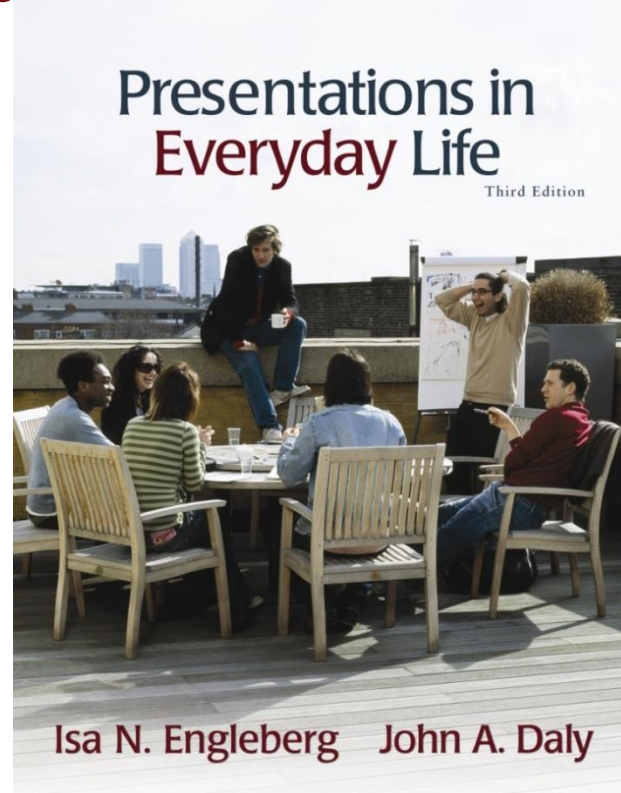


Chapter 5: Audience Analysis and Adaptation



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Chapter 5: Audience Analysis and Adaptation



Audience-Focused Presentations
Know Your Audience
Gathering Audience Information
Adapting to Your Audience

Audience Research Questions

- **WHO** are they?
- **WHY** are they here?
- **WHAT** do they know?
- **WHAT** are their interests?
- **WHAT** are their learning styles?

Audience Demographics

General Demographics

- Age
- Race
- Gender
- Marital Status
- _____
- _____
- _____

Specific Demographics

- Hobbies
- Employment
- Career Goals
- Political Affiliation
- _____
- _____
- _____

Classroom Demographics

General Demographics

- Age (Average/range)
- Race
- Gender
- Income Level

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Specific Demographics

- Majors
- Hobbies
- Political Affiliation
- Career Goals

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Consider Cultural Dimensions

- **High/Low Power Distance:** Degree of equality and level of status
- **Uncertainty Avoidance:** Comfort in uncertain conditions
- **Individualism/Collectivism:** Prefer independence or interdependence
- **High/Low Context:** Direct or indirect communication

High/Low Power Distance

- High Power Distance
 - Inequality between high and low status members:
- Malaysia, Guatemala, Panama, Philippines, Mexico, Venezuela, etc.
- Low Power Distance
 - More equality and interdependence among members:
- New Zealand, Denmark, Austria

High/Low Power Distance Speaker & Audience Behaviors

- High Power Distance Speaker
 - Direct, explicit directions, expecting compliance
- Low Power Distance Speaker
 - Less direct, more focused on accommodating audience opinions/needs
- High Power Distance Audience
 - Accept opinions and follow orders from high status speakers
- Low Power Distance Audience
 - Distrust or resent direct orders, expect more respect and adaptations

Uncertainty Avoidance

- High Uncertainty
 - Prefer Rules, plans, and routines
- Greece, Portugal, Guatemala, Belgium, El Salvador, Japan
- Low Uncertainty
 - Comfortable with ambiguity and unpredictability
- Singapore, Jamaica, Denmark, Sweden, Hong Kong

Uncertainty Avoidance

Speaker & Audience Behaviors

- High Uncertainty Speakers
 - Nervous and tense when speaking to strangers, preferring well prepared and organized presentations
- Low Uncertainty Speakers
 - Less structured and more willing to offer innovative ideas and to take risks with an audience

Uncertainty Avoidance

Speaker & Audience Behaviors

- High Uncertainty Audience
 - Prefer predictable, clear instructions that conform to existing beliefs and values
- Low Uncertainty Audience
 - Take suggestions but also may feel independent of and be willing to challenge the speaker

Individualism-Collectivism

- Individualism
 - Values individual achievement and personal freedom
- United States, Australia, Great Britain, Canada
- Collectivism
 - Values group identity and collective action
- Latin America and Asian countries

Individualism-Collectivism

Speaker & Audience Behaviors

- Individualistic Speakers
 - May focus on personal achievements and seek credit for their work
- Collectivists Speakers
 - Emphasize how they share audience values and how the message will benefit the greater good
- Individualistic Audiences
 - Look for ways in which speaker's message can satisfy their personal needs
- Collectivists Audiences
 - Look for ways in which speaker's messages may benefit their group or community

High or Low Context

- High Context
 - Messages are implied, situation sensitive, and relationship dependent
- China, Japan, Native American, African American, Mexican American, and Latino
- Low Context
 - Messages are explicit, factual, and objective
- Germany, Switzerland, White American, Scandinavia, Canada

High or Low Context Speaker and Audience Behavior

- High Context Speakers
 - Consider history of the speaker-audience relationship, focus on non-verbal cues, and adapt to audience feedback
- Low Context Speakers
 - Present facts in a clear, direct and explicit speaking style

High or Low Context Speaker and Audience Behavior

- High Context
Audiences

- Members may need time to review information and react and are conscious of the speaker's relationship to the audience

- Low Context
Audiences

- Members may have difficulty understanding subtle nonverbal cues and the importance of going beyond 'just facts' and analyzing speaker audience relationships

Match the Cultures

- | | |
|-------------------------------|-----------------------|
| A. High/Low Power Distance | ___ United States |
| | ___ Japan |
| B. Uncertainty Avoidance | ___ Scandinavian |
| | ___ Southern Africa |
| C. Individualism/Collectivism | ___ Northern European |
| | ___ Asian |
| D. High/Low Context | ___ Latin American |

Why Are They Here?

How would you adapt to audience members who are attending your presentation because they . . .

- are required to attend?
- always attend?
- are interested in the topic?
- are interested in or eager to hear you?
- will be paid or rewarded for attending?

Multiple Choice Question

Which of the following statements expresses someone's attitude?

- a. "Most people in the U.S. value independence."
- b. "People in the U.S. have the best values for enjoying and succeeding in life."
- c. "People in the U.S. and China have different values."
- d. "Values trigger emotions and guide your actions."

Learning Styles

- Visual - *visual learning* style, often referred to as the *spatial learning* style, is a way of *learning* in which information is associated with images. This *learning* style requires that *learners* first see what they are expected to know.



Learning Styles

- Auditory - a **learning style** in which a person learns through listening. An **auditory learner** depends on hearing and speaking as a main way of **learning**.



Learning Styles

- Kinesthetic/Tactile - *kinesthetic learning*, or *tactile learning* is a *learning* style in which *learning* takes place by carrying out physical activities, rather than listening to a lecture or watching demonstrations.



Match the Learning Styles

- | | | |
|----------------|-------|---------------------------------------|
| A. Visual | _____ | Prefer TV & radio to newspapers |
| B. Kinesthetic | _____ | Learn by doing |
| C. Auditory | _____ | Prefer teachers to write on the board |
| | _____ | Remember names but not faces |
| | _____ | Can do two things at once |
| | _____ | Read and follow directions |

A Good Audience Survey . . .

- . . . tells you something you **need to know**.
- . . . gives you information you can **use**.
- . . . is **fair**.
- . . . is **confidential**.
- . . . looks **professional**.
- . . . is **short**.

Is This a Good Survey Question?

What is your religious preference or background?

- Catholic
- Protestant
- Jewish
- Other _____
- Not identified with any religious group

Strategies for Speaking to International Audiences?

- Speak slowly and clearly. Why?
- Use visual aids. Why?
- Be more formal. Why?
- Adapt to cultural perspectives. Why?
- Avoid humor. Why?
- Avoid U.S. clichés. Why?
- Respect their politics. Why?

Comprehension Questions

Functions

- Capture attention
- Involve the audience
- Assess audience comprehension
- Help maintain control

Examples

- Would more examples make this clearer?
- I see that some of you are frowning—can you tell me why?

- _____

Mid-Presentation Adaptation

You can make mid-course correction as you speak by:

- adapting to audience feedback
- adapting to disruptions
- preparing for and expecting the unexpected