



PART 1—THE RELATIONSHIP

Notes



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section *The Relationship*
1.1, 1.2.

1.1 Introduction

An instructor has the awesome responsibility of transferring knowledge to the audience to help them understand the value of education and how it improves their work and life skills, resulting in more productive and satisfying lives.

A great instructor forges relationships and sows seeds of information that students will remember for many years. Do you remember the name of one of your grade-school teachers?

In a presentation, two things happen simultaneously: the instructor is making a commitment to help students learn, and the students are evaluating the instructor's ability and commitment to them.

Whether you're presenting in a classroom, at a CEU seminar, a business meeting, or any other setting, the basic needs of your listeners are the same. The audience needs to understand you're there to share, help, counsel, provide wisdom and inspiration, and maybe leave them with something that can change their lives. The dynamic of presenting is a partnership rather than a performance, a linkage rather than a confrontation, coming closer rather than pulling apart.

Even though you're the instructor, it should be all about the audience. Through slide design, content, nonverbal behavior, engaging questions, and appropriate silences, the instructor should send the message that "this presentation isn't about me or my thoughts, it's all about you."

The relationship begins before the class does. Meet and greet your participants before class. This helps break the ice as well as providing you with an opportunity to gauge the students' prior exposure to your topic. The subject of your opening sentence should be about your students.

From your opening, let them know what the common goals are. Be sure to define the beginning, middle, and end of your presentation so everyone will know what you'll be talking about.



If you're doing a class for another organization, be sure you know what the objectives are and what they want you to cover. If possible, get a copy of their flyer and review it carefully. Try to find out as much as possible about the knowledge level of the students and their learning needs so you can provide the right level of instruction and the right focus for your audience.

Your objective isn't to "run the show" but to cover appropriate material to aid students in the learning process so they can succeed.

1.2 Get the Student Involved

Get students involved by asking questions that relate to their situation. Get into their heads. The more times "you" or "your" are used in your presentations, the easier it is to build a relationship with them. Use phrases such as:

- "As you see on this table..."
- "You've probably installed this..."
- "Now as you look at the photo..."

Pay attention to the listeners' eyes and body language. Doing so will tell you whether or not you're connecting with them, and if they're interested and understanding the information you're providing.