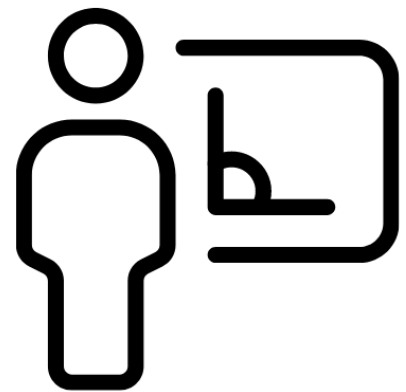


# Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



*To succeed in business it is necessary to make others see things as you see them.*

*John H. Patterson*

## Module Two: Identifying Your Audience



The key to effective public speaking is preparation. The better you prepare, the more confident you will feel.

Preparation begins with identifying your audience. What do you know about your audience? What do they care about? What's important to them? Do they have any misconceptions about your topic? These are the kinds of questions you should ask as part of your preparation. Sitting down and listing the questions, and your answers to them, will give you a basic structure for your speech, around which you can add things and take them away as you see fit.

Holding the attention of an audience and speaking to what interests them is the most important thing about any public speech. It is not merely about what you say, but also how you say it. If you have a message you wish to get across, then think of how that message will communicate itself best to the audience you are speaking to.

### Performing a Needs Analysis



Preparing for a speech should begin with thinking about the wants and needs of the audience. What are they interested in? What do they care about? No matter how entertaining a speaker you are, people will not give you their full attention unless you are talking about something that is meaningful to them.

You should try to let the audience know early in your speech that you are going to try to address their concerns. Too often a speaker starts out with a lengthy discussion about the history or background of a topic. That is usually not what the audience cares about! They want to know how this topic will affect their lives.

A needs analysis measures what skills employees have -- and what they need. It indicates how to deliver the right training at the right time. The results answer the following questions:

1. Where is the **audience** with the problem or need for change?
2. What **tasks** and subtasks does an expert perform to complete a work process?

3. What **gaps** exist between experts, average, and poor performers of a work process?
4. How do we translate the needs into objectives to promote a strong learning **outcome**?

The method can be simple observation, careful note taking, and asking questions.

Question	Methods
<b>Audience?</b>	Interview key stakeholders and listen to their concerns about the problem Define who needs help to overcome the problem Identify and describe the audience and the work
<b>Tasks?</b>	Observe the work being done by recognized experts Take careful notes and ask questions where needed Document the proper performance of the work tasks
<b>Gaps?</b>	Observe other workers doing the tasks. Compare results with the performance of experts. Document identified skill gaps.
<b>Outcome?</b>	Develop a complete list of tasks for performing the work completely and correctly.

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	To understand how to analyze the needs of your audience.
<b>Topic Summary</b>	The crucial question for any audience is, "What's in it for me?" Understanding the wants and needs of your audience is an important step in preparing a presentation.
<b>Recommended Activity</b>	Divide participants into groups of four to six. Ask each group to think about a speech or presentation that one member of the group might give. What wants, needs, or concerns would the audience have?  Ask each group to report on its discussion.
<b>Stories to Share</b>	Too many speakers prepare for a presentation by thinking just about what they want to say. That's important, but it's also important to think about the concerns of the audience. Why are they bothering to listen to you?

## Creating an Audience Profile

- **Education:** If your audience is well-educated, you can use fairly sophisticated vocabulary. If they're not, you need to keep things simple.
- **Familiarity with Topic:** What do people know about the topic already and what do you need to explain?
- **Familiarity with Jargon:** Avoid any specialized vocabulary unless you think that everyone in the audience will understand it. If you have to use a technical term, explain it.
- **Interest in the Topic:** What do people care about? What's important to them?
- **Possible Misconceptions:** Which incorrect ideas might you need to correct?
- **Attitude:** Are people hostile, supportive, curious, worried? The attitude of your audience will affect the tone of your speech.



One of the most important elements of written or spoken language is the register in which it is delivered. Experts say that there are three registers of language, titled R1, R2, and R3. R1 is the level of language used most commonly by politicians, lawyers, and found in the upper-market range of newspapers. R2 is the most commonly used by people in everyday conversation with acquaintances and people they have just met (outside a framework of formality).

R3 is the register that may be used between close friends and is heavily based in slang. Considering how educated your audience is, and how formal you wish the speech to be, will govern the choice of register.

The audience's familiarity with an interest in the topic will also be of importance. You may be seeking to educate your audience on the topic in hand, or to communicate your own ideas to an audience who is already familiar with the topic. Deciding between these will help shape your speech – if they are familiar with the topic then it does not hurt to include some jargon, as this may even make your speech that little bit more dynamic – if you don't need to keep explaining things, you can communicate ideas more effectively.

The mood and opinion of your audience is also important. It will influence the tone and content of your speech, as a nervous or worried audience will require an element of comfort or reassurance, while a celebratory audience will want to share a positive, electric atmosphere and possibly hear some congratulations.

One person speaking to a large crowd is in a unique position – they have the attention of many people and the power to get ideas across that will change mindsets and behavior on a large scale. It is therefore important to consider how you phrase things, and that you correct any persistent misconceptions of which you are aware.

<b>Estimated Time</b>	10 minutes
<b>Topic Objective</b>	To understand how to create an audience profile.
<b>Topic Summary</b>	The more you know about your audience, the more effective your presentation can be. By using an audience profile, you can make your presentation more understandable and meaningful to your audience.
<b>Planning Checklist</b>	<p>Before the workshop, write these headings on a flip chart:</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Familiarity with topic</li> <li>• Familiarity with jargon</li> <li>• Interest in topic</li> <li>• Possible misconceptions</li> <li>• Attitude</li> </ul>
<b>Recommended Activity</b>	<p>Ask participants to work in the same groups as in the previous activity.</p> <p>Briefly explain each of the audience characteristics that you listed on the flip chart.</p> <p>Ask participants to think of the presentation they discussed in the previous activity. How would they describe their audience in terms of the characteristics listed on the flip chart?</p> <p>Ask each group to report on what it decided about its audience.</p>
<b>Stories to Share</b>	<p>Listening to a speech is different from reading a book or an article. If you don't understand something you read, you can go back and read it again. But when you hear a speech, you have only one chance to understand it. That is why speakers have to make a special effort to make themselves understood.</p>

## Identifying Key Questions and Concerns



If you have a good understanding of your audience, you can probably predict the key questions and concerns they are likely to have. You may not be able to give the audience the answers they would like to hear, but at least you should be ready to discuss the things they care about most.

Many speeches these days are followed by a question and answer session which allows the audience to raise any issues they do not feel have been fully dealt with by the original speech – but it is better for the audience if the original speech deals with those concerns, as it shows that they have been thought through rather than addressed “on the hoof”.

Predicting questions and concerns should be straightforward. If you are in a position to address a larger group of people, then the chances are that you have knowledge of the issues that affect them and how these can be addressed. It is also possible to take a sounding from people “on the ground” as to what is concerning them. It may well be that you share those concerns and have given some thought to addressing them.

If you can speak intelligently and emotionally about the issues that concern your audience, they will have a lot more trust that you can help provide solutions to problems, and that their position is understood and respected.

It may help before delivering a speech or presentation to make a list of the five most pressing questions you expect people to have. Your presentation should then concern itself with answering those questions as well as delivering your own standpoint.

When delivering the speech it is helpful to pay tribute to the fact that these concerns exist, by saying something along the lines of: “And before I go any further, I would like to raise an issue that I know has been foremost among the minds of many here...”. As the audience is giving you their attention, it is simply reasonable that you make clear that they, too, have yours.

<b>Estimated Time</b>	<b>10 minutes</b>
<b>Topic Objective</b>	To understand the importance of being prepared to address key questions and concerns.
<b>Topic Summary</b>	Part of preparing for a presentation is preparing to respond to key questions and concerns.

<b>Recommended Activity</b>	<p>Ask participants to work in the same groups as in the previous activity.</p> <p>Ask participants to think of the presentation they discussed in the previous activities. What key questions or concerns would their audience be likely to raise?</p> <p>Ask each group to report on the questions and concerns it discussed.</p>
<b>Stories to Share</b>	<p>One way to boost your confidence before a presentation is to think of the toughest question someone might have and prepare a good answer for it.</p>

## Practical Illustration



Brian went to meet with Frank at lunch, and Brian asked him. “How’s the speech writing going?”

Frank said, “To be honest? I have no idea how to even get started.”

Brian nodded, understanding. “Have you performed a needs analysis?”

Frank asked, “What’s a needs analysis?”

Brian said, “You ask yourself questions, like, ‘Where is the audience with the need for change?’ and ‘How do we translate those needs into objectives to promote a strong learning outcome?’ It’s about asking yourself what your audience is looking for, and starting from there.”

Frank said, “That might be just the jumpstart I need to get this speech started.”

Brian emailed Frank a document outlining the steps of a needs analysis, and Frank used the points to help write the outline of his speech.

## Module Two: Review Questions

- 1.) What should preparing for a speech begin with?
- a) Talking to others about speeches they have given
  - b) Thinking about time management
  - c) Thinking about the wants and needs of the audience
  - d) Taking out a pen and paper and getting to work

Preparing for a speech should begin with thinking about the wants and needs of the audience.

- 2.) What should you try to let the audience know early in your speech?
- a) A lengthy discussion about the history or background of a topic.
  - b) That you are going to try to address their concerns.
  - c) The tasks and subtasks an expert performs to complete a work process.  
That your speech will be short and lighthearted.

You should try to let the audience know early in your speech that you are going to try to address their concerns.

- 3.) Which of these is not a question a needs analysis will answer?
- a) When are you going to get to the in depth analysis in your speech?
  - b) Where is the audience with the problem or need for change?
  - c) What gaps exist between experts, average, and poor performers of a work process?
  - d) How do we translate the needs into objectives to promote a strong learning outcome?

Answers b, c, and d, are questions used to perform a needs analysis

- 4.) What do you need to ask yourself when focusing on the audience's interest in your topic?
- a) How level of education does my audience have?
  - b) What do people care about? What's important to them?
  - c) Do I need to avoid any specialized vocabulary?
  - d) What do people know about the topic already and what do you need to explain?

**Interest in the Topic:** What do people care about? What's important to them?



5.) Which of these will affect the tone of your speech?

- a) Familiarity with the topic
- b) Familiarity with jargon
- c) Possible misconceptions
- d) **Attitude**

**Attitude:** Are people hostile, supportive, curious, worried? The attitude of your audience will affect the tone of your speech.

6.) Which register is most commonly used by people in everyday conversation with acquaintances and people they have just met?

- a) R1
- b) **R2**
- c) R3
- d) R4

**R2 is the most commonly used by people in everyday conversation with acquaintances and people they have just met**

7.) When will it not hurt to include some jargon, as this may even make your speech that little bit more dynamic?

- a) **If the audience is familiar with the topic**
- b) If you are in front of a nervous or worried audience
- c) In a positive, electric atmosphere where the audience will want to hear congratulations
- d) All of the above

**If they are familiar with the topic then it does not hurt to include some jargon, as this may even make your speech that little bit more dynamic**

8.) Why is dealing with concerns during your speech preferable to a question-and-answer session?

- a) It makes better use of time and is more productive on the whole.
- b) They will have a lot more trust that you can help provide solutions to problems.
- c) In this situation, you will be able to give the audience the answers that they want to hear.
- d) **It shows that their concerns have been thought through rather than addressed "on the hoof".**

**It is better for the audience if the original speech deals with those concerns, as it shows that they have been thought through rather than addressed "on the hoof".**

9.) What will cause the audience to have a lot more trust that you can help provide solutions to problems, and that their position is understood and respected?

- a) Taking a sounding from people “on the ground”
- b) Waiting for the audience to present their questions and concerns
- c) **Speaking intelligently and emotionally about the issues that concern your audience**
- d) Using jargon and using Register 3 as a way of making the audience relaxed and comfortable

**If you can speak intelligently and emotionally about the issues that concern your audience, they will have a lot more trust that you can help provide solutions to problems, and that their position is understood and respected**

10.) What may help before delivering a speech or presentation?

- a) Holding a question and answer segment before your speech or presentation
- b) Purposely using extensive vocabulary to confuse your audience to avoid questions
- c) **Making a list of the five most pressing questions you expect people to have**
- d) Doing a research study on which questions are most often asked by the audience during speeches and presentations

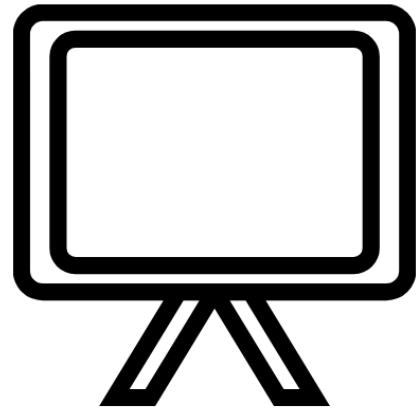
**It may help before delivering a speech or presentation to make a list of the five most pressing questions you expect people to have.**

# PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.





“

*To succeed in business it is necessary to make others see things as you see them.*

*John H. Patterson*

## MODULE TWO

# Identifying Your Audience

Holding the attention of an audience and speaking to what interests them is the most important thing about any public speech.



## Performing a Needs Analysis

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Audience

Tasks

Gaps

Outcome

## Creating an Audience Profile

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- Education
- Familiarity with Topic
- Familiarity with Jargon
- Attitude





## Identifying Key Questions and Concerns

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As the audience is giving you their attention, it is simply reasonable that you make clear that they, too, have yours.

### Practical Illustration



- Performing a Needs Analysis
- Creating an Audience Profile
- Identifying Key Questions and Concerns

## Module Two: Review Questions

1. What should preparing for a speech begin with?

A. Talking to others about speeches they have given

B. Thinking about time management

C. Thinking about the wants and needs of the audience

D. Taking out a pen and paper and getting to work

# Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.





# Public Speaking Quick Reference Sheet



## Listing the Actions You Took

- If people are confused as to what exactly will be dealt with – and when – they are liable to lose concentration, and any key points you make in the presentation will resonate less as a result of people wondering what is next.
- There will be people in your audience who, although they are keen to listen closely to the presentation, will still wonder when their particular area of interest will be dealt with. We change how we listen depending on our familiarity with the topic.
- If people are concerned about the length of the presentation, their minds will begin to wander as it passes the point where they would have hoped for it to finish.

## Reviewing, Editing, and Rewriting

### Content and Organization:

Does the opening provide a good idea of what the presentation is about?

Are the main ideas arranged in a logical order?

Are opinions backed up with facts, statistics, and authorities?



### Language:

Have you come with clear, effective statements of your main ideas?

Have you eliminated jargon as much as possible?

Have you used vocabulary that the audience will understand?



### Length:

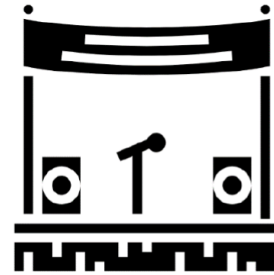
Have you devoted an appropriate amount of time to each part of your presentation?

Is your entire presentation an appropriate length?



## Checking Out the Venue

- Adequate seating.
- Good sight lines. Some chairs may need to be moved so that everyone can see the speaker or the screen.
- Projectors or other equipment. If you will be using the site's projector, be sure it works, and check to see if it is compatible with your laptop. Will you need an extension cord?
- Lighting. What combination of lights will allow the audience to see you, their notes, and the screen if you plan to use slides?
- Speaker's accommodations. Is there a podium if you plan to use one? Is there a place for you to put handouts?



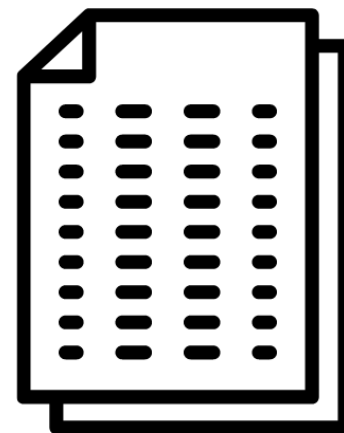
# Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



## **Icebreaker: Ball Toss**

### **PURPOSE**

To help participants get to know each other.

### **MATERIALS REQUIRED**

Use a small lightweight ball that you can easily toss around the room, like a NERF ball.

### **PREPARATION**

1. None

### **ACTIVITY**

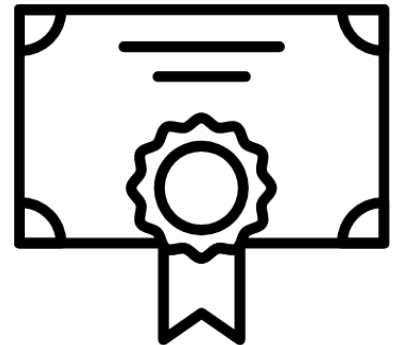
Toss a ball to one of the participants who then makes the first introduction and shares one interesting fact about themselves. They then throw the ball to someone else. Challenge the group to complete the introductions without throwing the ball to the same person twice.

Tip: You may wish to have a member of the group toss the ball to you, too.

# Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course*  
*Public Speaking*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title

\_\_\_\_\_