

# The **Writing, Design, & Delivery** Model for Public Speaking



## A COMPREHENSIVE GUIDE FOR PUBLIC SPEECH DEVELOPMENT AND INSTRUCTION

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# Jordan Davis' **Writing, Design, & Delivery** Model for Public Speaking: The WDD Model

## INTRODUCTION

**T**he Writing, Design and Delivery Model for Public Speaking (WDD) is a wholistic and comprehensive public speaking guide for speakers at all levels. The model was developed by Jordan H. Davis, Communication scholar and professional public speaker. The WDD model is unique to any other public speaking method because it gives instruction on what Jordan has observed to be the three main processes within public speaking: **speech writing**, **presentation design**, and **speech delivery**. It is important to define each of these processes, as well as their integral role in creating a compelling and effective presentation, elevator pitch, workshop, interview, or any other structured speech.

**Speech writing** refers to the process of creating an organizational structure for the speech (establishing a beginning, middle and end of a speech). The speech writing process also includes filling in each of the five organizational components of the speech with the appropriate content. Though a speaker may opt to physical write their speech, the speech may also be composed digitally, and eventually, mentally.

**The Speech design** process encompasses the development of audio-visual, physical, and interactive elements of a speech. Audio-visual elements include the use of readable text, photos, videos, sounds and recordings, and other artistic elements to enhance a speech or presentation. Physical elements include the strategic, planned use of physical objects or props to enhance a speech or presentation. Most importantly, interactive elements include developing activities that encourage active learning (as opposed to passive listening). Though the speech design process can be seen as having similarities to both the writing and delivery processes, the design process distinguishes itself by having the greatest emphasis on the audience member's experience. It considers how they experience the speech audibly, visually and physically, and whether each audience member has the same opportunity to fully engage in the presentation AND its desired outcome(s).

Although the WDD model provides design examples using Microsoft PowerPoint, these same design principles can be applied to other platforms.

**Speech delivery** refers to the process of conveying the message to the audience. At this stage (no pun intended), the speaker uses content (writing) and context (design) to convey a message, either audibly or visual (via sign language, for example). The message is meant to elicit a reaction from the audience, an action that every audience member should be able to take, and one that is connected to a larger goal that extends past the individual. Although a common goal for speakers is to be persuasive, the speaker should also deliver the presentation in a way that considers the audience member's physical, mental, and emotional wellbeing. Speaker characteristics that often yield positive results include confidence, emotional intelligence, stage presence, clarity, time management, pacing, and more. Speaker characteristics that correlate with emotional intelligence in particular include emotional variance (being able to smoothly transition between one emotion felt during a speech to another, eliciting multiple feelings among the audience), joy, humor, inspiration, passion, and more.

Below is a simplified outline of the writing, design, and performance processes, each broken down into 5 main principles:

### **Process 1: Writing - 5-Part Structure for Any Effective Speech**

1. Introduction
2. Presentation Overview
3. 2-3 Main Points
4. Call to Action
5. Conclusion

### **Process 2: Design - 5 Principles Needed to Create Engaging Visual Presentations**

1. Organization
2. Text
3. Color
4. Photos
5. Professionalism

### **Process 3: Delivery - 5 Principles Needed to Give an Impactful Speech**

1. Confidence
2. Time Management
3. Clarity and Conciseness
4. Voice
5. Use of Space & Interaction

Throughout this outline, these 3 main parts of the model will be primarily referred to as "processes" and will be secondarily referred to as "aspects" whenever the word "process" has an alternative use in the sentence. There are 5 principles per process, totaling 15 principles. These principles will be referred to as such throughout the outline.

### **Uses**



Although the WDD model is most effectively used for delivering persuasive, informative, and instructional speeches, certain segments of the model can also be used for engagements like a job interview or a panel discussion that may prompt the speaker to deliver a message that is less planned. For example, during a job interview, to answer the question, "why are you best suited for the position?", a speaker would follow the instruction provided in the writing aspect of the model. Utilizing the "2-3 points of emphasis" principle, the speaker would answer this question by providing 2-3 reasons why they are best suited for the position to which they are interviewing for, and be mindful to give a preview of the answer before the answer is given (by saying, "I'd like to highlight two main reasons why this position is custom made for someone with my professional experience", for example).

Although the speaker is not actively writing their response to the question, the speaker uses a principle from the writing aspect of the model because, as stated in the definition above, the writing process of speaking also includes organizing one's ideas to make the content as comprehensible as possible. The "2-3 points of emphasis" principle helps the speaker organize their response so that the interviewer can easily process and remember the content.



# The WDD Model in Detail

## WRITING

### Speech Sequence:

#### 1. Story: Introduction

The introduction of a speech is vital in gaining the audience's interest. For a 15-minute talk, the introduction will typically last anywhere from 30 seconds to 3 minutes and should provide context for who you are as a speaker and why you are speaking to the audience. The approach to an introduction usually differs depending on the type of speech that is given and also the speech topic. For a persuasive speech, a speaker may start by telling a short story, or maybe asking the audience a question to gain empathy or enthusiasm from the audience (the goal may be to loosen a stiff audience with engagement via humor or inquisition, make them feel motivated or galvanized, or to evoke seriousness through a somber tone). In contrast, for informative and instructional speeches, introductions tend to be on the shorter and are meant to simply introduce the speaker and their purpose, as well as establish speaker credibility by elaborating on what credentials qualify them to speak on the topic.

#### 2. Presentation Overview

It is extremely helpful to the audience to know what will be discussed and when. Providing an overview helps the audience members organize the information both in their mind and in their personal notes, allowing for better comprehension and more engagement. Lastly, providing a presentation overview helps the speaker recall the organization of their speech. If a speaker encounters technical difficulties, or does not have a visual presentation aid, then stating the overview of the presentation early in the speech can help the speaker later if they lose their train of thought.

### 3. 2-3 Points of Emphasis

Many psychologists have proven, and Communication researchers have echoed that people are more likely to retain information that is visual and simple (Wrench, J.S., 2011). Two main points are just enough for any speech less than 8 minutes in length, and three points are just enough for any speech longer than 8 minutes. If a speech has less than two main points, either one of two scenarios will occur: 1) the speaker will lack structure in the body of the speech and risk rambling if ideas are not carefully sorted, and 2) the audience will perceive that the speaker has vague, shallow knowledge of a particular topic, unable to speak about the intricacies and different factors of that topic. Granted, each main topic will have anywhere between 1-4 sub-topics, but the main topics are the ones that should be shared with the audience in the presentation overview, while the sub-topics should be expounded upon during the speech.

### 4. Call to Action & Review of Takeaways

Every effective persuasive, instructional, or demonstrative speech should have a call to action, because the purpose of delivering any one of these speeches is to inspire the audience to do something. Even if the speaker's main goal is simply change the audience's mind about something, we assume that a change in mindset will also lead to a change in behavior, either subtly or majorly. The call to action can take many forms, but generally, the call to action should be practical, measurable, realistic, and applicable in the short term. Specifically, it would be unwise of a speaker to issue a call to action to an audience that cannot be acted upon for several months or years. There should be 1-2 actionable items stated in the call to action. The call to action, if issued effectively, will help carry out the speaker's objective outside of the educational environment. The simpler and clearer the call to action, the easier the audience can comprehend and perform that action.



## 5. Conclusion

The conclusion is the exclamation point of your speech. It should not include extra information. Instead, it should include a very brief synopsis of the main message that you're trying to convey to your audience, and it should leave a powerful, lasting impression. The very last thing that a speaker should say is "thank you" to their audience for their time and participation. Of course, this thank you will differ depending on the speaker, the topic, and the audience, but the simpler and more genuine the thank you, the better it will be received by the recipients.

# DESIGN

Limited research has been presented on how to design a persuasive speech. However, there are common do's and don'ts for designing a visual presentation. The information here on presentation design comes from my more than four years of experience in graphic design, my completion of several marketing courses in undergrad, and designing engaging presentations using MS PowerPoint for my keynote speeches, workshops, research symposiums presentations, and more. The information presented in this outline also comes from resources presented in the Principles of Public Speaking undergraduate course at The State University of New York (SUNY). With the exponential growth of learning technology, visual presentations are more common than ever, meaning that presentation design skills are necessary to be an effective speaker in today's world.

I encourage many in the field of Communication to look to other industries for insights on designing engaging presentations, from marketing, to education technology, to graphic design. Though it is important to note that speakers do not have to possess professional experience in any of these fields to be an effective designer. My standard rules for designing a speech below are easy to implement, and allow a speaker to develop their own presentational design style.

## 1. Organization:

A speaker's presentation slides should be synchronous with the speech content, and the slide should have pictures and text that match the speaker's verbal message at each stage. There should be a slide exclusively for each of the following: introduction'title, presentation overview, main point 1, main point 2, main point 3 (if necessary), call to action, and conclusion. Additionally, there should be a "sources" slide with a list of properly cited text sources, and also a photo sources slide that includes the name of the source and links to each original photo (if the photo was not taken or edited by the presenter). Slides for sub-points shall also be included, but depending on the depth and breadth of the content, multiple sub-points can be addressed in one slide.

## 2. Text:

A good rule to follow when it comes to text on presentation slides is that if the average able audience member cannot read the slide's content in less than 15 seconds, then there is too much information on the slide. On the other hand, A slide can be as simple as a blank page, as long as this design idea can be justified and matches the flow, theme and objectives of the presentation. The audience is there to hear the speaker, not to read sentences - or even bullets - from the speaker's slides.

When a speaker goes about implementing text on a slide, it's important for the speaker to consider the type of speech that they will deliver. For example, a keynote speech (depicted in the photo on page 13) will call for less text and more photos and graphic design elements. This is because keynote speeches are traditionally meant to galvanize a crowd, or more or less introduce the theme of the event. During most keynote presentations, notes are not taken by the audience. This is the opposite of a workshop or webinar, where the audience will likely take notes, because in workshops and webinars, the speaker delves deeper into a subject and has more of an instructional relationship with the audience. If a speaker truly believes that content should be given in written form, a notes sheet should be made available to each audience member (either via a digital or physical copy) before or after the presentation.

Another essential rule for text in presentation slides is that slide text should only include titles, names, quotes, dates and brief concepts. Outside of quotes, full sentences should be used sparingly and if used, should be the only written content on the slide.

Just as important as the amount of text on the slide is how that text is presented, much of which is dependent on the fonts and typefaces that are used. Those who are not versed in graphic design terminology may use the words "font" and "typeface" interchangeably, but it is important to dis-

tinguish the two. A font houses multiple typefaces. For example, Times New Roman is one of the most popular fonts out there. Within Times News Roman are several typefaces. Think of typefaces as the different versions of a font. Here are the different typefaces within the Times New Roman font family: Times New Roman Regular, *Times New Roman Italic*, **Times New Roman Bold**, and *Times New Roman Bold Italic*.

It's important to create visual contrast between important and not so important elements of your presentation. The most important information in your slide should be the largest and most visible. The viewer should be able to easily distinguish the titles from subheadings, and subheadings from body text. Contrast can be made through size by - ensuring that titles and headings are obviously larger than main body text, and that main body text is obviously larger than less significant text, like photo citations and captions.

Contrast can also be created through selective font choice. Anywhere between 2 and 4 fonts should be used in a visual presentation. In most cases, contrast between fonts comes down to two main distinguishable elements: serif vs. san-serif, and font width. Serif fonts are fonts that have letters with tails on them. Examples of common serif fonts include Times New Roman, Georgia, and Bookman Old Style. San serif fonts are fonts that have letters without tails. Common san-serif fonts include Arial, Comic Sans, and Calibri. An example of how a designer would create contrast between titles is using the same serif font for all titles and sub headings, using the same san-serif font for all body text, and using a slim, visibly distinguishable san-serif font for all citations and photo captions. A speaker can use an all-serif or all-san-serif font layout for their design, but to maintain contrast between text elements, a speaker would chose a wide, bold san-serif for all titles and subheadings, and light, slim serif font for all other text, while also differentiating these fonts by size variance.

### 3. Photos:

The use of photos is integral to creating engaging visual presentations. An example of effective photo use in presentation design is when new tech and automobiles are launched, and the leaders of the top companies present these machines to the world on the big stage, literally. When an Apple executive presents the new iPhone, there is usually a visual accompaniment to the launch presentation. In most of these presentations, there are barely any use of text. Pictures and interactive graphics of the technology are displayed as the speaker talks in detail about the item, and the same can be said for when Chrysler unveils a car model or when Nike does a grand reveal for an athletic shoe. Photos are meant to paint a mental picture for the audience, in hopes that this image will not only help them better comprehend the information, but will also help cement the information into the audience members' minds for weeks, months, and even years



Kaiann Drance introduces the dual-camera iPhone 11 at the Apple September Launch Event in 2019. Photo: Apple

Photos should be included on at least 50 percent of the presentation slides. All photos that are used that were not taken nor edited by the presenter should be cited. The presenter can either site their photos at the bottom corner of their slide - by providing the photographer and the cite by which the photo was originally published - or list all the photos used on a "photo sources" slide at the end of the presentation. If the presenter choses the second citation method, the photos should be listed in the order that they appear in the presentation. There should be one slide exclusively for academic sources and one slide exclusively for photo sources. Photos can be used as the background for a slide, or one or more photos can be inserted into a slide to enhance the presentation.

## 4. Color:

Each presentation should have a color theme. The colors chosen for a color theme do not have to appear on every slide, but slides should invoke a sense of cohesion. For example, all slides that introduce a new concept should either have the same color scheme, photo concept, and-or title format. Choose colors for your presentation that match the spirit or content of your speech topic. If your speech is about horror films in Hollywood, perhaps cotton candy blue and bright yellow are not the best color scheme for this presentation's design. Also, choose colors that project high contrast so that text is readable, and choose colors that are easy on the audience member's eyes. Be mindful that the way that colors look on a computer screen may differ from how they appear on a light projector.

## 5. Professionalism:

Presentations should be created using a professional presentation building platform, such as Microsoft PowerPoint, Canva or Prezi. For those who are more advanced graphic designers, slides can be created using professional editing software like Adobe Photoshop or Adobe Illustrator, exported as PNG files, and imported into a presentation builder. The two most standard slide sizes are 4:3 and 16:9 (both in inches). Most presentation builders are accessible using an online web browser, and are either free to use, or can be accessed for free by students, educators, or corporate professionals. Presentation builders include pre-designed templates, stock photos, stock videos, transitions, customizable shapes and other graphic design elements, presentation themes, and automated adaptive design ideas that can be added with the click of a button. An effective presentation designer is one who maximizes the design potential by using as many of these tools as necessary. The presenter must ensure that all outside sources used are cited and/or referenced. Additionally, if the speaker is delivering in-person, then they should have a wireless clicker that is used to progress through the slides of their presentation. If speakers do not have access to a clicker, the speaker should have someone that they trust progress through the presentation for them.

## Too Much Information

### Types of Bicycles


- **Road Bikes** have drop handle bars and skinny tires and are used for races like the Tour de France.
- **Mountain Bikes** have fatter tires with tread to grip dirt. They are used for riding on trails in the woods and many have shocks for suspension.
- **Cyclocross Bikes**, aka, Cross bikes have drop handlebars and wider tires with tread. They are designed to be used on dirt roads and less technical off-road trail.
- **Track Bikes** look like road bikes, but they have only one gear, no breaks, and cannot coast. Traditionally used for track racing, they are now used as trendy general purpose bikes.
- **Recumbent Bikes** allow you to sit with your feet in front of you, like you are in a chair. These bikes can be faster than road bikes and more comfortable, but are not commonly used.


**Figure 13.1** by the Public Speaking Project. [CC-BY-NC-ND](#).

The figure above is taken from the same source created by SUNY, which gives a good example of how not to design a presentation slide. The next page shows an example of how I would re-design this section of the presentation.

## Types of Bikes







Road Bikes

Mountain Bikes

Cross Bikes

Track Bikes

Recumbent Bikes





### Photo Sources

1. REI Co-op - <https://www.rei.com/learn/expert-advice/how-to-choose-road-bikes.html>
2. Chain Reaction Cycles - <http://hub.chainreactioncycles.com/buying-guides/bikes/mountain-bikes-buying-guide/>

As the designer for the example presentation topic, I assumed that "types of bikes" is a main topic of the presentation, so I created a separate title slide to introduce the point of emphasis. Notice that the title slide, as well as the rest of the slides in my presentation have high contrast between the text color and background color, and that the color scheme used was dark blue and orange with black type. I also added animated icons for each sub-topic using images provided by Microsoft PowerPoint. Instead of cramming all of the types of bikes onto one slide, I talked about two types of bikes on one slide, and if I were to continue, I would have also created a slide which talked about the cross bike and track bike in similar fashion. I would've created one last slide explaining the recumbent bike. Instead of including the full text describing each bike, I added bullet points that summarize the distinguishable features of each bike. These features can be explained further through the photos that I chose (road bike on the left, mountain bike on the right). The examples for which these bikes are used do not need to be displayed as text on the slide, but instead can be explained by the speaker as an additional detail.

I listed the sources from which I retrieved the photos on the last slide of the presentation. This presentation was created from a blank slides (no pre-designed themes or templated, although themes and templates are acceptable when designing a presentation) The designs for each individual slide was created through the help of PowerPoint's "Design" tab.

For more information on how to best utilize the design options in MS PowerPoint, refer to this link: <https://support.microsoft.com/en-us/office/troubleshoot-powerpoint-designer-83789fcb-f1ae-4703-b1b4-9c97259f592b?ui=en-us>



# DELIVERY

## 5 Performance Principles

### 1. Speaker Confidence:

There are many things that can impact the confidence of a speaker, including public speaking experience, perceived level of preparation and self-awareness and awareness of speaking style. Although perhaps the two most influential determining factors of speaker confidence are passion and humility.

When a speaker is truly passionate about a topic, a speaker is more likely to be confident in their delivery. This is because the speaker has likely spent plenty of time thinking and speaking about this topic well before their opportunity to speak formally. When a speaker is passionate about the topic, the speaker also pays more attention to the deliverance of the content than anything else, which makes things such as "blanking out" or a sense of anxiety from a large crowd less likely, as the speaker is less focused on their performance and how they are perceived, and more on impact of the message that they are delivering.

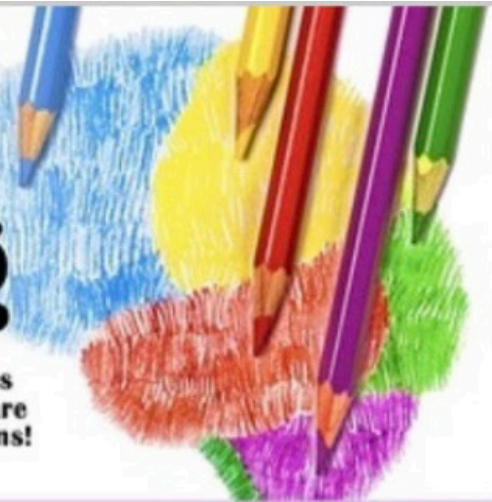
However, there are many times where a speaker may not be passionate about a topic. Let's say, for example, a speaker is delivering about a subject in their high school history course that does not interest them. In this scenario, it is up to the speaker to determine its relevance, not only to their own life and experiences, but also to that of the audience. Even if the speech topic does not directly impact the speaker, the potential impact on the audience should fuel the speaker to deliver the message with urgency and sentiment. If a speaker really has trouble connecting with a topic, the critical thinking cheatsheet on page 19 by Wabisabi may motivate a deeper level of analysis, leading to revelations about a topic's relevance.



Wabisabi

# The Ultimate Cheatsheet for Critical Thinking

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!



<b>Who</b>	<ul style="list-style-type: none"> <li>... benefits from this?</li> <li>... is this harmful to?</li> <li>... makes decisions about this?</li> <li>... is most directly affected?</li> </ul>	<ul style="list-style-type: none"> <li>... have you also heard discuss this?</li> <li>... would be the best person to consult?</li> <li>... will be the key people in this?</li> <li>... deserves recognition for this?</li> </ul>
<b>What</b>	<ul style="list-style-type: none"> <li>... are the strengths/weaknesses?</li> <li>... is another perspective?</li> <li>... is another alternative?</li> <li>... would be a counter-argument?</li> </ul>	<ul style="list-style-type: none"> <li>... is the best/worst case scenario?</li> <li>... is most/least important?</li> <li>... can we do to make a positive change?</li> <li>... is getting in the way of our action?</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>... would we see this in the real world?</li> <li>... are there similar concepts/situations?</li> <li>... is there the most need for this?</li> <li>... in the world would this be a problem?</li> </ul>	<ul style="list-style-type: none"> <li>... can we get more information?</li> <li>... do we go for help with this?</li> <li>... will this idea take us?</li> <li>... are the areas for improvement?</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>... is this acceptable/unacceptable?</li> <li>... would this benefit our society?</li> <li>... would this cause a problem?</li> <li>... is the best time to take action?</li> </ul>	<ul style="list-style-type: none"> <li>... will we know we've succeeded?</li> <li>... has this played a part in our history?</li> <li>... can we expect this to change?</li> <li>... should we ask for help with this?</li> </ul>
<b>Why</b>	<ul style="list-style-type: none"> <li>... is this a problem/challenge?</li> <li>... is it relevant to me/others?</li> <li>... is this the best/worst scenario?</li> <li>... are people influenced by this?</li> </ul>	<ul style="list-style-type: none"> <li>... should people know about this?</li> <li>... has it been this way for so long?</li> <li>... have we allowed this to happen?</li> <li>... is there a need for this today?</li> </ul>
<b>How</b>	<ul style="list-style-type: none"> <li>... is this similar to _____?</li> <li>... does this disrupt things?</li> <li>... do we know the truth about this?</li> <li>... will we approach this safely?</li> </ul>	<ul style="list-style-type: none"> <li>... does this benefit us/others?</li> <li>... does this harm us/others?</li> <li>... do we see this in the future?</li> <li>... can we change this for our good?</li> </ul>



Equally as important, the speaker must be humble in order to be confident. An overzealous speaker that believes that they are above the opportunity will likely underprepare, thus lacking confidence when delivering the speech. The speaker also may be perceived as arrogant if they betray disinterest to the audience. Speakers who are humble are genuinely appreciative of the opportunity. Speakers who are humble also do not suffer from imposter syndrome, having enough confidence to understand that they were positioned to present to the audience for a reason, whether the speaker had an direct bearing on that positioning or not.

### Ways for speakers to build confidence:

- **Practice, Practice, and More Practice.** There's a direct causal relationship between experience and confidence.
- **Accept Nervousness.** The most experience speakers on the planet still get nervous before speeches. There likely won't be a time where you are completely free of nerves. It is how you channel those nerves that will lead to success on stage, and the first step in channeling the nerves is expecting them be there.
- **Research the Audience.** We get nervous when we meet new people, so to be less nervous, make the audience less new to you by gaining some background on the audience and the setting of the speech
- **Familiarize Yourself with the Speech Setting.** My goal before every presentation is to arrive at the speaking venue at least an hour before the start of my talk. If I'm able to, I'll even get there a day or two before the event to get personally acquainted with the space. I get a feel for how my voice projects in the space. I get to envision approximately how many audience members will be in attendance. I get to decide if and how interactive group activities can be executed. I get to envision the successful delivery of the message. If I'm delivering a speech in a virtual environment, I try

to join the call 10-15 minutes before the start time to ensure that technical errors are proactively avoided. If it's a platform I've never used before, I'll do research on its instructional features. Similar to a professional athlete arriving to the arena several hours before the start of a game, as a speaker, I arrive to my venues as early as possible so that I can practice and envision my success.

- **Realize the Speech is Not About the Speaker.** Your responsibility is not to be well liked. Your responsibility is to deliver the speech in the best way possible. Failing to do this is doing a disservice to the audience. Most speakers get in their own way because they're too focused on self - how they look, how the sound, how the audience feels about them, etc. If you put in the time and effort beforehand to craft an amazing presentation, then all you need to focus on is performing what you practiced and speaking what you know.

- **Get the Audience Engaged Early in the Speech.** Break the fourth wall between you and the audience. Once the audience responds positively to you, this momentous energy can carry through the rest of the presentation

- **Build Speaking Patterns.** Like a basketball player with a killer crossover, you as a speaker should have a few signature moves. They don't have to be flashy, but they should be effective. My signature move is to always ask the audience how they are doing at the very beginning of the speech, and no matter what kind of response I receive, I always ask them to give me more energy. This is a fun exercise to start my speeches, especially with older audiences who aren't expecting to shout with excitement at 9 o'clock in the morning. I also have a signature move for keynote speeches: I participate with the audience in a moment of mindfulness. This also works particularly well with adult audiences. During my mindfulness sessions, we all close our eyes for about 30-seconds, clear our minds of everything that took place beforehand - the rush-hour traffic, the argument with a spouse, the long coffee line at Starbucks - and direct our undivided attention to the outcomes that we wish to have as a result of the conference.

These are techniques that I can always depend on. Most of my routines and patterns are implemented early in the speech to help build rapport with the audience as well as my confidence self-confidence. Patterns take time and experiences to develop, partly because you need to test out what works for you and what doesn't.

One thing I've struggled with is how to balance seriousness with humor in my speeches. I'm a serious guy, and I felt like a lot of my earlier speeches were too serious. So I decided to loosen up a bit, but I realized that I shouldn't do that through comedic jokes. Some speakers are masters at incorporating jokes, but through trial and error, I realized that I am not. So instead of using jokes, I use other forms of engagement, like the two that I just mentioned, and others to lighten the speech while staying true to my personality. To reiterate, building patterns - which essentially make up your "speaking style" - takes months, if not years of practice in different public speaking situations. But once you get that practice, and once you're willing to learn from both your failures and successes, then your confidence will skyrocket.

- **Know Yourself.** Don't try to speak like someone else. The audience didn't come to hear from the speakers you've been watching on YouTube, they're here to hear from YOU and to hear YOUR unique message

As you may have noticed, the vast majority of the confidence-building techniques that I mention take place off-stage. It's appropriate to conclude the confidence aspect of this model by seeing that success is found in the routine used to prepare for the big moment, and in order to build a routine that works for you, consistent practice is required.

## 2. Time Management:

Once a speech is constructed and the presentation is designed, practice the speech all the way through without stopping. The speaker should time themselves during this activity using a stop-



watch, but should not refer to the stopwatch until the presentation is complete. The speaker should consider whether they went over or under their expected time for the speech.

Ways that a speaker can lengthen or shorten their speech:

- Add information that may not necessarily add content, but add to the overall effectiveness of a presentation (for example, tell a short anecdote from your childhood in your introduction to give the audience a better sense of who you are and why the speech matters to you)
- Subtract information that may not be as important in achieving the speech outcome
- Slow the pace of speech
- Speed up the pace of speech

### 3. Clarity:

One habit thing that will immediately cause a lack of clarity and conciseness in your speech is the use of vocal fillers. In order to prevent the use of vocal fillers, practice the intentional non-use of vocal fillers in everyday conversation. The most common vocal fillers include sounds like 'um' and 'uh', the word "like" used in the wrong context, and the overuse of the words "very" and "really". This may seem awkward or uncomfortable to start, but speaking regularly with limited vocal fillers will translate to success in not using these fillers on stage. During your speech, take long pauses (1-4 seconds) to not only emphasize important points, but to give both you and the audience members a moment to comprehend and regroup. Also, repeat key information that you want the audience to remember, also allowing for added clarity. Speakers will become more comfortable with pauses and repetition over time, just as they will with vocal fillers.

### 4. Voice:

Developing a speaker's voice primarily includes simulation of situations in which the speaker is speaking publicly in an open environment. There is such thing as a "speaking voice", and a speaker



must understand that they cannot speak to an audience of 50 in the same fashion that they would speak to a small group of five. Speakers must balance comfortability while fulfilling the audible need of the audience. A speaker may be soft spoken in nature but may have to raise their voice slightly in order to be heard, even if the speaker is speaking into a microphone. Tone and pitch are also important for a speaker to consider, and the more a speaker simulates public speaking situations, the savvier a speaker will become in determining which tone and pitch to use throughout a speech.

## **5. Use of Space & Interaction:**

Use of space refers specifically to the use of physical space during an in-person speech. Perhaps the more space given to a speaker, the more creative that speaker will have to be in utilizing that space. Actions such as strategic pacing, closing distance between the speaker and the audience, and incorporating physical demonstrations are all actions that demonstrate the effective use of space. Speakers must also practice gesturing toward their presentation visuals to explain and emphasize points.

As use of space is important to effectiveness in delivering a face-to-face speech, eye contact is equally important to effectiveness in delivering virtual presentations. The speaker must remember to engage in occasional eye contact with the camera lens to give off the effect that eye contact is being made between the speaker and the virtual audience. The speaker should look away from the lens periodically so that eye contact is genuine than forced or intrusive. For in-person speeches, speakers must develop the ability to scan the room in order to engage the entire audience.

# Writing, Design, & Delivery Model: Development Exercises

## EXERCISE 1: THE 5 WS OF SPEECH WRITING

### Instructions:

Stuck on choosing a topic or call to action? Start by answering these 5 questions in as much detail as necessary. From there, you should be able to determine both your topic and call to action. Then begin crafting your speech using the writing aspect of the WDP Model:

1. What am I passionate about and why?
2. Why is it important for other people to learn about this topic?
3. What regarding this topic should or could be done to improve the parties involved and society as a whole?
4. Who can facilitate this change? Who is my audience?
5. What do I want my audience to do or think?

### Learning Outcomes:

- Learning how to generate speech topic ideas.



## EXERCISE 2: “DAY IN A LIFE” SPEECH

### Instructions:

Tired of practicing the same speech over and over again? Practice giving a day in a life speech! This speech does not have to cover your entire day - it can be about a particular moment, like a conversation you had with a group of friends the night before, or your experience watching a movie on Netflix recently, or what you learned during your trip to the grocery store earlier that day. Practice giving this 3-5-minute speech aloud using the performance principles of the WDP model. Practice tone and pitch by including emotional transitions in your speech. If you choose to speak about a light-hearted moment in your day, then this is your time to be creative and think of the best way to inject some humor into your speech. There should be very little planning for this speech. Do not write this speech. Simply choose the event you want to speak about and give it a try! If I have a speech coming up, I'll do this exercise each morning in the days leading up to the speech, like a warmup exercise to get me ready to practice my actual speech.

### Extra rep:

Try delivering this speech to a friend or family member, or someone who saw this event take place. Ask this small audience to give you feedback on each of the 5 principles in the performance aspect of the WDD model. (ex: did I sound confident? Did I use too many vocal fillers? Did I successfully make transitions between different tones? Etc.)

### Learning outcomes:

- Practices impromptu speaking skills
- Sharpens your speech management skills: being in control of the tone, pitch, and pace of your speech
- Helps you identify aspects of your everyday life that are interesting and can potentially be applied to future speeches
- Gives you a break from practicing your planned speech while still getting good practice



## EXERCISE 3: A PHOTO SPEAKS A THOUSAND WORDS

### Instructions:

For this exercise, you will create the visuals for your speech in a presentation builder. After the title page of the presentation, and after you've already created an outline for your speech using the writing aspect of the WDP model, chose at least one photo for each slide of your speech. For this exercise, all presentation slides will have a maximum of 3 word (not including numbers or symbols). This will be the skeleton of your visual presentation. You do not have to use every photo for your final presentation, nor do you have to limit each slide to only 3 words for your final presentation. This exercise is meant to practice both brevity and creativity, encouraging the use of more photos and colors while using less words to create your presentation.

### Learning outcomes:

- Exercises skills in the organization principle of speech design ' more slides, less information on each slide
- Practice how to select appropriate photos that match the points and sub points made throughout your speech
- Realize that the visual presentation is for the audience, not for the speaker. You should be speaking, not reading from the presentation slides. Slides should only serve the speaker as a visual cue for the information that the speaker already knows

## EXERCISE 4: WATCH & LISTEN

### Instructions:

Instead of speaking, this exercise challenges you to watch and listen...to yourself! Record both audio and video of yourself performing your 5-minute speech at the beginning of the week. Watch the video one time with the audio on, and ask yourself the following questions: 'Did I address all 5 principles of the model in my speech? How does my voice sound? Do I sound nervous? How is my speaking pace? Too fast? Too slow? If I were an audience member, would I be convinced by the speech that I just heard?' Now watch the same video with the audio off, and only pay attention to your mannerisms. Now ask yourself: 'Do my movements look natural? Am I keeping eye-contact with the camera? Are there any nervous ticks or awkward movements that I can work to control?'. Make note of the answers to these questions and think of ways to improve in the areas that you are not most proud of.

### Extra Rep:

Now, after you've taken notes and improved upon your previous speech recording, record yourself giving your speech at the end of the week. Compare the quality of your speech at the end of the week to that of the original video. Were you able to improve upon the flaws found in your original video? Continue to practice the parts of the speech that you improved so that you can commit those actions to memory and make these improvements permanent!

### Learning Outcomes:

- Learning how to self-assess your speaking
- Becoming more comfortable with watching/listening to yourself, a process which can be tremendously helpful in your speech development
- Identifying verbal and visual flaws that may have not been evident unless seen via audio/video.



## EXERCISE 5: THE 90-SECOND INTERVIEW PREP

### Instructions:

This exercise is not only intended to improve your interview skills ' which we know is a form of public speaking, but it will also serve you well in developing your comfortability with Q&A sessions. As a speaker, you should always be prepared to answer impromptu questions from your audience. In this exercise, you'll ask a classmate, friend or relative to ask you 10-15 interview'Q&A questions related to a particular subject. In answering each question, you should have two foci: 1) to keep your response under 90 seconds for the sake of brevity and clarity, and 2) to refrain from using vocal fillers. Whenever you feel compelled to use a vocal filler, take a brief, intentional pause until you are ready to continue your response.

### Learning outcomes:

- Impromptu speaking skills
- Non-use of vocal fillers
- Concision and clarity

## EXERCISE 6: VOCAL FILLER NON-USE

### Instructions:

This exercise can be done during any formal or informal conversation that you have on a given day ' a lunch meeting, a long phone conversation with a friend, etc. Try your best not to use any vocal fillers during the entire duration of the conversation. This exercise is different from Exercise 5 because there will be no time limit on your response. All you should focus on is asking and responding to questions without using vocal fillers, even if this requires a long pause, or using more words to articulate yourself. In some instances, it may be polite to ask the inquirer for a few seconds to think about your response. This displays transparency and lets the inquirer know that you care about delivering a worth-while response. Once you get into the habit of not using vocal fillers at all costs, your use of them during formal presentations will be minimal if not inextant.

### Learning outcomes:

- Non-use of vocal fillers
- How to pace your speech - controlled, relaxed responses, taking th necessary time to formulate a genuine response.

# OTHER WAYS TO IMPROVE YOUR PUBLIC SPEAKING

## **Develop your vocabulary:**

Develop your vocabulary by learning a new vocabulary word every day, and forming at least three sentences using that word. Want to go the extra mile? Create virtual (or physical) flashcards for each word, and at the end of each week, quiz yourself on your defining and use of these words. You will likely forget some of the words that you learn, but the ones that stick in your mind are the ones that you can potentially use on speech day. Also, you can search for new vocabulary that is specific to your field of study or interest. That way, you can get into the routine of using these new words regularly.

## **Study other great speakers:**

Critically analyze other great speakers, and see if and how their speech aligns with the principals of the WDP model. Keep a mental note of what the speaker does well, and also what could be done better to enhance the speech. As you incorporate speaker studying into your routine, you'll likely build a list of your favorite speakers.

## **Use a timer:**

Using a timer may seem like a crutch during your speech development, but it's actually the opposite. Always using a timer reminds you to be cognizant of the time it takes for you to deliver a message, and teaches you to keep a mental clock during a presentation where a visual clock is not present.

## **Find opportunities to involve the audience:**

The extent to which the audience is involved during a presentation will depend on the type of presentation that is given. For example, if a speaker is a participant in a panel discussion, outside of a potential post-panel Q&A, there will likely be minimal interaction between the speaker and the audience. Whereas for a workshop presentation, there should be consistent audience engagement.





and interaction, as the format of a workshop allows for direct audience engagement. Although some speech types allow for more engagement than others, the speaker should always attempt to break the fourth wall that divides the audience and the stage. One way that a speaker can involve the audience is by asking a series of questions throughout a presentation. These questions can be rhetorical and thought-provoking, or they can warrant a verbal response from either the entire audience or select members who wish to volunteer. It would behoove a speaker to create a list of interactive questions to ask the audience that can get them thinking about a topic. Another way to involve an audience is to embed a brief activity into the presentation. This technique is most appropriate for workshop presentations. This activity should give the audience a chance to apply the knowledge that they just learned during the presentation. The goal should not be to quiz the audience just to say whether they were paying attention during the speech. Instead, the goal should be to show the audience how the knowledge can be applied in the real world, and to provide reflection and a chance to ask questions what they just applied.

### **Practice, practice, practice:**

It might be helpful to see your voice as an instrument, like a violin or clarinet. Not musically inclined? What about a power tool, like a power drill or a grinder? What do these two things - instruments and power tools - have in common? Well, before you can properly use them, you must know each of their parts. "How does it function? What sound does it (and should it) make? What conditions cause these things to work/act differently? How would I use it in *this* situation versus *that* situation? What are its limits? How does this fit within the larger scheme of what I'm trying to accomplish?" These are all questions to consider when using an instrument, a power tool, AND your voice. The answers to these questions are different for everyone, but you can only solve them through practice and experience. The more you practice speaking by simulating situations, speaking aloud during your practice time, testing your vocal range and comfort levels, reading using visual cues, and (most importantly) having fun, the more effective you'll be at using your voice!

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