

From

Technically Speaking

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Chapter 6

ANALYZING YOUR AUDIENCE

*“If you know the enemy and know yourself,
you need not fear the result of a hundred battles. If you know yourself
but not the enemy, for every victory gained, you will also suffer a defeat.
If you know neither the enemy nor yourself, you will succumb in every battle.”*

—Sun Tzu

The Art of War

OVERVIEW

You want your audience to listen attentively, therefore it is important to find out what is of value to them and what they want to avoid. This chapter explains a system that will enable you to determine the level of knowledge of your audience. It will help you zero in on the information most valuable to the audience. You will be able to demonstrate that you understand their needs, desires, and goals. You will be able to anticipate how the audience will react to your material and to you. You will be able to select appropriate material for your presentation and organize it in the most effective manner.

It has been accepted in the technical, scientific world that facts speak for themselves. But sometimes those facts don't say anything to nonscientific or non-technical audiences. Scientific and technological terms are often viewed as a foreign language. The public is unfamiliar with the vocabulary. It might seem too difficult to translate the complex technical concepts into something useful in everyday life. And facts can mean different things to different people. In that sense, each of us speaks a separate, individual language. Presenters must speak the “language” of their audience if they wish to avoid misunderstandings, misinterpretations, or boredom.

Effective communication that seems effortless is not accidental. In interviews with model communicators in scientific and technological fields, I found that they take responsibility for the audience's understanding of their topic. They realize it is not what they say but what each listener *hears* that is important. They take time to find out how they can be on target.

Model speakers know their audiences are inundated with overwhelming amounts of information and that it is critical to present only what is relevant and of value to their listeners. You can create strong, clear, concise messages. You can command rapt attention if you take the time to analyze your audience, respond to their needs, and speak in a language they can easily understand.

GETTING STARTED

If you are like most people, you delay working on a presentation until the last moment. I devised the audience analysis checklist from twenty-seven years of coaching clients. The first few questions are factual and easy. You can start working on a plan for your speech the minute you are requested to speak. And if you can answer all the questions, the speech is practically written. The checklist gives you the security that you've covered all the bases and you can concentrate on involvement with your audience.

Do you have a presentation coming up in the next few days or weeks? Read the audience analysis checklist to see how many questions you can answer immediately about your prospective audience. The first few questions are obvious but essential. The rest of this chapter will expand on the checklist and explain in detail how the answers should affect the way you write your speech. When you finish reading the chapter, review the checklist and start the detective work to find answers to as many of the thirty questions as possible. Every time you have a presentation, use the checklist to guide your audience analysis.

DETECTIVE WORK

Before you begin gathering information or writing your speech, make contact with someone responsible for the meeting or event. Find out who is going to be present and obtain background information about the audience. Your liaison usually is the person who originally requested you to speak, but it could be someone in the same department or a program chairperson. Perhaps you are making a sales call or presenting a proposal to a group or committee. Request phone numbers or e-mail addresses of audience participants and inquire about their high-priority concerns. Ask the group for a few of its annual reports and newsletters. Make a trip to the library for industry magazines. Find out if there is a Web-site address connected with the organization and download information about their latest news items, new services and products, investor reports, or staff changes. Conduct an on-line search for industry related items.

AUDIENCE ANALYSIS

Situation

1. Requested topic _____
2. Name of person, group, client, department, etc. _____
3. Liaison's name _____
Phone #: Work _____ Home _____
4. Address or location of speech _____
Room # _____
5. Occasion _____ Date _____ Time _____
 - a. Business meeting _____ Formal _____ Informal _____
 - b. Principal speaker _____
6. Meal _____ Refreshments _____
7. Attendance: Voluntary _____ Required _____
8. Other speakers _____
Topics _____
9. Length of presentation _____ Q&A _____
10. Title of speech _____
11. Person introducing you _____

Audience

12. Size of audience _____ Men % _____ Women % _____
13. Age levels _____
14. Occupations _____
15. Educational levels _____
16. KNOWLEDGE of the subject _____
17. UNKNOWNNS to define or explain _____
18. PROFIT-VALUE or GOALS of AUDIENCE _____
19. FIXED BELIEFS and ATTITUDES because of professional, social, religious, departmental, cultural affiliations _____
20. EXPECTATIONS of the group _____
21. Specific CONCERNS of audience _____
22. Who is the DECISION MAKER or KEY PERSON(S)? _____
23. Any recent event, situation, local color that you should take into consideration? _____
24. What example, story, personal anecdote, historical reference, humor will "bond" you to the audience? _____

Speaker

25. General attitude toward you:
Known _____ Unknown _____ Friendly _____
Hostile _____ Indifferent _____ Show Me _____
26. Perceived credibility on subject: High _____ Medium _____ Low _____

Content

27. Precisely what do you expect your audience to do or remember?
When I finish speaking, I want my audience to _____
28. My message (must include profit-value) is _____
29. What three main points must I make to inform or persuade the audience to my point of view?
 1. _____
 2. _____
 3. _____
30. What emotions should I elicit from my audience to get the response I want? _____

I often send out a short questionnaire to be completed and faxed or e-mailed back to me by several people who will be in the audience. That questionnaire can have variations of the questions on the checklist. For example:

Concerns: "What specific question do you want answered in the meeting?"

Level of Knowledge: "Have you ever used a similar software program?"

Attitudes: "Would you install equipment for solar energy in your home?"

If you are speaking at a meeting, ask to be sent a copy of the agenda.

Request an advance program for a formal conference. Sometimes final programs are not known or printed very far in advance. Ask for e-mail or phone numbers of other panel members. Don't apologize for asking a series of detailed questions—a group should feel flattered that you intend to complement the rest of the program.

FAMILIARITY BREEDS CONFIDENCE

This is the way George Novak, of NASA Lewis Research Center, approached his monthly in-house progress reports:

The objective of the meeting is to report the status of the project to the center director and his staff. If any activity on the critical path slips or is behind, it can cause problems in the whole system. The meeting is held in the administration building and I am familiar with the room. There are usually ten to fifteen people present, depending on who's in town. It's mandatory for the director of the project and his deputy, but voluntary for the rest of the staff.

Since it's a small group I don't use a microphone and I know that I will be using viewgraphs for visual aids. I can speak fairly fast but if it was a larger group, I would have to slow down my delivery.

There are two other presenters. The program manager gets up and gives a technical analysis and the Safety and Quality Assurance manager gives a report. Prior to the meeting, we discuss at length what we each will be saying to avoid any surprises.

Normally it is from 1:30 to 4:00 P.M., right after lunch. I always eat a light lunch, and I get physically relaxed by walking the three-quarters of a mile to the administration building.

Prior attention to details will put you at ease and give you more control. If your presentation is at another site, make sure that you get the liaison's name and phone number both at work and at home. You may need to check with him or her for any last-minute changes in the audience, situation, or location, or if you have a personal emergency.

YOUR AUDIENCE'S MAP OF THE WORLD

A painter, geologist, and rancher were all looking down into the Grand Canyon. The painter said, "I can't wait to come at dawn and paint the sunlight breaking over the horizon and the incredible mix of colors." The geologist remarked, "Look at the different strata. I want to go down and collect some ore samples." The rancher gazed down the vast chasm and exclaimed, "That's a heck of a place to lose a calf!"

Everyone has his own "map of the world" or unique world view. To understand people and to connect with them during a presentation, we must recognize that they do not respond and behave according to our perceived "reality" of a situation, but to their perception of "reality." Two scientists working together in the same field who have had different educational and work backgrounds and have read different books may be worlds apart in communicating because their perceptions, vocabulary, and images are different. Difficulties are compounded when communicating across organizational lines such as from research and development to sales and marketing.

Recently I attended the open house of an architect. He is a patron of the arts, and beautiful paintings and sculptures were on display throughout his new offices. In the reception area was a print of the famous painting, *The Doctor*, by the Scottish artist, Sir Luke Fildes. The masterpiece shows a country doctor at the bedside of a very sick child. The crisis is near. The doctor looks puzzled and gravely concerned. The mother has her face buried in her arms sobbing in desperation. I paused to look at the exquisite colors and precise detail. A medical doctor was standing next to me studying it. "What do you think, Doctor?" I asked. He peered at the painting closely, stepped back, and announced, "Acute appendicitis!"

Any audience you address will make associations and call up images based on their unique backgrounds, experiences, and knowledge. Could I read your speech and be able to write a profile of your audience? Model communicators make an extra effort to thoroughly plan and prepare. They know that if the audience fails to understand, the reason is not that the audience is stupid, but that they failed to present the information in ways the audience could readily comprehend. One presenter said, "I'm there for understanding, not to convince them how smart I am."

MIXED AUDIENCES

Gender Differences

The number of women continues to grow in science and technology. Be aware that the men and women in your audience will hear and interpret your information in a distinctive way, just as they each would use different language to describe the same situation. If you want the full extent of your message to reach both genders in your audience, you will find it worth your time to educate yourself about gender differences.

For example, some male presenters still predominantly use sports analogies. Even though many women are avid sports fans, presenters should select metaphors that have meaning for everyone in the audience. Women are also more likely than men to actively signal their attention by nods and “mmhms.” Men tend to interpret such actions as signifying agreement with what they are saying; however, the woman’s intent may be to show that she is listening and comprehends, not necessarily that she agrees.

Gender differences can also be found in nonverbal communication. Conventions of posture, facial expression, tone of voice, and use of pauses differ between the sexes.

Avoid using sexist language. Rephrase statements to include men and women or use neutral descriptive terms. For example, say “workforce” instead of “manpower,” “supervisor” instead of “foreman,” and “artificial” instead of “man-made.” For help in using nondiscriminatory language, consult various available references.

Generation Differences

Many social scientists describe the over-fifty-five generation as traditionalists. They are used to information being delivered at a slower pace with someone guiding them along the way. The “baby boomers” in the forty-five- to fifty-five-year range usually need options. They created the salad bar and twenty kinds of toothpaste in five different flavors. The twenty- to thirty-year-olds are said to be “challengers,” and don’t exhibit as much loyalty to tradition or to their employers. They will probably question everything you say. They are used to searching out information by using faster, multi-threaded, hyper-linked delivery systems.

However, you will find a multitude of exceptions to the above classifications. I know one sixty-year-old CEO who refuses to have a computer on his desk, and another, older CEO who insisted on personally designing his company’s Web page. Most audiences have a wide age range, and it is best to remember that individuals in these audiences will respond to different logical and emotional appeals. It is important to remember that emotional links to the experience of one generation cannot be taken for granted in another. You may be treading a very fine line in your choice of examples. Use analogies, references, and facts to call up images familiar to the entire audience, but try to include some examples that will touch the time frame of different age groups.

Most high-tech industries are populated by young employees in key positions. These young buyers have specialized backgrounds and less experience than their counterparts of 15 to 20 years ago. Savvy salespeople realize they must act as an advisor and educate these clients. These younger buyers are more cautious and take longer to make a decision. The Advertising Research Foundation reports 35 percent said they took up to 90 days after the initial inquiry, 28 percent said they waited between three and six months, and 19 percent said they placed an order after six to 12 months. Patience and persistence will be rewarded.

What Do They Really Want or Need to Know?

If you are selling technical equipment, you will speak before individuals with very different needs. Flexibility is important, since the focus of the audience can be technical or business oriented. An audience can consist of engineers, architects, computer wizards, business executives, security analysts, consultants, prospective buyers, or current customers.

For example, the chief executive officer and upper management of a company are concerned about profits. These executives aren't usually occupied with software details or computer technologies but want to know whether your system is a good business investment. They need to understand your product in terms of costs and benefits: Will this system allow them to meet their corporate objectives?

A bio-tech scientist gave an excellent internal presentation to a diverse group of marketing, administrative, and sales personnel. Instead of spending the majority of his time on the history of the project or his detailed experimentation, he gave a brief overview of his methodology and then immediately focused on his interpretation of the results, recommendations for next steps, and a proposed timeline for follow-up experiments.

He recognized that his audience had no interest in details of failed experiments. They were more interested in possible products and resulting profit for the company.

One of my clients was speaking on digital imagery to a national scientific conference being held at a local university. I called to find out who had registered for the session. Over 40 percent of the attendees were college students. I cautioned him not to dismiss this portion of the audience as insignificant, as some might do. These were his future customers, employees, and investors. He needed to anticipate and respond to their needs and goals. Many of these students would have little knowledge of the topic, and would also want to learn about career prospects in this industry. My client adapted his more sophisticated presentation by providing some basic information, giving a CD demonstration for illustration, and including comments about the future outlook for products and companies in this field.

At technical conferences, the research papers presented are intended to increase the audience's knowledge even if the information may not be of immediate use. Audience members will watch the clock or may doze off if the speakers are too obtuse, or fail to relate how the knowledge will be of value.

Tech-Speak

Today the scientific and technical world is being enriched by an infusion of different cultural perspectives. Your audiences will increasingly be made up of the multilingual people for whom English is a second language. At Digital Equipment Corporation's Boston plant, for example, 350 employees speak 19 different languages. Identify with your listeners and consider the difficulty of

understanding complex, technical information in another language. Choose your words carefully and use universal associations that will evoke accurate images in the minds of your listeners.

It is essential to explain unfamiliar terminology. Joe Warner, a district manager for Compaq Computer Corporation, was addressing a nontechnical audience of writers on the use of various word processing programs. He began by issuing a challenge to the audience and putting himself on the line: "If I introduce a concept, a word, or an acronym without giving you a concrete example or explaining it in your terms, raise your hand and I will give you a quartz clock." Everyone was eager to catch Warner, but he only needed to give out three clocks during his ninety-minute talk. Not only did he ensure the audience's attention with his pledge, he let the audience know that he cared enough to speak in their language. Would you feel comfortable repeating a similar offer?

One technique Warner used was to break down groups of unfamiliar words, such as "file allocation table."

All of you are familiar with files in a file cabinet. The word allocate means to distribute, and you can allocate your information into different files. As writers, you know that a table of contents helps you find information in a book. Now you know what a file allocation table does. If you walked into a library, you would need a card catalog or some system to find out where certain books are located. Your computer has to know where information is located. A table of contents or file allocation table asks the disk to find it for you.

Specific Concerns

What are some specific views held by members of the audience because of professional, departmental, social, religious, or political affiliations? Find out some group commonalities and concerns, but be mindful that each person in the audience also brings individual attitudes that need to be considered.

A U.S. Navy spokesperson addressed many different audiences concerning the controversial subject of building a Navy homeport for a super aircraft carrier in Washington state:

- Realtors—who wanted to know about the influx of population in regard to housing availability and sales.
- School officials—who were also concerned about the increase in population, but in regard to their services and operational budgets.
- Emergency services—who were mainly interested in police and fire services, sewers, and electrical power for an increased population.
- Political groups—who wanted to know the exact plans and the funding to be provided by Congress.

- Engineers—who were curious about technical details of the proposal, such as the confined aquatic disposal technique.

The Navy spokesperson sent out a questionnaire to determine the knowledge and composition of each group, requesting the answers in writing. His careful audience analysis revealed that each group required different information and a unique approach, even though the basic topic was the same. All of the groups except the engineers required translating the technical terms into language understandable and useful to each audience.

Remember, you do not allay the fears of your audience by giving them information they already know. You can eliminate fears by clearing up misconceptions and half-truths and inaccuracies, but you first need to determine their present state of mind.

Perhaps you own a small start-up company and wish to give a presentation to prospective investors. The investors know the grim statistics of the high risks and the failure rate. Your job is to convince them that your products or services will survive the competition and adapt to the massive changes in the marketplace. Can you convince them that your management has controls in place to minimize their risk and maximize their profits?

Underlying Values and Attitudes

If your audience believes that your profession is only out to make money or blindly pursue the latest technology without concern for the client or the societal impact of transaction, then you need to acknowledge these feelings and start from where they are before they will even listen to you. You can't ignore deep-seated resistance if you wish to persuade or influence them—gradually build credibility with facts, information, and recognition of their concerns.

Rick Daniels, of Waste Management of North America, Inc.'s Oregon subsidiary, was facing a very hostile audience. He was the project manager on a proposed landfill in a small town in Oregon. (It is now the third largest landfill in the United States.)

A community meeting was called. His only prior knowledge about the town was that it was undecided on the landfill. He wasn't prepared for the twenty people that showed up. Rick said he felt that he was in front of a lynch mob ready to hang him. They yelled at him, "No landfill, no trash! Are you going to live here? You're just an outsider sending your smelly trash up here!"

Rick said, "I didn't give a presentation. It was time to do an on-the-spot analysis. So I asked them about their fears and concerns and I listened. I took notes and asked more follow-up questions. At the end of the meeting, I told them that I wanted to make sure I understood what they were disturbed about. I read back my notes—they wanted to know about litter, traffic, smell, and so on. I got agreement that I had accurately understood and recorded their questions. Then I read them the conditions under which they would agree to having a

landfill. I told them, ‘We are committed to doing this in accordance with your wishes. Stick around—I’ll be back in two weeks when I have the answers.’”

Two hundred people out of a town of 454 showed up at Rick’s next meeting and he patiently started through his list item by item. It was a free-for-all exchange of ideas, but Rick described it as a very positive meeting. He would be back again to continue to answer their environmental concerns and also to tell them the economic value that the project would have for the small town. By the fifth community meeting, when Rick had addressed every worry and fear and given them adequate guarantees that the local environment would not be adversely affected, not one person spoke in opposition.

The presenter who is aware of the audience’s attitude can avoid provoking or increasing hostility and can incorporate the audience’s shared values effectively.

Audience Expectations and Beyond

When the audience heard or read that you were speaking on a subject, what were their expectations about your presentation? How did the meeting announcements, publicity, and newsletters describe you and your proposed talk?

I learned a famous scientist was coming to a local university and called to find out his subject matter. I couldn’t understand the title and the person on the phone couldn’t explain what it meant. I decided to take the time and make the effort to go, but I finally left after listening to thirty minutes of a lecture that had nothing to do with the author’s books or field of specialization. I can respect the fact that he may have wished to speak on something other than his world-famous research, but the title and advertisements should have made this evident.

You will have much more control over the expectations of your audience if you prepare a short paragraph that succinctly describes your talk and submit it to your liaison. Everything may not be used for publicity, but at least there is a better chance of the basic details being accurate.

Once you have determined how best to fulfill the expectations of your audience, you should decide how to incorporate the unexpected into your speech. How can you be innovative? You can establish your objectives and then ask the audience for additional areas of concern or interest. Write down and promise to address these concerns during your talk. You need to be in command of your topic, but the audience should immediately feel you understand their needs. At one presentation, I stood at the door and, as I greeted the attendees, I asked them to submit questions about their day-to-day communication challenges on 3x5 cards. It gave me time to think about the answers and also a chance to gauge the responsiveness and energy level of the audience.

Fulfill the expectations of your audience and then have something unexpected. You might use wit and humor in your serious speech. You might have colorful handouts, unusual animated graphics, or a completely different approach to your topic that surprises the audience.

Model communicators know that a dramatic presentation aids in retention of data. Will anyone ever forget Microsoft's introduction of Windows 95 with fanfare, videos, music, celebrities, commercials, and spectacular advertising?

Finding Common Ground

What example, story, personal anecdote, or historical reference will bond you to the audience? When Rick Daniels faced hostile townspeople about the proposed landfill, he told them that although he didn't live in the town, he was a fellow Oregonian. He was a native of the state and he was as concerned about environmental issues as they were.

Sometimes it is difficult to find common ground with your audience. One day I got a phone call. A voice drawled, "You are getting shoved down our throats. We don't want you coming down here to teach us to articulate. Stay home!" Well, I didn't.

I opened my sales seminar by saying, "Last night I heard you talk about hunting. I used to be very comfortable with a rifle. I also went fishing all the time and had a dog, rabbits, owls, and five raccoons as pets." The audience members began to sit up and listen because they were all hunters. "When I was a teenager," I continued, "I had my own trapline for muskrat and mink. I'm here to teach you to make better sales presentations and more profits for this company. We can swap some hunting and fishing stories at the coffee break." And we did. I could relate to them and talk their language, so they decided to give me a chance. They worked hard on their presentations and they turned out to be a fun group!

However, a word of warning...a common bond must be real. If it is forced, you will come across as a phony and do yourself more damage than good.

Getting to Know You

Your credibility will depend on whether the audience perceives you as competent and experienced. What or whom do you represent? What is the general attitude toward you? Are you known or unknown? Are you the best person to give the presentation? Are you viewed as an authority in regard to your topic? Is the subject so technical that you will need an expert with you to answer specific questions? Does the audience perceive you as closely allied to their values? Is the audience friendly, hostile, indifferent, or does it have a "show me" attitude? Unless you are a well-known figure, most members of your audience will expect to be shown that you deserve their attention.

KEY DECISION MAKERS

Is there a decision maker in the group? If you are selling a large computer system to a company, will it be to your advantage to focus on the engineer in the group? Will the engineer make the final decision or will the CEO sign the check? Is there more than one decision maker?

ANALYSIS OF THE KEY DECISION MAKER

1. Who is the key decision maker? _____
2. Is there more than one key person? _____
3. How much do they know about the proposal? _____
4. How will they view the proposal? (financial background, marketing, etc.) _____
5. What have they really asked you to present? _____
6. How will they react — some people react differently in a group setting than one on one? _____
7. What has been the fate of similar proposals? _____
8. Will the proposal reduce the power or influence of the decision maker? _____
9. Will it have any impact on “pet projects”? _____
10. Has the decision maker been on the record as opposing such a proposal? _____
11. What is the decision maker’s style? Does he or she want all the alternatives spelled out? Lots of analysis, computer print-outs? Graphs and visuals? Quick-action steps? More committees and studies? _____
12. Do others have to be persuaded? Get consensus? _____
13. What is your fall-back position — if any? _____
14. What is the next step? _____
15. What criteria must be met? Budget, time, personnel, equipment? _____

What is this person’s style? Does the decision maker want all the alternatives spelled out, lots of analysis, computer printouts, graphs and visuals, quick-action steps, committee work, or studies? We all employ various styles of behavior, but there is usually one governing style:

- An *analytical* person will expect facts, trust facts, and remember facts. Be prepared with additional convincing details if he or she suggests delaying a final decision.
- A *socializer* who is more intuitive and creative will be more comfortable with hypothetical concepts. Socializers have large egos—beware of taking away any sense of their power.
- A *compliant, amiable* type may be easier to convince, but get a commitment from them to follow through. Include information about how your proposal will affect the people involved.

- A *dominant, driver* type of personality will be results-oriented and want you to immediately get to the substance of your presentation. Do your homework and don't have any frills!

Robert W. Lucky, Corporate Vice President of Applied Research at Bellcore, cautions that "Key members of the audience can be laugh leaders and emotion leaders, and skeptics, and sympathizers. A few can go a long way to swaying the effect on the whole reaction to your presentation." Gain rapport with these individuals as well as the ones in charge of facts.

Use the checklist to analyze key decision makers. Your answers should influence your approach to your presentation.

- Be aware there is a built-in bias against giving up the status quo, as this may indicate that things were done wrong before.
- Major changes meet more reluctance than minor changes.
- It is sometimes best to address major concerns of the key decision maker up front so that he or she knows you are aware of problems.

ADAPTING TO THE AUDIENCE

What if your lead time is so short that you cannot do a thorough audience analysis? Even if you have one hour, you can still run through the audience analysis checklist to formulate an approach for dealing with an unfamiliar audience. If you get in the habit of using the checklist and considering the variables in each audience and situation, you will find even impromptu speeches easier to write and present.

What if there is no way you can conduct an audience analysis? This is normal for many training situations. John Moore conducts five-day classes on specialized software at Hewlett-Packard with employees he has never met. He constantly seeks feedback and monitors his audience. He tells the class, "My first objective is that you have a good time and have fun this week. My second objective is that you learn something. You don't have to memorize everything I say. It's okay if you don't know or understand the concepts in the beginning—that's why you're here."

He asks numerous questions to determine their level of knowledge. He makes eye contact after presenting an important concept and often he repeats a concept. He only goes forward when new information has been assimilated.

Moore says he "senses" when the class is confused. If they become very quiet or write noisily, he gives more examples to explain a complex command. He is very responsive to body language and the "energy" of the individuals. He is never buried in his material but is totally involved with checking responses and selecting the best way to coach his students.

ACTION STEPS

Here's a suggestion. As soon as you schedule a presentation, select a bright-colored folder with a pocket. Write across the top with a large, black, felt pen the audience, date, subject, and title. Fill in as many questions as you can on the audience analysis checklist provided earlier in this chapter. You might want to copy the checklist from the book and enter it in your computer. Start collecting anecdotes and statistics and put them inside the folder or copy them to a file on your disc. Do your detective work and complete the checklist. You will have a revealing audience profile—their “map of the world.”

This profile will give clues that will influence your choice of objective, the organization of your presentation, and the style of delivery. It will aid you in relating your exact message to the needs and beliefs of your audience and will help you get the response you want on a consistent basis.

KEY IDEAS

- Determine the profit-value of your objective to the audience.
- Find out the level of knowledge of your audience and start from where they are.
- Realize that everyone has a different “map of the world.”
- Fulfill expectations, but then do the unexpected.
- Anticipate audience reaction to you and your message, but stay flexible.