

Tools for an effective dynamisation of diverse audiences



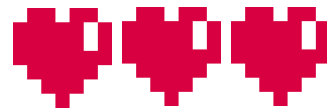
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Basic ground rules

1. This is a safe space.
2. Your ideas are welcome and cherished.
3. We respect each other's points of view.
4. You can take part at any time.
5. We encourage the participation of others.



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Contents

1. Our very own tools.
2. Diversity within a group.
3. Tips to facilitate a session.
4. Communication.
5. 3 practical cases
6. 7 basic principles to manage a diverse audience.



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The story of my shoes

- Pair up
- The story of your shoes in one minute
 - One minute each



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The story of your shoes

Was it a learning experience? Why?

What communication tools have you use?

Would you highlight anything about the way the story has been conveyed?

What have you learn from your mate?



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The story of your shoes (outcomes)

Telling the story of our shoes allows us to:

Be creative.

Get to know someone from a different perspective.

Learn things about ourselves.

Use different communication tools.



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Graphic self-description

What tools do we already have in order to tell a story?

Use your post its to write down at least 4 (one per post it) tools you already have to be able to tell a story (e.g. communication tools, approachability, empathy....).

YOU'LL HAVE 3 MINUTES



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Our own toolbox



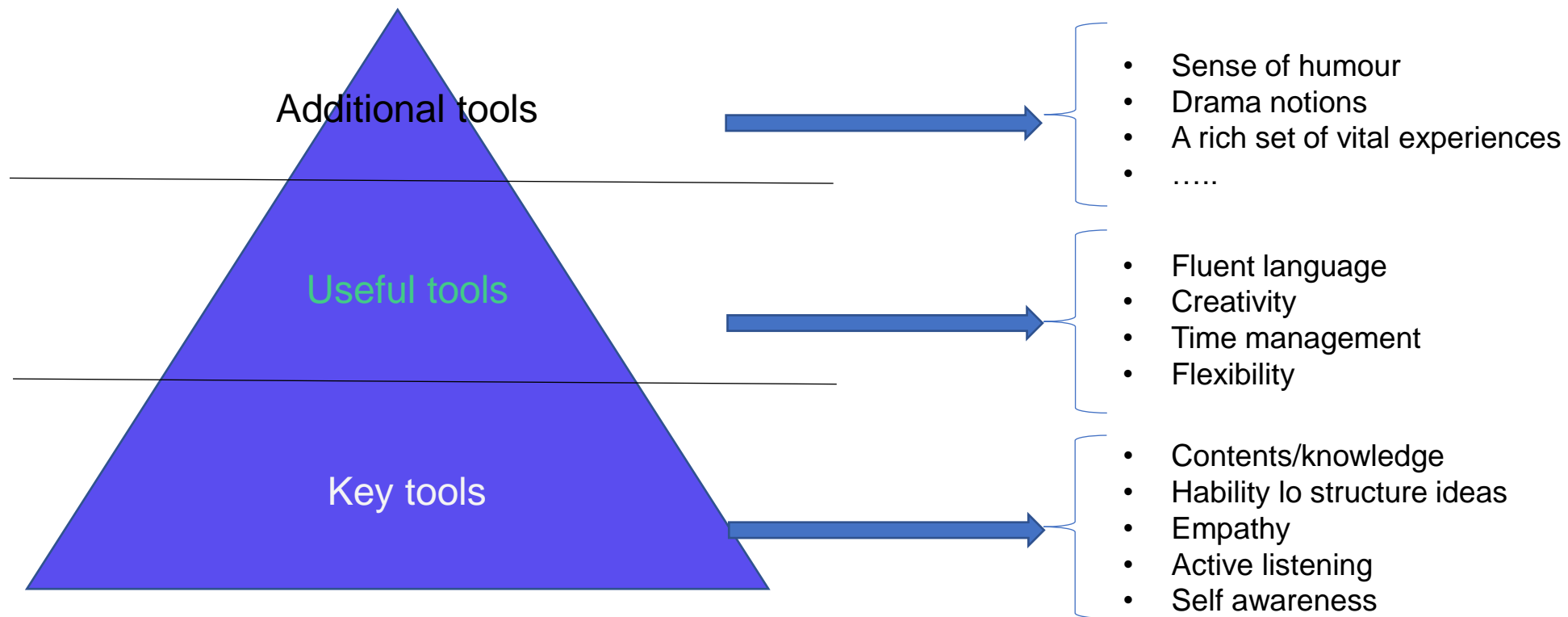
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Our own toolbox (outcomes)



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The game of the minute

1. Stand up.
2. Close your eyes.
3. Mentally count one minute.
4. Once you get to the minute you can sit down and open your eyes.



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Perception depends on many factors



One minute is an international agreement, and yet we are unable to calculate it exactly without the use of technology.



There are many internal and external factors that make so much difference in our perception of a minute... from our biorhythm to external pressure.

What did you feel while you were counting?
Have you used any tricks to guide you in the counting?
What did you feel when you heard your mates begin to sit down?
What lessons can we learn from this activity?
How does this relate to facilitating activities with diverse groups?



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The game of the minute (outcomes)

The game of the minute helps us to rise awareness about:

Internal and external factors that influence our perception of things even if those things are objective.

The peer pressure felt when participants heard others sitting down.

The use of tricks and strategies to fulfill the task.

It is important to bear in mind that in an audience we will find people with very different perceptions of things.



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Diversity within a group

Most of the times, within a group, however homogeneous it may be, we find individuals who show different attitudes towards the same impulses. This can be due to many causes.

- Biases and perspectives
- Learning styles
- Hierarchy
- Participation styles
- Uncertainty acceptance
- Norms
- Skills
- Values



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Culturally diverse audiences

WHAT IS CULTURAL DIVERSITY?

Cultural diversity is about appreciating that society is made up of many different groups with different interests, skills, talents and needs.

It also means that you recognise that people in society can have differing religious beliefs, sexual orientations, traditions, values, norms, etc.

Our own cultural background may define how we interact with others, how we learn, how we show ourselves and how people react differently to the same impulses and situations....



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Intercultural responsiveness

A combination of Cultural intelligence (CQ) and intercultural sensitivity

- Identify your biases.
(the action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment)
- Be aware of your own behaviors, norms and values.
- Get to know your audience (enjoy the difference).
- Opportunities to participate.
- Observe reactions.
- Find the “common grounds”.
- Adapt your methods.



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<https://www.youtube.com/watch?v=BQQcTkIDb58>
https://www.youtube.com/watch?v=doF_V8Dhv2s&t=27s



Make your interventions a learning experience!



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Learning style

It is also important to know that the way we learn and internalize information or habits is different from person to person.

There are numerous models of learning, however, Kolb's experiential learning model tries to unify the different modes of learning by focusing on 4 steps.

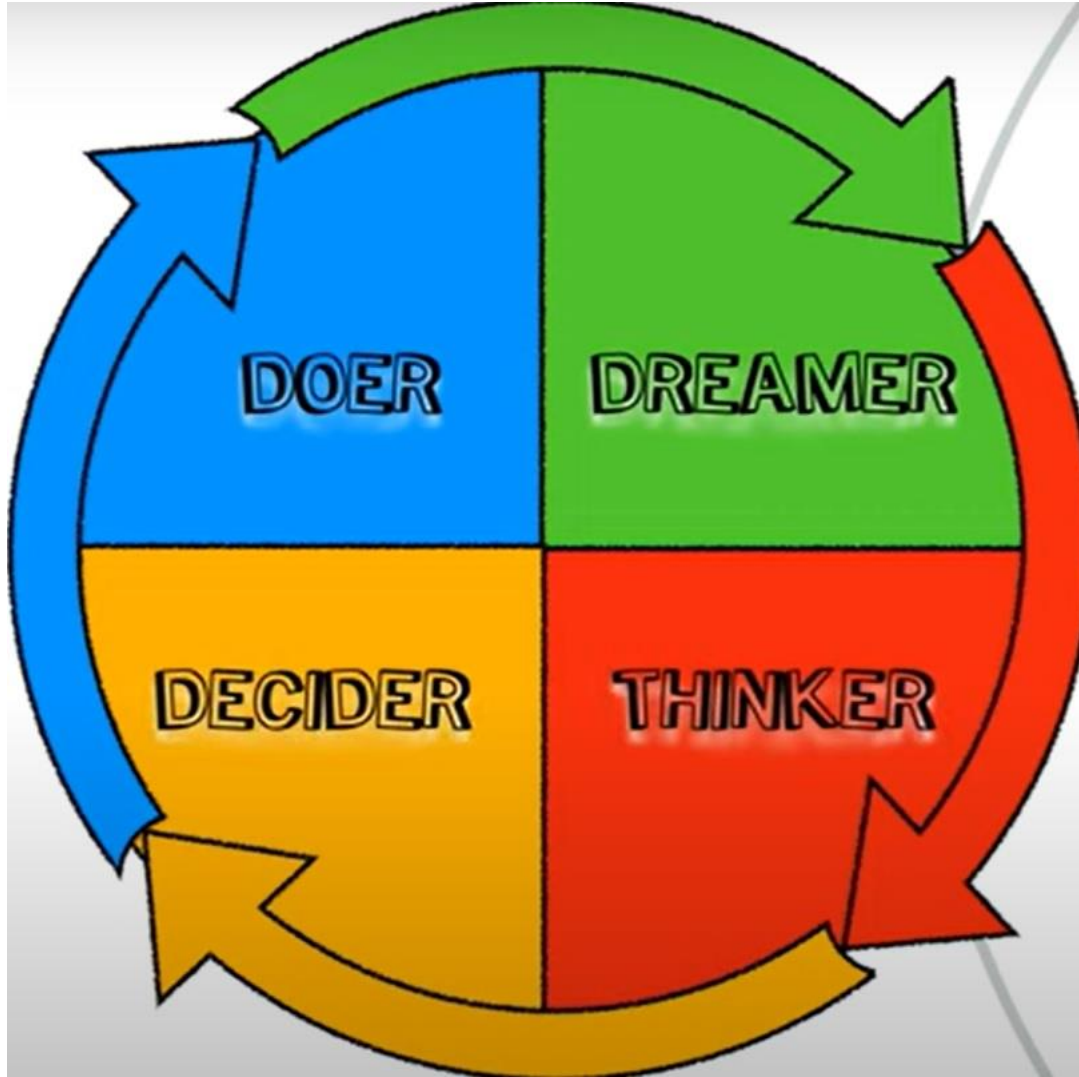
1. Concrete experience
2. Reflexive observation
3. Active experimentation
4. Abstract conceptualization



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<https://www.youtube.com/watch?v=vNeJSEUsHHo&t=47s>

Learning Styles (Kolb)



1. The doer

A doer has to experience something to learn from it. Experimenting and trying out are magic words for this person. He or she wants to get started as soon as possible. Forms of learning that suit the doer are, for example, **conducting surveys, playing a role play or taking a quiz, study visits, brainstorming and group discussions.**



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2. The dreamer

The dreamer also wants to experience something, but rather by looking or feeling than by doing. A dreamer wants to look at a challenge from all sides and thanks to a great imagination he or she sees new entrances and solutions again and again. The dreamer has a preference for learning methods such as **mind mapping, writing stories, demonstrations and coaching.**

3. The Thinker

A thinker looks for the combination between reflective observation (looking) and abstract conceptualization (analysis). A thinker likes to work independently in order to first have the opportunity to form a picture of the theory. Overview, insight and logical reasoning are magic words for the thinker. Pleasant learning methods are therefore **attending lectures, debating, researching or studying tutorials about a particular theory or method.**

4. The decision maker

Decision makers like to apply information and knowledge in practice. They have great problem-solving skills and make decisions easily. When a problem arises, a decision maker takes a deductive and problem-solving approach. Appropriate learning methods are **making assignments with clear objectives that are focused on results, devising and making simulations, attending demonstrations, doing a practical or listening to practical stories.**





Some tricks to facilitate a session

1. Leave your own opinions and biases at the door.
2. Always establish the rules of coexistence.
3. Prepare your sessions (structure, contents, dynamics and outcomes).
4. Make your sessions a learning experience.
5. Combine different teaching methods.
6. Be clear and specific (direct communication).
7. Be ready for conflict.
8. Remember you are in charge and you are a step ahead.
9. To close a dead-end debate, ask the attendees if they think there is a solution to this debate?
10. Try to highlight the conclusions.
11. Make sure everyone is participating (remember different types of participation).
12. Have your red lines clear.
13. Ask questions and be ready for the answers.
14. Always plan how you would like to end the session.
15. Listen closely.
16. Enjoy the process.



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30 MINUTES BREAK



The snake oil salesman

Sometimes individuals believe in unbelievable things even though our reason tells us that they have no logical basis.

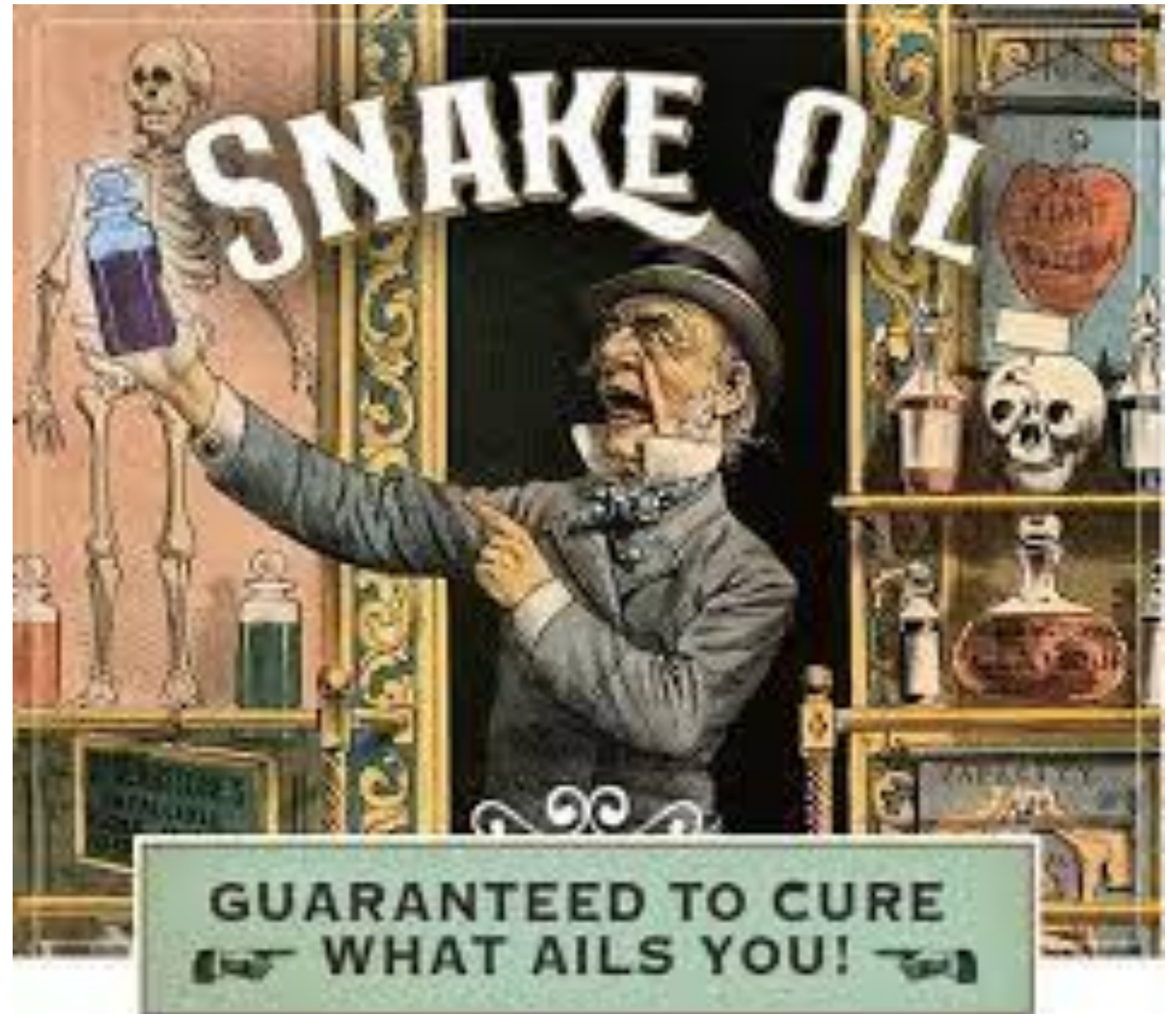
However, this is not by chance. We are programmed to look for solutions to problems and answers to our questions, and this sometimes causes us to fall into traps.

- Who would be the current snake oil sellers?
- Can we learn anything from the snake oil sellers?



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<https://www.youtube.com/watch?v=8aKvBdxLN1k>



Willingness and interest

Complete with me....

- What made people listen to the snake oil salesman?
- What made people believe the salesman?
- What made people buy snake oil?

Interested?



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The snake oil salesman (Outcomes)

People listen to the snake oil salesman because they have a need or something to solve.

The salesperson creates an atmosphere of trust with the audience.

People buy the cure because they believe the seller.

People feel comfortable believing in those things that confirm their previous ideas.

We can make an analogy between the old-time snake oil salesmen and those who spread the message of hate today.

The snake oil salesman combines all kind of different tricks to surprise and engage his audience... he puts up a show.

There's a lot we can learn from charlatans and use it for a good cause, like understanding the needs of our audiences or being creative in our presentations and interactions.



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Communication Styles

Pattern or expression of rules for interacting and reflecting cultural values and norms.

Edward T. Hall defined some formulas of verbal and non-verbal communication that explain many misunderstandings and help us to understand people from other cultures.

He said that message and context are related and most of the things humans communicate are unconscious.



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Communication Styles

The context (set of stimuli surrounding the situation where the communication is taking place including: body gestures, tone of voice, physical distance between interlocutors, time of day, climate, social norms, geographical location of the communication and other external factors) can help.

Nonverbal communication is NOT JUST mimicry, it is much more (it is CONTEXT):

Use of space

Eye contact

Physical contact

Turns to talk

Punctuality

The way of dressing

Proxemics (personal space)



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Communication Styles

HIGH AND LOW CONTEXT COMMUNICATION



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HIGH CONTEXT COMMUNICATION

In high-context communication, most of the information is taken from the physical or social surroundings. Higher context cultures do not rely on verbal communication to convey all of the meaning in an interaction.

People in these cultures generally have extensive information networks and many close personal relationships. Not a lot of verbal background information is needed in daily interactions, nor is it expected, as people share many similar experiences and expectations for how the world functions.



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LOW CONTEXT COMMUNICATION

A low-context message, on the other hand, is one in which most of the message is transmitted explicitly through words. Lower context cultures rely almost entirely on the verbal message, rarely scanning the surrounding environment for additional meaning.

In these cultures, personal relationships tend to be determined by involvement in certain activities and are not as interconnected as relationships in higher-context cultures. Therefore, there is a greater need for background information to be provided explicitly and by spoken or written communications in daily transactions.



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Empathy and assertiveness



EMPATHY:

The ability to understand and share the feelings of another.

Empathic people are able to connect deeply with other people and better understand the needs of others.

René Brown:

<https://www.youtube.com/watch?v=1Ewgu369Jw>



ASSERTIVENESS:

Assertive means being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.

Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves.

<https://www.youtube.com/watch?v=4Kudo7aIpFA>



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3 cases

1. Create 6 groups
2. Read your case
3. You'll have 10 minute to prepare your presentation.
4. Present your case in less than 3 minutes



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3 cases

Case 1:

Dog Cabs:

You are a group of entrepreneurs who want to get funding for your idea:

- A dog cab company. These cabs aim to allow dogs to move freely around the city in the best conditions and without the need to go with their owners.

Your target audience is a group of European and Asian investors with a lot of money.

You have 3 minutes to surprise them and get the funds you need.



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3 cases

Case 2:

Social networks against lies

You have a group of 15-17 year olds from a middle class European background. Today is the last class hour of the week, and you have to get them to commit to using their personal social media tools to dismantle lies and fake news.

In 3 minutes you will have to convince them to see the benefits of incorporating this practice into their daily habits.



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3 cases

Case 3:

Refugee families seeking support

You meet a group of refugee families seeking support through local social organizations.

You represent the local government and in 3 minutes you will have to get them to reduce their uncertainty, calm them down and explain to them what the next steps they will have to take to get help.



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3 cases

Presenters:

- What have you kept in mind in order to prepare your presentation?
- Have you considered your potential audience?
- What key tools did you use?
- Did you stick to what you had planned or did your presentation change as you went along?

Audience:

- What would you highlight from this presentation?
- Did you feel that you were taken into account as an audience?
- What percentage of information do you think you have internalized?



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Three cases (Outcomes)

Presentations are quite different depending on the topic and the specific audience.

All of the presentations show solutions to specific situations.

Case 1. both presentations stated all the benefits of the proposal clearly.

The language was direct and the message very specific.

Case 2. the audience was younger and needed a higher level of engagement, one group made a very active and engaging presentation which seemed very appropriated to this specific case.

Both groups in case 2 worked trying to help youngsters to rethink their positions and sending out a call for action.

Case 3. Both groups based their presentation on empathy to reduce the uncertainty of their audience.

In all the cases, the presenters combined different communication styles.



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7 basic principles

1. Keep in mind that the cultural approach may interfere with how we express ideas or how we interpret them.
2. Each person tends to learn and internalize new concepts in a particular way, it is important to try to use a model that is comfortable for our audience or combine different methodologies.
3. It is important to know our communication style and adapt it to the audience we are working with, combining different styles if necessary to ensure that we reach all individuals in our audience.
4. Properly managing a diverse audience does not require numerous skills, but it does require being aware of our strengths and using them appropriately.



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7 basic principles

5. Identifying the interests of our interlocutors gives us an advantage when presenting our ideas.

6. Arousing the interest of your audience depends not only on the content but also on the way in which you provide it. Work on your toolbox and find your own tricks!

7. Your audience's attention may fluctuate during the session, be prepared to be flexible.



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Videos

Cultural intelligence: <https://www.youtube.com/watch?v=BQQcTkIDb58>

Cultural sensitivity: https://www.youtube.com/watch?v=doF_V8Dhv2s&t=27s

Experiential Learning. Kolb: <https://www.youtube.com/watch?v=vNeJSEUsHHo&t=47s>

The snake oil salesman: <https://www.youtube.com/watch?v=8aKvBdxLN1k>

Empathy: <https://www.youtube.com/watch?v=1Evwgu369Jw>

Assertiveness: <https://www.youtube.com/watch?v=4Kudo7aIpFA>



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Thank you! / ¡Gracias! / Merci!



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Partners



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