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YOU CAN SPEAK CONFIDENTLY

UPON COMPLETING THIS CHAPTER, YOU WILL BE ABLE TO

- 1.1 Demonstrate the personal, professional, and societal benefits of public speaking.
- 1.2 Explain the face-to-face and digital contexts of public speaking, also identifying the essential elements of communication.
- 1.3 Assess and build your speechmaking confidence.
- 1.4 Use a step-by-step approach to prepare for your first speech.

Welcome to the fourth edition of *The Public Speaking Playbook*. **Public speaking** is the act of preparing, staging, and delivering a presentation to an audience. A **playbook** is a game plan for continuous improvement—a plan of action designed to help you become a peak performer.¹ The purpose of this playbook is to provide every public speaking student with a game plan—a set of easy to follow, practical steps to success. Accomplished speakers prepare, practice, and present speeches that others judge to be of high quality. To rise to this level, you first need to master and then apply skills. And just like elite athletes, actors, and others who appear in public, you need to be able to perform under pressure, either individually or as members of a team. Proficient speakers also practice consistently and assess their performances so that every one of their presentations is as good as or better than their last. With a game plan and practice, you can join their ranks. You can become comfortable with the idea of stepping up to speak in public. You can become a more capable communicator. In this chapter, we introduce you to the nature of public speaking today, the many venues available to speakers, the means you can use to build your speechmaking confidence, and the “know-how” to deliver your first presentation.

While it may not seem fair, people judge us, at least in part, on our public speaking skillfulness. We place a high value on public speaking ability because it is a vital means of communicating and connecting with others. Today, people give speeches live, as they have been for centuries. But they also present them as TED Talks,² upload them to YouTube, or deliver them via podcasts, which we then experience using our smartphones or other digital devices. No matter the forum or mode of delivery, the ability to speak in and to the public is a powerful skill to develop. Audiences are drawn to the words of renowned speakers such as paralympic champ Amy Purdy, Nobel laureate Malala Yousafzai, talk show host and interviewer Oprah Winfrey, self-help expert Deepak Chopra, motivational speakers Tony Robbins and Chris Gardner, and climate activist Greta Thunburg, because they inspire, reassure, and interest them.

Being able to speak in public without injecting vitriol is similarly powerful. What will you do? You can be the smartest person in the room, but if deficient speaking skills keep others from understanding your ideas, being smart isn't enough. A class in public speaking gives you and your peers the opportunity to work together on improving your public speaking skills.

COACHING TIP

“Through my education, I didn’t just develop skills, I didn’t just develop the ability to learn, but I developed confidence.

—Michelle Obama, former first lady of the United States

Merely reading and talking about public speaking won’t make you a better speaker. Only involving yourself in the process and doing it will help you improve. The more you speak in public, the easier it will become and the more you will improve. Doing it builds confidence.

SPEECHMAKING'S BENEFITS

1.1 *Demonstrate the personal, professional, and societal benefits of public speaking.*

Becoming a skilled public speaker benefits us personally and professionally; it also delivers benefits to society as a whole.

Personal Benefits

Speaking in public builds self-confidence and even can trigger self-discovery and creative self-expression. For instance, as a result of researching a topic, such as the problems faced by soldiers returning from a war zone, you might discover that you have the desire to engage in service learning by volunteering at a veteran’s facility.

As a public speaker, you are expected to reflect on your interests, to explore where you stand on controversial issues, and to consider the needs and concerns of others. You would need to consider your position and how to best make your argument so that even those who disagreed with your stance initially would listen to and understand it. Becoming a more confident speaker will also make you a more confident student. By developing the ability to speak in public, you develop your ability to speak up in class—any class (see Chapter 22).

At the same time, as you build speaking confidence, you might find yourself wanting to become more civically engaged, speaking up and sharing ideas beyond the classroom.

Whether your major is business, computer programming, nursing, engineering, media and journalism, social work, or any other subject— unless you also can present information clearly and effectively, others may question your credibility and knowledge. By mastering the ability to communicate your ideas in public, you harness the power of speech. By being better able to control yourself and your ideas, you enhance your ability to control your environment. From corporate meetings to trade shows, from educational conferences to political rallies, from town halls to your classroom, from YouTube to Facebook, from Ted.com to Twitter and Instagram, public speakers—individuals with stories to tell—play key roles. Public speaking is like a form of

personal currency, only instead of providing entrance to the marketplace of goods and services, it provides access to the marketplace of ideas. We share the responsibility to make our voices heard—to tell our stories. Every one of us has stories to tell that others can benefit from hearing.

Career Benefits

In the United States, there are more than 20,000 different ways of earning a living, with effective speech essential to every one of them.³ This helps explain why public speaking is a core 21st-century skill.⁴ Most of the jobs of today and tomorrow will require us to speak up. We may present to a team, need to get a point across in a meeting, or answer questions posed by a panel. Success in public speaking helps us grow professionally. Our ability to attain professional success is related to our ability to communicate effectively both in writing and orally, online and in the same physical space, what we think, know, and can do. This is especially helpful in a job interview, since prospective employers favor candidates who have communication skills, including working in a team and in speaking in public.⁵

How far you advance in your career may well depend on how capable you are in addressing, impressing, and influencing others and in communicating your ideas clearly, creatively, and effectively.⁶ The executives and entrepreneurs of tomorrow need to be skilled public speakers—masters of the art of speaking before groups of all sizes, including the news media and online audiences.

Societal Benefits

Words we speak in public matter. The stories we tell, whether true or hypothetical, make a difference in others' lives. For these two reasons alone, public speaking is more consequential than ever. As we realized during the Trump administration and in the leadup to the 2021 inauguration of President Joseph Biden and Vice President Kamala Harris, public speeches can have both positive and uplifting and negative and harmful outcomes. A public speaker's words can instill information and motivate prosocial behavior, but they also can incite, serve as disinformation, and stir up a mob. With our words, we let others know what we care about and what we want them to care about, too. Public speaking lets us exercise effective personhood and effective citizenship.

Speaking of effective citizenship, freedom of speech has always been viewed as an essential ingredient in a democracy. What does freedom of speech mean? It means

1. We can speak freely without fear of being punished for expressing our ideas.
2. We can expose ourselves freely to all sides of a controversial issue.
3. We can debate freely all disputable questions of fact, value, or policy.
4. We can make decisions freely based on our evaluation of the choices confronting us.

Our political system depends on a commitment by citizens to speak openly and honestly free of government censorship and to listen freely and carefully to all sides of an issue—even those with which we vehemently disagree. It depends on our ability to think critically about what we listen to so that we are able to evaluate the speaker's goal and make informed decisions about our future.

Democracy depends on our willingness to understand and respond to expressions of opinion, belief, and value that are different from our own, and to do so with civility, without becoming disagreeable, and without being cancelled or wanting to cancel those who take issue with our message.

PUBLIC SPEAKING CONTEXTS: FACE-TO-FACE AND DIGITAL

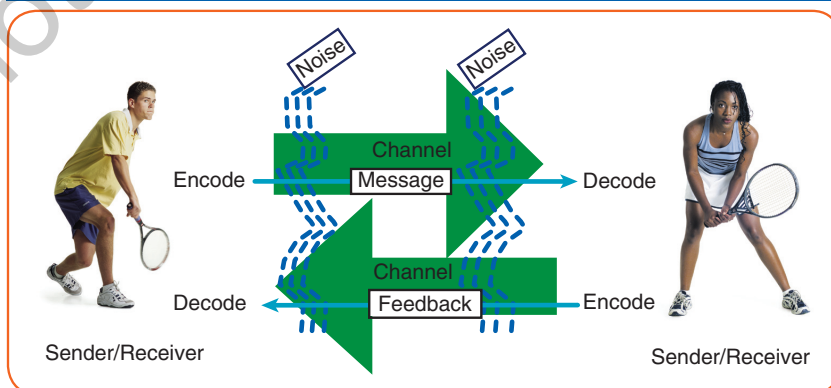
1.2 *Explain the face-to-face and digital contexts of public speaking, also identifying the essential elements of communication.*

Skilled public speakers have unique powers to influence. But like other forms of communication, public speaking is a circle of give-and-take between presenter and audience, whether the speaker and/or the audience is physically present or online. The better we understand how communication works, the better our ability to make it work for us. The following elements are an integral part of the process:

- The source
- The receiver
- The message
- The channel
- Noise
- Feedback
- Situational and cultural contexts

One way to study the interactions of these elements is with a model of the communication process in action (see Figure 1.1).

FIGURE 1.1 ■ The Communication Process in Action



Look closely at the variables depicted in Figure 1.1 to identify how they relate to each other dynamically during public speaking. Both the speaker, or **source**, and the listener, or **receiver**, participate in **communication**. Each party simultaneously and continually performs both sending functions (giving out messages) and receiving functions (taking in messages). Neither sending nor receiving is the exclusive job of any person.

Between the source and receiver, **messages**—both verbal and nonverbal—are sent and received. The words and visuals we use to express our ideas and feelings, the sounds of our voices, and our body language (or nonverbal communication) make up the content of our communication and convey information. Everything we do as senders and receivers has potential message value for those observing us. If a speaker’s voice quivers or a receiver checks their watch, it conveys a message.

Channels are pathways or media through which messages are carried. The auditory channel carries our spoken words; the visual channel carries our gestures, facial expressions, and postural cues; and the vocal channel carries cues such as rate, quality, volume, and pitch of speech. Communication is usually a multichannel event.

Noise is anything that interferes with our ability to send or receive a message. Noise need not be sound. Physical discomfort, a psychological state, intellectual ability, or the environment also can create noise. As the model in Figure 1.1 shows, noise can enter the communication event at any point. It can come from the context, the channel, the message, or the persons themselves. Different languages, translators, generational terms, jargon, and technical terms play a role in the day-to-day noise of communication in our diverse world.

The **situational/cultural context** is the setting or environment for communication. Because every message occurs in a situation with cultural and social meanings, conditions of place and time influence both behavior and the outcome of the communication event. The after-dinner speaker addressing a large number of people who have just eaten and are feeling full will need to give a different kind of speech than the person whose task is to address the members of a union protesting a layoff. Similarly, the online speaker faces different challenges than does the speaker addressing a live audience. Especially in our age of abundant digital connections, public speakers are in demand with the number of platforms open to them increasing. During the many months of the COVID-19 pandemic, both our use of and reliance on digital media increased.⁷ With little warning, we became even more dependent on technology to connect and communicate with those with whom we shared both personal and professional relationships. Because of our inability to be together physically, we shifted our interactions to common digital video chat spaces. We not only ventured into these digital zones to preserve the social fabric of our lives, but also to impart our stories—to share ideas about issues of concern to us, and to advocate for our positions on controversial questions, such as if colleges should reopen for face-to-face classes; whether bars should remain closed; whether to join a Black Lives Matter demonstration; or because it was a presidential election year, whether we should be able to vote by mail. Fundamentally, technology became the means we used to inform and influence others. Internet sites became “go-to” platforms for millions of us. It’s likely that for many of us, Zoom-like apps will carry into our post-COVID-19 future as well. We will continue to augment our live speaking experiences with digital ones.

Feedback is information we receive in response to a message we have sent. Feedback tells us how we are doing. Positive feedback, like applause, serves a reinforcing function and causes us to continue behaving as we are, whereas negative feedback, such as silent stares, serves a corrective function and leads us to eliminate any ineffective behaviors. Internal feedback is that which you give yourself (you laugh at a joke you tell); external feedback comes from others who are party to the communicative event (receivers laugh at your joke, too).

Picture the Parts Working Together

All parts of the communicative model continuously interact with and affect each other—they are interconnected and interdependent. When something happens to one variable, all the other variables in the process are affected. Communication is also cumulative; the communicative experiences we have add up and have the potential to alter our perceptions and behaviors. The **effects of communication** cannot be erased; they become part of the total field of experience we bring to the next communication event. Ultimately, our **accumulative experiences**—the sum of all our experiences—influence our attitudes toward the speech event and our receivers, affecting both our desire to communicate and the way we do it.



Know your parts. As you put your presentation together, keep your eyes on your goal to create a more dynamic and influential speech.

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Your success as a source ultimately depends on your ability to

- Establish common ground with your receivers
- Encode or formulate a message effectively

- Adapt to cultural and situational differences
- Alleviate the effects of noise
- Understand and respond to the reactions of those with whom you are interacting

Your effectiveness depends not only on what you intend to communicate, but also on the meanings your receivers give to your message. A self-centered communicator is insensitive to the needs of receivers, which limits their effectiveness. It is better to be audience-centered and keep your eyes on your receivers and speaking goals, instead of focusing solely on yourself.

Consider Audience Expectations

Although being able to (1) organize ideas logically, (2) encode or express ideas clearly, and (3) analyze and adapt to receivers readily are skills every communicator needs, they are particularly important for public speakers.

COACHING TIP

“We live in an era where the best way to make a dent on the world may no longer be to write a letter to the editor or publish a book. It may be simply to stand up and say something . . . because both the words and the passion with which they are delivered can now spread across the world at warp speed.”

—Chris Anderson, *TED Talks: The Official TED Guide to Public Speaking*

Picture the model in Figure 1.1. Communication and understanding are key. Focus on your audience. Make it easy for those in it to understand you. You just might significantly affect their lives.

Receivers usually have higher expectations for public speakers than for other communicators. For example, we expect public speakers to use more formal standards of grammar and usage, pay more attention to their presentation style and appearance, fit what they say into a specific time limit, and anticipate and then respond to questions their receivers will ask.

So, when speaking in public, you will need to polish, formalize, and build on your basic conversational skills in order to reach your goal—whether you’re live or online.

BUILD SPEECHMAKING CONFIDENCE

1.3 *Assess and build your speechmaking confidence.*

You are in good company if the thought of speaking in public causes you some concern. When on the campaign trail, President Joseph Biden spoke about his fear of stuttering when speaking

in front of others and how he overcame his anxieties. Biden also used his experiences to encourage other stutterers, including 13-year-old Brayden Harrington, who demonstrated the confidence to address the Democratic National Convention in 2020.⁸ Speakers are not alone in experiencing fear or feeling stressed at the thought of performing in public. Athletes, dancers, actors, and musicians also have to handle their fear and emotional stress, which, if not channeled effectively, can interfere with their ability to perform.⁹ When they control their fear, however, the stress becomes useful, helping them gain a competitive edge, boosting their energy, and readying them to deliver a peak performance. How does this happen? Quite simply, athletes and others who perform in public focus, face their fears, and train to handle pressure. And they do this gradually, over time—not once, but regularly.¹⁰ You can, too. Start by confronting your feelings about giving a speech.

SELF-ASSESSMENT 1.1: HOW CONFIDENT ARE YOU ABOUT PUBLIC SPEAKING?

Directions

Use the following scales to evaluate your speechmaking anxiety by indicating where on the scale you fall for each statement.

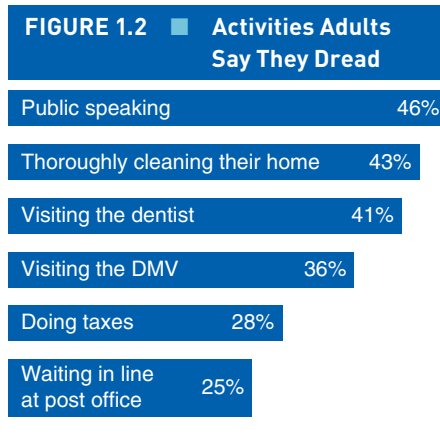
Statement	Not at all concerned 1	Not very concerned 2	Somewhat concerned 3	Very concerned 4	Extremely concerned 5
1. I will forget what I plan to say.					
2. My words will confuse the audience.					
3. My words will offend the audience.					
4. Audience members will laugh at me when I don't mean to be funny.					
5. I'm going to embarrass myself.					

Statement	Not at all concerned 1	Not very concerned 2	Somewhat concerned 3	Very concerned 4	Extremely concerned 5
6. My ideas will have no impact.					
7. I will look foolish in front of the audience.					
8. My voice and body will shake uncontrollably.					
9. I will bore the audience.					
10. Audience members will stare at me unresponsively.					

Apprehension Analysis	Implication
<p>Add together the numbers you chose on each scale:</p> <p>_____ Total</p> <p>To determine your level of apprehension, refer to the range below:</p> <p>41–50 You have speech anxiety.</p> <p>31–40 You are very apprehensive.</p> <p>21–30 You are concerned to a normal extent.</p> <p>10–20 You are very confident.</p>	<p>What does your score reveal?</p> <p>Although this evaluation is not a scientific instrument, it should give you some indication of your level of concern. Note that it is normal to display some level of anxiety. If you had no apprehension about speaking in public, you would not be typical; what's more, you probably would not make a very effective speaker, either.</p>

Understand Public Speaking Anxiety

According to public speaking coach Viv Groskop, when it comes to giving a speech, “Feeling anxious is just a sign that you’re human.”¹¹ Under ordinary circumstances, we rarely give our speaking skills a second thought—that is, until we are asked to stand up and speak in front of others. Once we know this is what we’re going to have to do, if we’re like most adults, we complain about it, because we fear it more than we fear bee stings, accidents, or heights (see Figure 1.2).¹²



Source: *USA Today*, May 14–16, 2010, p. 1A.

Fear of public speaking, also known as public speaking anxiety (or in medical terminology, *glossophobia*), affects a significant percentage of the public, and is capable of undoing the best of us.¹³ In fact, when asked how they feel about speaking before others, many jokingly answer that they'd rather be in the casket than be delivering the eulogy. **Public speaking anxiety**, also known as PSA, is a variant of communication anxiety that affects some 40 to 80 percent of all speakers.¹⁴ PSA has two dimensions: process anxiety and performance anxiety.

- **Process anxiety** is fear of preparing a speech. For example, when you experience process anxiety, you doubt your ability to select a topic, research it, and organize your ideas.
- **Performance anxiety** is fear of presenting a speech. It finds you stressful about delivering the speech, fearful that you'll tremble, forget what you want to say, do something embarrassing, be unable to complete the speech, not make sense to receivers, or simply be assessed as a poor speaker.¹⁵

Why are some of us afraid to speak before a group? What makes public speaking an activity that many dread?¹⁶ Consider this: We all talk to ourselves. We call these internal conversations **self-talk**. It's how we talk to ourselves that matters, though. For example, what do you say to yourself about having to give a speech? Is your self-talk facilitating or debilitating? We can talk to ourselves in ways that turn our apprehensiveness into positive energy—a means of acknowledging “We have this. We can do this.” Such self-talk is facilitative. Self-talk, however, also has a more debilitating side. Excessive concern creates a host of worrisome “what if” questions. These questions harbor negative thoughts that if we're not careful can turn into self-fulfilling prophecies born out of irrational thinking.¹⁷ Let's consider the kind of “what if” self-talk questions that increase our anxiety about giving a speech.

What if I fail?

While we all fear failure at one time or another, it's irrational to assume failure or think your speech will be a disaster.¹⁸ If we choose not to take risks because we visualize ourselves failing rather than succeeding, if we disagree with what we hear or read but choose to keep our thoughts to ourselves, then we are probably letting our feelings of inferiority limit us. Keep in mind that the nervousness you feel likely is not apparent to the audience.

What if I haven't had enough experience?

Some of us fear that we may not know enough or have not had enough experience with the topic. The unknown leaves much to the imagination, and far too frequently, we irrationally choose to imagine the worst thing that could happen when making a speech. Instead, harness the nervousness you feel so you can use it to your advantage.

What if others don't like my speech?

Some of us also worry excessively about others judging our ideas, how we sound or look, or what we represent. When given a choice, we prefer not to be judged. It is rare that any of us can please everybody in our audience. So, don't waste time worrying about it.

What if everyone stares at me?

We also may fear being conspicuous or singled out. Audience members usually focus directly on the speaker. Some of us interpret receivers' gazes as scrutinizing and hostile rather than as revealing a genuine interest in us. By keeping a receiver orientation, you can shift your focus from yourself to those in your audience.

What if we have nothing in common?

Ethnocentricity—the belief that one's own group or culture is better than others—makes some of us think that we share nothing in common with the members of our audience. Feelings of difference make it more difficult to find common ground, which in turn, increases anxiety about making a speech. Instead, acknowledge we're all different, but we can find common ground.

What if other presenters aren't as apprehensive as I am?

Our culture may influence our attitudes toward speaking in public. For example, research suggests that Filipinos, Israelis, and other Middle Eastern peoples are typically less apprehensive about public speaking than are Americans.¹⁹ In these cultures, children are rewarded for effort, making judgment and communication anxiety a less intrusive force.²⁰ With this in mind, accept your nervousness as normal, but refocus it by keeping your outlook positive. You have the chance to make a difference as you add to your experience and develop your confidence.

One of the best ways to cope with the apprehension we have about giving a speech is to design and rehearse your speech carefully. Being prepared is a confidence builder. While you still might feel anxious, there are steps you can take to control both the physical and mental effects that you may experience.

Address the Physical Effects of Speech Anxiety

The first thing to do is to recognize the bodily sensations that accompany and support feelings of nervousness. Make a list of the physical symptoms you experience. Then compare your list with the symptoms and thoughts that others in the class identified. Do the lists include any of these physical symptoms?

- Rapid or irregular heartbeat
- Stiff neck
- Stomach knots
- Lump in the throat
- Shaking hands, arms, or legs
- Nausea
- Dry mouth
- Dizziness

When we experience the physical effects of anxiety, adrenaline is released into our systems and our respiration rate and heart rate increase. When our anxiety levels get too high, we need to manage the physical effects of speech fright. For example, if we're runners, we could go for a run. If not, we could take a moment to stretch our limbs.

Another technique is systematic desensitization, a way to reduce the physical responses of apprehension.²¹ The principle behind systematic desensitization is that after being tensed, a muscle relaxes. Following are several methods you can try.

Tense/Relax

Tense your neck and shoulders. Count to 10. Relax. Continue by tensing and relaxing other parts of your body, including your hands, arms, legs, and feet. As you continue this process, you will find yourself growing calmer.

Strike a Powerful Pose

How we stand can affect our speaking success. Merely practicing a “power pose” in private before presenting a speech lowers speaker stress levels, thereby reducing outward signs of stress and enhancing confidence:²²

- Stand tall.
- Stand tall and lean slightly forward.
- Stand tall and open your limbs expansively.
- Leaning slightly forward, stake out a broad surface with your hands.

Leaning slightly forward engages an audience. Opening the limbs expresses power. Staking out a broad surface conveys a sense of control. In contrast to power poses, low-power cues increase stress and decrease confidence. Adopting a close-bodied posture conveys powerlessness, touching your neck or face is a symptom of anxiety, and folding your arms comes off as defensive. Use power poses that convey authority instead. Doing so will boost confidence at the same time.

Address the Mental Effects of Speech Anxiety

Debilitating self-talk fans the flames of our fears instead of extinguishing them.²³ We create a self-fulfilling prophecy, meaning that we form an expectation and adjust our behavior to match. In the end, the expectation we created becomes true. Negative thoughts can cause unnecessary problems.

Do you ever find yourself uttering statements like the following to yourself?

“I just can’t cope.”

“I’m under too much pressure.”

“This is my worst nightmare.”

“I know something terrible is going to happen.”

The solution is to use **thought stopping** to make self-talk work in your favor. Every time you find yourself thinking an upsetting or anxiety-producing thought, every time you visualize yourself experiencing failure instead of success, say to yourself, “Stop!” and tell yourself, “Calm.” Thought stopping is an example of **cognitive restructuring**, a technique that focuses attention on our thoughts rather than on our bodily reactions. Cognitive restructuring works by altering the beliefs people have about themselves and their abilities.

A second technique is **centering**.²⁴ When centering, we direct our thoughts internally, and we feel an inner calm. Instead of being consumed by negative self-talk, we learn to trust ourselves. Key in this procedure is the **centering breath**, designed to help us breathe like it matters so that we may focus on the task mentally. Try it. Take a deep breath. Follow it with a strong exhalation and muscle relaxation. This done, you’ll be better able to narrow your focus on the external task.

Using thought stopping and centering together allows you to gain control by diverting attention from thoughts that threaten your success to positive ones. They also aid you in developing a growth mindset—the idea that if you change your thinking and behavior and persist, you can succeed.²⁵

COACHING TIP

“The mind is everything. What you think you become.”

—Buddha

Nerves are not your enemy. Face them, control them, and you transform normal anxiety into a positive. Harnessing the excess energy that accompanies any apprehension you feel energizes you and enhances your development as a speaker.

Use Skills Training

We can combat both the physical and the mental effects of speech anxiety by making an effort to

- Speak on a topic about which we truly care
- Prepare thoroughly for the speechmaking event
- Keep in mind that our listeners are unlikely to perceive our signs of anxiety

Because you are just beginning your training to become a better speaker, it is reasonable to expect you may still feel anxious about speaking in public. As you increase your skill level by learning how to prepare and deliver speeches, you become consciously competent and aware of your competence. The idea of public speaking becomes less threatening.²⁶ By making your anxiety work for you, by converting it into positive energy, you learn to fear anxiety less, and you learn to like public speaking more.

Anxiety Can Be Transformative

Contrary to what you may think, as a speaker, you neither can nor should rid yourself of all speech anxiety. Rather, using your anxiety to perform more effectively is better than experiencing none at all.

In the book *Face of Emotion*, author Eric Finzi suggests that “putting on a happy face” not only erases a frown, it actually can lift your mood.²⁷ Nonverbal communication expert Paul Ekman agrees, acknowledging the possibility that facial expressions can affect our moods.²⁸ It follows, then, that changing any negative thoughts you have about giving a speech to positive ones can similarly influence your performance. With that in mind, prepare thoroughly and rehearse and visualize a positive experience.

Prepare Thoroughly and Rehearse

Preparation helps instill confidence. It includes everything you do between thinking up a topic and speech delivery. Prepared speakers are competent speakers.

Visualize a Positive Experience

Instead of focusing on your negative thoughts and fears, focus on the potential positives of your performance. Visualize yourself being successful from start to finish.

Remind Yourself That Receivers Usually Cannot See or Hear Your Fear

Although you may feel the flutters that speech anxiety causes, the audience generally cannot detect these in your performance. In fact, observers usually underestimate the amount of anxiety they believe a speaker is experiencing.²⁹

Use an Array of Supportive Techniques

Speakers report that other techniques also can help reduce speech apprehension. Some try to include a bit of humor early in the speech in order to elicit a favorable response from the audience right away. They say that such a reaction helps them calm their nerves for the remainder

of the presentation. Others look for a friendly face and talk to that person for a moment or two early in the speech. Others use visual aids, like PowerPoint, to help them organize the material. The visual shows the next major point to be covered, eliminating the necessity for the speaker to remember it or refer to notes. Still others rehearse a speech aloud, standing in front of an imaginary audience and “talking through” the material again and again. Some even deliver their speech to their pets, while others look to their smart speaker or AI to help them modify negative thinking. What other techniques have you found helpful?

Remember, experiencing some apprehension is normal. Although you probably never can eliminate it totally, by preparing, practicing, and giving yourself time to polish your presentation, you can counter your list of “what ifs” and be successful.

If we take the time to analyze and practice successful behaviors, we can learn to handle ourselves more effectively as speakers. With practice, we can develop the understanding and master the skills that will turn us into articulate presenters who are organized, confident, competent, and able to communicate in such a way that others are interested in us, energized by our ideas, and persuaded by us.

We can prepare you to present your first speech by putting the entire speechmaking process into a logical, step-by-step sequence that you can follow. The process serves as a road map that you can use to prepare every public presentation you’ll ever make.

USE THIS SYSTEM TO READY YOUR FIRST SPEECH

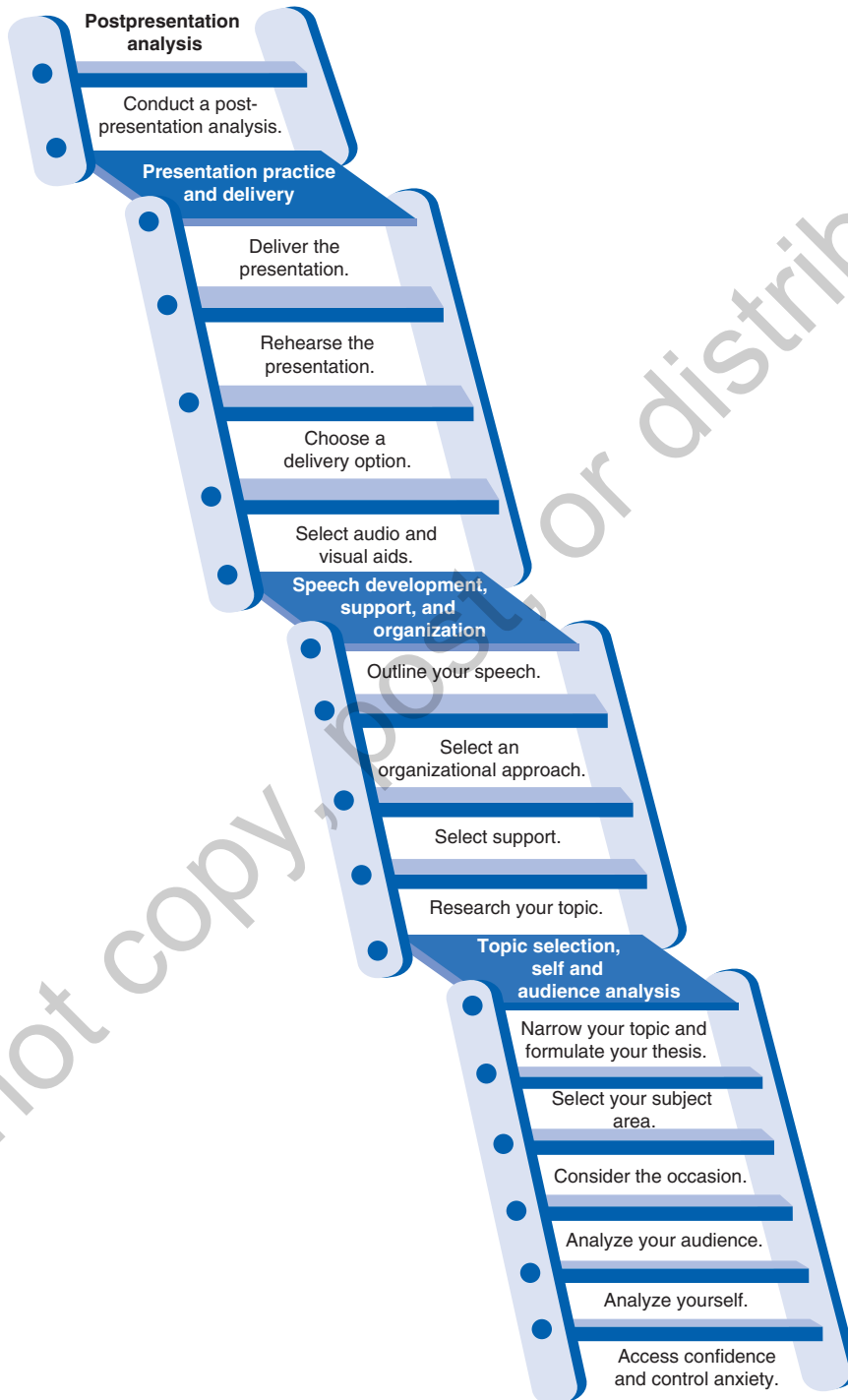
1.4 *Use a step-by-step approach to prepare for your first speech.*

Before delivering your first speech, you need to complete three plays: (1) topic selection; (2) speech development, support, and organization; and (3) practice and delivery. A fourth play, the post-presentation analysis, is completed immediately after you give the speech. The staircase-like chart in Figure 1.3 illustrates this systematic, step-by-step, play-by-play approach to public speaking. As you make your way up the staircase, you move from one speechmaking phase into another (see Figure 1.3).

Select Your Topic

The first step in topic selection is to analyze your interests and use this information to select a general subject area—one you are knowledgeable about and comfortable with. In fact, one of the best means of controlling your fear and laying the groundwork for a successful speech is to choose a topic that is important to you, that you have some familiarity with, and about which you want to find out even more. Doing this helps in controlling your fear and laying the groundwork for a successful speech. Such an analysis also can aid you in calling up personal narratives or anecdotes to integrate into your speech. Highly anxious speakers rarely do this. As a result, they spend far too much preparation time trying to interest themselves in or master a subject and far too little time rehearsing the presentation itself.³⁰ Use the topic selection techniques discussed here to find an appropriate subject.

FIGURE 1.3 ■ Systematic Speaking Process



Conduct a Life Overview

Whatever your age, divide your life into thirds—early life, midlife, more recent life. Compose a sentence to summarize your life during each stage; for example, “During high school, I lived in Norman, Oklahoma, where my dad worked for an oil company, and I went to Sooner football games.” Under each summary statement list your main interests and concerns during that life period. Examine your list. Which topics still interest or concern you?

Focus on This Moment in Time

Fold a sheet of paper in half. On the left side, list sensory experiences—whatever you are able to see, hear, taste, smell, or touch right now. On the right side, list topics suggested by each sensory experience. For example, if you wrote “balloon” on the left side, you might enter “party planning” on the right side.

Be Newsy

1. Peruse a newspaper, newsmagazine, or online news aggregator to find potential topics. Read a story and list topics suggested by it. For example, the July 30, 2020, issue of the *New York Times* featured an article on how the city of Louisville, Kentucky was considering declaring racism a public health crisis.³¹ Imagine the possible speech topics suggested by this article: the dangers of racism, how to be an antiracist, the meaning of white privilege, disputes over memorials to the Confederacy, the Black Lives Matter movement, or the lasting effects of racism, to name just a few.

Use Technology

Explore websites such as About.com, eHow.com, Ted.com, Pinterest.com, or YouTube.com, searching for sample presentations. Additionally, the speech topic resources at edge.sagepub.com/gamblepsp4e can prove helpful.

► See **Chapter 5** for more information on selecting a topic.

While highly anxious speakers tend to be self-obsessed, more effective speakers focus their attention on their listeners. When you avoid focusing on your anxiety and concentrate on your audience instead, you shine the communication spotlight on those you are speaking to and you minimize your anxiety. Thus, an important move in topic selection is to adapt your general subject area to your audience and the occasion by conducting an audience analysis. Why? Because if you consider only your interests and don't take the needs and interests of your audience into account, audience members are more likely to experience boredom and become easily distracted. If this happens, you lose the attention of receivers, which prevents your message from getting through.

Pay attention to your audience, and they will pay attention to you. Consider how familiar audience members are with your selected topic area, what their attitudes toward it are, and what they would like to know about it. Take into account some of the demographic characteristics of the audience, such as their genders and ages, the cultures represented, and their socioeconomic backgrounds. Think about how factors like these could influence how members of the audience

feel about your topic and, consequently, how you should frame it. For example, if you decide to speak about student services for on-campus residents but your class is made up primarily of students who commute to campus, a substantial number of students could find your talk irrelevant.

Take the time needed to get to know your receivers. Talk to them, asking about their interests and concerns. For your first speaking assignment, chatting with three to five students should be sufficient. Ask them what they already know about your topic, whether it appeals to them, and what else they would be interested in finding out about it. Their answers will help you narrow your subject and relate it more directly to them.

► **Chapter 4** will help you analyze your audience and adapt your presentation to them.

There are a number of other criteria aside from speaker and audience interests to consider when selecting a topic for your initial speech:

1. Avoid overused topics, unless you will be taking an unusual slant or offering a fresh perspective. Thus, rather than speaking on the legalization of marijuana in your state, speak on how it helps deter the ill-effects of chemotherapy.
2. Select an appropriate topic—not one that will be alienating or that you or your receivers have no interest in learning more about. Make the effort to meet their needs and expectations.
3. Limit the scope of your topic so that it fits the time allotted for your speech. For example, speaking on *The Story of My Life* or *The History of the Computer* could be too broad, making it impossible for you to cover the topic in the time available.
4. Make sure you have access to the material you will need to prepare the speech.

It is of paramount importance that your selected topic speaks to your audience. Among the topics students have used for a first speech are

- My Favorite Ancestor
- The Significance of My Name
- What I Learned While Studying Abroad
- My Greatest Fear
- A Difficult Choice I Had to Make
- Why You Need a Mentor
- How Discrimination Affects Me
- How to Avoid Boredom
- The Dangers of Disinformation
- How to Get the Most Out of College

Which of these, if any, interests you? What topics would you like to hear about?

► **Chapters 4 and 5** will give you more strategies for selecting a topic that is appropriate for your audience.

Develop, Support, and Organize Your Speech

Once you have selected a topic, you need to

- Formulate your speech's purpose
- State your thesis
- Identify the main points of the speech
- Research and select materials to support the main points
- Outline your speech, integrating transitions and signposts

and

- Consider presentation aids

Let us move through these in turn.

The Speech's Purpose

Your speech should have a **general purpose** (to inform, persuade, or entertain an audience) and a **specific purpose**—a statement specifying your goal, giving your speech direction beyond its general purpose. For example, if your goal were to inform receivers about self-driving cars, your specific purpose might be “to inform my audience about three ways self-driving cars will impact society.” You then use the specific purpose to develop your central idea or thesis.

► **Chapter 5** will show you in more detail how to develop the general and specific purpose of your speech.

The Thesis Statement

Your speech should also contain a **thesis statement**. The thesis statement expresses the central idea or theme of your speech in just one sentence. Here are three examples of thesis statements:

- Self-driving cars will change the way we live and get around in three ways: (1) by reducing accidents, (2) by permitting overnight travel, and (3) by fundamentally changing the taxicab and ride-sharing industries.
- Excessive personal debt is burdensome, inhibits a person's quality of life, and also results in financial instability.
- We fear the COVID-19 virus because of the number of deaths and serious illnesses it causes, as well as the long-term effects many victims experience.

The thesis statement, along with the specific purpose, acts as a road map for building your speech. Your next move is to develop the main points that flesh out the thesis.

► **Chapter 5** will show you in more detail how to create an effective thesis statement.

The Main Points

If your specific purpose and thesis are clearly formulated, it will be easy for you to identify your speech's **main points**—the blueprint for your speech containing those major ideas your speech will relay to receivers. Most of your speeches will contain two or three main points, with each main point supporting your expressed thesis. For example, let's look at the last thesis statement identified in the previous section. Its three main points might read:

- I. There is fear of a surge in deaths due to the COVID-19 virus.
- II. Members of the general population can contract an array of serious illnesses attributed to the COVID-19 virus.
- III. Responses to protect some members of the general population from suffering lasting effects from COVID-19 have thus far been only partially effective.

We see the speaker plans to first confront the fears about COVID-19 and then discuss the serious illnesses related to the disease and efforts to control the effects long-haulers experience. Once you formulate the main points, your next move is to locate and select supporting materials.

► **Chapter 9** will help you to establish your main points.

Conduct Research to Gather Supporting Materials

At this point, your attention turns to conducting research and gathering supporting materials for your speech. To develop your speech, for example, you will use personal experiences, examples and illustrations, definitions, expert testimony, statistics, and analogies. The better your research and selection of support, the more credible receivers will find your speech.

We can divide every speech into three major parts: the introduction, the body, and the conclusion. Develop the **body of the speech**, the part that elaborates on the main points, first. When it is done, you then bring it together with an **introduction** and a **conclusion**. In the introduction, orient the audience to your topic, pique their attention and interest, state your thesis, and preview your main points. In the conclusion, restate your thesis in a memorable way, remind receivers of how your main points supported it, and motivate them—leaving them thinking and/or ready to act.

Develop an Outline

An **outline** provides the skeleton upon which you hang your main ideas and support. Two principles guide its creation: **coordination** (the main points should be relatively equal in importance) and **subordination** (the support underlying your main points). The outline of your speech's body will look something like the following example.

Introduction

Body

Main Point 1

- A. First level of subordination
 - 1. Second level of subordination
 - 2. Second level of subordination

Main Point 2

- A. First level of subordination
 - 1. Second level of subordination
 - 2. Second level of subordination

Main Point 3

- A. First level of subordination
 - 1. Second level of subordination
 - 2. Second level of subordination

Conclusion

When outlining your speech, you'll want to keep each of the speech's main sections in mind—paying careful attention to the components contained in the introduction, body, and conclusion. The first component in your introduction should be an attention-getter, followed by your thesis statement, then a statement of what's in it for the audience (why they should care), a credibility enhancer for yourself (why they should listen to you), and a preview of your main points. Similarly, the outline of your conclusion should contain a summary of your main points and your “home run”—a move that clinches audience support for and belief in your message.

► **Chapters 8 and 9** will demonstrate how to organize and outline your speech.

Once the outline is complete, you'll want to create transitions that connect the parts. You can use signposts, such as “first,” “next,” and “finally,” to let receivers know where you are in your speech, and brief statements, such as “most important,” to help focus the audience's attention.

Then it's time to consider whether visual or audio aids, such as physical objects, drawings, charts, graphs, photographs, or sound recordings, will enhance the understanding and interest of receivers. Be sure to indicate in the outline when you will use such aids, if you choose to do so.

► **Chapter 14** will offer you tips on using presentation aids effectively.

Practice Delivery

How well you do in your first speech depends in part on how effectively you have prepared, practiced, and overcome any anxiety. Instead of reading a speech word for word or, worse, choosing to wing it, practice speaking in front of a mirror or before family members or friends. Make it a habit to plan and prepare the structure of your speech and all content, including supporting materials and visuals. Then rehearse extensively so that on the day you present your speech, you are comfortable using your notes to remind yourself of its content.

You will want to become so familiar with the contents of your speech that you can deliver it seemingly effortlessly. Focus on the word *seemingly* for a moment. Preparing and presenting a speech requires real effort on your part. But if you work diligently and conscientiously, your audience will see only the end results—to them it will seem as if you are a natural.

When it comes to vocal cues, for example, you'll want to regulate your volume, rate, pitch, and vocal variety, being especially careful not to speak in a monotone, and being certain to use correct pronunciation and clear articulation, so you convey ideas accurately and clearly. Beyond words, you'll also want to use appropriate facial expressions, sustain the right amount of eye contact, and use gestures and movement in support of your message.

Practice giving the speech at least four to six times, and as we noted, deliver it initially to a mirror, and then to a small audience of family and friends. Stand when you practice. Always say your speech aloud. Use a timer. Revise your words or presentation as needed. Replicate the same conditions you will have when delivering it for real. Practice from the speech's beginning to its end without stopping. You might even record a rehearsal to assess how you're doing.

► See **Chapters 12 and 13** for more help with the delivery of your speech.

When you've finished speaking, audience members may have questions to ask you. When prepping for your presentation, think about what you would ask if you were a member of the audience. Also solicit questions from the rehearsal audiences made up of family and friends.

► **Chapter 24** will prepare you for questions that the audience may ask about your speech.

You've prepared. You have rehearsed and revised, and now it's time to have fun! Harness any nervous energy and remember to use the confidence-building techniques you learned earlier in this chapter. Visualize yourself succeeding!

Conduct a Post-Presentation Analysis

Like any athlete or performer, you'll want to review and critique your own performance, comparing and contrasting your expectations with your actual experience. Try to learn as much as possible from the first speech so you can apply these lessons to your next one. Complete a self-assessment scorecard or checklist that you can compare to the one your professor and/or peers offer.

► **Chapter 3** will help you listen effectively in order to analyze your fellow students' speeches and assess your own presentation.

Use the accompanying preliminary scorecard (located after the Game Plan) to assess your performance.

GAME PLAN

My First Speech

- I have addressed my own feelings and fears about speechmaking.
- I have chosen a topic that I and my audience care about.
- I have researched my topic, integrating the best supporting materials into it.
- I created my outline using the most appropriate organizational framework for my speech.
- I rehearsed delivering my speech.
- The night prior to my speech, I practiced a powerful pose—I stood tall, leaned forward, and opened my arms to the audience, staking out a broad surface with my hands.
- Right before I started delivering my speech, I took a moment to center my breathing and thoughts.
- I delivered my speech confidently.

Use this scorecard to track your progress and assess your performance. Needing or seeking to improve isn't a negative; it's a step on the road to mastery. It's time to measure up! Score yourself on each item using a scale of 1 to 5, with 1 meaning not at all effective and 5 meaning extremely effective.

Post-Presentation Scorecard

Introduction: How Well Did I Do?

- Capturing attention_____
- Conveying my thesis_____
- Previewing my main points_____
- Relating the topic to my audience_____

Body: How Well Did I Do?

- Communicating each main point_____
- Transitioning between main points_____
- Integrating support for each main point_____

Conclusion: How Well Did I Do?

- Restating the thesis_____
- Summarizing my main points_____
- Motivating receivers to think and/or act_____

Delivery: How Well Did I Do?

- Using vocal cues to create interest and convey meaning_____
- Using eye contact to connect with receivers_____
- Using gestures and movement that were natural and appropriate_____

Overall, I would give myself _____ points out of 5.

I believe my strong points were

I believe I need to improve when it comes to

Based on this scorecard, I set the following goals for my next speech:

EXERCISES

Get a Strong Start

Becoming proficient at public speaking, like any other skill, is accomplished with practice. With introspection comes insight; with practice comes mastery. Take advantage of every opportunity to build your confidence and speaking skills.

1. Deliver a Tip on How to Enhance Confidence

For practice, customize a topic related to speech apprehension, such as “Taking the Fear Out of Public Speaking,” “The Uses of Hypnosis,” or “How to De-stress.” Once you select a topic, research it, and explain the guidelines given to reduce apprehension.

2. TED on Body Language

Watch either the TED Talk “Body Language Is in the Palm of Your Hands,” by Allan Pease, available on YouTube, or Amy Cuddy’s TED Talk about power poses, “Your Body Language May Shape Who You Are,” available at ted.com. Each presentation reveals how body language shapes assessments of a person. Based on what you learn, identify what you can do to help others judge you to be a “powerful” presenter.

3. The Opening

View the opening monologue of an afternoon or late-night TV show such as *The Late Show* with Stephen Colbert, *The Tonight Show* with Jimmy Fallon, or *The Daily Show With Trevor Noah*. Assess the host's confidence delivering the opening monologue. What was the host's topic? Did it appeal to the audience? Why? Did the host come across as knowledgeable? Why? Did they come across as confident? Why? What signs of anxiety, if any, did you see the host exhibit? Was the host's focus on the audience or on themselves? How do you know? What three adjectives would you use to describe the host's performance? What aspects of your analysis can you apply to your performance as a speaker?

4. Warm Up to Public Speaking

First, prepare a list of “do and don't” suggestions for preparing a first speech. Include the speaker's role in selecting a topic, formulating a goal, researching, thinking about their relationship to the audience, organizing ideas, preparing to present, and assessing the extent to which the speaker and the speech succeeded. Next, choose one of the following assignments and share your thoughts with your peers in a two-to-three-minute presentation. Structure your presentation so it has a clear introduction, definite body, and strong conclusion.

- a. Interview another member of the class to identify a number of interesting facts about that person. Be as creative as possible in organizing and sharing what you discovered about your partner and what it has taught you.
- b. Describe a significant personal experience that challenged your sense of ethics.
- c. Based on a review of recent news stories, share a concern you have regarding the ability of members of society to respect one another and get along.
- d. Bring to class a picture, object, or brief literary or nonfiction selection that helps you express your feelings about a subject of importance to you. Share the selection with the class, discuss why you selected it, and explain how it helps you better understand yourself, others, or your relation to the subject.
- e. We often identify with our name. What does your name mean to you? Share your name's story with the class. Research your name by interviewing family members regarding how your name was chosen; exploring its meaning on name-related sites, such as Americannamesociety.org, Names.org, or Ancestry.com; and revealing any relevant facts, statistics, or interesting details/images connected with your name.

Finally, offer advice to a student whose task it is to critique this speech. What should they look for? How should they offer feedback?

5. Analyze This: A First Speech

Let's look at one student's first speech. (Comments or annotations on the speech are presented as side notes, or SN.) The topic was "My Hometown." As you read the speech, imagine it being delivered. Here are some questions for you to consider when evaluating it:

- a. How do you think students in your class would respond to the speech? Would they, for example, find the topic as relevant and appealing as did the speaker? Why or why not?
- b. Is the speech organized effectively? What do you believe is its purpose? Can you identify the thesis? Does the speech have an introduction that captures your attention, a clear body, and a sound conclusion? Are there transitions to link ideas? Is there sufficient support for each of the speaker's points?
- c. What changes, if any, would you suggest making to improve the speech? For example, would you add presentation aids?
- d. What questions would you like to ask the speaker?

My Hometown

Good afternoon. I have learned a lot from all of you about your hometowns in the United States by listening to your speeches over the last few weeks. You've shared fascinating details that have helped me form mental pictures of many places I have never seen. Now I would like to take you to my hometown, the city of Shanghai, China.

SN 1

In the opening, the speaker relates the present speech to preceding ones. The use of the active verb take positions receivers to travel along imaginatively with the speaker. The speaker's use of a question is involving.

Have you ever been to New York City? Did you know that Shanghai has almost twice as many skyscrapers as New York City and will soon have 1,000 more? It is one of the biggest and most modern cities in China, and 18 million people live there. Shanghai already has many elevated highways and a subway, and the government is building a new ship terminal. The city even has a high-speed train line, the fastest in the world, that brings visitors from Shanghai's international airport into the city. And there are thousands of cars, many of them taxicabs in bright gold, red, and blue.

SN 2

The speaker builds rapport by comparing what receivers know about New York City with his own city of Shanghai.

There are big changes taking place in Shanghai today, and they are happening very fast, but first I want to tell you about the city the way I remember it. Try to picture it with me.

Over the past hundred years, many Chinese people were able to improve their lives by moving into “the city about the sea”—that’s what the name Shanghai means, the city about the sea. Leaving the undeveloped countryside behind, they came to the city to work and live, and they made their homes in small apartment buildings near the Huangpu riverfront or at the northern and southern edges of the city. My parents came to the city when they were young, leaving their families behind in the countryside. They worked hard, riding bicycles to their jobs and saving as much as they could. For a long time, they didn’t have very much.

SN 3

The speaker demonstrates a deep emotional connection to the topic. The sense of change is in the air. The speaker’s use of narrative draws receivers into the body of the presentation.

I grew up in our two-room apartment on the third floor and knew everyone in our neighborhood. Everyone knew everyone, in fact! We lived on the western riverbank, near the famous Shanghai Bund, which is a thoroughfare about a mile long of historic old buildings in the Western style. Our own neighborhood was also old but crowded and full of busy apartment buildings. Our building was separated from the others by narrow lanes filled with bicycles and motorbikes, and there was laundry hanging everywhere to dry. I could often hear our neighbors laughing, arguing, or playing the radio, and the smell of food cooking was always in the air.

SN 4

The speaker’s use of description and sensory images resonate.

I walked or rode my bicycle to school, and my route took me past the open-air markets and street vendors selling all kinds of food. Sometimes, it was hard not to stop and buy something or to linger by the park where there was always a little crowd of people performing their morning tai chi exercises, but I would never want to shame my parents by being late for school.

Sometimes, when we had a school holiday, my friends and I would go to Nanjing Donglu. That is the big shopping area in the middle of Shanghai, where there are all kinds of stores. There are places to buy food of all kinds, like duck, sausages, fish, oysters, and shrimp, and of course tea, and you can also find tools, hardware, art, clothes, and even pets. My friends at home have told me that, because one part of it is now closed to cars, Nanjing Donglu has even more tourists than ever before. These are mostly Chinese tourists, from other parts of the country, who enjoy coming to Shanghai to see the sights.

SN 5

The speaker changes tone to make clear the downside of modernization.

There were still cars allowed in Nanjing Donglu when I was growing up in Shanghai, but as I said, there are many changes happening there. One of the biggest is the change in old neighborhoods like mine, which are being torn down to make way for the new skyscrapers I told you about, and other developments like new ports, factories, shipyards, and parks and pavilions. The World Expo took place in Shanghai some years back, and the government was very anxious and worked really hard to make the city as modern and as developed as possible, and it did this very quickly at great cost. There are many people who worked to preserve as much of old, historic Shanghai as they could, but hundreds of people lost their homes in the old town and moved away into the suburbs.

SN 6

In the conclusion, the speaker prompts continued interest by leaving the audience wondering what will happen when the speaker returns to Shanghai.

Next time I return to the city, my neighborhood near the Bund will be the first place I visit. I want to see whether my old home and my neighbors are still there.³²

6. Approach the Speaker's Stand: Give Your First Speech

Use what you have learned about topic selection; speech development, support, and organization; presentation, practice, and delivery; and harnessing positive energy to prepare and give your first speech on a topic such as your hometown or another topic selected by your instructor. After delivering the speech, offer a self-assessment of your performance.

RECAP AND REVIEW

1.1 Demonstrate the personal, professional, and societal benefits of public speaking.

Public speaking precipitates self-discovery and the art of creative self-expression. It enhances self-confidence and the ability to influence or control one's environment. In addition, prospective employers favor people with public speaking abilities. And society benefits from people who are able to function as responsible citizens and participate in the exchange of ideas.

1.2 Explain the face-to-face and digital contexts of public speaking, also identifying the essential elements of communication.

The following elements are integral to communicating: the source formulates and delivers a message; the receiver interprets the source's message; the message is the content of the speech; the channel is the pathway that carries the message; noise is anything that interferes with the sending or receiving of a message; the cultural context, including whether the speaker and audience are physically present or online, is the environment in which communication occurs; feedback is information received in response to a sent message; effect is the outcome or exchange of influences occurring during communication; and the **field of experience** is the sum of all the experiences that a person carries with them when communicating.

1.3 Assess and build your speechmaking confidence.

Public speaking anxiety is composed of process anxiety (the fear of preparing a speech) and performance anxiety (the fear of presenting a speech). It is important to acknowledge and face whatever fear you have so that you are able to harness the excess energy that accompanies it. Among the common sources of speechmaking anxiety are fear of failure, fear of the unknown, fear of evaluation, fear of being the center of attention, fear of difference, and fear imposed by culture. A variety of strategies can help you address both the physical and mental effects of speech anxiety. Practice tensing and relaxing your muscles, strike a powerful pose, focus on changing your own negative thoughts, and take comfort in honing your own competence by practicing and delivering speeches.

1.4 Use a step-by-step approach to deliver your first speech.

There are four basic plays in speechmaking: (1) topic selection; (2) speech development, support, and organization; (3) practice and delivery; and (4) post-presentation analysis. By working your way through all the plays step by step, you approach speechmaking systematically. Only by preparing and delivering a speech can you tell how well you understand and how effectively you are able to execute the plays involved. Like athletes, actors, and musicians, speakers review and critique their own performances, attempting to learn as much as possible from each experience so they can apply the lessons to future events.

KEY TERMS

Accumulative experiences (p. 7)	Message (p. 8)
Body of the speech (p. 21)	Noise (p. 6)
Centering (p. 14)	Outline (p. 21)
Centering breath (p. 14)	Performance anxiety (p. 11)
Channel (p. 8)	Playbook (p. 4)
Cognitive restructuring (p. 14)	Process anxiety (p. 11)
Communication (p. 6)	Public speaking (p. 4)
Conclusion (p. 21)	Public speaking anxiety (p. 11)
Coordination (p. 21)	Receiver (p. 6)
Effects of communication (p. 7)	Self-talk (p. 11)
Ethnocentricity (p. 12)	Situational/cultural context (p. 6)
Feedback (p. 7)	Source (p. 6)
Field of experience (p. 29)	Specific purpose (p. 20)
General purpose (p. 20)	Subordination (p. 21)
Introduction (p. 21)	Thesis statement (p. 20)
Main points (p. 21)	Thought stopping (p. 14)