Certified Construction Associate
Educational Program

Effective Communication

NAWIC Education Foundation

CERTIFIED CONSTRUCTION ASSOCIATE^{SM}
Educational Program

NAWIC EDUCATION FOUNDATION

Effective Communications

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PREFACE

The CERTIFIED CONSTRUCTION ASSOCIATE program is an advanced, six-part home study course in construction terminology, procedures and processes. To give further merit to the title CCA in the construction industry, The NAWIC Education Foundation (NEF) made CERTIFIED CONSTRUCTION ASSOCIATE Foundation available to the public in 1982. Now, any person interested in moving into positions of management and administration in the construction industry may enroll in the program. The CERTIFIED CONSTRUCTION ASSOCIATE will learn to exercise judgment and expertise in administrative affairs when dealing with employees, governmental units, professional associations, contractors, the public and customers

Certification examinations are administered under the auspices of local NAWIC chapters Clemson University responsible for preparing examination booklets, handling security and scoring exams. After successfully passing certification exams in all six parts, enrollees receive a CERTIFIED CONSTRUCTION ASSOCIATE certificate and may use the letters CCA after their name.

Such educational programs are an important part of NAWIC. In 1971, NAWIC's president surveyed the construction industry and recognized the need for a guided study series for those interested in moving from secondary to management positions. The NAWIC Education Committee was appointed in 1972 to develop educational programs, among them, CCA.

The program was originally designed over an eight-year period by Northeast Louisiana University. In 1981, Cogswell College in San Francisco, California, began revising the program to lessen the dependency of the courses on textbooks and enable participants to qualify for accreditation. In 2005, the books were updated and revalidated by Clemson University.

The NAWIC Education Foundation gratefully acknowledges Northeast Louisiana University, members of the NAWIC Education Committee, Cogswell College, and those writers who were instrumental in making this six-part series a valuable tool for the entire construction industry.

STUDY TOPICS

Construction Environs

Effective Communications

Management Techniques

Labor Relations

Business Analysis

Construction Principles

EFFECTIVE COMMUNICATIONS
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Section A – Written Communications

Section B – Public Speaking

Introduction

The purpose of "Effective Communications" is to assist you in learning to write better and speak with confidence. To write well, you must be aware of language, style, tone and format. To speak well, you must overcome anxiety and master your subject matter. These topics will receive comprehensive treatment in the lessons that follow.

Take a look at the kinds of information you'll need to review to study the material outlined in the lessons. Then plan to visit a bookstore or college library. Compare the information outlined in this study guide with the table of contents in the business communications books you've located. Some suggestions for books to research are given in the appendices that follow sections A and B of this study guide. For example, if you're dealing with letter writing, examine the kinds of information on letter writing included in the book you've located. Compare that information with the information abstracted or outlined in this study guide. If the information is similar, continue with your reading of this study guide and do the exercises. Keep in mind that few writers take the same approach to material. You may not find information in the books you find that perfectly correlates to this study guide. The important thing is to be able to review information on letter and report writing and perform the examples in this study guide.

Your plan of study should be to:
1. Compare objectives with kinds of information to study
2. Review the study guide along with the business books that you've located
3. Complete the questions and exercises
4. Compare your answers to the checklists that are included; Answers to questions are located in the appendices following sections A and B

The writing problems presented in this study guide are related to the construction industry in the context of general writing problems. Letter assignments can be written many different ways depending on individual personality and style. They all should, however, follow the principles of good writing. They should be clear, complete, correct, concise and reflect the writer's concern for the audience.

In preparing written assignments, messages should be drafted, edited, placed aside overnight, and re-edited before preparing the final draft. The final draft should be made ready for mailing; that means it should be letter perfect.

As you progress through the course, writing will become less of a chore. It will always require hard work, but mastery of the basic writing principles and practice of the writing techniques outlines in this course will make the job much more pleasant.

The oral communication section of this study guide gives you specific techniques to enable you to present your ideas effectively in both formal and informal environments. Hopefully, you will find communication a joy as you master the details of written and oral presentation.

EFFECTIVE COMMUNICATIONS
SECTION A – WRITTEN COMMUNICATIONS

LESSON 1
The Information System of Business

Objectives

After completing this lesson, you will be able to:

➢ Recognize the role of communication in the organization

➢ Understand how communication can be improved in the organization

➢ Recognize how oral and nonverbal communication are important to the information system of business

➢ Observe the impact of the computer on communication in the organization

➢ Use information in an organization for decision making

➢ Name the categories of communication in an organization

➢ Identify the components of the communication process

From a business communication text, look for information that explains the following:

The Role of Communication in Operational Efficiency

The roles of communication in business occur in decision making, informing (including gathering market data), and in advertising. Communications in business may be either internal or external in nature.

1.   Improving the Information System of Business

Teachers of business communication agree there are three ways to improve the information system of business, one is through mastering problem solving and organization, another is through mastering principles of written communication and another is through expertise in communication.

Yet, there are many reasons communication problems exist and will continue to exist. They include language itself--everyone believes themselves to be master of language, yet few are--and standards which often seem inflexible and arbitrary, yet are purposeful upon consideration.

LESSON 2
Writing Effectively

Objective

After completing this lesson, you will be able to:

➢ Identify the meaning and the grammar, style and mechanical relationships of the following:

approach	mechanics
clarity	style
coherence	tone
completeness	unity
conciseness	variety
level of formality	verb voice

Purpose of Effective Writing

The purpose of any writing is to explain, to amuse or to inform. But effective business writing also conveys more abstract qualities such as trust or the inspiration of confidence. To accomplish your purpose you, the writer, rely on words and word combinations. So, you must make every effort to utilize completely the words you choose. You must, as well, take into account that effective writing has to capture a reader's attention, insure complete understanding of subject matter and, particularly in business writing, save the reader time. These last three considerations deserve more attention.

1.   Capture the Reader's Attention

State the purpose of your communication very near the beginning of your message. Write convincingly and interestingly.

2.   Eliminate Misunderstanding

Organize and express written communication in the simplest terms possible. Simple, direct writing and boring writing are not synonymous. Stating an idea so that anyone can understand it often takes more skill than stating an idea in complex terminology and jargon. While poor writing encourages boredom and misunderstanding, clear writing is interesting and direct.

3.   Save the Reader's Time

Ideas represented with clarity are ideas grasped well and quickly.

EFFECTIVE COMMUNICATIONS
SECTION A – WRITTEN COMMUNICATIONS

LESSON 3
Spelling

Objectives

After completing this lesson, you will be able to:

➤ Identify five steps to better spelling - name five spelling rules
➤ Keep a list of words you commonly misspell after reviewing commonly
➤ Misspelled words

Correct spelling is imperative to effective writing. Misspelling occurs from carelessness and indifference. As in word usage, the crime of misspelling is not in the mistake of misspelling but rather in the failure to correct mistakes. There are five steps you can follow to improve your spelling. The rest of this lesson will explain those steps.

Five Steps to Better Spelling

Step 1:   Listen carefully to spoken words. Try to hear their syllables. Listening carefully will help you get an idea of how to spell a word. Remember, there are various accents in various regions, however, and the way a word sounds is not always exactly the way it is spelled.

Step 2:   When you read your own writing, look closely at the words in your communication. Learn to be critical.

Step 3:   Keep a list of words you and your employer misspell as a spelling dictionary. Then practice spelling correctly problem words.

Step 4:   Learn and employ the spelling rules that follow. Exceptions occur for each of the rules, but in the majority of cases these rules hold true.

Step 5:   Whenever in doubt about the spelling, syllabication, accenting, or possible exception to a spelling rule, you should use the dictionary to find the precise spelling. However, it is simpler and faster to learn the rules explained below.

Five Spelling Rules

One of the major problems writers encounter in spelling is whether or not to drop letters or double final letters when adding suffixes to words. A suffix is a word ending. Examples include: -ed, -ing, -ly and -ness. Apart from Rule 1, all the spelling rules here concern the addition of suffixes to words.

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SECTION A – WRITTEN COMMUNICATIONS

LESSON 4
Punctuation

Objective

After completing this lesson, you will be able to:
➢ Identify the correct usage of the following punctuation marks:

periods	dashes
question marks	apostrophes
exclamation points	quotation marks
commas	brackets
semicolons	parentheses
colons	solidus or oblique
hyphens	

Punctuation separates thoughts, and so facilitates the clear expression of ideas. Imagine a book with no punctuation. All thoughts would run together, and the reader would have to concentrate not only on the ideas expressed but also on sorting out the ideas. Incorrect interpretation would occur frequently. Punctuation, like all other elements of effective writing, is important. Following is a short review of punctuation.

Periods

1.   Periods after Sentences

      A period (.) designates the end of a sentence. Periods require a complete stop and are placed after declarative (information) sentences and after unemphatic imperative (command) sentences. For example:

      a. Period with a Declarative Sentence.
          The tennis game proceeded without incident to its finish.

      b. Period with an Un-emphatic Imperative Sentence.
          Clear the Court.

          The period used here indicates the command was made in an un-urgent, even tone of voice.

2.   Period after Abbreviations

      Periods follow abbreviations. For instance: *The word inch is abbreviated to (in.). Government is abbreviated to (gov.), and French is abbreviated to (Fr.).*

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SECTION A – WRITTEN COMMUNICATIONS

LESSON 5
Grammar and Convention

Objectives

After completing this lesson, you will be able to:

➢ Identify the parts of speech

➢ Use phrases

➢ Identify clauses

➢ Identify and avoid sentence fragments

➢ Identify parallel constructions

➢ Make correct comparisons

➢ Name the principles of verb capacity

➢ Use the principle of precision as you select vocabulary

➢ Write concretely

➢ Avoid jargon

Conventions prevail in writing just as conventions prevail in social behavior, sports and diplomatic relations. Writers who do not know and cannot follow convention focus attention on their style. Consider this sentence:

> *The worker came up to me took this here hammer away from me split me lip and busted me nose with the thing.*

In the above sentence, it is practically impossible to consider the message over the style. Furthermore, as a reader, you probably question the ability of the example sentence's writer to objectively collect and analyze data. You may disagree with the peculiarities of the English language, but we speak and deal with the English language daily. It's the foundation of communication not only in English speaking countries, but also the world over, serving as the most common international language.

The sections of these lessons entitled <u>Parts of Speech</u>, <u>Phrases</u>, <u>Clauses</u> and <u>Complete Sentences</u> are primarily grammatical in nature. The sections entitled Parallelism, <u>Comparison</u>, <u>Verb Capacity</u>, <u>Noun Capacity</u>, <u>Vocabulary</u>, <u>Concrete Language</u> and <u>Jargon</u> deal with convention.

LESSON 6
Sentence Structure

Objectives

After completing this lesson, you will be able to:

➢ Make verbs and subjects agree

➢ Name the characteristics of simple, compound and complex sentences

➢ Place emphasis in a sentence

➢ Use transitions

➢ Vary sentences

➢ Use active and passive voice

➢ Identify common sentence faults

➢ Relax sentence rules when appropriate

➢ Use topic sentences, support sentences and transitional sentences

➢ Develop paragraphs using "definition and example", "cause and effect", "comparison" and "contrast and summary"

➢ Edit sentences

After selecting precise words, the writer gives them meaning by combining them to express one complete thought -- the sentence. The sentence contains at least a subject and predicate, leaves the reader with a single clear idea and gives him a sense of unity. Much information follows about sentences, but none gives you an exact formula for preparing an effective sentence. Writing effective sentences comes through continued effort.

Lesson 6 will review the nature of sentences from the view-points of subject-verb agreement, classification of sentences, modification placement in sentences (dangling modifiers), emphasis in sentences, transitions in sentences, sentence variety, active voice in sentences, sentence faults, relaxation of rules in sentences, sentences in paragraph development, and editing sentences.

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SECTION A – WRITTEN COMMUNICATIONS

LESSON 7
Effective Letters, Part I

Objectives

After completing Part I of this lesson, you will be able to:

➢ Identify common types of letters in an organization

➢ Recognize a letter's purpose

➢ Use the basic letter components

➢ Check the appearance of a letter for maximum effectiveness

➢ Adapt your letter writing style to the reader

You must consult a business communications text to complete assignments for Lesson 7, Part I. Visit your public library, looking under the subjects: "Business Correspondence" or "Business Letter." The bibliography in Appendix II lists only a few of the sources you might consult. It is incomplete and is meant only as a suggestion as to materials available on letter writing.

A bibliography, as you know, is simply a formatted list of reference materials. In an annotated bibliography, like the one that follows, there are notes with the bibliographical information that explain the kind of information covered in the source.

It is not necessary to consult one of the bibliographic sources if you've already found a supplemental text with a good letter writing section or chapter. You can decide whether your source is a good one or not by comparing the material it covers (from its table of contents) with the criteria listed below.

If you're curious about bibliographies and information gathering, you can find more discussion of the subject in Lesson 10. For now though, consider the kind of information or criteria that should be included in a complete discussion of effective letter writing:

A.   Appearance

Chapters on appearance in your supplemental text should include discussions of paper quality, type quality and other factors that effect how a letter physically appears.

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SECTION A – WRITTEN COMMUNICATIONS

LESSON 7
Effective Letters, Part II

Objectives

After completing Part II of this lesson, you will be able to:

➢ Transmit appropriate letter messages

➢ Identify factors outside of the letter which affect transmission of the letter message

➢ Effectively present information and instructions

➢ Plan communication strategy

➢ Prepare messages

To complete assignments for Lesson 7, Part II, consult your text or business writing handbook. The annotated bibliography in Appendix II will be a good starting point. Or, again prepare your own specialized bibliography. Use the same procedure described in Lesson 7, Part I. Your source should include information that will explain the following criteria.

1. Communication Interaction

    Chapters on communication interaction might include discussions of communication environment, writer and reader role perception and interaction as a cause/effect relationship, language and problem solving functions.

    This information might include, as well, discussions of the communication interaction in business writing and how senders and recipients of business communication see their interaction according to their perception of their function in a company position.

2. Informative and Instructive Communications

    Chapters on informative and instructive communications might include discussions of how expected and routine communications are received. They might also discuss formats for such routine messages.

3. Planning Communications

    The discussions of planning communications might include the following subjects: presentations of main ideas, information gathering, outlining, ordering information in communication, tonal approaches, essential information, openings and closings and consideration of readers' situations.

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SECTION A – WRITTEN COMMUNICATIONS

LESSON 7
Effective Letters, Part III

Objectives

After completing Part III of this lesson, you will be able to:

➢ Persuade your reader

➢ Develop an attention getting opening to your letter

➢ Support your thesis

➢ Place a request for action in the most effective place in a letter

➢ Close your letter on a positive note

To complete assignments for Lesson 7, Part III, consult again your chosen text or business writing handbook. Your source should include information that explains the following criteria:

1.   Psychology of Persuasion

      Information on psychology of persuasion should explain the psychological mechanism of a reader's willingness to accept persuasive communication. Discussions of a reader's emotional drives, reader acceptance of a conditional proposition, and persuasion of the reader to action should be included as well.

2.   Use of Persuasion

      Explanations of use of persuasion might include definitions of persuasion.

3.   Audience Analysis

      Sections on audience analysis should include discussion of how an audience will receive a persuasive message.

4.   Persuasive Techniques

      Look for discussion of these techniques: appealing to reader reason or self-interest, adaptation of diction to audience and reader belief including bandwagon, authority, and memory considerations.

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LESSON 7
Effective Letters, Part IV

Objectives

After completing Part IV of this lesson, you will be able to:

➢ Communicate negative messages

➢ Subordinate negative messages

➢ Avoid negative words and inference in order to make the negative message acceptable

➢ Communicate the negative message clearly

To complete the assignments for Lesson 7, Part IV, look for the following information in your business writing handbook.

1.   Psychology of Refusal

    This information should discuss: reader's willingness to accept negative communication, how to stress positive aspects within negative communication, the use of neutral material to persuade readers to the writer's point of view, psychological approaches to negative communications, and inclusion of positive alternatives in negative communication.

2.   Business Situations for Negative Communication

    The information in this section should include discussions of situations such as: warranty refusal communications, response to unreasonable requests, response to unjustified claims, answering to no-responsibility situations, response to requests for confidential information, order refusals, response to communications that include third party fault for a problem, negative job performance analyses, response to price/billing problems, credit extension refusals, mercantile credit extension refusals, job refusals, job offer refusals and refusals of unsolicited ideas.

3.   Negative Communication Planning

    Discussion of planning of negative communications should include information on: audience consideration in planning negative communications, offering alternatives to recipients of negative communications and encouragement of positive language in communication of negative information.

LESSON 8
Computer Programs and Correspondence

Objectives

After completing this lesson, you will be able to:

➢ Understand the importance of word processors in business communications

➢ Identify the various features of word processing software

➢ Summarize the advantages and pitfalls of word processors

➢ Understand the proper use of email in a business environment

➢ Identify the various components of business-related emails

Software can help prepare a variety of documents that are used in business correspondence. Most software programs have standardized formats known as templates for all types of correspondence that can be prepared by the software. Templates allow documents to be created quickly and easily. The templates can also be customized to fit the company's standard formats.

Word Processors

A word processor is a computer application that is commonly used for producing some sort of text-related material, for example, reports, letters and books. Word processors are also known as Document Preparation Systems. The production aspects include composing, editing, formatting, and printing of text. Word processors are considered to be one of the earliest computer applications developed to benefit businesses. The early word processor applications were used only for text-justification; however modern word processors are capable of having images, graphics, and internet links (hyperlinks) with the text, which also can be subjected to typesetting as done by professional publishers. Some commonly used word processors are Microsoft Word, Word Perfect and Open Office. Some of the features found in modern word processors that are useful in business writings are listed below.

File Management

Word processors allow for full-fledged file management operations including new file creation, opening, renaming, moving, saving under a new name and deleting existing files. This feature is extremely useful for businesses in which many documents such as reports, quotes, memos, letters etc., are created, stored, and accessed every day.

LESSON 9
Gathering Data for Reports

Objectives

After completing this lesson, you will be able to:

➢   Identify a number of resources and resource references

➢   Take notes and file

➢   Write request letters and interrogation device cover letters

➢   Write questions for information gathering about products or services

From a business communication text or business research handbook, look for information in the following areas:

1.   Kinds of Business Reports

Discussion of kinds of business reports should include definitions of internal and external reports. It should also define and explain the most common kinds of business reports. These include status reports, interpretive reports and analytical reports.

Furthermore, your text or handbook should define and discuss report format. Types of report formats include: memorandums, letter reports, informal reports and formal reports (reports which include supplemental materials such as abstracts, summaries, tables of contents, bibliographies, footnotes etc.)

2.   Assembling data

Information on assembling data might include:

➢   Use of search engines, databases, and interlibrary indexes

➢   Use of supplemental indexes such as Ulrich's Periodicals Directory

➢   Use of trade indexes such as The Directory of National Trade Associations

➢   Use of publisher's services as reference material

➢   Use of U. S. Government publications and websites

EFFECTIVE COMMUNICATIONS
SECTION A – WRITTEN COMMUNICATIONS

LESSON 10
The Elements of a Professional Report

Objectives

After completing this lesson, you will be able to:

➢ prepare the prefatory portions of the report

➢ identify each of the following parts of the report:

page format	transmittal letter
title fly	table of contents
title page	list of illustrations
authorization letter	abstract or epitome

➢ present information so it will have favorable reception

➢ present findings in a convincing and effective manner

➢ use correct report format

➢ use tabular and graphic materials in the report and to interpret these illustrations in the text

➢ report-writing style

➢ document sources

➢ use an Appendix

Elements of the Professional Report

For Lesson 12, look for information in your business communications text that discusses the following:

1.   Page Format

Page format refers to the physical placement of information on the type written page. The following are elements of format:

➢ Margins – Margin information should include measure in spaces and inches of how far to set white space around elements of a finished report.

➢ Spacing – refers to space between lines in a formal report. Discussion should include

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SECTION A – WRITTEN COMMUNICATIONS

LESSON 11
Short Operational Reports

Objectives

After completing this lesson, you will be able to:

➢ Outline the functions of short operational reports

➢ Distinguish formal and less formal report styles

➢ Organize a report

➢ Construct a "lead" sentence

➢ Name three report organization arrangements

➢ Determine the optimum report format

Before beginning assignments for Lesson 11 look for the review information in your business communications text in the following areas:

A.   Functions of Operational Reports

Operational reports may report policy, sales, committee minutes, interview, advertisement, employment bulletins, examinations, accounting, market surveys, management news, procedures statements, statistical analyses, product analyses, process analyses, attitude surveys, readership surveys justification, improvement, progress, research, recommendation or employee appraisal.

In addition to the internal operative reports mentioned above, external reports might include reports of credit, to stockholders, personnel reports, annual reports, progress reports, information reports, brochures or public relations reports.

B.   Organization of the Operational Report

1.   Organizational requirements based on audience expectation require that you:

a.   Follow organizational pattern
b.   Write meaningful sentences
c.   Use transitions
d.   Be concise

EFFECTIVE COMMUNICATIONS
SECTION B – PUBLIC SPEAKING

LESSON 1
Objectives of the Speech

Objectives

After completing this lesson, you will be able to:

➢ Distinguish the basic kinds of speeches, according to purpose

➢ Become audience or listener-oriented

➢ Speak in terms of the kind of audience response sought Assignment

Objectives of the Speech

A speech does not happen by accident, nor is it an accident if the speech turns out well. Speaking is an intellectual, as well as a social activity. Planning a speech involves two complimentary intellectual processes: analysis and synthesis. Both processes are involved in determining the objectives of the speech.

Analysis, as here applied, involves exploring, evaluating, and interpreting the factors involved in a given speech situation for the purpose of deciding an appropriate subject and purpose. The speaker must adapt the subject and the treatment of the subject to a particular audience meeting on a particular occasion. Analysis of the audience and the occasion will provide the speaker with background information with which to judge the suitability of any subject considered. Mudd and Sillars make an important point when they state: "But it is the audience and not the speaker who determines both the subject and purpose of a speech." (Mudd and Sillars, 1969, p23)

Synthesis involves the application of the information the speaker has gained through analysis of the audience and occasion and research of the speech subject in structuring the message. In other words, synthesis is the restructuring, along new lines, of the results of the speaker's analysis.

Classification of Speech Purposes

The objective of the speech is its purpose or goal; it identifies what the speaker hopes to accomplish in the speech. For convenience, in the study of speech craft, authorities in the field have classified speech purposes under two broad categories: general ends and specific objectives.

Speeches are classified, according to their general ends, in three to five categories, depending upon the authority consulted. Mudd and Sillars use a three-fold classification, as follows, and

EFFECTIVE COMMUNICATIONS
SECTION B – PUBLIC SPEAKING

LESSON 2
Who is the Audience?

Objectives

After completing this lesson, you will be able to:

➢ Apply the principle of audience adaptation

➢ Organize audience analysis

➢ Become audience or listener-oriented

➢ Think in terms of the kind of audience response sought

Who is the Audience?

William S. Tacey states:

> *One's success in his chosen field depends upon his skill in informing his fellows and in understanding their statements, in persuading his customers to buy or his clients to act on his advice. His communicative effectiveness is measured in the responses he receives--not his degree of skill in speaking or upon the excellence of his rhetoric. How his audience responds-whether one or one thousand--is the ultimate gauge of whether the communicator is effective. What happens within the mind of the hearer determines the outcome of any attempt to communicate orally (Tacey, 1970, p2-3)*

As a speaker, never lose sight of the fact that a speech is intended to be heard. Speeches benefit audiences. Every audience wants something and expects the speaker to know what it wants. Consequently, the audience must be considered not only while the speech is being made, but at all stages of speech preparation. Therefore, the speaker must become audience oriented by analyzing the audience.

Audience analysis should be organized. Immediately upon acceptance of a speaking engagement, the speaker should begin to assemble information about the audience. He or she should not be afraid to ask questions. The program chairman or the person who extended the invitation is the first and perhaps the best source of information about the audience.
Some of the questions which could be asked are discussed below. The speaker may wish to add other questions to the list.

No two persons in an audience are ever alike; therefore, the speaker must find out what the members of the audience have in common. The best way to obtain this information is to make a systematic analysis of the audience. The following checklist should be beneficial:

EFFECTIVE COMMUNICATIONS
SECTION B – PUBLIC SPEAKING

LESSON 3
Planning the Speech: Speech Preparation

Objectives

After completing this lesson, you will be able to:

➢ See the importance of adequate preparation

➢ Name the basic steps involved in the preparation of a speech

➢ Discern the basic structural divisions of a speech and their respective functions

➢ Discern the basic patterns of organization which are available to a speaker in arranging the main ideas or points in the body of the speech

Planning the Speech: Speech Preparation

The planning of a speech is crucial to its ultimate success. Planning the speech involves two basic processes: (1) procedural steps which the speaker should follow in preparing the speech, and (2) the selection of a suitable pattern of arrangement for the structural parts of the speech. Adequate planning goes a long way toward helping the speaker feel ready to speak at the moment he or she is introduced to the audience. The purpose of this lesson is to set forth some guidelines for the preparation and development of speeches.

Factors Governing Speech Preparation

To improve the effectiveness of speech preparation, the speaker should keep in mind three important factors:

1.   Preparation should be started early

   The moment a speaker accepts a speaking engagement, he/she should begin the speech preparation. Once a speaker settles upon the subject, even though the choice might be tentative, many thoughts, examples, and unique ways of expressing thought should come to mind which might be used in developing the speech.

2.   Preparation should be distributed over as long a period as possible

   Ideas mature better when preparation is spread over a long period of time. Thus the speaker has an opportunity to test the ideas, improve the organization, refine the language of the speech, rehearse the speech, and take care of a myriad other things involved in getting the speech ready.

EFFECTIVE COMMUNICATIONS
SECTION B – PUBLIC SPEAKING

LESSON 4
Planning the Speech: Developing the Ideas

Objectives

After completing this lesson, you will be able to:

➢ Understand the importance of having adequate supporting material
➢ Name some of the sources of speech materials
➢ Research the speech subject
➢ Review the basic types of supporting materials
➢ Understand how ideas are structured

Developing the Ideas

Having chosen the subject, having determined its suitability for a particular audience and occasion, and having narrowed its focus by formulating a thesis statement, the speaker next faces the task of developing the thought content of the speech. The first phase of speech preparation--determining the organization of the ideas--was discussed in the previous lesson. But how are ideas for presentation developed?

The development of the ideas are what the ancient Greek and Roman rhetoricians called "invention," a term referring to the content of the message to be presented. The first step in developing the content of a speech is the determination of the key arguments, ideas, or points which will best carry out the central thought. Unless the speaker is an expert or already has all the information needed, he or she will probably not be able to formulate the main points until some research has been done. The student of public speaking should regard as important the matter of finding adequate material to develop the thought content of speeches. This lesson introduces the sources of proof (speech materials), procedures involved in researching a subject, the kinds of supporting materials available and some standard ways of developing arguments.

Motivational Channels

By appealing to certain human values, a speaker can motivate an audience. Following is a discussion of the six channels of motivation into which a speaker may direct the audience.

1. The Moral Channel
   In using the moral channel to direct audience motivation a speaker appeals to an audience's sense of honor and responsibility. Appeal to both emotion
   and logic when channeling an audience with moral motivation.

LESSON 5
Wording the Speech

Objectives

After completing this lesson, you will be able to:

➢ Understand the nature of language and its role in communication
➢ Distinguish the oral from the written style of language
➢ Name the attributes of oral language
➢ Improve your management of language

Developing an Oral Language Style

The Importance of Language

Language is the greatest invention of the human race. Without language, little could be accomplished in a civilized society. The invention of language has unleashed human creative energy. It provides a system of symbols enabling thought, organized thoughts, and symbolic expression having meaning for other people. Language is the medium through which the minds of a speaker and audience meet; the medium through which thoughts and emotions find common ground and common expression.

William Norwood Brigance emphasized the vital role of words in speech craft when he stated:

> We note first that _man_ _thinks_ in _images_, or rather in succession of images. Not only do words determine the form which these images take in the mind, but they also have clangs, nuances, and echoes which determine the harmony with which they are received. "He ate dead hog," may carry the same literal meaning as "he ate roast pork," but the former carries also a distasteful mental set which the latter avoids. (Brigance, 1953, p199)

Language may properly be called the architecture of a speech. It provides for the central as well as the detailed structure of a speech. Through the skillful choice of words and structuring of sentences and paragraphs, an effective speaker keeps before the audience main ideas and their relationship to the central thesis. In addition to illuminating the central structure of a speech, language must also give clarity and vitality, texture and luster to a speaker's thoughts. Toward this end the effective speaker strives for concrete language, balance within sentence structure, the effective use of figurative language and vivid phrasing. Vivid language penetrates; through imagery language creates words, pictures, and images in the minds of the audience.

Finally, the language used in a speech reveals much about the person who is speaking: personality, individuality, competence, enthusiasm, and sense of humor, as well as personal warmth and charm. The speaker's language reveals his or her sense of values--moral and

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SECTION B – PUBLIC SPEAKING

LESSON 6
Presentation Methods and Techniques

Objectives

After completing this lesson, you will be able to:
➢ Understand the importance of delivery
➢ Manage stage fright
➢ Name the methods of preparation
➢ Name the principal vocal and bodily factors of delivery

Presentation Methods and Techniques

The Importance of Delivery

Given a well prepared speech, i.e., a message worthy of the occasion, arranged in an effective order and clothed in language which fulfills the speaker's intent, the speaker now considers the task of delivering the speech. Delivery is important; if not delivered well, even a good speech will fall flat. Indeed, in a technical sense, a speech is not a speech until it is presented to an audience. It bears repeating that a speech is designed for a particular group of listeners, meeting on a particular occasion. Audience adaptation begins with the selection of the subject, continues through the process of preparation, and is completed when the speaker delivers the speech. It is critical, therefore, that the speaker delivers the speech in a fashion which ensures success.

This lesson explores various factors of delivery: methods of delivery, stage fright, voice control and body control.

Methods of Delivery

Delivery "is the way in which the speaker transfers his/her meaning to the listener." (Stedman, 1981, p141) How, then, shall the speaker undertake to convey his/her meaning to the audience? Three methods of presenting the speech are: (1) the memorized method, (2) the extemporaneous method, and (3) the manuscript method.

Advantages and Disadvantages of Speech Presentation Methods

A.   The Memorized Speech

      1.   Advantages of the memorized speech include the fact that eye contact can be maintained with the audience at all times during speech delivery. A speaker delivering a memorized speech also can be certain of delivering exactly the message planned to an audience.

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LESSON 7
Evaluation of the Speech

Objective

After completing this lesson, you will be able to:
- Understand the criteria for evaluating the effectiveness of a speech

Now that the various aspects of speech preparation and delivery have been explored, it is important to discuss how to evaluate the speech after it has been delivered. This lesson presents the basic criteria needed for evaluating the effectiveness of a speech. Before presenting the criteria, a word of caution concerning speech evaluation is in order.

The effectiveness of a speech is a measure of response. After all, a speech seeks certain responses from the audience. A speaker should not be misled by general, though complimentary, statements made by members of the audience. For example, a speaker should not take "I enjoyed your speech very much" as having real meaning. The statement may mean that the listener slept well during the speech. If on the other hand, a member of the audience seeks out the speaker at the end of a speech and says, "I agree with what you said about the importance of landscaping," or "I wish you had gone more into ways of reducing the overhead," the speaker could be sure that the listener had followed the speech closely.

The following check list or evaluation sheet will help the speaker evaluate effectiveness. It is so structured that it may be used by the speaker or another critic for speech evaluation.
The critic should answer the following questions:

A. Choice of Subject
1. Was it suited to the speaker?
2. Was it suited to the audience and occasion?
3. Was it properly narrowed?
4. Did it conform to the time limit allotted to the speech?

B. Choice of Speech Material
1. Which of the following forms of support were used?
   - Examples
   - Comparison
   - Testimony (authority)
   - Information, facts, statistics
2. Were the supports effectively used?