Business Communication Building Critical Skills (Canadian) 6th edition Braun Solutions Manual

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Module 2
Adapting Your Messages to Your Audience

Module Overview

Module 2 discusses strategies writers use to shape messages to meet the needs of different audiences, and introduces analytical tools, such as demographics and psychographics, which writers can use as part of their analysis.

Because it discusses seminal concepts in business communication, we recommend Module 2 be covered early in your course. Students can return to it as they analyze audiences for the messages they write and the presentations they give.

As with all modules, we recommend that you read Module 2 thoroughly before reviewing the discussion that follows.

Module Learning Objectives

After reading Module 2, students will be familiar with

- The needs of the audiences who may evaluate their business messages
- Variables in the communication process
- The importance of adapting their message to their audience

By applying the information, students will be able to

- Analyze your communication audiences
- Begin to shape the content, organization, and form of their messages to meet audience needs

What's in This Supplement

- **Part 1: Key Discussion Points, Teaching Tips, and In-Class Exercises**
- **Part 2: Answers to Textbook Assignments**

Part 1: Key Discussion Points, Teaching Tips, and In-Class Exercises

☑Who Is My audience?

Your audience may include many people. In an organizational setting, a message may have as many as five audiences.

In the **audience-centred** approach to communication, writers and speakers create more effective messages. Audiences may include

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1. Initial audience
2. Primary audience
3. Secondary audience
4. Gatekeeper
5. Watchdog audience

For messages going to multiple audiences, writers should consider the needs of the **primary audience** and **the gatekeeper** to decide on message content, organization, level of formality, word choice and delivery medium.

> **Teaching Tip:** Emphasize that while gatekeepers can also be the initial audience, the initial audience *does not have to be a gatekeeper.* Initial audiences simply are the first to receive the message. Students also should understand the importance of secondary audiences. For instance, a letter to an employee announcing a benefits change may affect not only the employee but also his or her spouse or domestic partner.

Figures 2.1 and 2.2 illustrate the multiple roles that audiences can take and suggest the multitude of audiences possible for a business message.

The needs/wants/values of the primary audience will most affect the writer's approach to the message.

> **In-Class Exercise:** Individually or in groups, have students spend 10-15 minutes identifying key audiences for common messages. Good general examples include SM posts, or a familiar advertisement for a product or service. Have students brainstorm how the message intended for the primary audience would be affected by additional audiences (which they also must identify) and their needs or concerns. For more specific scenarios, consider the module **Exercises**, particularly **2.1** and **2.4** of *BCS.*

☑Why Is Audience So important?

When people know how they'll benefit, they're more likely to pay attention and respond to your message. Successful communicators analyze, identify, and meet the audience's need to know what's in it for them.

Successful messages always meet the audiences' needs. To help students better understand the effect of audience on a message, have them consider audience and PAIBOC (introduced in **Module 1**). **PAIBOC** refers to six areas writers must consider when composing effective messages. Five of these areas relate to audience:

P What are your **purposes** in communicating?

A Who is (are) your **audiences**? What audience characteristics are relevant to this particular message?

I What **information** must your message include?

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B What reasons or **reader benefits** can you use to support your position?

O What objections can you expect your reader(s) to have?

C How will the **context** affect reader response? Think about your relationship to the reader, morale in the organization, the economy, the time of year, the message medium and any special circumstance.

PAIBOC enables students to identify and analyze the six key areas in planning, organizing and composing messages. Draw student's attention to the PAIBOC explanations. Ask students to give specific examples from their own experiences for each of the PAIBOC components.

(Note that the descriptions/explanations in each PAIBOC figure reflect specific module content.)

A simplified model of two-person communication with feedback, stressing the importance of audience, is the focus of **Figure 2.3**. The process of meaning-making is negotiated through

- **Perception**
- **Interpretation**
- **Choice/Selection**
- **Encoding/Decoding**

  Teaching Tip: Because of texting, students are aware of the concept of codes. Use this knowledge to help explain the encoding/decoding process. For instance, once a message is put into secret code, the receiver must have the codebook in order to decipher, or decode, the message. Similarly, business messages sent in the wrong "code" make no sense to the receiver. They are just as secret.

- **Channels**

  Teaching Tip: It might be useful to students to distinguish between **channels** and **media**, since we use them interchangeably, and they are not synonymous. Channels are the six senses we use to gain information about the world; media are the tools we use to feed these senses – including smartphones, movies, videos, TV, radio, traffic lights, newspapers, e-newsletters, and so on.

- **Feedback**
- **Noise**

  Teaching Tip: Emphasize that noise can occur at any point during the message transmission, such as when the sender uses jargon that the receiver will not understand, or texts inappropriately, or phones after business hours. While senders cannot control all noise factors, students should be able to identify those under the sender's control—how and when the message will be sent, and organization and language.

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In-Class Exercise: Individually or in groups, have the students spend 15-20 minutes recounting frustrations they've had sending or receiving messages. These encounters could be at work, at school, or in their personal lives. Have them identify what they believe were noise factors. Ask the students to list what steps they could have taken to minimize the noise.

To better understand channels, have students in groups analyze some or all of the channel possibilities in **Exercise 2.6.**

☑What Do I Need To Know About My Audience(s)?

You need to know everything that's relevant to what you're writing or talking about.

The more a writer knows about the audience when composing and revising, the more likely the message will succeed. Writers can use a variety of strategies to assess audience.

A key to understanding audience is **empathy,** or putting oneself in the audiences' shoes. Empathy requires students to imagine themselves as the audience and to anticipate and understand the audiences' emotional, psychological, and physical needs. The most effective writing is reader-centred.

In-Class Exercise: Form groups of two students each. Have Student A share a (non-traumatic) story with Student B about a significant interaction with another person in which Student A was displeased or misunderstood. Then, have Student B assume the role of Student A in the situation, while Student A assumes the other role. Role play, re-creating the event as best possible. Afterward, have students discuss what they thought and felt during the role play. How do Student B's thoughts and feelings compare to what Student A actually thought and felt in the original situation? What did Student A learn about the other person? Repeat with Student B's story.

Five concepts about audience can help build empathy and understanding.

- **The Audience's Knowledge**
- **Demographic factors**

Teaching Tip: Such "objective" information may be attractive to students, particularly those who come from fields of study that privilege it. Emphasize that making hasty generalizations about audience from demographics is dangerous. For instance, belonging to one ethnicity or another does not guarantee loyalty to a particular product or service, even if it is more *likely* to be used by members of that group. Students should understand that demographics are just one of many tools at their disposal.

- **Values and beliefs**

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In-Class Exercise: Have students form groups of 3-5 and spend 15-20 minutes completing **Exercise 2.8,** which offers insight into the dimensions of demographics and psychographics. Afterward, consider challenging the assumptions students have made—what do they base their conclusions on? Are any groups left out of their analysis? Why? What might these issues suggest about the limitations of demographics and psychographics?

In-Class Exercise: Take 15-20 minutes to have students individually or in groups recount experiences with supervisors who preferred to have information in writing versus those who wanted the information orally. Which wanted more detail? Which might have delayed making decisions? Which might be introverted? Extraverted? What other dimensions might be represented? Why do the students think so? Have them consider the values applied to these terms. All have strengths and weaknesses, but do the students value some personality dimensions more than others? Why? How is this appreciation culturally determined?

- **Past Behaviour**

Teaching Tip: The world is changing at ever-increasing speeds. To illustrate this concept, have students spend 10-15 minutes comparing fads popular this year to those two years ago. Five years ago. Ten years ago. Are there any constants? What is different? What might the actions of the past suggest about the future? Ask the students what they think the "shelf life" is for information today.

- **Discourse community**
- **Organizational or corporate culture**

While there may be similarities, each discourse community and organizational culture can be quite different from the next. Differences can even exist among (and within) departments and subsidiaries within the same organization. We can use a combination of observation, research (asking colleagues questions), and trial-and-error to learn these differences.

Spend *at least* 10 minutes exploring organizational culture and discourse communities and how they affect both spoken and written messages. Use this terminology throughout your discussion of audience and throughout the course as you discuss assignments students will write.

Teaching Tip: A common reaction from students to some business communication concepts is "That's not how we do it in my company." Take this opportunity to discuss discourse community and organizational culture. What might the practice in question reveal about either? Ask the class if they believe such a practice would work in a different discourse community or organizational culture. Why or why not?

The concept of discourse communities is crucial: it explains in part why some documents "succeed" on a particular job even though they would not get high grades in your course.

Teaching Tip: Make your course expectations and standards of grading for assignments clear to your students. Use online examples, handouts of model

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assignments, and grading matrices. Your classroom is one discourse community, and students need to know and adapt to your standards throughout the course. Invite them to ask questions and practice skills to understand and assess its boundaries.

In-Class Exercise: Choose 3-4 different organizations and list them on the board or on your Learning Management System (LMS). Canadian Tire, Royal Bank, Bell Canada, Chapters/Indigo, Google, Best Buy, Tim Horton's, Staples, Microsoft, the Walt Disney Corporation, Wendy's International, etc., are good places to start. A good source for this information would be the company Web sites. For 15 minutes, have students list what similar and dissimilar qualities each might have with regard to organizational culture. For instance, who might the heroes be? Where might casual dress be acceptable? How might success be determined? At the conclusion, take a quick poll of how many students might want to work for each. Take another five minutes to discuss with students why some organizations might seem more or less appealing. Have students explain why.

☑How Do I Use Audience Analysis?

Use audience analysis to plan your communication strategy.

Accurate audience analysis helps writers and speakers to make conscious choices in

- **Design**
- **Content**
- **Organization**
- **Style**

Teaching Tip: What students perceive as "academic" language may be different from that of their instructors. Ask the students to share the kind of words the term brings to mind. What specific examples are problematic? What language would they substitute? Would the change accurately convey the same information?

- **Media**

Teaching Tip: Though most students inundate themselves daily with visual images -- movies, magazines, music videos, ipod icons, and Web pages -- few consider the power and content of the images they see. Help them by using a common advertisement featuring images of people. From those images, have the students share their perceptions. Who is the ad aimed at? What assumptions has the advertiser made about that audience? Its needs and lifestyle? Who is excluded from the ad? If the image is non-inclusive, what might the effect be on overlooked individuals?

☑What if my audiences have different needs?

Focus on gatekeepers and decision makers.

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When it's not possible to meet all audience members' needs, writers should focus on gatekeepers and decision makers first. Writers may select either written and oral channels for their messages, and still have to decide on media appropriate for their purposes and audiences.

A **written message** makes it easier to

- Present many specific details of a law, policy, or procedure
- Present extensive or complex financial data.
- Minimize (on the writer's part) undesirable emotions.

E-mail and texting are used primarily for routine messages, to

- Get immediate action or response.
- Focus the audience's attention on specific points.
- Answer questions and build consensus

> **Last Word:** While it's unrealistic to expect to know *everything* about their audiences, communicators who use what they know—and take steps to learn what they don't—create more successful message.

Part 2: Answers to Textbook Assignments

Questions for Critical Thinking

2.1 Who are the audiences for Facebook posts?

This question encourages students to consider the evolving nature of privacy, and to acknowledge that often we are oblivious about who might be our audience.

This question might provide the opportunity for a discussion about the assumptions of "private" and "public" space, which, in North America especially, have dramatically changed as a result of our inability to respond effectively to ongoing technological change. Now technocrats face a push back in restaurants and theatres, on public transport, in banks and medical buildings: public space is being reclaimed through signage and societal pressure (NO Cell Phones Allowed!).

2.2 Emphasizing the importance of audience, marketers frequently say, "The customer is in control." To what extent do you feel in control as a customer, a student, a citizen? How do you use technology to increase your feelings of control?

Student answers will vary. Multiple apps provide suggestions, directions, gossip, entertainment and news. Savvy consumers know their voices can be heard—through tweets, blogs, networking sites (hotelsabout.com), letters and emails, participation in focus groups and surveys, boycotts and product protests, and simply passing up on purchases. However, the number of choices often seems overwhelming, and too few users employ the potential technology provides to create social change.

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2.3 If you are employed, which aspects of your organization's culture match your own values? Describe the culture you would most like to work in.

Students' answers will vary. Look for threads of explanation that use terms and concepts from this module. Challenge students to give detailed, complete answers. Refer students to Unit 6, where the importance of the fit between the employee and his/her culture is discussed in detail.

Exercises and Problems

2.4 Analyzing Social Media Users

Although students' answers will vary, encourage students to use terms and concepts from this module. Encourage students' insights about the meta-data social media sites provide about both users and creators.

2.5 Identifying Audiences

1. Because he or she will screen Cheechoo before Cheechoo can meet with the clients, the investment banker is both the initial and gatekeeper audiences. The clients are the primary audience. Secondary audiences include camp employees, equipment retailers, and parents of campers.
2. The dealers are the gatekeepers between Maria and her primary audience, the customers. Secondary audiences can include salespeople and customer spouses, if any.
3. The council members are the primary audience, while citizens, mayors, union representatives, department heads, blue-ribbon panellists, and affected city workers are the secondary audience. The watchdog audience includes anyone who has economic, social, or political power over the council; in this case, the voters, lobbying groups, and any group that has watchdog influence (e.g., Citizens for Fair Government).

2.6 Choosing Media to Reach a Specific Audience

Students' answers will vary, depending on how they define each audience (in terms of size or location, for instance). Ask the students to supply reasons why they've chosen their media to meet audience needs, using the terms discussed throughout the text.

Acceptable answers include e-newsletters, networking sites, blogs, tweets and

Direct mail, on-site posters; print ads in general newspapers or renter's guides; radio or television ads
Personalized letters; print ads in business or ethnic newspapers or magazines; or personal appeals at business associations
Print ads in newsletters for the disabled; bus or handivan posters
Ads in school newspapers; radio ads; flyers in schools and stores catering to teenagers

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Ads in sports-oriented publications
Letters; ads at soccer fields or sporting goods stores
Print ads; radio ads
Personalized letters; print ads in trade publications
Ads in specialty publications; flyers in sporting or gun stores
Print ads in ethnic newspapers; personal appeals through civic, neighbourhood, or religious organizations

No single medium is likely to reach all members of an audience. Usually, a combination of media is the best approach. When budgets or time constraints prevent this, writers should choose one medium most likely to reach the audience.

2.7 Persuading Your Organization to Adopt Flextime

Students' answers will vary. Whatever their response—particularly to the questions about easier or harder audiences to convince—expect a detailed, reasoned answer. Possible answers are

Because the insurance company is already large and successful, resistance to changing the status quo is probable. However, competing organizations (including banks and investment firms) are adopting flextime, making them more attractive places to work. Introducing a comparable program would help retain qualified workers, thus reducing company turnover. Also, if much of the work involves writing or processing correspondence, time shifts may be easy to implement.

Banks offering flextime appeal to qualified applicants—such as students and stay- at-home parents—whose responsibilities don't work well with a traditional job schedule.

Lacking the resources of larger companies, most small businesses expect employees to "wear many hats" and can't spare anyone. Therefore, flextime is likely to be viewed disdainfully, if possible at all. An appeal might be that flextime could allow for longer operating hours overall, thus creating more opportunity for business.

On the surface, a college admissions office may seem to be the easiest to convince. Why? So long as they meet legal requirements for operation, college offices generally are free to choose when and how to deliver services. However, as students continue to gain more options for learning (Web-based courses, transfer degree programs, etc.), many institutions, particularly private ones, now find themselves competing harder for students. Therefore, hours convenient to the largest number of students are critical. Use this as the basis of an appeal: flextime may allow a wider range of coverage by existing employees.

Like a small business, religious establishments often can't spare employees. However, there may be "down times" when coverage is not needed. Provided employees could get their work done, flextime could allow them to make schedules more efficient. Also, one

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could argue that religious organizations should let employees meet their own family's needs.

Because they are often under the scrutiny of media and the public, government agency officials may be uncomfortable offering innovative labour programs. However, the public is demanding more convenient hours for services. Flextime could provide a wider range of employee hours to offer services at times convenient for customers.

2.8 to 2.10 Students' answers will vary. Whatever their response, expect a detailed, reasoned answer. To help students on **Exercise 2.8,** encourage them to start by seeking answers from the campus admissions or student affairs office, which may keep relevant statistics on hand. For **Exercises 2.9 and 2.10,** emphasize courtesy and discretion. Where possible, the student should rely on experiences with managers and co-workers and report information using anonymous names. When an interview is required, the student should disclose the purpose.

2.11 Analyzing Corporate Culture on the Web

To get started, students can use search engines—such as Google and google.ca, Bytedog and dog pile—and search using general industry terms—such as "insurance company" or "advertising firm"—to find related organizations.

2.12 Analyzing an Organization's Culture

Whatever their response, expect a detailed, reasoned answer. Emphasize courtesy and discretion. Where possible, the student should rely on experiences with managers and co-workers and report information using anonymous names. When an interview is required, the student should disclose the purpose.

Polishing Your Prose: *Comma Splices* *(odd-numbered answers are in the back of the textbook)*

Several answers are possible—here are likely ones.

2. We interviewed two people for the accounting position, and we made one a job offer. OR After interviewing two people for the accounting position, we made a job offer to one.

4. The Director of Purchasing went to our Main Street warehouse to inspect the inventory, and Chum called him later to ask how things had gone.

6. Mr. Margulies gave a Prezi presentation at our September sales meeting in Whistler, and it went very well. OR Mr. Margulies' Prezi presentation at our September sales meeting in Whistler went very well.

8. You know, the fines for texting while driving have increased in all provinces, with Ontario's penalties for distracted driving being the biggest. OR You know, the fines for

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texting while driving have increased in all provinces. Ontario has the biggest penalty for distracted driving.

10. Sunil is our most experienced employee, and he joined the department in 2009. OR Having joined the department in 2009, Sunil is our most experienced employee. OR Sunil, who joined the department in 2009, is our most experienced employee. OR Sunil is our most experienced employee; he joined the department in 2009.

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Module 2

Children's Sports Day posters

As a Community Centre volunteer in a neighbourhood with families from several different countries and cultures, you are creating promotional posters for the upcoming Children's Sports Day. When you review the pictures the promotion committee wants you to use in the posters, however, you see mostly Caucasian boys. There are few girls, only one Asian child and no children from other ethnic groups. You're concerned that the pictures don't show the true cross-section of children in the community, and that they suggest sports activities are the realm of boys.

The promotion committee doesn't meet again for a month, and you need new pictures next week in order to have the posters printed in time to promote the event. Your brother has a good camera and will take pictures without charging the Community Centre. You'll need the committee's agreement, though. Write an email to persuade the promotion committee to let you use new, more inclusive pictures in the posters.

Paying for the dentist

Health insurance companies take forever to reimburse the dentists in the clinic where you work. As the office administrator, you're always chasing insurers and hunting through old records to match bills and patient payments for services with the late payments for the insurers' portions. The dentists are getting tired of waiting so long for the insurance money; they have bills to pay, too.

The dentists want you to write a letter to all of the clinic's patients explaining that, because of the insurance delays, they're introducing a new payment policy in two months. Patients will now be required to pay the entire bill at the time of service, then be reimbursed directly by their insurers for the portion of the bill that's covered by their dental policies. The clinic will submit claims on behalf of patients; however, patients will be responsible for following up with their insurance companies if payments are delayed.

From the business communication course you took in college, you remember how important it is to adapt a message to your audience – particularly in this case, where the dentists' needs may not be aligned with patients' needs. Write the plan you'll follow to analyze the primary audience for the dentists' letter.

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Minorities Need Apply

Canadians may feel complacent about Canadian multiculturalism. A closer look at our institutions, corporate boards and police forces, however, indicates that systemic prejudice still exists. The Royal Canadian Mounted Police (RCMP) is one of many Canadian institutions that must transform itself to reflect the diverse populations it serves.

At present, the RCMP is mostly made up of white males. Indeed, of the 1000 Mounties on the force, "just 6.4 percent … are from minority backgrounds. Some 7.6 percent are aboriginal and 18 percent are women." Although visible minorities make up "about 13 percent" of officers on the Toronto and York police forces, "minority representation in Canadian police services averages around 5 percent." Since even our smaller cities are now attracting immigrants from all over the world, the RCMP recognizes it's time to recruit and hire people whose languages and cultures represent the diverse communities they serve.

But this goal is not as easy as it sounds. First, many recent immigrants do not know much about the RCMP; they don't know that the Mounties are a national police force with the same roles and responsibilities as provincial and municipal police officers. Secondly, the recruitment drive must be inclusive enough to attract applicants from Canada's widely diverse cultural mix.

Visit the RCMP websites at www.rcmp-grc.gc.ca and http://www.rcmp-grc.gc.ca/ee-eme/index-eng.htm . Based on the information on the web page, write a status update of about 100 words for RCMP's Facebook page, announcing RCMP's initiative to recruit people from the visible minorities. Also, choose a suitable picture from the RCMP website to use in the message.

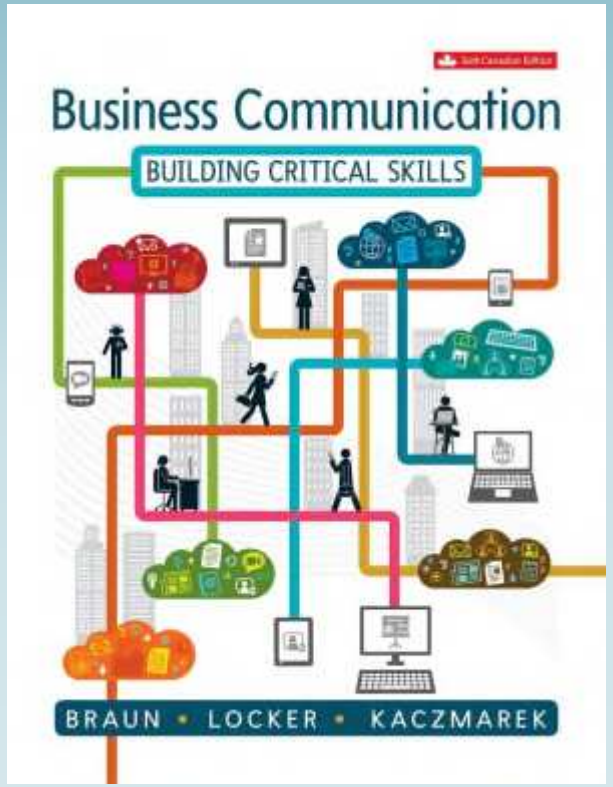
Hints:

- Research the visible minorities in Canada to gain an understanding of their cultures and to help adapt the message to your intended audience
- Use bias-free language to communicate the message
- Use a photo that includes people from various ethnicities and races
- Consider the PAIBOC questions when analyzing your message
- Provide a link to the RCMP Careers page at www.rcmpcareers.ca at the bottom of the message

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Lecture PowerPoint® Slides

to accompany



Prepared by
Karen Pike, Conestoga College

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Adapting Your Messages to Your Audience

MODULE 2

Module 2 Learning Objectives

Knowledge of

LO1 The needs of the audiences who may evaluate your business messages

LO2 Variables in the communication process

LO3 The importance of adapting your message to your audience

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Module 2 Learning Objectives

Skills to

LO4 Analyze your communication audiences

LO5 Begin to shape the content, organization, and form of your messages to meet audience needs

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Module 2 Outline

This module covers:

- Who is my audience?
- Why is audience so important?
- What do I need to know about my audience?
- How do I use audience analysis?
- What if my audiences have different needs?
- How do I reach my audience?

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Who is My Audience?

Five Kinds of Audiences	
Initial	Is the first to receive the message
Primary	Decides whether to accept or act on the message
Secondary	Comments on the message or implements recommendations
Gatekeeper	Has the power to stop the message
Watchdog	Has power and may base actions on the message

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Why is audience analysis important?

Audience analysis is fundamental to the success of any message.

Capturing and holding an audience's attention and motivating readers and listeners require shaping your message to meet the audience's interests and needs.

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Why is Audience So Important?

Audience is so important because people need to know **what's in it for them.**

Successful messages **anticipate** and **meet** the needs of the audience.

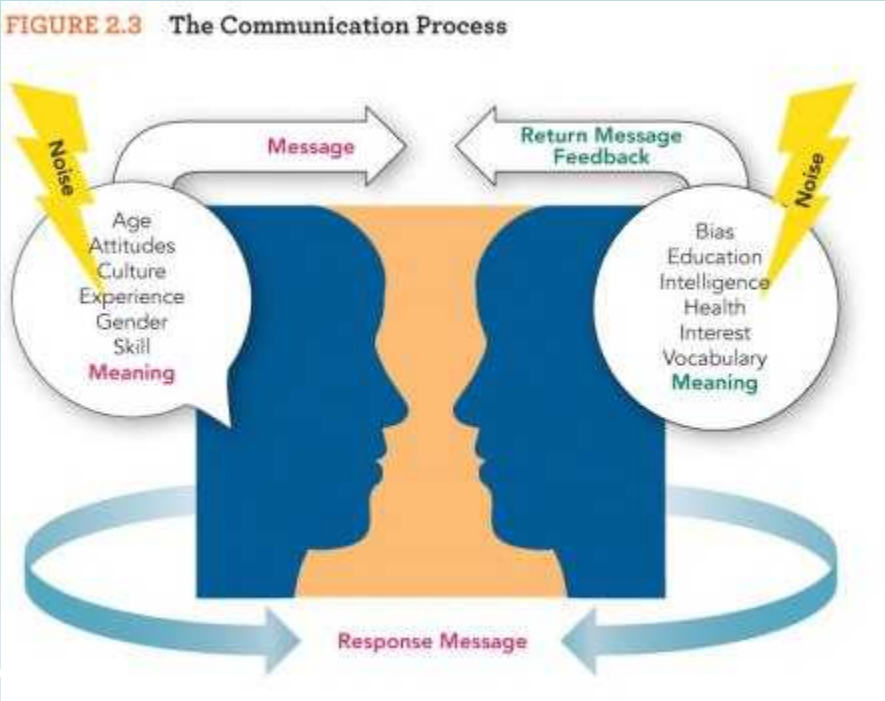


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Consider audience and the communication process

Communication is the transfer of meaning: both sender and receiver, using multiple symbols, reach agreement on the intended meaning.



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Apply PAIBOC when creating your message

P	What is your **purpose** in communicating?
A	Who is your **audience**?
	Now, based on your purpose and audience, answer the following questions:
I	What **information** must your message include?
B	What **benefits** will the audience get?
O	What **objections** can you expect from your audience?
C	How will the **context** affect audience response?

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What Do I Need To Know About My Audience?

When it comes to your audience, you need to know <u>everything</u> that's relevant to what you're writing or talking about.

Empathy allows you to be "audience-centered", and critical thinking skills help you to analyze and make decisions about information you have gathered about your audience.



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Analyze individuals and groups

You can analyze audiences as either individuals or groups, but always consider their

- knowledge of the topic
- demographic factors
- personality
- attitudes, values, and beliefs
- past behaviour

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Analyze *discourse* communities, considering both the verbal and non-verbal

Discourse communities are groups of people who share assumptions about their culture and values:

- the channels, formats, and styles to use
  - what to wear
  - how to behave
  - the medium to use
- the topics to discuss
- how to discuss topics
- what constitutes evidence or proof

Individuals belong to more than one discourse community.

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Analyze an organization's *culture (*or *corporate culture)* by examining its behavioural norms

Behavioural norms in organizations are revealed

- **verbally** through the organization's myths, stories, and heroes, and
- **nonverbally** through the dress code and the allocation of space, money, and power.

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How Do I Use Audience Analysis?

Carefully analyze your audience: individual, organization, or discourse community.

Then meet the audience's needs by adapting your

- Strategy
- Channel and Medium
- Organization
- Language
- Document Design
- Photographs and Visuals

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What If My Audiences Have Different Needs?

When you are writing or speaking to a variety of audiences, research to identify

- who the **decision makers** are
- how to best ensure your message gets to the decision makers (and past the **gatekeepers**).

Meet the needs of those **gatekeepers** and **decision makers** first.

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How Do I Reach My Audience?

Make use of **multiple channels** (both **verbal** and **nonverbal**):

- in-person
- electronic
- speaking
- gesturing
- writing
- use of colour
- use of space and time

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Consider the advantages and disadvantages of written and oral communications

	Advantages	Disadvantages
Writing	• Creates a permanent record • Can be specific, detailed, complex, objective	• Requires more time • Is permanent and available to all
Oral Communication	• Is usually easier and more efficient	• Sometimes jeopardizes meaning and morale

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Maximize the success of your message by applying audience-focused strategies

1. Adapt the message to the specific audience.
2. Show the audience how they benefit.
3. Anticipate and overcome objections.
4. Adopt a good attitude.
5. Use visuals to clarify.
6. Specify what you need from the audience.

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Summary

Analyzing your audience is key to making decisions on the best way to "reach" that audience.

Effective audience analysis includes

- identifying the individual or group,
- examining who that person or group is,
- and shaping the message based on its purpose and on the needs of the audience.

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