonglobaleditions.com/Beebe (instructor login required). MyTest online test-generating software is available at www.pearsonmytest.com (instructor login required).

Acknowledgments

Writing a book is a partnership not only with each other as co-authors but also with many people who have offered us the benefit of their experience and advice about how to make this the best possible teaching and learning resource. We appreciate all of the authors and speakers we have quoted or referenced; their words and wisdom have added resonance to our knowledge and richness to our advice. We are grateful for our students, colleagues, adopters, friends, and the skilled editorial team at Pearson.

Many talented reviewers have helped us shape the content and features of this edition. These talented public-speaking teachers have supplemented our experience to help us make decisions about how to present and organize the content of this book. We express our sincere appreciation to the following reviewers who have shared their advice, wisdom, and expertise:

Reviewers of the ninth edition:
Cynthia Brown El, Macomb Community College; Deborah Burns, Merrimack College; Brady Carey, Mt. Hood Community College; Laurence Covington, University of the District of Columbia; Kamesha Khan, Chicago State University; Jeff Kurtz, Denison University; Marjorie Nadler, Miami University; and Valerie Smith, California State University, East Bay

Reviewers of previous editions:
Melanie Anson, Citrus College; Richard Armstrong, Wichita State University; Nancy Arnett, Brevard Community College; David E. Axon, Johnson County Community College; Ernest W. Bartow, Bucks County Community College; John Bee, University of Akron; Jaima L. Bennett, Golden West College; Donald S. Birns, SUNY—Albany; Tim Borchers, Moorhead State University; Barry Brummett, University of Wisconsin, Milwaukee; John Buckley, University of Tennessee; Thomas R. Burkholder, University of Nevada—Las Vegas; Judy H. Carter, Amarillo College; Mark Chase, Slippery Rock University; Marilyn J. Cristiano, Paradise Valley Community College; Dan B. Curtis, Central Missouri State University; Ann L. Darling, University of Illinois, Urbana—Champaign; Conrad E. Davidson, Minot State University; Terrence Doyle, Northern Virginia Community College; Gary W. Eckles, Thomas Nelson Community College; Thomas G. Endres, University of St. Thomas; Richard I. Falvo, El Paso Community College; John S. France, Owens State Community College; Kristina Galyen, University of Cincinnati; Darla Germeroth, University of Scranton; Donna Goodwin, Tulsa Community College; Myra G. Gutin, Rider University; Larry Haapanen, Lewis-Clark State College; Dayle C. Hardy-Short, Northern Arizona University; Carla J. Harrell, Old Dominion University; Tina Harris, University of Georgia; Phyllis Heberling, Tidewater Community College; James L. Heflin, Cameron University; Susan A. Hellweg, San Diego State University; Wayne E. Hensley, Virginia Polytechnic Institute and State University; Patricia S. Hill, University of Akron; Judith S. Hoeffler, Ohio State University; Stephen K. Hunt, Illinois State University; Paul A. Hutchins, Cooke County College; Ann Marie Jablonowski, Owens Community College; Elaine B. Jenks, West Chester University; Nanette Johnson-Curiskis, Gustavus Adolphus College; Kherstin Khan-Brockbank, Fresno City College; Cecil V. Kramer, Jr., Liberty University; Michael W. Kramer, University of Missouri; Linda Kurz, University of Missouri, Kansas City; Ed Lamoureux, Bradley University; David Lawless, Tulsa Junior College; Robert S. Littlefield, North Dakota State University; Jeré W. Littlejohn, Mississippi State University; Harold L. Make, Millersville University of Pennsylvania; Jim Mancuso, Mesa Community College; Deborah F. Meltsner, Old Dominion University; Rebecca Mikesell, University of Scranton; Maxine Minson, Tulsa Junior College; Christine Mixan, University of Nebraska at Omaha; Barbara Monaghan, Berkeley College; Jay R. Moorman, Missouri Southern State University; Marjorie Keeshan Nadler, Miami University; Karen O'Donnell, Finger Lakes Community College; Rhonda Parker, University of San Francisco; Roxanne Parrott, University of Georgia; Richard L. Quianthy, Broward Community College; Carol L. Radetsky, Metropolitan State College; Renton Rathbun, Owens

Community College; Mary Helen Richer, University of North Dakota; K. David Roach, Texas Tech University; Kellie W. Roberts, University of Florida; Rebecca Roberts, University of Wyoming; Val Safron, Washington University; Kristi Schaller, University of Hawaii at Manoa; Cara Schollenberger, Bucks County Community College; Shane Simon, Central Texas College; Cheri J. Simonds, Illinois State University; Glenn D. Smith, University of Central Arkansas; David R. Sprague, Liberty University; Jessica Stowell, Tulsa Junior College; Edward J. Streb, Rowan College; Aileen Sundstrom, Henry Ford Community College; Susan L. Sutton, Cloud County Community College; Tasha Van Horn, Citrus College; Jim Vickrey, Troy State University; Denise Vrchota, Iowa State University; Beth M. Waggenspack, Virginia Polytechnic Institute and State University; David E. Walker, Middle Tennessee State University; Jamille Watkins-Barnes, Chicago State University; Lynn Wells, Saddleback College; Nancy R. Wern, Glenville State College; Charles N. Wise, El Paso Community College; Marcy Wong, Indian River State College; Argentina R. Wortham, Northeast Lakeview College; Merle Ziegler, Liberty University

Kosta Tovstiadi is a good friend and trusted researcher who assisted with research for this edition. We are grateful that Karon Bowers, Publisher, Communication, continued to be a strong source of support and encouragement to us as we worked on this edition, as she was on previous editions. Sheralee Connors, our development editor, has done an exceptional job of offering skilled advice and creative suggestions to make this a better book. She helped lighten our workload with her many helpful comments and suggestions.

We have enjoyed strong support and mentorship from a number of teachers, friends, and colleagues who have influenced our work over the years. Our colleagues at Texas State University continue to be supportive of our efforts. Tom Willett, retired professor from William Jewell College; Dan Curtis, emeritus professor at the University of Central Missouri; John Masterson, emeritus professor at Texas Lutheran University; and Thompson Biggers, professor at Mercer University, are longtime friends and exemplary teachers who continue to influence our work and our lives. Sue Hall, Department of Communication Studies senior administrative assistant at Texas State, again provided exceptional support and assistance to keep our work on schedule. Meredith Clayton, also an administrative assistant at Texas State, helped us in innumerable ways.

We view our work as authors of a textbook as primarily a teaching process. Both of us have been blessed with gifted teachers whose dedication and mentorship continue to inspire and encourage us. Mary Harper, former speech, English, and drama teacher at Steve's high school alma mater, Grain Valley High School, Grain Valley, Missouri; and Sue's speech teacher, the late Margaret Dent, who taught at Hannibal High School, Hannibal, Missouri, provided initial instruction in public speaking that remains with us today. We also value the life lessons and friendship we receive from Erma Doty, another former teacher at Grain Valley High, who continues to offer us encouragement and support not only with what she says but also by how she lives her life in service for others. We appreciate the patience and encouragement we received from Robert Brewer, our first debate coach at the University of Central Missouri, where we met each other more than forty years ago and where the ideas for this book were first discussed. We both served as student teachers under the unforgettable, energetic guidance of the late Louis Banker at Fort Osage High School, near Buckner, Missouri. Likewise, we have both benefited from the skilled instruction of Mary Jeanette Smythe, now retired from the University of Missouri—Columbia. We wish to express our appreciation to Loren Reid, emeritus professor from the University of Missouri—Columbia; to us, he remains the quintessential speech teacher.

Finally, we value the patience, encouragement, proud support, and love of our sons and daughter-in-law, Mark, Matthew, and Brittany Beebe. They offer many inspiring lessons in overcoming life challenges and infusing life with music. They continue to be our most important audience.

Steven A. Beebe
Susan J. Beebe

Pearson would like to thank the following persons for their contribution to the Global Edition:

Contributor:
Paromita Mitra Bhaumik, Belle Vue Clinic—Kolkata

Reviewers:
Gatha Sharma, Shiv Nadar University, Uttar Pradesh; Jyotsna Agrawal, Indian Institute of Technology—Patna; Urmishree Bedamatta, Ravenshaw University, Odisha

1 THE ART OF PUBLIC SPEAKING

Magnus Zeller (1888-1972). *The Orator*, circa 1920. Museum Associates/LACMA/Art Resource, NY

OBJECTIVES

After studying this chapter you should be able to do the following:

1.1 Compare and contrast public speaking and conversation.

1.2 Explain why it is important to study public speaking.

1.3 Sketch and explain a model that illustrates the components and the process of communication.

1.4 Discuss in brief the history of public speaking.

1.5 Use several techniques to become a more confident speaker.

There are two kinds of speakers: those that are nervous and those that are liars.

—Mark Twain

Perhaps you think you have heard this speaker—or even taken a class from him: His eyes were buried in his script. His words in monotone emerged haltingly from behind his mustache, losing volume as they were sifted through hair. Audiences rushed to see and hear him, and after they had satisfied their eyes, they closed their ears. Ultimately, they turned to small talk among themselves while the great man droned on.[1]

The speaker described here in such an unflattering way is none other than Albert Einstein. Sadly, although the great physicist could attract an audience with his reputation, he could not sustain their attention and interest because he lacked public-speaking skills.

As you begin reading this book, chances are that you are also beginning a course in public speaking. You're in good company; nearly a half million college students each year take a public-speaking class.[2] If you haven't had much previous experience speaking in public, you're also in good company. Sixty-six percent of students beginning a public-speaking course reported having had little or no public-speaking experience.[3]

The good news is that this book and this course will provide you with the knowledge and experience needed to become what Einstein was not: a competent public speaker.

1.1 Compare and contrast public speaking and conversation.

What Is Public Speaking?

Public speaking is the process of presenting a message to an audience, small or large. You hear speeches almost every day. Each day when you attend class, an instructor lectures. When watching a newscast on TV or via the Internet, you get a "sound bite" of some politician delivering a speech. When you hear a comedian delivering a monologue on a late-night talk show or the Comedy Channel, you're hearing a speech designed to entertain you.

The skill of public speaking builds upon your normal, everyday interactions with others. In fact, as you begin to study and practice public speaking, you will discover that it has much in common with conversation, a form of communication in which you engage every day. Like conversation, public speaking requires you to focus and verbalize your thoughts.

When you have a conversation, you also have to make decisions "on your feet." If your friends look puzzled or interrupt with questions, you may need to explain your idea a second time. If they look bored, you insert a funny story or talk more animatedly. As a public speaker, you will learn to make similar adaptations based on your knowledge of your listeners, their expectations for your speech, and their reactions to what you are saying. In fact, because we believe that the ability to adapt to your audience is so vital, this book focuses on public speaking as an audience-centered activity.

But if public speaking were exactly like conversation, Albert Einstein's lectures would have been more riveting, there would be no reason to take a public-speaking class, and there would be no need for this book. Let's take a look at some of the ways in which public speaking differs from conversation.

public speaking
The process of presenting a message to an audience

- *Public speaking requires more preparation than conversation.* Although you may sometimes be asked to speak on the spur of the moment, you will usually

know in advance whether you will be expected to give a talk on a specific occasion. A public speaker might spend hours or even days planning and practicing his or her speech.

- *Public speaking is more formal than conversation.* The slang or casual language we often use in conversation is usually not appropriate for most public speaking. Audiences expect speakers to use standard English grammar and vocabulary. The nonverbal communication of public speakers is also more formal than the nonverbal behavior of people engaged in ordinary conversation.
- *Public speaking involves more clearly defined roles for speaker and audience than conversation.* During a conversation, there is typically interaction between speaker and listener. But in public speaking, the roles of speaker and audience are more clearly defined and remain stable. Although in some cultures a call-and-response speaker–audience interaction occurs (such as saying "That's right" or "Amen" when responding to a preacher's sermon), in the majority of the United States, audience members rarely interrupt or talk back to speakers.

Learning the new skills of public speaking can be challenging and take time. What are the benefits to you of putting in the effort to become an effective speaker?

Public speakers take more time to prepare their remarks than conversationalists do. Public speaking is also more formal than conversation, with defined roles for speaker and audience.

Photo: val lawless/Shutterstock

Why Study Public Speaking?

1.2 Explain why it is important to study public speaking.

Although you've heard countless speeches during your lifetime, you may still have questions about why it's important for *you* to study public speaking. Here are two reasons: By studying public speaking you will gain long-term advantages related to *empowerment* and *employment*.

Empowerment

You will undoubtedly be called on to speak in public at various times in your life: as a student participating in a seminar class; as a businessperson convincing your boss to let you undertake a new project; as a concerned citizen addressing the city council's zoning board. In each of these situations, the ability to speak with competence and confidence will provide **empowerment**. To be empowered is to have the resources, information, and attitudes that allow you to take action to achieve a desired goal. Being a skilled public speaker will give you an edge that less skilled communicators lack—even those who may have superior ideas, training, or experience. It will position you for greater things. Former presidential speechwriter James Humes, who labels public speaking "the language of leadership," says, "Every time you have to speak—whether it's in an auditorium, in a company conference room, or even at your own desk—you are auditioning for leadership."[4]

One of the empowering resources that you develop by studying public speaking is **critical thinking**. To think critically is to be able to listen and analyze information you hear so that you can judge its accuracy and relevance. While you are learning

empowerment
Having resources, information, and attitudes that lead to action to achieve a desired goal

critical thinking
Analyzing information to judge its accuracy and relevance

RECAP

WHY STUDY PUBLIC SPEAKING?

- Empowerment: You will gain confidence and skill in communicating with others.
- Employment: You will enhance your career and leadership opportunities.

how to improve your speaking in this course, you are also learning the critical thinking skills to sort good ideas from bad ideas. Being a critical thinker and an effective communicator is a powerful and empowering combination.

Yet, if you're typical, you may experience fear and anxiety about speaking in public. As you start your journey of becoming an effective public speaker, you may have questions about how to bolster your confidence and manage your apprehension. Before you finish this chapter, you'll have read about more than a dozen strategies to help you feel both more empowered and more confident. Being both a confident and an empowered public speaker is within your grasp. And being an empowered speaker can open up leadership and career opportunities for you.

Employment

If you can speak well, you possess a skill that others value highly. In fact, industrialist Charles M. Schwab once said, "I'll pay more for a person's ability to speak and express himself than for any other quality he might possess."[5] Billionaire stock investor Warren Buffet agrees. In an interview with CNN reporter Christiane Amanpour, extolling the virtues of his public-speaking course, he said, "If you improve your communication skills I guarantee you that you will earn 50 percent more money over your lifetime."[6]

Whether you're currently employed as an entry-level employee or aspire to the highest rung of the corporate leadership ladder, being able to communicate effectively with others is key to success in any line of work. The skills you learn in a public-speaking course, such as how to ethically adapt information to listeners, organize your ideas, persuade others, and hold listeners' attention, are among the skills most sought after by any employer. In a nationwide survey, prospective employers of college graduates said they seek candidates with "public-speaking and presentation ability."[7] Other surveys of personnel managers, both in the United States and internationally, have confirmed that they consider communication skills the top factor in helping graduating college students obtain employment (see Table 1.1).[8]

TABLE 1.1 TOP SKILLS VALUED BY EMPLOYERS

RANK	RESULTS OF SURVEY OF PERSONNEL DIRECTORS[9]	RESULTS OF SURVEY OF A COLLEGE CAREER SERVICES DEPARTMENT[10]	RESULTS OF SURVEY OF PROSPECTIVE EMPLOYERS[11]	SURVEY RESULTS FROM SEVERAL RESEARCH STUDIES[12]
1	Spoken communication skills	Communication and interpersonal skills	Communication skills	Communication skills
2	Written communication skills	Intelligence	Honesty and integrity	Analytical/research skills
3	Listening ability	Enthusiasm	Teamwork	Technical skills
4	Enthusiasm	Flexibility	Interpersonal skills	Flexibility/adaptability
5	Technical competence	Leadership	Motivation/initiative	Interpersonal skills

Source: Copyrighted by Pearson Education, Upper Saddle River, NJ