



SPEECHES BY  
**MANAGEMENT**

Advanced Communication Series



**EXECUTIVE SUMMARY:**

A briefing is the abridged presentation of a topic designed to quickly and competently inform listeners. A versatile tool, the briefing must distill details and be easily understood.

**OBJECTIVES:**

- ▶ Organize your briefing material, tailoring it to your audience's needs.
- ▶ Give a briefing according to a specific objective (explain, instruct, persuade, or report) so the audience will have an understanding of the information.
- ▶ Effectively handle a question-and-answer session following the briefing.

**Time:** Three to five minutes for speech; two to three minutes for question period.

Customize your briefing for each specific situation or audience. The material you include should directly relate to the briefing's purpose.

# THE BRIEFING

Briefings often are associated with professional assemblies or business meetings, but they don't have to be business related; they can be any short commentary on a topic that's relevant to your audience. A briefing is simply a way to present information and ideas in a condensed form using easy-to-understand language.

**PINPOINT YOUR PURPOSE**

Your first step is to decide what it is you want to tell your audience. What is the purpose of your briefing? Once you've settled on your purpose, become familiar with your audience and know their level of interest in and understanding of your topic so you can narrow the focus of the information you will present.

Some examples of possible audiences and objectives:

- ▶ **Your Family** – provide information about an upcoming household remodeling project.
- ▶ **New Toastmasters Club Officers** – clarify their duties within the club.
- ▶ **Your Child's Athletic Team** – describe potential safety hazards in the public Park.
- ▶ **Employees** – explain how an economic trend will affect the company's future sales.

**STATE YOUR OBJECTIVE**

The material you include should directly relate to the briefing's purpose. Customize your briefing for each specific situation or audience. Use these guidelines:

- ▶ What does the audience most need to know?
- ▶ What points will you cover?
- ▶ How much detail should be included?
- ▶ What information can be eliminated?
- ▶ What information can be covered during the question-and-answer period?

**SPEECH ORGANIZATION**

A well-prepared briefing should be:

- ▶ **Accurate** – The information in your briefing must be reliable, logical, and dependable
- ▶ **Concise** – Keep your message simple and to the point; include only what matters to your audience.
- ▶ **Clear** – Use plain language and make sure every word is used as efficiently as possible.

Briefings have three main parts:

- ▶ **Introduction** – Compose a concise statement explaining what the briefing is about and why the information matters to the audience. Use a question or compelling statement to pique your listeners' interest.
- ▶ **Factual Support** – These facts clarify or expand on the content of the introduction. Your aim is to present all the details required for the audience to be informed or to make an informed decision. Use only the minimum amount of information to convey main ideas. Be sure to repeat any concept you want the audience to remember.
- ▶ **Conclusion** – Your closing statement summarizes the support material and may briefly identify immediate future steps. Outline what you want the audience to take away.

### PS & QS FOR Q & A

Many briefings include a question-and-answer session. Sometimes the Q&A will be conducted by the person answering the questions; at other times, a host will coordinate questions before giving them to the speaker.

Tell your listeners, either in your introduction or early in your presentation, that you will have a question-and-answer period at the end of your speech.

If you are placed in the position of having to make the announcement yourself, you can handle it in the following way:

"I want all of you to be aware at the outset that a question-and-answer period will follow my presentation. I'll be disappointed if you don't have something for me, so feel free to jot down items as we go along."

The transition between the presentation and the Q&A should be made smoothly and directly. After concluding the briefing, acknowledge the applause, then begin the Q&A or yield the lectern to the host or Toastmaster of the meeting to open the session.

Plan ahead for your Q&A. Have a firm grasp of all aspects of your subject. Examine your content and think about questions the audience may ask. Prepare your own questions to ask in case the audience is slow to offer their own queries. You may wish to open the session by saying, "Who has the first question?" Look expectant after you ask the question. If no one volunteers, ask a question yourself, such as, "A question I'm often asked is...", then ask and answer the question.

When an audience member does ask a question, recognize the questioner then restate or paraphrase the question. This helps ensure you have correctly understood what the person asked.

Look at the entire audience when answering a question to make everyone feel included. As you're finishing your answer, look again at the original questioner. You should be able to tell by their facial expression if you've answered the question adequately.

Avoid indirectly evaluating questions. Stay away from remarks like, "Good question," or "That was a great question." If you don't give the same reaction to the next questioner, that person and the audience may believe you didn't like their question, which may cause others to refrain from asking questions. Try to make every person feel pleased for asking a question by saying something like, "Thank you for asking that question."

- ▶ **Spot loaded questions.** A loaded question is a question that contains a "pre-loaded" false assumption or misunderstanding. For example, after introducing a change in the structure of a company, you might be challenged with: "Since it is your purpose to go against tradition and

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reorganize this department, why don't you apply your program to the X, Y, and Z departments as well?" The question is "loaded" with the assumption that the only intention of reorganization is simply to go against tradition.

Be polite, positive, and professional in your answer. Defuse the question by pointing out that your intention is to improve the department and the change will effectively increase revenue and productivity.

If your answer does not satisfy the questioner, tell them you will gladly discuss it individually after the session is over.

▶ **Divide complex questions.** If a questioner raises two or more points, help yourself and your listeners by dividing it into its component parts. Then answer each part as a separate question.

Remember to stick to the question you were asked. It's easy to digress into another topic when answering questions.

▶ **Divert irrelevant questions or comments.** If a question is clearly out of place, acknowledge the speaker, and then tactfully redirect them to get back on track. You could say, "That's an interesting point, but the question doesn't fit the context of our discussion." You may also tell them you will respond either at the end of the session privately or later in writing or by phone.

### **WRAP IT UP**

When there are no more questions and you're ready to conclude the Q&A session, don't let the strength of your presentation evaporate with a flaccid ending like, "Well, if there aren't any more questions, I guess that's it."

Instead, wrap up your presentation with a concise closing that returns to your central theme or rephrases your closing points.

### **YOUR ASSIGNMENT**

Prepare, rehearse, and deliver a three- to five-minute briefing. Ask the Toastmaster of the meeting to advise members of their role and to encourage them to prepare questions. Be sure your topic is something you have a strong interest in and have thoroughly researched.

Remember to:

1. Pinpoint Your Purpose
2. State Your Objective
3. Organize Your Speech
4. Make Your Presentation

If you plan to use visual aids to enhance your talk, refer to the tips in the Appendix of this manual.

Before your three- to five-minute presentation, arrange with the Toastmaster of the meeting to state that a two- to three-minute question-and-answer period will follow your talk.

## EVALUATION GUIDE FOR **THE BRIEFING**

Title \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** The purpose of this presentation is for the speaker to deliver a three- to five-minute briefing to explain, instruct, persuade, or report. The goal of the briefing is the effective communication of information to accomplish specific objectives. The speaker may use visual aids. A two- to three 1 minute question-and-answer session should follow the presentation. In addition to your verbal evaluation, please write answers to the questions below.

- ▶ Did the speaker make the purpose of the briefing clear?
  
- ▶ How did the speaker tailor the briefing to the audience?
  
- ▶ Did the speaker use easy-to-understand language to explain complex or multi-faceted ideas? Give examples.
  
- ▶ During the introduction, did the speaker supply necessary background information? Was the objective clear? State the objective.
  
- ▶ Were the main ideas summarized? When during the briefing were they summarized? How many times were they mentioned?
  
- ▶ Did the briefing include an introduction, factual support, and a conclusion? Were the transitions between sections smooth?
  
- ▶ Did the briefing include information that was not essential to the purpose? If so, give examples.
  
- ▶ How well were the main ideas summarized during the conclusion?
  
- ▶ How effectively did the speaker make use of visual aids? If they were not effective, explain why and
  
- ▶ Suggest how they could have been. (It is not required that the speaker use visual aids.)
  
- ▶ How well did the speaker wrap up the Q&A session? Suggest improvements.

**EXECUTIVE SUMMARY:**

Everyone benefits from productive feedback. If given correctly, feedback motivates the receiver to share responsibilities, complete tasks properly, and increase productivity. When the suggestions for improvement bring results and recognition, individuals are more likely to listen to future suggestions.

**OBJECTIVES:**

- ▶ Give a speech demonstrating the importance of how you personally use feedback techniques in your daily life.
- ▶ Use constructive evaluation to help someone improve their performance.
- ▶ Offer support to empower them to change.

**Time:** Five to seven minutes

# APPRAISE WITH PRAISE

It's important that you know how to express your opinions, not just in a work environment, but in your everyday life: when you review a homework assignment that your child has completed; when you follow up with your spouse or partner after he or she has volunteered to take on an extra household responsibility; when you are discussing projects with co-workers.

## FEEDBACK'S FUNCTION

Feedback is a method for people to communicate, clarify, and make a plan to achieve goals. The goal for anyone offering feedback is to ensure the listener has the tools they need to remain on course, to give encouragement, recognize high performance, and motivate improvement where it's needed. It is important to ask questions like, "What tools can I provide that will help you?" and "What can we do together to meet goals or improve performance?" Unfortunately, it's often viewed as an opportunity to criticize.

## FEEDBACK'S FORM

Feedback isn't about pointing out flaws; it's about motivating someone to improve. Feedback should be a dual effort between the leader and the team member that provides the team member with the tools and direction he or she needs to perform work properly.

One way to do this is to develop an action plan with the team member to prevent mistakes from recurring. Ask the individual to suggest solutions and work toward consensus instead of compromise. If the team member agrees with the plan or was involved in creating the solution, he or she is more likely to follow through with the changes.

Likewise, feedback is more than just recognizing achievements and completed tasks. Giving feedback is an important part of clear communication. It's an opportunity for the feedback provider and recipient to work as a team – conquering challenges and setting new goals together.

**The goal for anyone offering feedback is to ensure the listener has the tools they need to remain on course. Give encouragement, recognize high performance, and motivate improvement where it's needed.**

## AVOID FEEDBACK FOUL-UPS:

- ▶ **Share information, not advice.** Sharing information leaves a person free to change in accordance with goals and needs. When we give advice, we tell a person what we think they should do. Advice does not empower the individual to decide to change. Sharing information and offering support shows confidence in the individual's abilities and demonstrates your willingness to help them achieve goals.

► **Keep it Brief.** Overloading someone with pointers reduces the possibility of their effectively using what they have received. When we give more than can be used, we are more likely satisfying some need of our own rather than helping the other person.

► **Accentuate the Positive.** If someone hears only about their failures and weaknesses, they'll start to believe they can't succeed. If, on the other hand, that person gets support and encouragement, they'll gain the desire and confidence to keep trying. When the suggestions for improvement bring results and recognition, individuals are more likely to listen to future suggestions.

But don't ignore a problem that needs to be addressed simply because you don't want to seem critical.

► **Timeliness.** Feedback should be timely. Don't let the person's annual review be the first time he or she hears about a problem. Feedback should be given privately; praise should be given publicly. Excellent feedback given at a poorly chosen time may do more harm than good.

► **Praise progress.** The best feedback is specific. For example, if an employee met a tight deadline, tell her, "I really appreciate the extra work you put in to complete the project on time. Your effort helped the team get the customer's order delivered by the date we had promised." Make sure your positive comments are genuine or you will lose credibility.

Likewise, if an objective wasn't met, refer only to what the person did or did not do. Keep your comments focused on what actually needs to change – the person's performance, not the person. For example, if a filing assignment was not completed correctly, you could tell the person, "I needed the files to be arranged by stock number. They're arranged by description." It also may be helpful to ask the person for his understanding of the task; maybe there was a reason for it being done the way it was. Without feedback, however, mistakes will perpetuate themselves because they were never corrected.

## YOUR ASSIGNMENT

Select a partner from your club and together choose a scenario to role play for three to five minutes. You will play the role of the feedback facilitator and your partner will be the person who is receiving feedback. Select the scenario of your choice. For example, you could play a sales manager whose star salesperson's performance has faltered. Your partner could play the star salesperson. Using the information in this project, conduct a feedback session.

Present a one- to two-minute introductory speech about the feedback process to help your audience better understand the presentation's objectives and to evaluate the presentation. Give a short introduction of your partner and the scenario you have chosen to role play. Then enact the three- to five-minute scene with your partner.

Feedback is more than just recognizing achievements and completed tasks. Giving feedback is an important part of clear communication.



**EXECUTIVE SUMMARY:**

Motivation is a complex conundrum. You need to recognize individuals' unique personal motives if you wish to motivate them to achieve their maximum potential. Show your listeners how their existing personal goals align with the goals of your Toastmasters club, an organization, or company. Use positive imagery, graphic descriptive language, and energetic gestures to convey your message. Conclude with a decisive call to action.

**OBJECTIVES:**

- ▶ Understand the concept of motivation.
- ▶ Use the described strategies to align the audience's goals with your objective.
- ▶ Deliver a motivational speech and influence your audience to a specific action.

**Time:** Five to seven minutes

# PERSUADE AND INSPIRE

"What motivates people?" is a complex question and the answer is different for each person. To make the puzzle more complex, each individual's receptiveness and potential to be motivated changes from day to day and situation to situation. The art of motivation is to recognize the internal ideals, emotions, ideas, and needs that create true incentive within individuals and then show the individuals how their existing motives already align with those of the organization, group, or company.

## TYPES OF MOTIVATORS

In order to be effective, motivation must be ongoing. Whatever you use as an incentive must be used on a continuing basis. There are two types of motivational forces – extrinsic, or external, forces and intrinsic, or internal, forces. Extrinsic motivators usually are physical things or actions such as awards, financial gain, or punishment. Intrinsic motivators are innate psychological sensibilities which are unique to every individual.

Though extrinsic motivators are frequently used, they aren't sustainable. Once the reward or threat is removed, the motivation is removed. Alternatively, intrinsic motivation is sustainable. It already exists within the individual; it doesn't need to be created or coerced, only encouraged.

So, if there is no way for one person to impose the driving inner-force of intrinsic motivation upon another and you can't make someone have a particular goal, how do you motivate someone?

**If you don't know what motivates your audience and why, you won't be able to support and direct that motivation.**

## HOW AIDA CAN HELP YOU

AIDA is an acronym that stands for Attention – Interest – Decision – Action.

- ▶ **Attention.** Before you can motivate someone, you need to get their attention. That doesn't mean just opening your speech with a bang. You need to keep their attention. This is where your knowledge of an audience's motivating factors comes in. If you don't know what motivates your audience and why, you won't be able to support and direct that motivation. If you understand what motivates individuals, you can help your audience feel inspired and be more inclined to listen and agree with you.
- ▶ **Interest.** Next, you need to keep them interested. Visualization is an effective way to keep the audience's

attention and is also a powerful motivational tool. Powerful positive imagery in your speech will stimulate your audience and help them visualize their own success and achievement.

Use metaphors, analogies, and inspirational images in your speech to illustrate concepts and help your audience easily picture them. Select material that is relevant and appropriate, and then tie it to the subject of your speech. For example, in talking about the quantity of oil consumed in the world, relate the volumes in terms of a swimming pool the size of a football field with a depth equal to its width. Such a pool would hold 700,000 barrels of oil, amounting to a little over one hour's supply for the United States.

Another effective way to hold your audience's attention is to embellish your speech with energetic gestures. Use your whole body to communicate a thought or image. Act out what you're telling them.

**Powerful positive imagery in your speech will stimulate your audience and help them visualize their own success and achievement.**

- ▶ **Decision.** Don't limit your enthusiasm to gestures alone. The power of emotion directly affects our decisions, so the words you use and how you say them can encourage motivation in your audience.
- ▶ **Action.** Design a compelling call for action to close your speech. Be sure to emphasize to your audience how positively responding to the challenge you set for them will not only contribute to the success of the organization or team but also will help fulfill their own intrinsic goals.

### **YOUR ASSIGNMENT**

Prepare, rehearse, and deliver a five- to seven-minute motivational speech designed to persuade and inspire by making your listeners understand that their personal goals can be reached by achieving their organization's goals. Create vivid word-pictures and use dynamic gestures; dramatize your speech. If yours is a community club, explain in advance or have the Toastmaster of the meeting tell the audience about the kind of business involved so the audience will understand the role it will play and whom you represent.

## EVALUATION GUIDE FOR **PERSUADE AND INSPIRE**

Title \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** The purpose of this presentation is for the speaker, as a team leader, to deliver a five- to seven-minute motivational speech designed to persuade and inspire by making the audience understand that personal goals can be realized through the achievement of organizational goals. The delivery should make use of vivid descriptors and dynamic gestures. In addition to your verbal evaluation, please write answers to the questions below.

- ▶ Did the speaker make his or her proposal understood? State the speaker's goal.
  
- ▶ Did the speaker establish mutual understanding? Did he or she appeal to the beliefs and values of the listeners? Give examples.
  
- ▶ Was the speaker positive? Describe how he or she showed enthusiasm.
  
- ▶ How did the speaker show the advantages of the proposal?
  
- ▶ How and when did the speaker make use of gestures? Were they dynamic? Were they effective?
  
- ▶ Did the speaker describe how his or her proposal would support the audience's intrinsic motivators? How did he or she describe it?
  
- ▶ Did the speaker inspire the audience? Describe briefly what techniques were used. Were they effective? How could they be improved?
  
- ▶ Did the speaker persuade and inspire the audience to act? Ask the audience to comment on whether or not the speaker caused them to feel an emotional commitment.

**EXECUTIVE SUMMARY:**

Change is the only constant in the universe. The challenge is persuading people not only to accept, but to embrace change. Open, sincere communication and empathy are the best methods of gaining support and instigating enthusiastic adoption of change.

**OBJECTIVES:**

- ▶ Introduce a new idea or change to established operations or methods.
- ▶ Show the audience how the change will benefit them.
- ▶ Overcome any resistance to the new idea and gain the audience's support.

**Time:** Five to seven minutes

# COMMUNICATING CHANGE

## BUT WE'VE ALWAYS DONE IT THIS WAY!

How many times have we heard this rallying call of the entrenched? Why do some people anticipate and embrace change, while others duck and cover? Resistance to change is common. Even if the result of a change potentially provides a significant benefit to the resisters, sometimes they just can't seem to see it. This can be frustrating, but communicators need to be able to understand the reasons behind resistance to change, overcome that resistance, and foster receptivity to new ideas.

Change, to one degree or another, is a common, frequent inevitability. For example, the sun rises in the east, changes position in the sky throughout the day, and sets in the west. Neither the sun, nor its position in our sky, is stagnant. This is change. People expect it. They aren't anxious about it. In fact, people would likely panic if this particular change didn't occur!

## RESISTANCE FACTORS

If change itself isn't the problem, what is? People's resistance may have to do with:

- ▶ someone else dictating what is to be changed
- ▶ others deciding how a change is implemented
- ▶ not understanding how or why the change will occur
- ▶ not understanding how the change will affect them personally

## DEVELOPING YOUR MESSAGE

Those whom the change will affect must understand the need for change, even if they don't agree with it at first. Sometimes, leaders mistakenly believe that others

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understand the issues and see the new direction as clearly as the leader. When you introduce a change you will likely encounter questions about how much (or if) the change is needed. Follow these steps when developing your message:

1. Provide a convincing need for the change – be honest, direct, and sincere.
2. Explain the nature and scope of the change.

3. Customize a description of the changes in terms that clarify benefits to your audience.
4. Be empathetic and acknowledge any resistance as legitimate but emphasize benefits.

You must address all of these issues as well as any other concerns the audience may have. Give them as much information as possible so they can decide whether to support your ideas and personally commit to making the change happen.

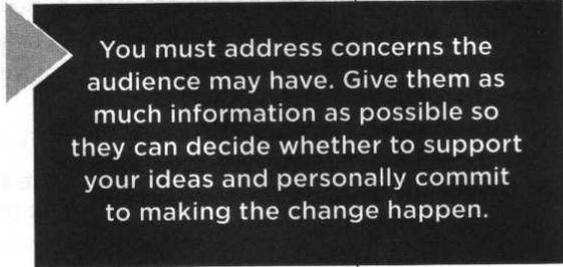
### **GAINING AUDIENCE SUPPORT**

You can nudge your audience toward supporting your ideas by being sincere and enthusiastic when sharing your vision. If your audience believes in your sincerity and enthusiasm you'll gain credibility in their eyes. This credibility will help persuade the audience to accept the change you have proposed.

Avoid "selling" the change as a way to get the audience's support. You can't force people to accept an idea. Open, sincere communication and empathy are your best methods. Keep in mind how you react when you're pushed to accept an idea. Remember those feelings and put them into words. This will help you create a bond with the audience and show them that you empathize with them.

### **YOUR ASSIGNMENT**

Prepare, rehearse, and deliver a five- to seven-minute speech to inform your audience about a change and persuade them to embrace the change. Use your enthusiasm to illustrate how the change will directly benefit the audience. Use empathy to overcome any resistance and gain the audience's support.



You must address concerns the audience may have. Give them as much information as possible so they can decide whether to support your ideas and personally commit to making the change happen.

## EVALUATION GUIDE FOR **COMMUNICATING CHANGE**

Title \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** The purpose of this presentation was for the speaker to deliver a five- to seven-minute speech introducing a new idea or change to a group. The speaker is to emphasize how the change will benefit the audience, overcome any resistance to the new idea, and gain the audience's support. In addition to your verbal evaluation, please write answers to the questions below.

▶ Did the speaker adequately explain the nature and scope of the change? How could the speaker improve?

▶ How well did the speaker follow the four steps to develop their message?

▶ Describe how the speaker overcame any audience resistance?

▶ How did the speaker showcase the benefits to the audience?

▶ Were you convinced that the change proposed by the speaker would benefit you? Why or why not?

**EXECUTIVE SUMMARY:**

Not every message you deliver will be a positive one. Proficient speakers must master one of the most difficult communication skills – the art of delivering bad news. Your goal for this project is to deliver bad news in a positive, professional, respectful way. Preparation and organization are vital to successfully accomplishing this goal.

**OBJECTIVES:**

- ▶ Deliver bad news with tact and sensitivity.
- ▶ Organize your speech appropriately for your audience.
- ▶ Conclude with a pleasant note and maintain the audience's goodwill.

**Time:** Five to seven minutes

## DELIVERING BAD NEWS

One of the most difficult skills for a communicator to master is the art of delivering bad news. Regardless of the exact nature of the bad news – a factory closing, diagnosis of a terminal illness, or denying service to a customer – the delivery is unpleasant for both the receiver and the messenger.

When someone needs to deliver bad news she will often ask herself two questions: “What do I say?” and “When do I say it?” Before you deliver bad news you will need to gather the facts about the situation. The more facts you collect the more you will be able to show that the decision was carefully considered.

Don't delay giving unpopular or unwelcome news. Like tearing an adhesive bandage from a wound, it is best done quickly. The act is still unpleasant but once it is over, everyone can move forward.

**Don't delay giving unpopular or unwelcome news. Like tearing an adhesive bandage from a wound, it is best done quickly. The act is still unpleasant but once it is over, everyone can move forward.**

### DIRECT AND INDIRECT ORGANIZATION

As with other speeches, your bad news message must be organized. Two common means for organizing bad news are the direct and indirect methods.

Use the indirect method when the audience is emotionally involved or will be displeased by the bad news.

- ▶ Begin with a neutral or positive statement.
- ▶ Logically, neutrally, and briefly explain the reasons for the bad news.
- ▶ State the bad news clearly and concisely. Emphasize any good news.
- ▶ Close with a positive, pleasant, forward-looking statement.

Use the direct approach when the audience prefers to hear bad news first, is emotionally uninvolved, or will be unaffected by the bad news.

- ▶ State the bad news up front.
- ▶ Explain the reasons for the bad news. Offer some alternatives if you can.
- ▶ Close with a positive statement – something aimed at soothing the receiver. Express interest or encouragement.

## PRIVATE VS. PUBLIC DYNAMIC

Regardless of the method you use, remember to deliver the news immediately, considerately, and as positively as possible. If the news is for only one person:

- ▶ Find a quiet, private, comfortable place; avoid making the recipient feel embarrassed or self-conscious.
- ▶ Ensure you can be free of distraction or interruption.
- ▶ Speak with respect and professionalism.
- ▶ Come directly to the point and be specific.
- ▶ Try to put a positive light on the situation. Don't accuse.
- ▶ Ask questions to ensure the recipient has understood the facts or situation accurately.
- ▶ Demonstrate sympathy by listening to the person's reactions or feelings.
- ▶ Use a confident, soothing tone of voice.

Regardless of the method you use, remember to deliver the news immediately, considerately, and as positively as possible.

If the announcement is for a group, gather everyone to hear the news at the same time – the sooner, the better. For example, a Toastmasters club working to achieve recognition in the Distinguished Club Program does not receive the expected recognition because one goal was not met.

## OTHER TIPS

- ▶ Choose neutral words. There are trigger words that are almost certain to incite anger. Avoid using phrases such as, "You should," "You can't," "I can't," or "No." Instead, try using expressions like, "One alternative could be," "Here's what we (I) can do," "In the future you can."
- ▶ Express appreciation.
- ▶ Assure the audience that the matter was given careful consideration.
- ▶ Express understanding of the situation and the audience's needs.
- ▶ Don't build up false hopes for positive answers. Don't waver or equivocate.
- ▶ Avoid saying no.
- ▶ Avoid using a know-it-all tone or wordy, irrelevant phrases.
- ▶ Be brief and direct, but not harsh.
- ▶ Begin your sentences with inclusive language such as, "We can," "Let's do this together," or "Let me suggest."
- ▶ Remain calm. Use a confident, soothing tone of voice. Don't rush your words; just keep a moderate pace.

## YOUR ASSIGNMENT

Prepare, rehearse, and deliver a five- to seven-minute speech delivering bad news to a group OR select a partner from your club and create a scenario to role play for five to seven minutes. In a role play you will be delivering bad news and your partner will be receiving the news.

## EVALUATION GUIDE FOR **DELIVERING BAD NEWS**

Title \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** The speaker has the option of organizing a five- to seven-minute speech designed to deliver bad news to a group or to role play a scenario (with a partner) delivering bad news to an individual. It is recommended that you read the entire project before the presentation. In addition to your verbal evaluation, please write answers to the questions below..

- ▶ Did the speaker use the direct or indirect method for delivering bad news? How did the speaker use this method effectively?
  
  
  
  
  
  
  
  
  
  
- ▶ How could the speaker improve his or her use of inclusive language?
  
  
  
  
  
  
  
  
  
  
- ▶ What did you notice about the speaker's tone of voice? How could the speaker improve?
  
  
  
  
  
  
  
  
  
  
- ▶ Suggest ways the speaker could have organized his or her facts more effectively.
  
  
  
  
  
  
  
  
  
  
- ▶ How would you have felt if the speaker used the demonstrated techniques to deliver bad news to you? What could the speaker do to make you more receptive to the news?

# PROJECT COMPLETION RECORD **SPEECHES BY MANAGEMENT**

PROJECT	SPEECH TITLE	DATE	VICE PRESIDENT EDUCATION'S INITIALS
1. The Briefing			
2. Appraise With Praise			
3. Persuade and Inspire			
4. Communicating Change			
5. Delivering Bad News			

Save this page to verify your completion of the projects in this manual. Submit the Project Completion Record form from the appropriate manuals when applying for the Advanced Communicator Bronze, Advanced Communicator Silver, or Advanced Communicator Gold awards.