



# SECRETS OF DYNAMIC COMMUNICATION

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PREPARE *with* FOCUS,  
DELIVER *with* CLARITY,  
SPEAK *with* POWER

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*Revised  
and  
Updated*

KEN DAVIS

*Foreword by* MICHAEL HYATT

**A PDF COMPANION TO THE AUDIOBOOK**

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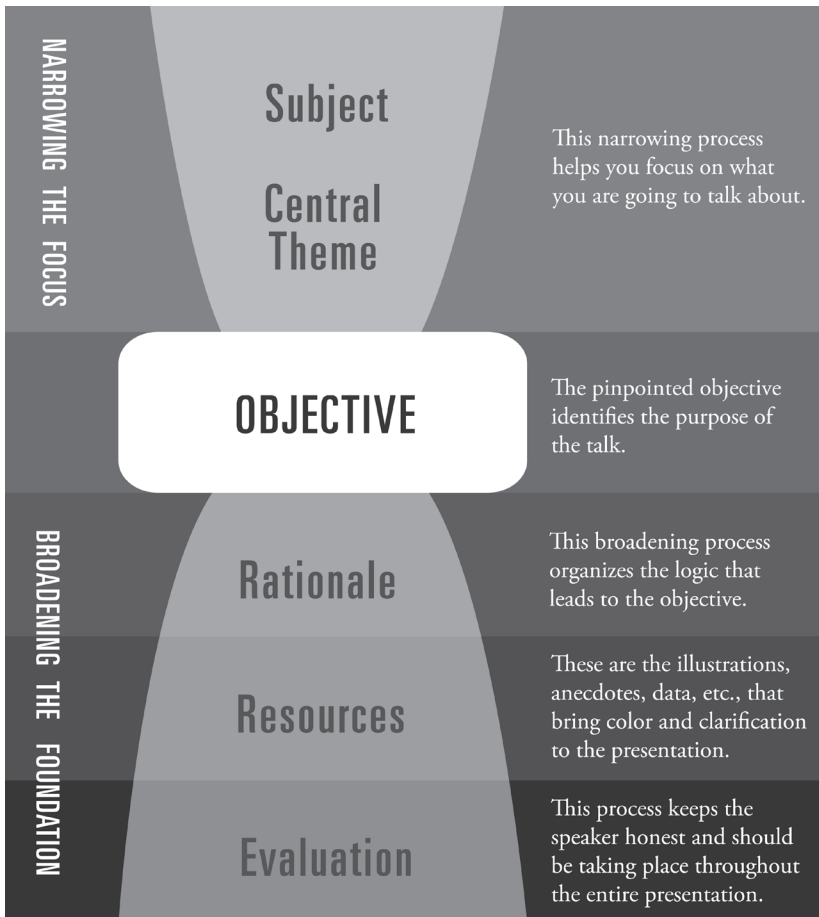
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# The Most Important Ingredient

*Focus, Focus, Focus*

## HOURGLASS ILLUSTRATION



## REVIEW

You should commit a few key facts to memory before you move on to the next chapter. The following review is designed to help you get these basics firmly in your mind. You will be using them throughout this book.

1. What are the two primary functions of the SCORRE process?
  - a. It serves as a scope to force the speaker to focus on a single \_\_\_\_\_.
  - b. It serves as a \_\_\_\_\_ framework forcing the speaker to make sense.
2. The development of the subject and central theme \_\_\_\_\_ the talk to a manageable amount of information.
3. The subject and central theme will represent what the speaker wants to \_\_\_\_\_.
4. The objective pinpoints the \_\_\_\_\_ of the talk.
5. The rationale are more commonly known as the \_\_\_\_\_ of the talk, and should lead the listener to the objective.
6. The resources \_\_\_\_\_ the rationale, bring \_\_\_\_\_ to the talk, and make it interesting.
7. The evaluation gives the speaker an opportunity to assess the talk's effectiveness in reaching the \_\_\_\_\_.

Answers: 1a. objective 1b. logical 2. narrow 3. talk about 4. purpose 5. points  
6. clarify, color 7. objective



## **Establishing the Subject and Central Theme**

*What Are You Talking About?*

**Examples of possible central themes with  
their corresponding subjects:**

| <b>SUCCESS</b>                                                                                                                             | <b>LOVE</b>                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Definitions of success<br>How to succeed<br>The cost of success<br>Leveraging success                                                      | The joy of love<br>The need for love<br>The cost of love<br>How to love<br>The different kinds of love             |
| <b>FEAR</b>                                                                                                                                | <b>SUFFERING</b>                                                                                                   |
| Overcoming fear<br>Imagined fears<br>Facing fear<br>Identifying real fear                                                                  | Enduring suffering<br>Understanding suffering<br>Causes of suffering<br>Positive results of suffering              |
| <b>FAITH</b>                                                                                                                               | <b>GROWTH</b>                                                                                                      |
| Roadblocks to faith<br>Attitudes of faith<br>The power of faith<br>The benefits of faith                                                   | Obstacles to growth<br>Steps to growth<br>Benefits of growth<br>Problems with growth<br>Finding courage for growth |
| <b>COMMUNICATION</b>                                                                                                                       | <b>BELIEFS</b>                                                                                                     |
| The demands of communication<br>Styles of communication<br>The essentials of effective communication<br>How to communicate with confidence | Unfounded beliefs<br>Integrated beliefs<br>Effects of belief on behavior<br>Changing beliefs<br>Basic beliefs      |
| <b>RELATIONSHIPS</b>                                                                                                                       | <b>EDUCATION</b>                                                                                                   |
| Building relationships<br>Family relationships<br>Healing broken relationships<br>Adolescent relationships<br>Workplace relationships      | Benefits of education<br>History of education                                                                      |

## REVIEW

After the following short review, write down a subject and central theme for the talk you will prepare using the SCORRE method. Take time to do this before you move on to the next chapter. The examples of central themes above may help you. Remember, the central theme will not necessarily express the objective of your talk. It will, however, represent what you are planning to talk about.

1. There are four basic guidelines to choosing a subject. The first is that the subject must touch the audience. It should meet a specific \_\_\_\_\_ of the audience or be of \_\_\_\_\_ to the audience.
2. The subject must be within the bounds of your \_\_\_\_\_.
3. The subject may be limited by \_\_\_\_\_.
4. Narrowing your focus to a central theme keeps you from trying to cover \_\_\_\_\_.
5. The subject and central theme may not necessarily express the exact objective of your talk, but it will represent what you plan to \_\_\_\_\_.

Now choose a subject and central theme. Do not be discouraged if you have difficulty narrowing your subject to a central theme. This is not in cement! What you learn in the next pages will clarify this process immensely and may motivate you to make changes to what you write here.

Although the process is not always easy, you will see the fruit of your efforts in clear and powerful presentations. Be brief and clear.

The subject for my talk is \_\_\_\_\_.

Write your previously chosen subject here or choose a new one.

The one aspect of that subject that I am choosing as a central theme is \_\_\_\_\_.



# Focusing in on the Objective

## *Identifying the Bull's-Eye*

### EXAMPLE PROPOSITIONS AND MESSAGES

| Potential propositions                                                            | Potential messages                                                  |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. <b>Persuasive</b><br>Every leader should develop listening skills              | a. A talk that shows leader the benefits of learning to listen      |
| 2. <b>Enabling</b><br>Every leader can learn to listen                            | b. A talk that teaches conflict resolution skills                   |
| 3. <b>Persuasive</b><br>Every person should take a college level course each year | c. A talk that details the benefits of continuing education         |
| 4. <b>Persuasive</b><br>Every person should learn to deal with conflict           | d. A speech that might list the consequences of not facing conflict |
| 5. <b>Enabling</b><br>Every person can learn to deal with conflict                | e. A talk that shows leaders how to develop their listening skills  |
| Answers: 1. a 2. e 3. c 4. d 5. b                                                 |                                                                     |

## REVIEW

Identify the plural noun that serves as the key word in each objective and circle it.

1. Every leader can build an enthusiastic team by implementing three strategies.
2. Every person should exercise regularly because of the benefits.
3. Every parent can motivate his child to clean their room by utilizing four incentives.
4. Every driver should avoid texting while driving because of the possible consequences.
5. Every person can learn to love reading by following these reading guidelines.

Answers: 1. Strategies 2. Benefits 3. Incentives 4. Consequences 5. Guidelines

In a moment, I'm going to ask you to write your own clear and focused objective sentence. But first, review the following to make sure you have a solid understanding of the objective-writing process.

1. What are the two kinds of propositions?

a. \_\_\_\_\_ b. \_\_\_\_\_

2. What are the four steps to writing an objective sentence?

**Step A:** Write a \_\_\_\_\_.

**Step B:** \_\_\_\_\_ the proposition with how or why.

**Step C:** Write a \_\_\_\_\_ to the interrogation.

**Step D:** Choose a \_\_\_\_\_ word.

3. Persuasive propositions are always interrogated with the word \_\_\_\_\_.

4. Enabling propositions are always interrogated with \_\_\_\_\_.

5. The interrogative response is a prepositional phrase containing a \_\_\_\_\_ word.

6. The response to a persuasive proposition should always begin with the words \_\_\_\_\_.

7. The response to an enabling proposition should always begin with the word \_\_\_\_\_.

8. The key word is always a plural \_\_\_\_\_.

9. When you have constructed a sentence that contains a proposition, an interrogative response, and a key word, that sentence is your \_\_\_\_\_.

10. Now, take a few minutes to write an objective for a presentation you'd like to give. Double-check your work with the review above.

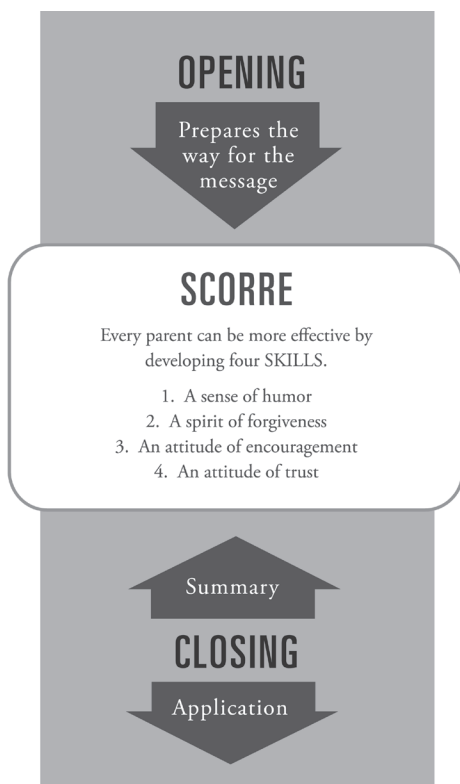
Answers: 1. a. persuasive b. enabling 2. Step A: proposition; Step B: interrogate; Step C: response; Step D: key; 3. why 4. how 5. key 6. because of 7. by 8. noun 9. objective



# The Total Communication Picture

*Putting It All Together*

## VISUAL REPRESENTATION OF SCORRE



# PUTTING IT ALL TOGETHER

## 30 Minutes: Four skills to better parenting

7:00pm

ATTENTION GETTER 1 MINUTE

1 min. Story: Where did I come from?

INTRODUCTION: The need for better parenting 4 MINUTES

1 min. Other parents' frustrations

1 min. Personal frustrations

1 min. National Survey: 81% need help

1 min. The shopping story

OPENING  
5 minutes

7:05pm

THE SOLUTION: Transition into objective of talk 1 MINUTE

1 min. We all want to be better parents. Tonight I would like to identify 4 skills that will help us achieve that goal.

1. Develop a sense of humor 5 MINUTES

1 min. A. Norman Cousins quote

2 min. B. Third-grade teacher's example.

2 min. C. Definition: Parallel to gospel message.

2. Develop a spirit of forgiveness 5 MINUTES

2 min. A. Survey: "I'm sorry. I was wrong."

1 min. B. George Washington quote.

2 min. C. Story: Teenage Prostitute

3. Develop an attitude of encouragement 3 MINUTES

2 min. A. Story: The gold miner.

1 min. B. Personal illustration: H.S. teacher

4. Develop an atmosphere of trust 6 MINUTES

3 min. A. Trust your child. Expect the best.

3 min. B. Trust God. He cares more than you do.

SCORRE  
20 minutes

7:25pm

REVIEW: Objective and rationale 1 MINUTE

APPLICATION: What steps will you take to develop these skills? Introduce "Family Feud" parenting class starting January 7. 3 MINUTES

PRAYER: For strength to respond to God's leading. 1 MINUTE

CLOSING  
5 minutes

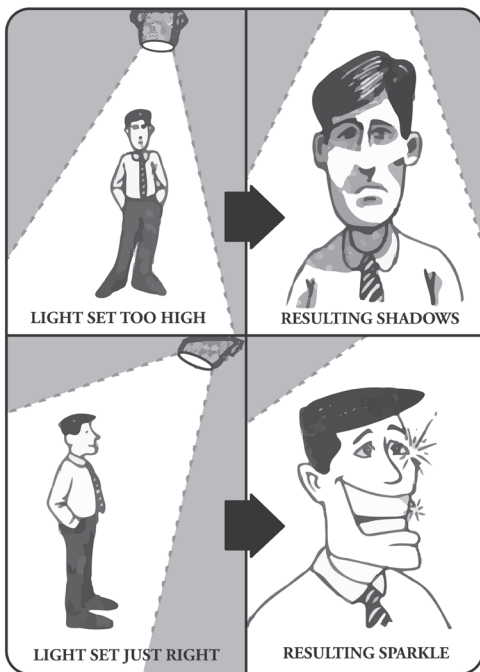
Although this outline means little to the casual reader, the phrases and words remind the well-prepared speaker of illustrations, quotes, and other points that flesh out the speech.



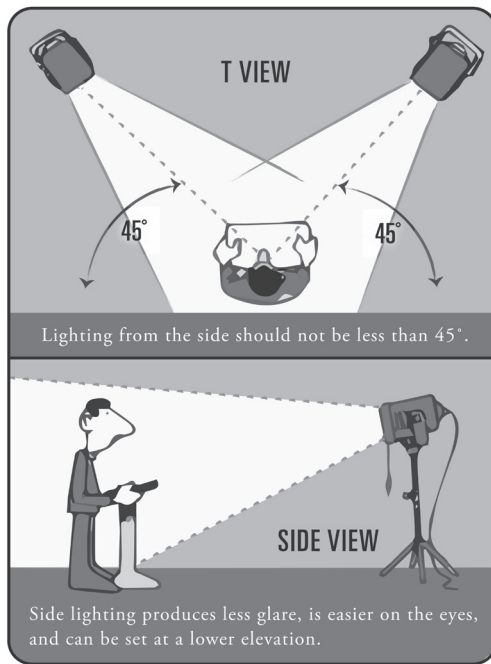
# Maximizing the Communication Environment

*Killing the Gremlins*

## LIGHTING ILLUSTRATION



## LIGHTING ANGLES



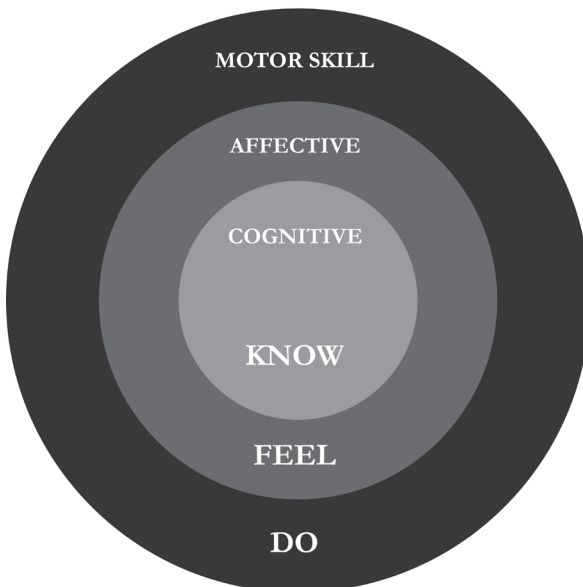


# Characteristics of an Effective Communicator

*The Messenger*

## LEARNING DOMAINS

## LEARNING DOMAINS





# Appendix

## EXAMPLES OF PROPOSITIONS

### SUBJECT: SWIMMING

Persuasive: Every person should learn to swim.

Enabling: Every person can learn to swim.

### SUBJECT: SALES

Persuasive: Every person should learn effective sales techniques.

Enabling: Every person can be more effective at selling.

### SUBJECT: FEAR

Persuasive: Every person should face his/her fears.

Enabling: Every person can learn to face his/her fears.

### SUBJECT: RELATIONSHIPS

Persuasive: Every person should pursue intimate relationships.

Enabling: Every person can develop intimate relationships.

### SUBJECT: BELIEF IN GOD

Persuasive: Every person should believe in God.

Enabling: Every person can believe in God with confidence.

### SUBJECT: MUSIC

Persuasive: Every person should listen to a variety of music.

Enabling: Every person can benefit from a variety of music.

## EXAMPLES OF INTERROGATIVE RESPONSES

“Because of” and a key word (answers “why”)

**Arguments** set forth  
Tremendous **benefits**  
Lasting **promises**  
Doors that are **opened**  
**Issues** at stake  
**Joys** to be realized  
**Lessons** to be learned  
**Needs** to be addressed  
**Dangers** to be avoided  
**People** who are affected

**Anxieties** that can be relieved  
**Wounds** that can be healed  
**Problems** to be solved  
Potential **rewards**  
Historical **examples**  
**Costs** of construction  
**Teachings** of Jesus  
Possible **consequences**  
**Relationships** that are affected

*\*These reasons will always be the key word when the interrogative response begins with the word “for.” Example: Every person should invest in the stock market for three reasons.*

“By” plus a verb and a key word (answers “how”)

Following these **instructions**  
Obeying two **commands**  
Observing these **principles**  
Avoiding several **traps**  
Considering the **consequences**  
Utilizing three **keys**  
Claiming the **promises**  
Making adequate **preparations**  
Comparing three **women**  
Asking two **questions**  
Understanding the **limits**  
Seeing the **possibilities**

Calming two **seas**  
Tearing down two **walls**  
Jumping two **hurdles**  
Grasping three **straws**  
Taming three **shrews**  
Protecting four **treasures**  
Guarding the **gates**  
Planning important **strategies**  
Playing these **games**  
Cleaning the **closets**  
Digging up three **bones**  
Burying these **hatchets**

## EXAMPLES OF KEY WORDS

|               |              |                |                 |
|---------------|--------------|----------------|-----------------|
| abuses        | directives   | impressions    | offenses        |
| alternatives  | divisions    | issues         | opinions        |
| answers       | doors        | items          | options         |
| applications  |              |                | orders          |
| approaches    | effects      | joys           | origins         |
| areas         | elements     | judgments      |                 |
| arguments     | examples     | justifications | parts           |
| aspects       | explanations |                | paths           |
| assumptions   | extremes     | keys           | penalties       |
| assurances    |              |                | perceptions     |
| attitudes     | facets       | laws           | perils          |
|               | factors      | lessons        | pictures        |
| barriers      | facts        | levels         | pieces          |
| beginnings    | faults       | lights         | places          |
| beliefs       | fears        | limits         | pleas           |
| benefits      | feelings     | links          | points          |
| blemishes     | flaws        | loads          | positions       |
| blessings     | forces       | locations      | possibilities   |
| blots         | forms        |                | precautions     |
| boundaries    | fundamentals | marks          | predictions     |
|               |              | measures       | problems        |
| causes        | gains        | memories       | promises        |
| challenges    | gifts        | mercies        | proofs          |
| changes       | guides       | methods        | provisions      |
| circumstances |              | models         |                 |
| commands      | habits       | mountains      | qualifications  |
| comparisons   | handicaps    | mysteries      | qualities       |
| consequences  | honors       |                | questions       |
| criteria      | hopes        | names          | quests          |
| criticisms    | hungers      | natures        |                 |
| customs       | hurts        | needs          | reactions       |
|               |              | norms          | reasons         |
| dangers       | ideals       | numbers        | recommendations |
| declarations  | ideas        |                | records         |
| definitions   | idols        | objectives     | references      |
| degrees       | impacts      | obligations    | regulations     |
| details       | implications | obstacles      | responses       |

|               |              |               |               |
|---------------|--------------|---------------|---------------|
| restraints    | solutions    | thoughts      | ventures      |
| results       | sources      | ties          | verifications |
| rewards       | spheres      | times         | views         |
| roads         | statements   | titles        | violations    |
| roles         | states       | tokens        | virtues       |
|               | steps        | tones         | visions       |
| sacrifices    | stipulations | topics        | vocations     |
| satisfactions | stresses     | traces        | voices        |
| sayings       | strokes      | trials        |               |
| scales        | styles       | triumphs      | wants         |
| scars         | subjects     | troubles      | warnings      |
| schemes       | sufferings   | truths        | ways          |
| schools       | supports     | types         | weaknesses    |
| seals         | suppositions |               | weapons       |
| seasons       | symptoms     | uncertainties | words         |
| secrets       | systems      | undertakings  | works         |
| selections    |              | units         | worries       |
| sentiments    | tactics      | urges         | wrongs        |
| sequences     | talents      | uses          |               |
| services      | tasks        |               | yokes         |
| shields       | teachings    | vacancies     |               |
| situations    | tendencies   | values        | zones         |
| skills        | tests        | variations    |               |
| solicitations | theories     | varieties     |               |

## POSSIBLE HEADINGS FOR TOPICAL FILE

|               |             |                |
|---------------|-------------|----------------|
| Abuse         | Forgiveness | Peer Pressure  |
| Advertising   | Freedom     | Phonies        |
| Aging         | Friends     | Poverty        |
| Apologetics   |             | Prayer         |
| Atheism       | God         | Pride          |
|               | Growth      | Problems       |
| Bible         | Guilt       |                |
| Boredom       | Giving      | Racism         |
|               |             | Religion       |
| Cheating      | Halloween   | Righteousness  |
| Christ        | Heaven      | Rock Music     |
| Christmas     | Holy Spirit |                |
| Church        | Honesty     | Self Image     |
| Communication | Hunger      | Sex            |
| Competition   | Holiness    | Social Concern |
| Confession    |             | Scandal        |
| Conformity    | Jesus       | Stealing       |
| Counseling    | Justice     | Suicide        |
| Creation      | Judgment    |                |
| Crucifixion   |             | Television     |
| Cults         | Legalism    | Temptation     |
|               | Love        | Touching       |
| Dating        |             | Trust          |
| Death & Dying | Marriage    |                |
| Discipleship  | Materialism | Unity          |
| Doubt         | Media       |                |
| Drugs         | Missions    | Values         |
|               | Money       |                |
| Easter        | Morality    | War            |
| Ethics        | Movies      | Will of God    |
| Evangelism    |             | Wisdom         |
|               | Obedience   | Witnessing     |
| Faith         | Obesity     | Worldliness    |
| Family        |             | Worry          |
| Fear          | Parents     | Worship        |

## SCORRE™ SPEECH WORKSHEET

SUBJECT: \_\_\_\_\_

CENTRAL THEME: \_\_\_\_\_

OBJECTIVE: \_\_\_\_\_

PROPOSITION: Every \_\_\_\_\_ can/should  
\_\_\_\_\_ how/why

RESPONSE: \_\_\_\_\_

*Circle Key Word (plural noun)*

RATIONALE:

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

RESOURCES:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EVALUATION:

Is my objective crystal clear? Is my key word a plural noun? Does it fit my rationale? Are my rationale parallel? Do my rationale lead to my objective?