Tips for Speakers

A compilation of tips from various speakers giving advice to younger speakers in view of communicating more effectively

Introduction—The Value of a Message

- We are speaking forth and making understood by people God's own Word!

- A 40 minute message given to 48 people equates to 32 man-hours of effect.

- 32 man-hours is the equivalent of one persons normal work hours for four days!

- For some (many?) of the 48, this will be their primary hearing of the Word expounded throughout the week.

Introduction—Garden and Kitchen

- Time spent in the garden: Gathering items to serve (corresponds to gathering verses, thoughts, definitions, etc.)

- Time spent in the kitchen: Preparing the gathered items for eating (corresponds to preparing the content – choosing verses to put in or keep out, illustrations, order, outline, etc.)

- We often spend too little time in the kitchen

Scope – Today We Will Discuss the Kitchen Rather than the Garden

- Not so much talking today about content (subject matter) but rather focusing on preparation of content and delivery

- The only content related tip today is that young people should not feel pressured to share something that is "new" to everyone. Hearing the basics clearly taught is refreshing and in fact "new" (in a sense) to everyone

Overview

Tips will relate to:

- Reading from the Scriptures
- The main point
- Emphasizing main points
- An organized message
- Creating "hooks" for Truth
- Illustrations, examples, and stories.
- Loose ends

Reading from the Scriptures

Reading from the Scriptures

- Read from the Word of God early in the message—it sets the tone and establishes the source of the authority for your speaking

- Wait for people to get to the passage before reading (listen for pages settling down)

- Read from punctuation mark to punctuation mark—not all pushed together

- Decide what to have people turn to read and what to quote or refer to (usually young people turn to too many passages)

Reading from Scriptures (cont)

- Use voice to highlight part of verse relevant
  - Pitch
  - Volume
  - Space of time
- When reading John 3:14, emphasize "must" when it is needed
- On the other hand, do NOT emphasize "must" when that word is not the crux of the thought (doing so will confuse the hearers)

The Main Point (and) Emphasizing Main Points

The Main Point

- A message should be able to be summarized in a sentence (maybe two). Ideally, everyone should walk away knowing what that is.

- How should that be achieved?

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- How should that be achieved?
  TELL THEM!
- Bill MacDonald story: Brokenness. He began his message, "The subject tonight is brokenness."
- John Mills always tells his title early on.
- David Gooding's oft-asked question, "So what?"

Emphasizing Main Points

- Winston Churchill: "If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time—a tremendous whack."

- Repeating key verse or key thought multiple times

- Save loud / intense voice for true underlining (but always be loud and clear)

Emphasizing Main Points (cont)

Examples

- David Gooding ("Big Man" of 1 Samuel)
- Teacher from 8th grade (mitochondria)
- Clayton Davis (praying for wisdom)
- Clayton Davis (underlining main point)

An Organized Message

An Organized Message

Compare resume style with text simply written out

- Can get much more information on the page with text simply written out (no paragraph breaks, no white space used, no bold type or underlining)

- Even though much more information would be there, **less would be conveyed**

An Organized Message (cont)

Jack Fredericks 1931 S. Cherry Street, Green Bay, WI 54301 414-555-2357 jfred@mailstation.com Highly proficient IT professional with proven analytical abilities and organizational skills, as well as 10 years of international industry project experience involving leadership and consulting on object-oriented distributed information systems, enterprise application integration, hardware and software development processes, deployment, customer interaction, and end-user organization. Well-rounded, communicative, creative technical problem-solver. Fast learner who has been consistently cited for ability to achieve rapid comfort level in new environments and almost immediately develop optimal solutions. Innovative, self-motivated, tutor, trainer, team-builder, project manager, and technical leader. Rigorous, quality-conscious contributor with solid analytical and writing skills. Expert knowledge of Unix and its use in high-performance server systems (SMP, cluster, very large memory [64 bit], MetrixFix deployment), commercial (Solaris, Tru64) and open source (Linux, FreeBSD) Solid knowledge of Windows 2000 and its architecture Requirements engineering (use case and scenario description), OO analysis and design; UML; and application to MetrixFix projects Test design, development, and maintenance (regression, nightly builds, reporting) Quality assurance, development of coding practices, API documentation Team leadership and mentoring Expert knowledge of: C/C++ Python Java Unix scripting Solid knowledge of: SQL TCL Objective-C Fortran Extensive multi-platform, multi-technology, and integration skills Expert practice of CVS (branching, training), and other development support tools (make, compilers/linkers, xemacs) Expert knowledge of MetrixFix and eMatrix Solid knowledge of Microsoft Project for project definition, planning, monitoring, and programming IPC, multithreading, system, and TCP/IP network programming GUI architecture, integration, and testing Advanced 3D geometry and numerical algorithms Solid knowledge of Oracle (administration, tuning, and programming) Statistical analysis, Monte-Carlo simulation, and architecture/information system benchmarking Software Integration Consultant, University of Wisconsin--Green Bay, Green Bay, WI, Sept. 2001 – March 2002 Took on key role in reengineering, evolution, and industrialization of 3D Molecular Graphics Visualization toolkit: OpenGL, C/C++, Python, and Java components, embedded in a TCL/Tk customizable GUI framework. Introduced and developed best practices for software quality enhancement and development, including CVS, configuration/build tools, automated regression testing, documentation design, coding practices, and development strategy. Designed and implemented new generation of tools to support software development and configuration of multiple components across multiple platforms. Upgraded Java-Python Extension (JPE) to production quality and deployed it. Developed OpenGLTk, a multithreaded wrapper of the 3D OpenGL libraries in Python. PDM/MetrixFix Consultant, Abatron, Inc., Kenosha, WI, June – Sept. 2001 Upgraded DTO MetrixFix project (Abatron worldwide design and engineering information system). Provided architecture and development

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JOB OBJECTIVE
Auto Industry Program or Project Manager

SUMMARY OF QUALIFICATIONS
- Four years' program management experience in the automotive industry.
- Exceptional collaborator; able to bridge company and client interests.
- Highly organized and accurate; strong analytic and presentation abilities.
- Track record for meeting timelines and exceeding expectations.
- Experienced in RFQ and PPAP/APQP quality processes; computer proficient.

PROFESSIONAL EXPERIENCE
2002-04 **U-Save Sales**, Hillsdale, TN
PROGRAM MANAGER
Co-managed OEM injection molding programs which grew from $2M to $10M.
- Managed program implementation from quote to production using MS Project.
  - Ensured that deadlines, quality standards, and client expectations were met.
  - Coordinated teams from engineering, quality, design, tooling, and purchasing.
- Served as liaison between staff and clients, earning their confidence with reliable follow-through and clear communication.
- Collaboratively prepared hundreds of RFQs and reviewed them meticulously to ensure accuracy, completeness, and timely submission.
- Created and maintained sales forecasts for two dozen products, projecting and analyzing production, revenues, and capacity to inform key business decisions.
- Performed market research, developed documentation, and delivered PowerPoint presentations that ultimately won a new door handle commodity contract.
- Coordinated transfer of ten production tools to our facilities from competitors.

1998-02 **Rodham Corporation**, Carola, TN
MARKETING CAMPAIGN COORDINATOR, *2001-02*
Won management support and managed campaign for unique aftermarket product.
- Presented products and addressed questions from prospective customers at 15 commercial and technical trade shows.

PROGRAM MANAGER, *1999-01*
Administered $5M in exterior automotive products programs, including management of RFQ process, client relations, production volume, and PPAP.
- Developed highly accurate production floor spreadsheet to track production inventory by tool and process for each shift.

ADMINISTRATIVE ASSISTANT, *1998-99*

TRAINING & EDUCATION
PPAP & APQP Quality Training, Great Motors Inc., Detroit, MI
General Studies coursework, Treeton University, Treeton, KY

An Organized Message (cont)

- Give a map of the message up front. Let people know where you are going.

An Organized Message (cont)

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- 1 Peter 3:15
  - A God-ward look
  - A Man-ward look
  - An Inward look
- Phil 2

  Attitude taught, then examples of
  Lord Jesus, Paul, Timothy, Epaphroditus

An Organized Message (cont)

- Avoid temptation to be like a magician. A magician doesn't tell what is coming, but instead hides what's next until it happens so everyone says, "Aha"

- Do NOT do that … TELL THEM!

- Make transitions from one section to the next very apparent. Use time to do it (like using white space in a resume)

An Organized Message (cont)

Keep on track within sections. Avoid:

- Giving tidbits of information that don't belong
- Giving all information known on the subject
- Turning to a verse that does more to draw people away from the point than to help it
- Reading more verses than needed (before or after **the** verse)
- Reading more of the verse than needed

An Organized Message (cont)

Practice taking this content from the "garden to the kitchen"

- Large owls eat rabbits, skunks, and rats.
- Owls sometimes have pointy ears.
- Owls live in forests, deserts, and jungles.
- The "screech owl" name might indicate that the sound they make is a screech, but it comes closer to singing.
- Small owls eat insects and mice.
- Owls make their homes in many places--even birdhouses.
- Owls are brown--some are gray.
- The owl's feathers are silent in flight.
- Most owls have yellow eyes.
- Owls can eat small birds, fish, and even young deer.

An Organized Message (cont)

- **Subject – Owls**
  - What they look like
    - Owls sometimes have pointy ears.
    - Owls are brown--some are gray.
    - Most owls have yellow eyes.
  - What they eat
    - Small owls eat insects and mice.
    - Large owls eat rabbits, skunks, and rats.
    - Owls can eat small birds, fish, and even young deer.
  - Where they live
    - Owls live in forests, deserts, and jungles.
    - Owls make their homes in many places--even birdhouses.

An Organized Message (cont)

- What about the other two sentences?
  - The "screech owl" name might indicate that the sound they make is a screech, but it comes closer to singing.
  - The owl's feathers are silent in flight
- These two are removed from the message. They will only clutter, obscure, and dilute the points that are trying to be made.
- Use the "extra time" instead to emphasize and clarify the points trying to be made.

Creating Hooks for Truth

Creating Hooks for Truth

- People's minds are like flat walls. You cannot just hang a bag of truth on it and expect it to stay

- Must first put a hook into the wall and then hang the truth on it!

In other words

- Why should anyone remember this truth you are about to tell them?

Creating Hooks for Truth

- Severe Implications of the "answer" being one thing or the other
- Puzzles (how can we explain this puzzle)
- Questions to lead them
- Stories where this truth was vital
- Cheat—just come out and say this is utterly important—"if you did not get anything else, get this!"

Illustrations, Examples, Stories, and Visuals

Illustrations, Examples, Stories, and Visuals

- Illustrations – The concept is like …
- Examples – Cases where concept is true
- Stories – Biblical stories or others where the concept came into play
- Visuals – Something to look at—on a screen, on a board, or in your hand

Illustrations, Examples, Stories, and Visuals (cont)

- When well used these are **extremely** valuable
- They must be "tightly coupled" to be effective
- Ask if you believe the illustration will
  - Make an abstract concept much more understandable
  - Make an important point memorable
  - Stress the vividness or importance of a point
- Ask yourself if this is simply something to be used since it loosely relates to the subject

Illustrations, Examples, Stories, and Visuals (cont)

- It is okay to use significant time on a <u>high quality</u> illustration, example, or story. They can be powerful.

- A visual can be diminished by showing too much

HEAD

ME ⟶ ASSEMBLY
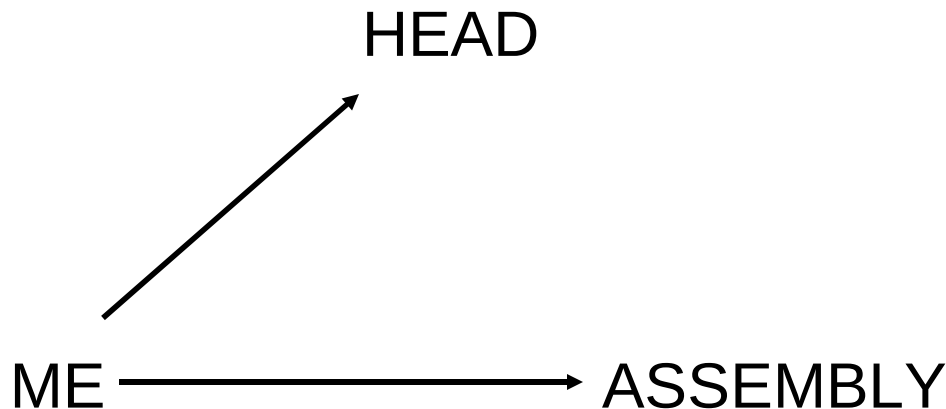
Loose Ends

What did not fit into any other category, but seemed important anyway!

Loose Ends

- When using comparative lists, do not use AAABBB; rather use ABABAB
- Example: Comparing Lord Jesus to cedar tree

The following way can be hard to keep up with:

Cedar trees are strong …, aromatic …, majestic …, corruption resistant …, etc

Lord Jesus is strong …, aromatic …, majestic …, corruption resistant …, etc

Loose Ends (cont)

Better:

Cedar	Lord Jesus
Strong …	Strong …
Aromatic …	Aromatic …
Majestic …	Majestic …
Corruption Resistant	Corruption Resistant

Loose Ends (cont)

- Speech and dress should be appropriate.
- Study the way Bill MacDonald has written.
- "Aim lower." Do not aim to the few most intellectual in the group. (I learned the most about giving the Gospel by trying to teach the Gospel to kids at vacation Bible school).
- Tell sections of the message to someone first (I have found that even if you do not "give" the message to someone—just talking through points is very helpful).

Loose Ends (cont)

Ending can be tricky

- Some just end abruptly
- Some rehash and undo what has been done
- Prepare a brief ending
- Important rule:
  When you are finished, STOP!
  (do not try to fill in the time)

Final Words

(Based on 1 Corinthians 14) Our goal is to love others in our messages. Love seeks to help the other person, not lift oneself up. So love seeks to be understood. Love seeks to be clear. Love chooses subjects that would be of benefit. Love does not use big words that hinder people from grasping the Truth (even though such words could lift up the speaker). Love speaks loud-and-clear so others can hear and be helped.