

Presentations in English – Teacher’s Notes

Step 6

Love your audience ... not everyone is like you

Overall objective

Learners prepare and adapt their presentations by keeping their audience(s) in mind.

Specific objectives

Learners develop awareness of their own style and consider audience preferences from the following perspectives:

- right and left brain dominance
- representational systems (NLP)
- multiple intelligences (Howard Gardner)
- Myers Brigg Type Indicator (MBTI, psychometric testing)

Learners:

- establish a system of recording ideas and materials for future presentations
- have given a team presentation

Tips

1. Something for everyone

Presenters should recognise that this material represents dipping a very little toe into a very big ocean. The sections here are by no means exhaustive. They have been chosen so that presenters increase awareness of their own preferences and awareness of others’ preferences - to realise that everyone is not like them - by introducing a range of sources and theories:

These are introduced in a brief form and learners should be encouraged to do further research and reading on any area that interests them. The section on Myers-Brigg is not intended in any way to substitute Myers-Brigg or other psychometric testing, for example. There is other research, such as cross-cultural research, that has not been introduced here and could be included into your training. Students can discuss or bring in materials that have from other sources or on other theories. Point out to learners that they are simply testing the water with that little toe. If they wish, they can dive in and explore more of the ocean.

The ultimate aim is for students to think about preparing their presentations with the audiences in mind and not just from their own perspective or view of the world. Presenters often fail to do this. Sales engineers present tables of numbers and figures,

CEOs talk extensively about company credentials and advertising creatives present beautifully designed storyboards to their customers. However, these customers may respond more positively to a product demonstration, a well-crafted metaphor, deeper analysis, auditory language, better organisation etc. etc. The presenter and audience are swimming in different parts of the ocean and the presenter needs to swim out and find his/her audience.

2. *Find Your Voice* ideas book or file

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You may find students love this idea and/or already keep such a journal. Others are not convinced or simply feel they do not have the time. Point out that such activities only take a few minutes and the long-term benefits are huge. Moreover, learners find that recording ideas can actually save time as they have a ready source of materials the next time they have to prepare an urgent presentation. The *Find Your Voice* activity does give learners a kick start and can convince them of the benefits of recording ideas.

3. Analysis of Dan's and Svitlana's presentation

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The presentation is not long but Dan and Svitlana used a number of techniques in the presentation and were not afraid to take a risk by adding demonstration and movement to the presentation. They clearly enjoyed preparing and doing the presentation. Most importantly, the audience *loved* it too and stated that it was a presentation they remembered after the training was completed. This would indicate that 'love your audience' techniques are effective. The presentation should inspire your learners to have fun and maybe to try out something completely new.

4. Presentations diary

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Learners can complete this diary entry in their presentation teams. Once again, encourage the use of an ideas book or file.

5. Presentations forum

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Organisations that have such a forum foster a 'master presenter' culture and a spirit of co-operation, constructive feedback and continuous learning. Synergies are also created. It can lead to greater business success, especially if presenting or pitching is the backbone of the business. You may need the ear of human resources development or an open-minded CEO or professor to get this up and running.

Student presentations

What to look for:

Use the Feedback Form on page 87 and concentrate on the points mentioned.

The structure here is very important. Very often, presenters talk about their own experience, credentials, case-studies and so on at the beginning of a presentation. Persuasive presentations, particularly sales and pitches, work better when the presenter gives his/her understanding of the audience's problem, his/ her solution and *then* gives credentials towards the end of the presentation. If your students are unconvinced, you can point that this is related to Aristotle's 5 point plan of persuasion which is a well-trying and tested structure.

The Step 6 presentation is a team presentation and the subject should mean that learners have fun both preparing and giving the presentation. Students should integrate 'love your audience' techniques and enjoy doing so. Team presentation also provides scope for practising handing over from one speaker to the other (the other team presentation is the *Find Your Voice* technique practice on page 57).

What to worry about:

- lack of teamwork
- bad handover between speakers
- not using the outlined structure - it's important!

What not to worry about:

- complete resistance to using 'love your audience' techniques as the aim is to dip that little toe in the ocean and it may take time to dive in
- a risk that backfires as it is better to take a risk in the training environment and fail than never to experiment at all
- Q&A is again not a focus – interactive presentation should be discouraged as it is not effective with the outlined structure