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HOW TO DELIVER HIGHLY EFFECTIVE PRESENTATIONS

Turn Ordinary Presentations
into *Extraordinary* Experiences
for You and Your Audience

*Written and Compiled
by Dawn Angier*

SUCCESSNET

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Introduction

Sharpen your speaking skills and deliver a focused presentation with more confidence and clarity.

Do you feel overwhelmed and anxious whenever you have to give a presentation?

How to Deliver Highly Effective Presentations breaks down the presentation process into very easy and manageable steps. You can produce exceptional results if you have the focus, the tools and the belief to make it happen.

After reading *How to Deliver Highly Effective Presentations*, you'll have all that and more to turn an ordinary presentation into an extraordinary experience for you and your audience.

Your audience doesn't expect perfection.

Most of us put incredible pressure on ourselves to deliver a perfect performance. All speakers expect to feel nervousness. Excellent speakers accept this as a natural and useful response to stress. This means that you care about doing a good job.

How to Deliver Highly Effective Presentations gives you tips to manage the symptoms that accompany nervousness.

The essence of public speaking is this: give your audience something of value.

That's all there is to it. If people in your audience walk away with something (anything) of value, they will consider you a success. If they walk away feeling better about themselves, feeling better about some job they have to do, they will consider you a success. If they walk away feeling happy or entertained, they will consider their time with you worthwhile.

Throughout *How to Deliver Highly Effective Presentations*, you'll discover the tips & techniques to help you share your valuable insight:

- Learn fun ways to get rid of those pre-presentation jitters (or at least feel more in control of your nervousness)
- Find and develop your topic
- Figure out the most effective method to deliver your presentation
- Identify the advantages and drawbacks of different presentation methods
- Find ways to encourage participants to speak up
- Get valuable feedback you can actually interpret and learn from

Top 10 Myths on Public Speaking

1. I'm not a public speaker
2. Don't speak with your hands
3. Look over the heads of the audience
4. Memorize your speech
5. Stand in one place
6. Always use a lectern
7. Cover all your points
8. Start with a joke
9. Shut the lights off to show slides
10. Shouldn't be nervous

Top 15 Mistakes of Public Speakers

1. Lack of preparation
2. Lateness
3. Not knowing audience
4. Projecting wrong image
5. Using visual aids ineffectively
6. Being speaker-centered
7. Including too much material—run way over time limit
8. Using inappropriate humor
9. Being a monotone
10. Not building a relationship with audience
11. Lacking in focus
12. Offering only weak evidence
13. Putting down the questioner because you didn't like the question
14. Not being available after the speech
15. Taking questions from the audience, but not repeating the question for people in the back row or out of audible range

Why Do You Need To Improve Your Presentation Skills?

Checkmark your level of satisfaction in all the speaking situations that apply to you now or that will apply to you in the future.

| | Need significant improvement | Need some improvement | Pretty good | Excellent |
|---|------------------------------|-----------------------|-------------|-----------|
| 1. Formal standup speech | | | | |
| 2. Participate in meetings | | | | |
| 3. Interview for a job | | | | |
| 4. Sales call (one-to-one) | | | | |
| 5. Deliver seminars | | | | |
| 6. Teach a class (school/community) | | | | |
| 7. Speak on the telephone | | | | |
| 8. Speak to customers | | | | |
| 9. Present dinner specials (restaurant) | | | | |
| 10. Provide technical support | | | | |
| 11. Give product demonstrations | | | | |
| 12. Act in a play | | | | |
| 13. Train someone | | | | |
| 14. Testify in court | | | | |
| 15. Mediate a dispute | | | | |
| 16. Give a sermon | | | | |
| 17. Deliver a keynote address | | | | |
| 18. Lead brainstorming session | | | | |
| 19. Motivate a sports team | | | | |
| 20. Motivate a business team | | | | |
| 21. Raise funds | | | | |
| 22. Network | | | | |
| 23. Talk to patients | | | | |
| 24. | | | | |
| 25. | | | | |
| 26. | | | | |
| TOTAL CHECKMARKS | | | | |

Characteristics of Adult Learners

| | |
|--|---|
| Wealth of experience | The experience that adults bring to a training session can serve as a resource to the class. Often, adult learners will learn best by participating in an activity rather than being lectured about it. |
| Value judgments | Adults have a perception that memory space is limited. Consequently, if the usefulness of a concept is not apparent, the memory dumps it. Information is best retained if it is related to information already possessed. Adult learners have to “buy into” the learning experience, and trainers should utilize each learner’s prior experience and knowledge. |
| Self-esteem | Adults expect learning to increase or maintain their self-esteem. They are concerned about looking foolish or unskilled in front of their peers. This is most evident when learners have status levels to protect or when they might lose the esteem of coworkers. Trainers should be coaches and motivators. |
| Resistance to memorization | As we age, our short-term memory declines. Adults appreciate being taught how to remember without having to memorize material. In computer training, encouraging the use of toolbars, menu surfing and help files works well with adults. |
| Accuracy | Adults pursue accuracy vs. speed. As we age, our reaction speed slows as our vision and hearing decline. |
| Desire for clear-cut presentation | Adults learn best from a relaxed, clear-cut presentation of concepts. Complex or fast-paced presentations actually interfere with the learning of material. Frequent reviews help learners recall and retain the information. |
| Pleasant classroom environment | The classroom environment must be comfortable, both physically and psychologically. Long lectures with no learner interaction and prolonged periods of sitting tend to irritate many adult learners. |
| Retention | Adult learners often remember the first and last things they see or hear. Material seen or heard early does not have to compete with material preceding it. Likewise, material seen or heard late does not have to compete with material following it. |
| Choice | Adults appreciate being given choices. Training should facilitate increased self-reliance, autonomy and inner directness. |

Levels of Communication

| | |
|---------------|---------------------|
| Visual | 55% (body language) |
| Vocal | 38% (tone of voice) |
| Verbal | 7% (words) |

Three Main Ways of Learning

| | |
|--------------------|--|
| Visual | <ul style="list-style-type: none">• Remembers visual details• Can follow along when others read• Would rather see what needs to be learned• Needs written instructions• Has trouble following lectures |
| Auditory | <ul style="list-style-type: none">• Likes to discuss the material and read it out loud• Studies by talking out loud• Needs oral explanations• Has trouble with written directions• Reinforces a task by talking through it |
| Kinesthetic | <ul style="list-style-type: none">• Has to do it to know it• Prefers activity-based learning• Studies by writing over and over• May be restless in class |

Learning Styles Checklist - Instructions

What kind of a learner are you?

1. Read each sentence and put a checkmark next to the ones that best describe:

What you usually do?

How you usually act?

2. Then add up the number of checkmarks in each section.

If you checked more in **section A** than in the other two, you learn well visually. This means you learn best by seeing something.

If you checked more in **section B**, you have auditory strengths. This means you learn best by hearing something.

If you checked mostly **section C**, you have kinesthetic or "active doer" strengths. This means you learn best by doing something.

If **two sections** are almost equal, you may be a blend of learning styles.

Learning Styles Checklist

A. Visual Strengths

- Can put together almost anything with help when using printed or pictured directions.
- Close eyes when memorizing or remembering.
- Notice things around you.
- Good at working with and solving jigsaw puzzles.
- In spare time, prefer to watch television, movie or play a video game.
- Like to see what you are learning.
- Have a great imagination.
- Looking neat and wearing color-coordinated clothing is important.
- Can better understand things by reading about them than by listening.
- Is quiet; rarely volunteer answers.
- Think the best way to remember something is to picture it in your mind.
- Take many notes in a school.

Total for Section A (Visual Strengths)

B. Auditory Strengths

- Love to communicate and talk a lot.
- In spare time, enjoy listening to CD, tape player or radio.
- Remember television commercials, jingles and songs after hearing them once or twice.
- Use rhyming words to remember names or facts.
- Talk aloud when working on a math problem.
- Hear spoken directions and follow them quickly.
- Do better in academic subjects by listening to lectures and tapes and discussing material than just reading about it.
- Most likely to read aloud or mumble when reading.
- Have difficulty reading diagrams or maps unless someone explains them to you.
- Very verbal and expressive of feelings.
- Good at picking out sounds; can tell if sounds match when presented in pairs.
- Like to use free time to talk to others in person or on the phone.

Total for Section B (Auditory Strengths)

C. Kinesthetic/Tactile Strengths (Hands-On)

- Hard to hold your attention, especially when reading, unless the story is full of action.
- Favorite pastimes include sports, active games and building things.
- High-energy person; rarely sit still.
- As a young child, tried to touch everything you saw; like to feel the textures of things.
- Like to move with music.
- When angry or upset show feelings more with body language, react physically, like stomping out of room.
- Learn best when you can do something.
- Have a hard time sitting and listening for long periods.
- Often use fingers to count off items or write in the air.
- Have difficulty following and remembering spoken directions.
- Appreciate physical affection and encouragement such as a hug or a pat on the back.

Total for Section C (Kinesthetic/Tactile Strengths)

SPLASH Approach to Setting Up Expectations

| | |
|----------------------|--|
| Structure | Set up ground rules at the very beginning of the session. A clear set of ground rules creates an atmosphere of trust. |
| Promise | Clearly state the “promise” of the presentation at the very beginning. State what the audience or participants will learn by the end of the presentation. |
| Listen | Be positive, supportive and flexible. When challenged, remain calm and non-defensive. Be willing to depart from your agenda if it isn’t working. Ask the audience members how they’re reacting to your presentation, and be sensitive to nonverbal signals. Support the learner’s self-esteem, and they will take risks. |
| Alert | People need short, frequent breaks to stay alert and focused. Aim for a short break every hour of instruction if possible. Then resume your presentation on time. Don’t wait for latecomers or you’ll lose valuable time. |
| Set the stage | First impressions can have a strong effect on the success of your presentation. So start on a positive note. Keep your energy high and begin on time. This is the time to create your credibility by giving your background and explaining your role in the learning process. Present the agenda so that listeners know what to expect. |
| Housekeeping | Take care of “housekeeping” items early on. Establish the following: <ul style="list-style-type: none">• amount of time for breaks• location of the restrooms• start and finish times• lunch arrangements• need for note taking• reminder to turn off/mute cell phones• other important housekeeping details |

Sample Ground Rules

- Speak for yourself...not for anybody else. Use "I" statements such as "I think" or "I feel" instead of "Everyone knows."
- Listen to others...then they'll listen to you. Sometimes we are too busy thinking about what we are going to say next to really listen to what is being said.
- Avoid put-downs. Agree to disagree—there may be times when you disagree with someone else, and that's okay. Don't put down another person even though you may disagree with his or her view on a subject. Nonverbal put-downs also hurt. These include facial expressions and gestures.
- Avoid sarcasm. Jokes or kidding that makes others feel bad is not funny.
- Take charge of yourself...you are responsible for you. You will learn about yourself and others only if you choose to. You are in charge of your attitude toward this experience.
- Show respect...every person is important. You show respect when you listen while others are speaking, by showing an interest in what others have to say and by following the basic ground rules you've agreed on.
- Be pithy. Better to just say what you have to say than spend too long setting up what you have to say. Be brief. Instead of saying, "I'd like to tell you a story," just tell it.
- Encourage "green light thinking". Don't instantly reject someone's idea or opinion. Agree to like it "for 15 minutes".

Making Participants/Audience Feel Comfortable

| | |
|------------------------------|---|
| Conference Room Check | Make sure the room where you'll be speaking is in working order ahead of time. Go to the room as early as possible so you can get comfortable in the environment. If you'll be speaking from a stage, go early in the morning when no one is there and make friends with the stage. Walk around on the area where you'll be speaking, to get truly comfortable with the speaking space. Then, during your presentation, you can concentrate on your audience, not your environment. |
| Greeting | If possible, be available to greet the participants before the workshop/conference begins. Connect with them personally, so they'll be rooting for your success. Once you've met the audience or at least some of them, they become less scary. |
| Use Informal Language | Express your ideas in clear, simple language. Use language that is familiar to your participants. Speak to them as colleagues. |
| Mistakes | In a workshop setting, make the room a comfortable place to make mistakes. Encourage risk taking. It's safer in the workshop/conference than working under a deadline in the office. Acknowledge your own mistakes. |
| Realistic Approach | Never say anything will be easy. It may be easy for you, but not for all the participants. This can be demoralizing. Never say that anything will be difficult or confusing. This could become a self-fulfilling prophecy. It's also intimidating. |
| Breaks are Important | Take more breaks if necessary. Even an opportunity to get up and stretch can refocus the workshop/conference. |
| Encouragement | Give constant, positive feedback and encouragement. For example, "that was a great question", "I'm glad you reminded me about that". |

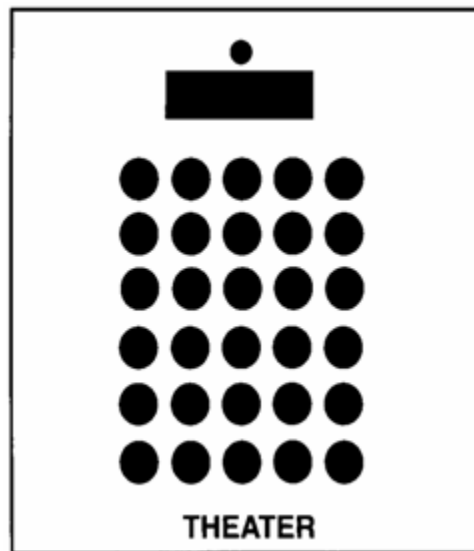
Room Setup Requirements and Preparation Checklist

| | |
|--|--|
| 1. Windowless room preferred. If room has windows, it's essential that drapery and/or blinds be undamaged, unstained and operating perfectly to eliminate views. | |
| 2. Room is to have only one functioning entrance. All other doors to public areas are to be locked. | |
| 3. There are to be no loud activities in adjacent rooms. | |
| 4. There is to be no bar or bar-type atmosphere in the room. | |
| 5. Room is to be brightly lighted and cheery. | |
| 6. Room size: allow 30 square feet of room per participant chair. Example: 30' x 40' room handles 40 people. | |
| 7. Room temperature should be about 65 degrees by two hours before program—and not over 68 degrees throughout the program. | |
| 8. Sound system is to be "on", functioning and tested two hours before start of program. | |
| 9. Refreshments: coffee service set up in advance. Use china cups—no foam or paper cups. | |
| 10. No ashtrays in room. | |
| 11. Accommodate people with special hearing, seeing or mobility needs. | |
| 12. Find out who to contact when problems occur. | |
| 13. Check flip chart use and wall space for the display of filled pages. | |
| 14. Check for adequate lighting for presenter, audience and activities planned | |

Room Setup Options

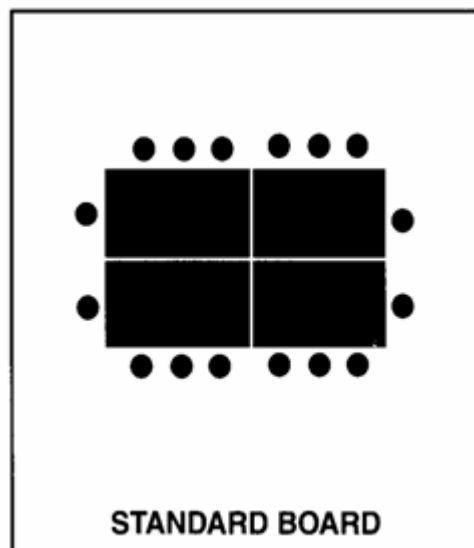
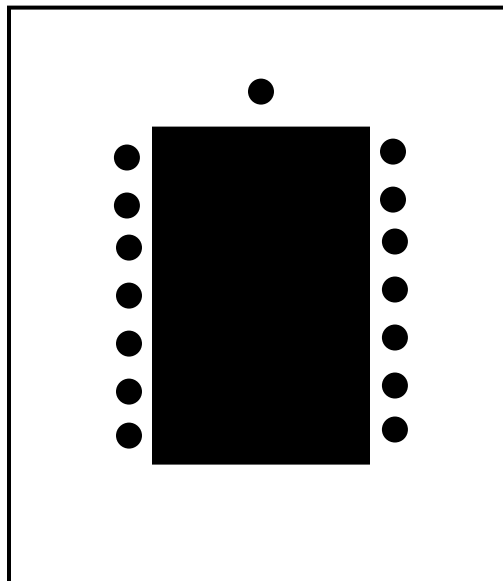
Theater Style

- Most common setup for large groups (allow 10-13 sq feet per person)
- Most appropriate for lectures and keynoters
- Disadvantages
 - Speaker is separated from the audience
 - More difficult to create intimacy with your listeners
 - Note-taking is cumbersome for audience
- Supports presentations where speaker intends audience to receive message individually and passively without much or any participation
- Allows for refreshment setup in back of room
- Allows for back-of-room product sales



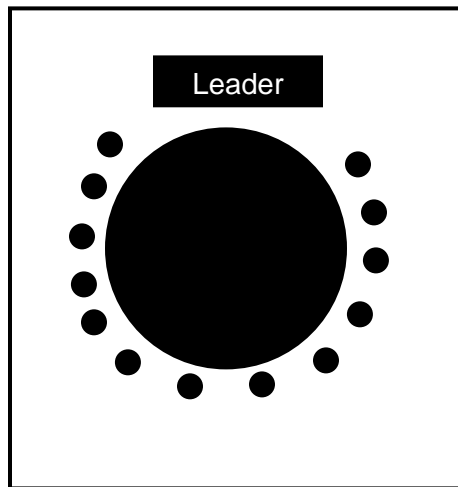
Board Meeting

- Common for company meetings
- Works best for groups of 6-15 and when agenda is to relay information
- Tends to be a formal, hierarchical design, with higher-ranking people sitting closest to the speaker



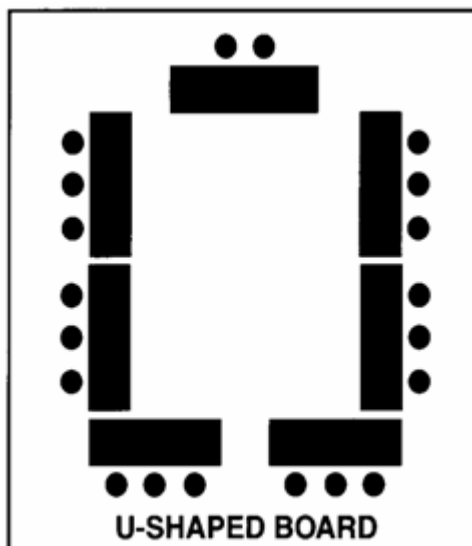
Circle Style

- Similar to standard board meeting style but with a round table
- Can be set up with or without tables
- Presenter's role is minimal
- Good choice for meetings
- Less formal than boardroom style
- No clear head of the table—creates a more democratic atmosphere in which everyone is equal
- Encourages a sense of group and bonding



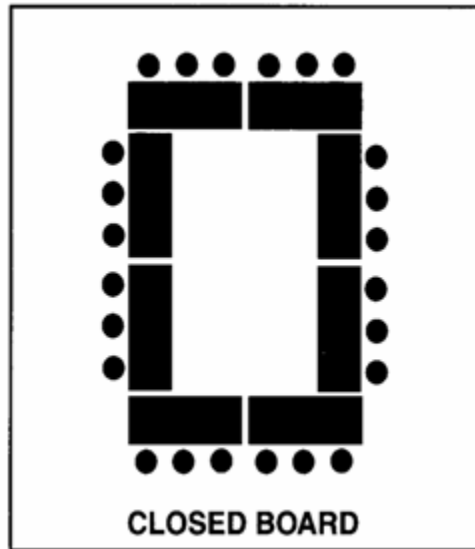
U-Shaped Board

- Encourages collaboration
- Creates an open path for the speaker to walk in and out of the group
- Excellent for team building, role playing and simulations



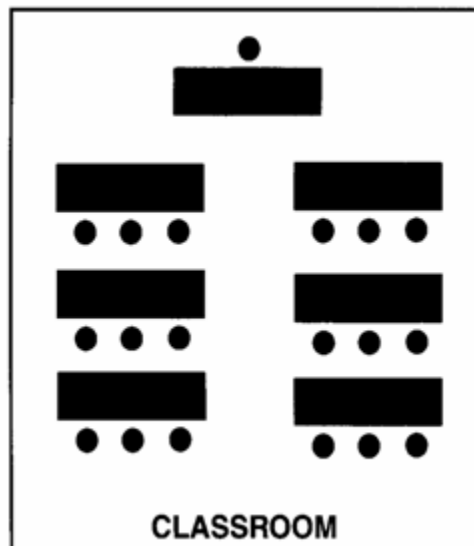
Closed Board

- Encourages discussion and audience participation
- Allows for good eye contact throughout entire group
- No clear head of the table—creates a more democratic atmosphere in which everyone is equal
- Excellent for facilitator-led meetings
- Disadvantage: awkward to use any visuals



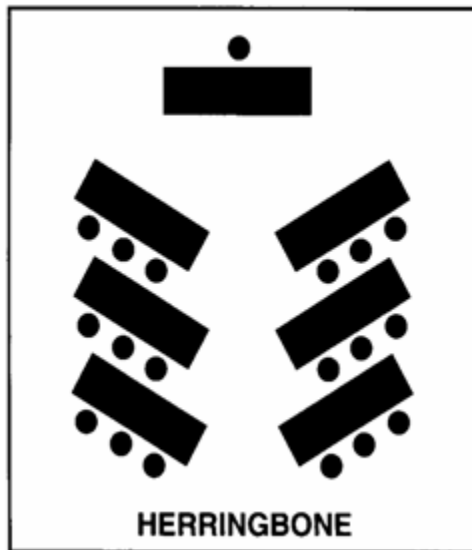
Classroom Style

- Most common for seminars
- Supports note-taking and use of handout materials
- Allows speaker to move easily around room
- Disadvantage: creates a room division ("opposing" sides)



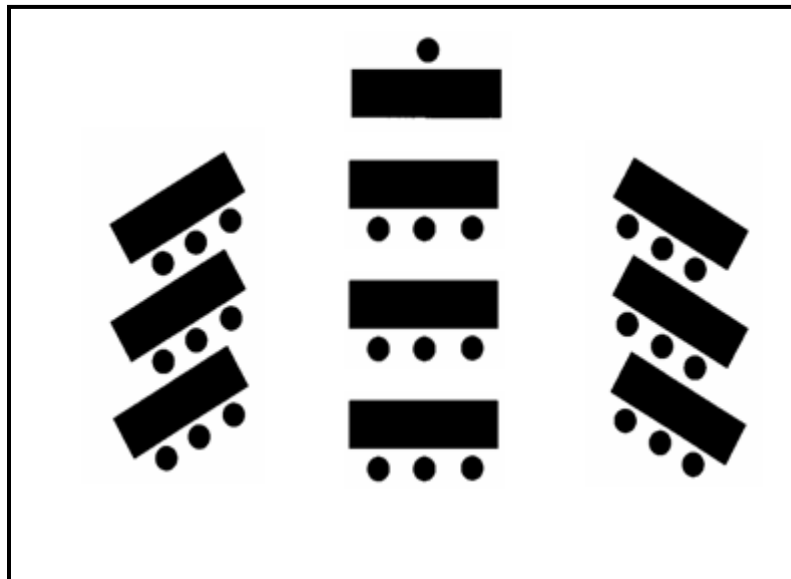
Chevron/Herringbone Style

- Variation of classroom style
- Most interactive for large groups (over 40 people)
- Angling can improve visibility for your audience
- Creates more intimacy in the room and encourages more eye contact among participants
- Promotes a sense of participation



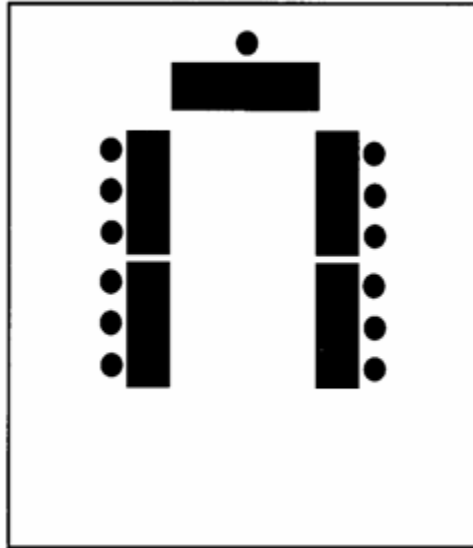
Modified Chevron/Herringbone

- Best for a high level of interaction from the group
- Great way to bond with audience
- Ideal for team-building sessions, facilitating groups, diversity training and creative problem solving
- Improves visibility of speaker and visuals from side sections



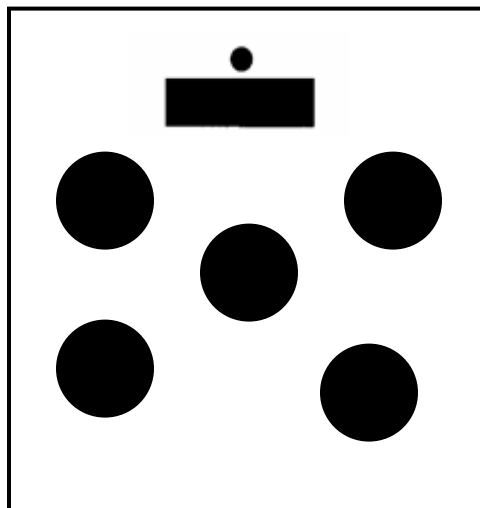
Perpendicular Style

- Seats can be on either outside or inside of tables
- If a training environment, trainer can survey students' work
- Encourages easy exchange between presenter and audience
- Center area is usable for exhibits or demos



Cluster Style

- Good for breakfast groups
- In a breakout session, people can easily return to being a single group
- Tables can be either round or small rectangles



Identifying Nervousness (Self-Exercise)

1. Identify what happens to your breathing when you are nervous.
2. What's the difference between tension and energy?
3. Have you ever had an occasion where tension adversely affected your ability to speak? What were the symptoms? How did you handle the situation?
4. When you become nervous before a presentation, are your thoughts focused on the audience, the presentation or on yourself?
5. How could you use the relaxation response during a presentation?
6. How can your body movement enhance or detract from your presentation?
7. How does your self-perception affect your posture? Does posture affect your self-perception?
8. Describe an occasion where you distrusted what a person said because of conflicting body language.

Using Your Body Effectively

Nonverbal

Signals are sent nonverbally by your body. The audience easily reads and interprets this silent communication and reacts to the messages they observe. And the following silent communicators are also a way to sense how the audience is receiving (or rejecting) your message.

Silent Communicators

| | |
|-------------------------------------|--|
| Rapid eye blinking | When you see someone’s eyes blinking rapidly, more than eight to ten times per minute, chances are the person disagrees with you. |
| Dilated pupils | Pupils that are open suggest interest. |
| “Steepling” fingers | This is usually a sign of power. People who want to project authority will often steeple their hands by putting them together with only the fingertips touching. |
| Clenched fists | Clenched hands can indicate frustration. |
| Folded arms | When people fold their arms in front or in back, they may be protecting themselves. They might also be defensive—or even chilly! |
| Hands touching mouth or nose | This could be a signal that the person is lying. |
| Raised eyebrow | Raised eyebrows usually mean surprise. |
| Tilting head forward | Leaning toward the speaker shows interest. It means the listener is tuned in. When the hand is supporting the head, the listener is usually bored. |
| Leaning away | This posture can mean disagreement or lack of interest. If the listener suddenly leans back, change the subject or direction of the conversation. |
| Drumming fingers | This gesture could mean frustration or irritation. |

Body/Voice Link

The voice and body are closely linked. Tension, fear, alertness and posture all directly affect voice production. Make sure your verbal and nonverbal communication match so that there are no mixed messages.

Relax

Being relaxed and comfortable is essential to effective communication. Your whole body conveys your comfort level with the participants and the material you're presenting. Before you start presenting, scan the audience and:

- Breathe,
- Collect your thoughts,
- Receive the audience,
- Take the listeners in,
- Feel the energy coming toward you,
- Say, "Good morning/afternoon/evening," and
- Pause long enough for people to respond.

Pause

Just as the body draws attention because of movement, a pause is also an effective method for holding the interest of the participants. Pauses serve as verbal and physical punctuation.

Show Enthusiasm

Enthusiasm is contagious. Work toward becoming a high-energy presenter.

Prepare

Feeling prepared helps a speaker to relax with their topic. As a general rule, invest three hours of preparation for a half hour speech, a six-to-one ratio. Know your opening and closing statements by heart—three or four sentences each. This technique lets you start and end fluently, connecting with your audience when you are most nervous.

Keep Energy High

Try not to sit down too much while you're waiting to speak. If you're scheduled to go on an hour into the program, try to sit in the back of the room so that you can stand up occasionally. It is hard to jump up and be dynamic when you've been relaxed in a chair for an hour. Sitting in the back also gives you easy access to the bathroom and drinking fountain.

Getting Rid of the Jitters— Relaxation Techniques

Visualization

This is the process of running a movie through your mind. Try the following technique:

1. Find a quiet, private place and mentally rehearse your presentation.
2. Clearly see yourself as you rise from your seat and approach the audience.
3. Closely see how poised and relaxed you look.
4. Fully experience the feeling of confidence as you breathe and greet the audience. Hear your opening words as you easily welcome the audience.
5. Breathe again as you hear yourself smoothly move to the body of your message and then to the summary of your talk.
6. See all the receptive, smiling faces nodding with support and approval.
7. Hear the laughter as you tell your personal funny story.
8. Hear the thunderous applause as you wrap up your speech.
9. Feel the positive energy coming toward you from the audience.
10. Breathe again and smile as you feel the positive emotions that come from a job well done.
11. Watch yourself as you walk confidently to your seat.
12. Congratulate yourself.

Meditation

Mediation is the clearing of your mind. By emptying your mind, you relax and center your body. Meditation can slow your heartbeat, speech tempo and body movements.

Imagine a white screen in front of you. Focus on that screen or focus on an object. Clear your mind of any thoughts. When a thought pops up, say "I am thinking" and return to the screen. Don't fight the thoughts that come into your head. Recognize them and let them go.

Another way of meditation is to focus on your breathing. Take in a deep breath, hold it and exhale slowly to the count of eight. Do this before your speech to calm your nerves.

Affirmations

Positive statements, when spoken aloud over time, can change reality. A positive affirmation can be a sentence, a phrase or a word always stated in the present tense. Some good affirmations for overcoming nervousness include:

- "I am energized."
- "I can do this."
- "I know my material."
- "I am a powerful speaker."

Getting Grounded

A smell, a sound, a picture, a touch, even a color can be an anchor.

1. Recall a pleasant experience.
2. Notice what you see, hear or feel as you think about that experience.
3. Plan how you'll anchor the experience. You may touch your wrist with your finger. You may squeeze your thumb and index finger together. (You must be able to do whatever action you choose easily and repeatedly.)
4. Recall the same pleasant experience again. As soon as the feelings come up, set the anchor.
5. Now test the anchor. Touch your wrist or the place you selected for the anchor. The pleasant feeling should now surface without recalling the entire pleasant experience. (If it doesn't work, it means you set the anchor too soon or too late. Set the anchor the moment you feel the emotions of that pleasant event.)
6. Set the anchor right before you get up to speak. You should be able to "touch and go."

Shaking Out the Tension

1. Do shoulder and neck rolls.
2. Find a private spot, and wave your hands in the air. Then shake your legs one at a time. Physically shake the tension out of your body.

Identifying Common Voice Problems

| Controlling Exhalations | |
|-------------------------|---|
| Fading | If your voice fades out at the end of a sentence, breathe. |
| Pause | Learn to use pauses effectively—don't be afraid of silence. |
| Breathiness | Combat breathiness with relaxed, abdominal breathing. |
| Sloppy Articulation | |
| Pace | Poor articulation is often the result of a lower energy level. Speak at a slower pace than your normal conversational tone so that everyone can understand your words. |
| Fillers | Excessive coughing, throat clearing or using fillers such as "um", "uh", "you know", etc. are distracting. |
| Common Problems | Listen for common articulation problems, such as: <ul style="list-style-type: none"> • Dropping the "g" at the end of words such as finding, going, doing. • Skipping the "t" before or after "n" such as "I don't know", "What do you want me to do?". • Not pronouncing a "t" or "d" in the middle of a word such as twenty or carded. |
| Pitch Problems | |
| Appropriate | Be sure your pitch is appropriate for the person and message. |
| Too High | A pitch that is too high or piercing usually can be corrected by breath control. |
| Speed | Pitch is related to speed of speech. To lower your pitch, slow the rate of speech and add more pauses. |
| Inflection Problems | |
| Upward/Downward | Upward inflections convey doubt. If you are unsure, use a downward inflection to convey certainty. |
| Fillers | Speech fillers such as "OK" and "All right?" indicate a need for confirmation from your audience. Control has passed from you to them. |
| Nasality | |
| Resonance | Some nasal resonance is necessary for good voice production. |
| Too Much | Excess nasality is irritating. Only "m", "n", and "ng" sounds should be pushed through the nose. |
| Too Little | Insufficient nasality results in de-nasality. |
| Projection | |
| Tension | Limit tension. |
| Breathiness | Eliminate breathiness. |
| Project Back | Speak to the people in the back of the room. |

Identifying Vocal Sabotage

Non-Words

Fillers such as “um”, “ah”, “you know”, “like”, “OK” can cause you to lose credibility. Non-words can be so distracting that people often start counting how often you use them instead of truly listening to what you’re saying. Pausing will give you the thinking time you need. Your audience will perceive the pause as confidence.

Volume

Vary your volume. More often speakers are too soft. If your voice is barely audible, it may be that you’re simply shy. It may also mean that you’re improperly breathing. Practice breathing deeply so air fills your chest.

Monotone

This happens for two reasons. You may truly lack passion and enthusiasm or you’re simply nervous.

Try using more gestures. By moving your hands, you increase your energy.

You can vary the meaning of what you’re saying by changing the emphasis of certain words.

Practice these sentences. Emphasize the italicized word to change the message.

- *I* didn’t say you took my car.
- I *didn’t* say you took my car.
- I didn’t *say* you took my car.
- I didn’t say *you* took my car.
- I didn’t say you *took* my car.
- I didn’t say you took *my* car.
- I didn’t say you took my *car*.

Canned Speech

Absolutely do **not** memorize your speech. Have a conversation with your audience. Sincerity sells. Look at your audience and give each participant a warm virtual nonverbal handshake.

Exercise to Add Resonance to Your Voice

1. Hum.
2. Place two fingers on the side of your nose. Feel the vibration when you speak. Now feel the vibrations on top of your head.
3. Practice the word list and feel your nose and the top of your head for vibration.

man, can, fan, tan, ran, ban, pan, ann, dan, fran, van
hand, band, land, sand, bland, gland, brand, grand
jam, lamb, sam, ham, dam, wam, pam, ram, tram
sing, ring, king, ding, thing, ming, wing, zing

Adding Interesting Words to Your Speech

Say these words out loud. How do you feel when you say wimpy words as opposed to power words?

Wimpy Words

I feel
I believe
If
Suggest
Sort of/Kind of
Might/Perhaps
I hope
May
Worried
Problem
I'll try
Share

Power Words

I know
I am confident
When
Recommend
It is
Definitely/Absolutely
I know
Can
Concerned
Challenge
I will/I'm committed
Discuss

Speech Delivery Don'ts

- Play with a pen or a pointer
- Turn your back to the audience
- Drink ice water (can cause constriction of the vocal chords)
- Drink alcohol, coffee or milk products
 - Alcohol is a depressant and may loosen your inhibitions too much
 - Caffeine will make you feel jittery
 - Milk products create mucus, which will force you to have to clear your throat frequently
- Continually clear your throat
- Speak over loud music or noise
- Use ethnic slurs or highly charged words
- Use fillers, hedging or taglines ("don't you think")
- Use slang
- Apologize
- Put both hands in your pockets

Adding Interest and Humor to Your Presentation

| | |
|--------------------------------|--|
| Know Participants First | Know your participants before introducing humor. |
| More than Jokes | Classroom humor does not involve telling jokes. Humor used in the classroom should always directly relate to the topic under discussion. |
| War Stories | Real world examples, war stories or problems you have conquered that are similar to problems the audience is having can be both informative and entertaining. Scenarios can be used to review concepts or lay groundwork for the next topic. |
| Off Limits | Sarcasm, off-color or put-down humor should never be used. The hostility inherent in this type of humor makes it inappropriate. |
| Also Off Limits | In a workshop setting, don't direct humor at a participant or the course material. Participants need to have confidence in the validity of the class material and in their abilities. |
| No Self Put-Downs | In general, don't belittle yourself. Don't trade your credibility for a laugh. |
| Limit the Humor | Don't overdo the humor, you'll lost credibility. |
| Lighten Up | Don't take yourself too seriously. If something ridiculous happens in the presentation, see the humor in the situation. Be as accepting of your own mistakes as you are of mistakes made by the participants. |
| Comfort Level | Use only the amount and type of humor that is comfortable for you. Humor should be an extra, not the focus of the p. |

Communication Skills Checklist

| Body Language | Yes | No |
|--|------------|-----------|
| Is your non-verbal behavior kept neutral or enhancing, but not distracting? | | |
| Do you use positive, deliberate hand and arm movements? | | |
| Do you maintain eye contact? | | |
| Do you stand straight with weight evenly balanced, avoiding slouching? | | |
| Do you use silences to indicate to participants that you are listening and to encourage them to keep talking? | | |
| Do you strive for natural gestures and facial expressions and avoid distracting expressions such as frowning or looking bored? | | |
| Do you avoid repetitive or annoying behavior such as constant nodding, staring or nail biting? | | |
| Do you avoid habits such as jangling coins, tossing markers and waving a pointer? | | |
| Do you dress comfortably and conservatively in clothes that fit well? | | |
| Do you look neat and well groomed? | | |
| Do you refrain from smoking or chewing gum? | | |
| | | |
| Delivery Style | | |
| Do you recognize and respect participants' use of any physical obstacles (e.g. desk, chairs) as a means of maintaining "personal space"? | | |
| Do you speak the language of the group (i.e. do you make yourself understood)? | | |
| Do you practice troublesome words so you pronounce them correctly? | | |
| Do you avoid "filler words" (eh, like, um, you know)? | | |
| Do you avoid jargon, or if jargon is necessary, do you define it? | | |
| Do you address your listeners at their level? | | |
| Do you use humor effectively and appropriately, being careful not to offend or embarrass anyone? | | |
| Do you vary the speed of your delivery? | | |

| Body Language | Yes | No |
|--|------------|-----------|
| Do you monitor the time you are willing to spend on an issue in order to maintain control of the presentation? | | |
| Do you talk to all people in the room and not just to one side or to the leaders? | | |
| Do you vary your tone of voice? | | |
| Is your manner of speaking smooth and fluent? | | |
| Do you enunciate your words? | | |
| Do you speak conversationally? | | |
| TOTALS | | |

Developing the Presentation Content

Developing Participant Objectives

| | |
|----------------|--|
| WHAT | In a workshop setting, instructional objectives state what the learners will be able to do at the end of the workshop. |
| WHY | To provide focus that enables instructors and learners to work toward a common goal. Also, to provide a means of measuring whether learners have succeeded in acquiring the skills and knowledge. |
| HOW | <p>Instructional objectives need to be realistic, measurable and learner centered.</p> <p>Realistic objectives can be achieved within your time frame and in your given environment.</p> <p>Measurable objectives enable you to know how well learners have acquired skills and knowledge.</p> <p>Learner centered objectives state what the learner can do at the end of training. They always start with action verbs.</p> <p>When writing objectives, do not use verbs that can't be measured such as know, understand and learn.</p> |
| WHEN | <p>Before a course is developed. (by designer)</p> <p>Before a course is taught. (by instructor)</p> <p>Objectives should be reviewed with learners at the beginning of the workshop.</p> |
| EXAMPLE | Upon completion of this unit, you will be able to develop instructional objectives. |

Analyzing the Workshop Requirement

| | |
|--|--|
| 1. Purpose of meeting/ presentation/training: | |
| 2. Why is the training required? | |
| a. Source of request: | |
| b. Expected benefits: | |
| c. Needs (do they expect humor? a slide show? an active Q&A session?) | |
| 3. Who are the participants? | |
| a. Size of audience: | |
| b. Familiarity with presentation content: | |
| 4. Attitude toward your topic: | |

| | |
|---|--|
| 5. Personal or work challenges (time management, competition, downsizing): | |
| 6. Personal style/image of company or audience (formal and serious vs. casual and laid back): | |
| 7. Political affiliations (Who reports to whom? Who's in charge? Who has influence?): | |
| 8. Hidden agenda (What possible resistance might you encounter and from whom?) | |
| 9. What are the timing issues? | |
| a. Start/complete dates: | |
| b. Length of training: | |
| c. Frequency of training: | |
| d. Other time issues: | |
| 10. Where will the training be conducted? | |
| a. Physical location: | |
| b. Estimated numbers of classes and Participants per session: | |
| 11. Other: | |

Developing Opening Statements

| |
|--|
| Opening Statements With a Question |
| "Did you know that . . . ?" |
| "Are you interested in . . . ?" |
| "Did you ever ask yourself . . . ?" |
| "Wouldn't you like to . . . ?" |
| "Are you ready to . . . ?" |
| "Tired of the same old . . . ?" |
| "Don't you ever wish . . . ?" |
| Opening Statements With a Statement |
| "It's no secret that . . . ?" |
| "Now you can discover . . . " |
| "If you're like most people, you . . . " |
| "Believe it or not . . . " |
| "Discover the real truth about . . . " |
| "Let's be honest . . . " |
| "In the 5 seconds it took you to find your seat . . . " |
| "If you'd like to become part of this exciting _____, there's no better way to start than . . . " |
| "We live in an increasingly complicated world . . . " |
| Opening Statements With a Challenge |
| "Discover the . . . " |
| "Learn the secrets to . . . " |
| "Enjoy the . . . " |
| "Explore the . . . " |
| "Be a winner when you . . . " |
| "Explore the . . . " |
| "Join the . . . " |
| "Become part of . . . " |

Levels of Objectives

Learning objectives are developed at two levels:

- course level
- lesson level

Course objectives are developed first and state the broad behavior expected of learners at the end of the course. Lesson objectives are subsequently developed; they state specific behaviors required to achieve the course objectives.

Example 1

Course Objective:

“At the end of this workshop, you’ll be able to develop a training plan geared to the learning needs of adults.”

Lesson Objective:

“At the end of this lesson, you’ll be able to select appropriate training methods.”

Develop Appropriately Stated Objectives

Write objectives that describe the task behavior you want the learners to demonstrate during training.

When you’re describing desired behavior, use words that describe **observable** behavior. This will come easily when you’re writing learning objectives for **PHYSICAL SKILLS**, such as **operating** a computer or **performing** CPR techniques.

When the behavior relates to learner **KNOWLEDGE** or **ATTITUDES**, you might be tempted to use words like “know”, “understand” or “appreciate”. These words describe something that’s happening **inside** the participants. In these cases, you would write learning objectives that use words that describe the **observable** behavior that the learners will demonstrate during training.

Learning Objective

"At the end of the training, learners will be able to ...

Incorrect

...**know the importance** of
obtaining the appropriate
signatures on budget requests."

...**appreciate** how the policy
changes will help the community."

Correct

...**select budget requests** on
which the appropriate signatures
have been obtained."

...**describe** the positive impact the
policy changes will have on the
community."

Examples of Appropriate and Inappropriate Words for Learning Objectives

Learning objectives should be expressed from the **participant's** point of view. You are defining what you want the **participant** to be able to do as a result of the training, **not** what you as the presenter want to accomplish.

Start all of your objectives with the phrase, **“By the end of the workshop, you will be able to ...”**

The table below offers examples of appropriate and inappropriate words used in writing learning objectives.

| Appropriate Words (Observable Behavior) | | Inappropriate Words (Behavior NOT Observable) | |
|--|-----------|--|------------|
| write | explain | accept | appreciate |
| classify | list | be aware of | believe |
| calculate | select | remember | comprehend |
| prepare | apply | recall | know |
| operate | choose | be familiar with | understand |
| define | construct | consider | discern |
| describe | complete | grasp | ascertain |
| demonstrate | identify | value | learn |

Exercise 1: Assessing Learning Objectives

Read the learning objectives written below. Place checkmarks in the blanks beside objectives you think describe observable behavior. If you don't think an objective describes observable behavior, use the space below the objective to rewrite it.

At the end of the workshop, participants will be able to:

_____ 1. State the purpose of the technology upgrade in their office.

_____ 2. Know how to operate the office computer system.

_____ 3. Know which provisions of the new personnel policy require changes in hiring procedures.

_____ 4. Prepare a report on the results of the annual personnel review.

_____ 5. Appreciate the importance of following the procedures outlined in the new personnel manual.

Outlining the Presentation Content

Outlining the training content serves three purposes:

- Enables you to sort through the **possible** training content in order to identify the content that is really **necessary**.
- Allows you to organize and put in sequence the training content for presentation.
- Serves as a check to make sure presentation includes everything participants will need to know and to achieve the learning objective.

There are two steps involved in outlining the training content:

- List the actions the participants must take to accomplish the learning objective, as well as the knowledge required so the participant can take those actions.
- Put the presentation content (knowledge requirements and actions) into sequence, according to the order in which they will be covered.

Listing Actions and Knowledge Requirements (KRs)

Learning is most effective when the presentation content is broken down into small parts. The smaller the parts, the more easily they can be learned.

As you list each part, consider what information will be required to perform it. What **facts** or **rules** would a person need to know in order to perform? These are your **knowledge requirements**.

Example 1

Learning Objective: By the end of this session, participants will be able to describe significant changes in their unit's operation as a result of a new hiring policy.

Action: Compare the new policy with the old.

KRs: Know the content included in both the new and the old policy.

Action: Describe significant changes.

KRs: Know how to identify and document significant changes.
Describe significant changes.

Exercise 2: Outline the Presentation Content

The purpose of this exercise is to give you the opportunity to outline the presentation content for the learning objective you developed earlier.

Follow the instructions below to complete the exercise.

1. Turn to the learning objective information (pages 38-42) and use the structure to help you develop your learning objective. Record the objective below.
2. Next, list an action your participants must take in accomplishing the learning objective. Record the knowledge requirements (KRs) associated with that action.
3. Continue to list actions and knowledge requirements for your objective.

| | |
|--------------------|--|
| Learning Objective | By the end of the lesson, participants will be able to . . . |
| | |
| | |
| Actions and KRs: | |
| | |
| | |
| Learning Objective | By the end of the lesson, participants will be able to . . . |
| | |
| | |
| Actions and KRs: | |
| | |
| | |
| | |
| | |
| | |

Suggested Transition Phrases

The following phrases will help you move from one topic to another without surprising the audience. Or they can be used to refocus the audience's attention.

| |
|-------------------------------------|
| "Fortunately for you . . . " |
| "And that's not all!" |
| "And there's more." |
| "In summary . . . " |
| "So remember . . . " |
| "And last but not least . . . " |
| "So the promise is . . . " |
| "There you have it!" |
| "What's more . . . " |
| "The truth is, . . . " |
| "Listen, there's more!" |
| "I'm sure you'll agree that . . . " |
| "Let's look at the facts . . . " |
| "And that's just the beginning." |
| "Most important . . . " |
| "The truth is . . . " |
| "And best of all . . . " |
| "And be aware . . . " |
| "And get this . . . " |
| "In other words . . . " |
| "And just imagine . . . " |
| "So don't forget . . . " |
| "And this I guarantee . . . " |
| "What's more . . . " |

Organizing & Sequencing Information

| | YES | NO |
|---|-----|----|
| 1. Are complex ideas separated into smaller, simpler ones? | | |
| 2. Is information presented in a logical sequence? | | |
| 3. Does information go from the general to the specific and then to the general? | | |
| 4. Is information related? | | |
| 5. Is the focus on one idea at a time? | | |
| 6. Does information include what, why and how? | | |
| 7. Does instruction follow the job sequence? | | |
| 8. Are difficult-to-learn tasks covered early in the sequence to allow practice? | | |
| 9. Does instruction respect prerequisites? | | |
| 10. Does instruction move from: <ul style="list-style-type: none"> • simple to complex? • known to unknown? • concrete to abstract? • whole to parts and back to whole? • observations to reasoning? | | |
| 11. Are general and broad concepts covered early in the sequence to allow practice? | | |
| 12. Are similar tasks grouped together? | | |
| 13. Does the sequence alternate between levels of difficulty? | | |
| 14. Do motivating/enjoyable items come early in the lesson? | | |
| 15. Are "heavy" lessons avoided during the latter part of the a.m. and p.m.? | | |
| 16. Are the high points of the day (9:00-11:00 and 1:30 -3:00) used adequately? | | |

Presentation Delivery

Selecting the Appropriate Presentation Method

Presentation methods serve two important purposes:

1. Provide a means to learn the specific training content you've outlined
2. Keep the learner interested and involved in the presentation

Types of Presentation Methods

| METHOD | DESCRIPTION |
|-----------------------------|---|
| Case Study | Participants are given information about a situation and directed to come to decisions or solve a problem concerning the situation. |
| Demonstration | Participants are shown the correct steps for completing a task or are shown an example of a correctly completed task. |
| Group Discussion | The presenter leads the group of participants in discussing a particular topic. |
| Role Play | Participants "act out" a situation while others observe and analyze. |
| Structured Exercise | Participants take part in an exercise that enables them to practice new skills. |
| Trainer Presentation | The presenter presents new information orally to participants. |

General Selection Criteria for Presentation Method

| CRITERIA | EXPLANATION |
|-----------------------------------|---|
| The Learning Objective | Will the method most effectively lead the participant toward the accomplishment of the learning objective? |
| The Participants | Does the method take into account the size, experience levels and other special characteristics of the group? |
| The Practical Requirements | Is the method feasible given the physical environment, time (both prep time and classroom time), materials and any cost limitations you have? |

Advantages and Drawbacks of Training Methods

| Method | Advantages | Drawbacks |
|-------------------------|--|--|
| Case Study | <p>Requires active learner involvement.</p> <p>Can simulate performance required after presentation.</p> <p>Learning can be observed.</p> | <p>Information must be precise and kept up-to-date.</p> <p>Needs sufficient workshop time for learners to complete the case.</p> <p>Learners can become too interested in the case content.</p> |
| Demonstration | <p>Aids understanding and retention.</p> <p>Stimulates participant interest.</p> <p>Can give participants a model to follow.</p> | <p>Must be accurate and relevant to participants.</p> <p>Written examples can require lengthy preparation time.</p> <p>Trainer demonstrations may be difficult for all participants to see well.</p> |
| Group Discussion | <p>Keeps participants interested and involved.</p> <p>Participant resources can be discovered and shared.</p> <p>Learning can be observed.</p> | <p>Learning points can be confusing or lost.</p> <p>A few participants may dominate the discussion.</p> <p>Time control is more difficult.</p> |
| Role Play | <p>Requires active participant involvement.</p> <p>Can simulate performance required after training.</p> <p>Allows participants to "try out" new behavior.</p> | <p>Can be viewed as threatening or useless by participants.</p> <p>Participants may not play their roles accurately.</p> <p>Requires careful planning and administration controls.</p> |

| Method | Advantages | Drawbacks |
|-----------------------------|---|---|
| Structured Exercise | <p>Aids retention.</p> <p>Allows practice of new skills in a controlled environment.</p> <p>Participants are actively involved.</p> | <p>Requires preparation time.</p> <p>May be difficult to relate to all participant situations.</p> <p>Needs sufficient class time for exercise completion and feedback.</p> |
| Trainer Presentation | <p>Keeps group together and on the same point.</p> <p>Time control is easier.</p> <p>Useful for large group size (20 or more).</p> | <p>Can be dull if used too long without participant involvement.</p> <p>Difficult to determine whether or not people are learning.</p> <p>Retention is limited.</p> |

Questioning Techniques

DO

- **Stimulate questions.** Prompt for questions by asking, "Who has the first question?"
- **Listen to the entire question.** Let the person finish his or her question before you start answering it. Listening is a form of respect. The exception to this rule is when someone is rambling. Help the person by cutting in and paraphrasing.
- **Repeat or rephrase the question.** Every question is the group's question. In a large audience especially, you must repeat the question or you risk losing the group. If the question is unclear or is really in statement form, you can rephrase the question or statement as a question. For example, if someone says, "It's not practical. It's too expensive and we don't have the budget for it." You can ask, "What is your question?" or rephrase, "The question is, "Is it practical?"
- **Ask clear, concise questions covering a single issue.** Be direct, simple and concise. Get to the point and keep the question focused on one issue.
- **Ask reasonable questions.** Base your questions on what the group can be expected to know at this point in the workshop.

DON'T

- **Fake it.** If you don't know the answer, admit it. Offer to get back to the questioner. You will lose credibility if you're wrong and someone exposes you.
- **Get defensive.** No matter what a hostile questioner does, stay in control. Generally the group is on your side.
- **Use sarcasm or belittling comments.** "As I said before...", "That's an obvious question," and similar remarks put down the questioner.
- **Ask trick questions.** Keep your questions honest and relevant to the topic. Don't try to "trick" the group with "clever" questions.
- **Go over the time limit.** Respect people's schedules and make yourself available to talk to individuals after your presentation is over.

Using Different Types of Questions

| Type of Question | Description | Example |
|------------------|--|---|
| Open | <ul style="list-style-type: none"> Requires more than a "yes" or "no" or a one-word answer. Stimulates thinking. Elicits discussion. Usually begins with "what", "how", "when", "why". | "What ideas do you have for explaining your product to your clients?" |
| Closed | <ul style="list-style-type: none"> Requires a one-word answer. Closes off discussion. Usually begins with "is", "can", "how many", "does". | "Is the change in our hiring policy clear to you?" |

Direct - Addressed to the Group

| PURPOSE | EXAMPLE | PITFALLS |
|---|---|---|
| <ul style="list-style-type: none"> To open discussion. To introduce a new phase. To give everyone a chance to comment. | "Could someone tell me what the first step would be?" | <ul style="list-style-type: none"> Loss of control. No one answers. Same person answers. |

Direct - Addressed to a Specific Person

| PURPOSE | EXAMPLE | PITFALLS |
|---|--|--|
| <ul style="list-style-type: none"> To call on a person for special information. To involve someone who has not been active. | <p>"Al, what would be your suggestions?"</p> <p>"Fred, have you had any experience with this?"</p> | <ul style="list-style-type: none"> Puts someone on the spot. Other people go to the beach. |

Getting Feedback from Participants

| | |
|-------------------------------------|---|
| Two-Minute Rule | Try to follow the 2-minute rule. Don't lecture more than 2 minutes at a time. Some form of learner interaction or activity should occur approximately every two minutes. Interaction focuses learner's attention and relieves boredom. |
| Simple Questions to Start | Start with relatively simple questions to initiate early success. |
| Pause After Asking Questions | Wait for a response. It usually takes 8-10 seconds for participants to formulate questions to initiate early success. |
| Positive Reinforcement | Give verbal rewards when someone answers a question, even if the response is incorrect. Learners take a risk when they answer. Examples: "Yes!" "Good point!" "That's right!" |
| No Response | If no one responds to your questions, humor can sometime get learners relaxed enough to venture an answer. If no one asks any questions, you can suggest some commonly asked questions or you might discuss related ideas or real world examples of which they might be unsure. One technique that encourages participation is to ask, "Any wild and crazy guesses on that question?" |
| Partly Correct Response | Redirect the question to the questioner, to another person or answer it yourself. Encourage more response by asking, "You're on the right track. What other ideas do you have?" or "That's a good point, Sam. Who else has some ideas?" |
| Eye Contact | Making eye contact with each participant after asking, "How are we doing so far?" or "Does this make sense?" can help to prompt questions. |
| Nonverbal Clues | Read their faces for nonverbal clues, i.e. puzzled or frustrated expressions, smiles or nods. |
| Pacing | Periodically ask learners if the pace is too fast or too slow. |

Choosing Appropriate Visual Aids

| Item | Pros | Cons |
|--------------------|--|---|
| Flip Charts | <ul style="list-style-type: none"> • Easy to use and transport • Interactive • Inexpensive | <ul style="list-style-type: none"> • Hard to read past 15 feet • Not effective for groups larger than 20 |
| Overheads | <ul style="list-style-type: none"> • Flexible and easy to create • Widely used in companies | <ul style="list-style-type: none"> • Awkward to use • Machine can be a barrier • Projector makes noise |
| 35mm Slides | <ul style="list-style-type: none"> • Professional looking • Show real people and places • No. 1 choice of corporations | <ul style="list-style-type: none"> • Require darkened room • Little group interaction • Creates a formal environment • Inflexible |
| Videos | <ul style="list-style-type: none"> • Most experiential • Convenient • Free up the speaker • Can be very motivational | <ul style="list-style-type: none"> • Inflexible and quickly outdated • Very costly to produce |
| Handouts | <ul style="list-style-type: none"> • Reduce the need for note taking • Prepare the audience for concepts | <ul style="list-style-type: none"> • Can distract from the presentation • Speaker can lose control |
| Whiteboards | <ul style="list-style-type: none"> • Interactive • Convenient | <ul style="list-style-type: none"> • Not professional looking • Require erasing |
| Props | <ul style="list-style-type: none"> • Demonstrate something | <ul style="list-style-type: none"> • Can compete with the presenter for attention |
| Computers | <ul style="list-style-type: none"> • State of the art • Interactive • Sophisticated • Instructional | <ul style="list-style-type: none"> • Expensive • Delay time • Potential for technical difficulties |
| Multimedia | <ul style="list-style-type: none"> • High audience interaction • Can combine video and audio • Expensive • State-of-the-art technology | <ul style="list-style-type: none"> • More difficult to learn • Potential for technical difficulties • Time-consuming |

Using PowerPoint or Other Presentation Programs

- Slide shows can enhance your presentation. If your delivery is not particularly dynamic, you might camouflage this with visual aids.
- Experts in graphics design suggest that projected slides ought to use sans serif font rather than the default Times New Roman that you will find in PowerPoint. Change the master slide (go to View | Master Slide) to a font like Arial, Tahoma or Verdana. In addition, change the default size of the font to something larger, 40 or larger.
- Too often, speakers hide behind their slides. Remember that visual aids, like PowerPoint, are designed to *assist* you in your presentation. The slides are not your presentation.
- Another problem that presenters may experience is the need to dim the lights when using a projector. If you don't have a remote mouse, consider purchasing one to enable you to move around to engage the audience.
- If possible, place the screen or monitor into a corner so that you remain front and center with your audience. Otherwise, you will need to move often so that you're not blocking your audience from seeing the slides.

Learn Some Tricks for Using Slide Presentations

- Practice, practice, practice. Use the **Rehearse Timings** feature to set the timing for your presentation. On the **Slide Show** menu, click **Rehearse Timings**. Go through it several times until you're happy with the timing and are comfortable with your words. Give the presentation to a group of coworkers, your spouse, friends to see whether there are any points that are confusing or if you need to add a little time to individual slides so people have time to read everything. The more you practice, the better you'll feel about what you're saying and how you're saying it.
- When delivering your talk, blacken the screen if someone asks a question that doesn't directly relate to your slide. On the keyboard, press the "b." When you are ready to resume your slide show, press the "b" again to restore.
- If you want to move to another slide, you need only press the number of the slide (# and then enter) to move to whatever slide you want. This is particularly useful if a question arises.

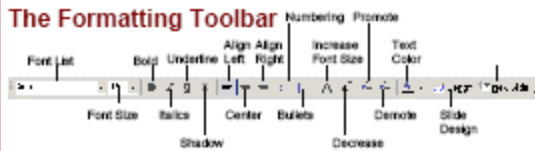
PowerPoint 2002 Reference Card

Microsoft®
PowerPoint 2002
 Reference Card

| The PowerPoint 2002 Screen | | Keyboard Shortcuts | |
|---|--|---|--|
| | | <p>General</p> <p>Open a Presentation <Ctrl> + <O> Save a Presentation <Ctrl> + <S> Print a Presentation <Ctrl> + <P> Close a Presentation <Ctrl> + <W> Undo <Ctrl> + <Z> Redo or Repeat <Ctrl> + <Y> New Slide <Ctrl> + <M> Help <F1> Switch Between Applications <Alt> + <Tab></p> <p>Navigation—Go To:</p> <p>The Previous Slide <Page Up> The Next Slide <Page Down> The First Slide <Ctrl> + <Home> The Last Slide <Ctrl> + <End></p> | |
| The Fundamentals | | | |
| <p>The Standard Toolbar</p> | | | |
| <ul style="list-style-type: none"> To Create a New Presentation: Click the New button on the Standard toolbar or select File → New from the menu. To Create a Presentation from a Template: Select File → New from the menu, select the template you want to use and click OK. To Open a Presentation: Click the Open button on the Standard toolbar, or select File → Open from the menu, or press <Ctrl> + <O>. To Save a Presentation: Click the Save button on the Standard toolbar or select File → Save from the menu, or press <Ctrl> + <S>. To Save a Presentation with a Different Name: Select File → Save As from the menu and enter a different name for the presentation. To Print a Presentation: Click the Print button on the Standard toolbar, or select File → Print from the menu, or press <Ctrl> + <P>. To Insert a Slide: Click the Insert Slide button on the Formatting toolbar and select the slide layout you want to use. To Switch Views: Click one of the View buttons on the horizontal scroll bar (see the back side for more information about Views). | | <ul style="list-style-type: none"> To View or Hide a Toolbar: Select View → Toolbars from the menu and select the toolbar you want to view or hide. To Get Help: Press <F1> to open the Office Assistant, type your question and click Search. To Cut or Copy: Select the text and click the Cut button or Copy button on the Standard toolbar or press <Ctrl> + <X> (cut) or <Ctrl> + <C> (copy). To Paste: Move to where you want to paste the text and click the Paste button on the Standard toolbar or press <Ctrl> + <V>. To Undo: Click the Undo button on the Standard toolbar or press <Ctrl> + <Z>. To Correct a Spelling Error: Right-click the error to bring up a suggestion menu. To Promote a Paragraph: Select paragraph(s) in the Outline tab and press <Shift> + <Tab>. To Demote a Paragraph: Select the paragraph(s) in the Outline tab and press the <Tab> key. To Present a Slide Show: Click the Slide Show View button on the horizontal scroll bar. | |
| <p>Slide Show Delivery (These shortcut keystrokes only work in Slide Show View)</p> <p>End Slide Show <Esc> Display Specific Slide <Slide #> + <Enter> Toggle Screen Black Start Automatic Show <S> Pause Show <Break> Show/Hide Pointer <A> Change Arrow to Pen <Ctrl> + <P> Change Pen to Arrow <Ctrl> + <A> Erase Screen Doodles <Ctrl> + <E></p> | | | |
| <p>Editing</p> <p>Cut <Ctrl> + <X> Copy <Ctrl> + <C> Paste <Ctrl> + <V> Find <Ctrl> + <F> Replace <Ctrl> + <H> Select All <Ctrl> + <A> Duplicate <Ctrl> + <D></p> | | | |
| <p>Formatting</p> <p>Bold <Ctrl> + Italics <Ctrl> + <I> Underline <Ctrl> + <U></p> | | | |

Formatting

The Formatting Toolbar



- **To Format Text:** Change the style of text by clicking the **Bold button**, **Italics button**, or **Underline button** on the Formatting toolbar.
Change the font type by selecting a font from the **Font list** on the Formatting toolbar.
Change the font size by selecting the pt. size from the **Font Size list**.
- **To Copy Formatting with the Format Painter:** Select the text with the formatting you want to copy. Click the **Format Painter button** on the Standard toolbar and drag the Format Painter pointer across the text where you want to apply the formatting.
- **To Change Paragraph Alignment:** Select the paragraph(s) and click the appropriate alignment button (**Left**, **Center**, **Right**, or **Justify**) on the Formatting toolbar.
- **To Apply a Template Design Template:** Click the **Design button** and on the Formatting toolbar select the template you want to use.
- **To Edit the Slide Master (All Formatting Elements in a Presentation at Once):** Select **View** → **Masters** → **Slide Master** from the menu.
- A **Color Scheme** is a set of eight coordinated colors you use as the main colors in your presentation.
- **To Change the Slide Color Scheme:** Click the **Design button** and on the Formatting toolbar, click **Color Schemes** in the Task pane and select the color scheme you want to use.
- **To Change the Slide Background:** Select **Format** → **Background** from the menu, select a color or fill effect from the drop-down color list and click **Apply**.
- **To Format a Drawing Object:** Select the object and select **Format** → **AutoShape** from the menu or right-click the object you want to format and select **Format AutoShape** from the menu.

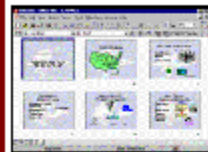
Delivery, Transitions, & Animation

- **To Present a Slide Show:** Click the **Slide Show View button** on the horizontal scroll bar.
- **To Doodle on the Current Slide with the Pen:** Press **<Ctrl> + <P>** and draw on the screen with the pen tool. Press **<Ctrl> + <A>** to switch back to the arrow pointer. Press **<E>** to erase your doodles.
- **To Add Slide Transitions:** Switch to **Slide Sorter View** and select the slide(s) where you want to add a transition. To select multiple slides hold down the **<Shift>** key as you click each slide. Click the **Transition button** on the Slide Sorter toolbar and select the transition effect you want to use from the task pane.
- **To Add an Animation Scheme:** Select **Slide Show** → **Animation Scheme** from the menu and select the animation scheme you want from the task pane.
- **To Add/Rehearse Slide Timings (Create a Self-Running Presentation):** Select **Slide Show** → **Rehearse Timings** from the menu. Display each slide for whatever duration you want then advance to the next slide. PowerPoint will record how long each slide is presented.

Views



Normal View includes panes for your presentation's outline, the current slide, and any notes for that slide. You will probably spend more time in Normal View than in any other view.



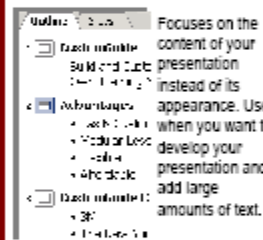
Slide Sorter View displays all the slides in your presentation as thumbnails (itty-bitty pictures). Use Slide Sorter View when you want to rearrange the slides in your presentation and add transition effects between them.



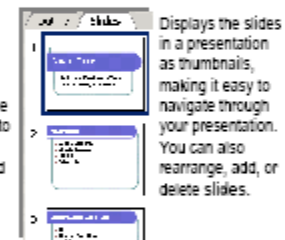
Slide Show View displays your presentation as an electronic slide show. Use Slide Show View when you want to deliver your presentation.

Outline and Slide Tabs

Outline Tab



Slides Tab

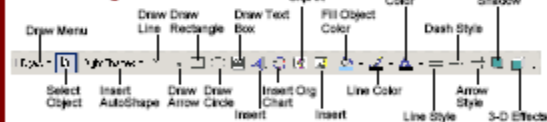


Focuses on the content of your presentation instead of its appearance. Use when you want to develop your presentation and add large amounts of text.

Displays the slides in a presentation as thumbnails, making it easy to navigate through your presentation. You can also rearrange, add, or delete slides.

Drawing and Graphics

The Drawing Toolbar



- **To Insert a Clip Art Graphic:** Select **Insert** → **Picture** → **Clip Art** from the menu, select a clip art category, select the clip art and click **OK**.
- **To Insert a Picture:** Select **Insert** → **Picture** → **From File** from the menu, select the file and click **OK**.
- **To Draw an Object:** Click the object you want to draw on the drawing toolbar and draw your shape by clicking on the document with the + pointer and dragging until the shape reaches the desired size. Hold down the **<Shift>** key while you drag to draw a perfectly proportioned shape.
- **To Add a Text Box:** Click the **Text Box button** on the Drawing toolbar, click where you want to insert the text with the X insertion point.
- **To Move an Object:** Click and drag the object using the mouse.
- **To Resize an Object:** Click the object to select it and drag the object's sizing handles until the shape reaches the desired size. Hold down the **<Shift>** key while you drag to resize the object proportionally.

Tips for Using Color, Graphics, Audio and Text

| | TIPS |
|---------------------|---|
| <p>Color</p> | <ul style="list-style-type: none"> • Include no more than four colors per slide. • Use dark print on a light background or light print on a dark background. • Use the same color scheme throughout your presentation. • Don't use red for text. It's difficult to read. • Yellow and white print reflect light best. Use them for text, with a dark background. • Avoid using red/green contrasts. Some people are color-blind. • Use the earth-to-sky formula when sequencing color—a darker-to-lighter sequence. Start with darker colors at the bottom of your visual and lighten the color as you move up. • Keep in mind color associations: <ul style="list-style-type: none"> ○ Red = emotion. Red means passion, desire, competition, danger, stop, error, downturn. Bright red may be too intense for some people. Burgundy is a good alternative. ○ Green = involvement or interaction. It's a good color for training sessions or other presentation when you want people to participate. Green also means social, intelligent, open, growth, money, readiness, spring, new beginnings. A green arrow on a slide would signal an upturn or growth. ○ Gray = a lack of commitment or neutrality. A gray background would not be the best color for persuasive presentations. Gray is best as a bridge between different segments. If your sales module is in red and your marketing segment contains green backgrounds, a gray slide between the two subtopics would work well. |

| | TIPS |
|-----------------|---|
| | <ul style="list-style-type: none"> ○ Blue = calm, conservative. It suggests trust, stability, loyalty, tradition. Many corporate logos are blue. Blue lowers the listener’s blood pressure and heart rate. To increase your credibility, use blue. ○ Yellow = cheerfulness and hope for the future. It also signifies restlessness and change, and it can create feelings of anxiety. Yellow is too bright and stimulating for a background color. It reflects most light and will produce glare in the eyes of the audience. It’s best to use yellow in headings. ○ Purple = mystical. It may represent fantasy or take on a childlike quality. Purple is not a good color for business information because it may not be perceived as important. Purple backgrounds are better suited for fun, humorous or light topics. ○ Brown = passive, searching for something solid. It’s best not to use brown for business backgrounds. It will be seen as unstable and less credible than other colors. ○ Black = power and sophistication. Black absorbs all light, making objects appear closer to the eye. A red square on a black background will look larger than it will on a white background. Black represents the absence of emotion. A black background is ideal for things that have happened or situations in which the audience has no choice but to accept the data. |
| Graphics | <ul style="list-style-type: none"> • Bar charts. Show comparisons or data over specific period of time. • Pie charts. Show relation of parts to the whole. • Line charts. Show data over many time periods so that you can see trends. |

| | TIPS |
|--------------|--|
| | <ul style="list-style-type: none"> • Cartoons. These add humor and interest and get your point across memorably. And remember to always get permission by the artist. • Photos of a real person or location. Add realism and personal recognition. There are many good stock photo sites that allow you to purchase permission rights or find free photos in the public domain. • Graphics combined with bullets are very effective. |
| Audio | <ul style="list-style-type: none"> • Use audio sparingly; remember when creating a PowerPoint presentation, less is sometimes more. • Using sounds on every frame can be very distracting. Some audiences may even find it offensive to hear a 'ding' and a 'zing' for every frame change. Try to limit the use of sound to extremely important points, or major changes in topic. This will help your audience remember your key points by providing audio keys for recognition. |
| Text | <ul style="list-style-type: none"> • Create a lot of white space. Don't crowd the slide or chart. Follow the 6-by-6 rule: no more than six words per line, no more than six lines per slide. • Use uppercase and lowercase text. It's easier on the eye and increases retention and comprehension. • Use no more than two fonts. Choose a serif font, such as Times New Roman, for body and a non-serif font such as Helvetica or Arial for bulleted points. • Use boldface and <u>underlining</u> to direct people's eyes and to create movement. • Use UPPERCASE letters to emphasize important words in a paragraph. (Note that if you use uppercase for more than seven consecutive words, your audience will probably have to reread the visual.) And UPPERCASE is considered shouting, so use sparingly. |

Benefits of Evaluating Your Presentation

A training evaluation is an objective summary of data you gather about the effectiveness of your training. The primary purpose of gathering evaluation data is to make decisions. Training evaluations help you (and others) decide whether the training is accomplishing its goals. They also help you decide how to modify your approaches for greater effectiveness.

When you have training evaluation data, you're able to make judgments about:

- How well the training met the training needs identified.
- How well the group mastered the training content.
- Whether the training methods and media helped learners achieve the instructional objectives.
- How much of the training transferred to the work setting.
- Whether the training contributed to the achievement of the organization's goals.
- Whether the benefits derived from the training justified the cost of the training.

Self-Assessing Your Presentation

Opening

- Did you greet your audience and introduce yourself?
- Did you establish your credibility?
- Was your thesis statement clearly stated at the start of your talk?
- Did you orient your audience to your format and clarify how you wanted to handle interruptions (e.g., questions and comments)?
- Did your presentational style enhance the briefing?

Body

- Was the talk well organized?
- Were your main points clear?
- Did your talk flow logically from one point to the next?
- Were the judgments substantiated?
- Was your support accurate, brief, and clear?
- Did your visual aids clearly enhance the briefing and reinforce your main points?

Conclusion

- Did you cue your audience that you were concluding your talk?
- Did you succinctly reemphasize your key points and your thesis?
- Did you clearly present the implication for your audience concerning this issue?
- Did you thank your audience for listening?

Question and Answer

- Did you handle questions directly, succinctly and tactfully?

Delivery

- Did you control your nervousness?
- Did you make eye contact with your audience?
- Did you speak in a conversational tone?
- Did you avoid using jargon or other language barriers?
- Were your gestures, facial expressions, and body movements consistent with your message?
- Did you talk with your audience, rather than at them?

Evaluation Levels

There are four levels of training evaluations, each measuring a different outcome of training. The four levels are:

1. **Reaction:** provide data on how the learners reacted to the content, activities, presenter and any other important aspects of the training itself.
2. **Learning:** provide data on the knowledge learners gained.
3. **Behaviors:** provide data on the new behaviors used by learners when they return to their work settings.
4. **Results:** provide data on how the training impacted organizational goals.

| Levels | Evaluation Questions | Types of Information Collected |
|------------------|---|---|
| Reaction | Were the participants pleased with the course? | Participant impressions of: <ul style="list-style-type: none"> • Instructors • Course materials • Training activities • Training content • Training facilities Observer assessments of how the participants reacted to the training. |
| Learning | What did the participants learn during the course? | Measurements of what the participants know or can do at the beginning and end of training. |
| Behaviors | Did the participants change their on-the-job behaviors, based on what they learned? | Participant, co-worker and supervisor impressions of... <ul style="list-style-type: none"> • Changes in the on-the-job behaviors used by the learners following training. Measurements of actual on-the-job behaviors. Observer assessments of changes in on-the-job performance. |
| Results | Did the change in participant behaviors have a positive impact on the organization? | Participant, supervisor and/or management impressions of the benefits derived from the training. |

Evaluation Example 1

Circle the number, which represents your response to each item, and include any specific comments.

| | | | | |
|--------------------|--------------------|-------------|-----------------------|-----------------------|
| 5 = Strongly Agree | 4 = Somewhat Agree | 3 = Neutral | 2 = Somewhat Disagree | 1 = Strongly Disagree |
|--------------------|--------------------|-------------|-----------------------|-----------------------|

| | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Pre-program logistics, support and information were timely, useful and thorough. | 5 | 4 | 3 | 2 | 1 |
| 2. | Support and logistics during the program was excellent. | 5 | 4 | 3 | 2 | 1 |
| 3. | The quality of the training materials was excellent. | 5 | 4 | 3 | 2 | 1 |
| 4. | The quality of instruction was excellent. | 5 | 4 | 3 | 2 | 1 |
| 5. | I thought the ..., was an excellent learning tool | 5 | 4 | 3 | 2 | 1 |
| 6. | I believe my experience in the program has provided me with tools that can help me improve the performance of my organization | 5 | 4 | 3 | 2 | 1 |
| 7. | I would recommend this program to others without reservation. | 5 | 4 | 3 | 2 | 1 |
| 8. | I am definitely interested in attending the follow-on courses of ... | 5 | 4 | 3 | 2 | 1 |

Comments:

Evaluation Example 2

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| This course was worth the effort involved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I learned a lot in this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I learned more in this course than in most others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This course was extremely valuable to my education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| After taking this course, I am interested in taking others in this field. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This was an excellent course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This was one of the best courses I have ever taken. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would recommend this course to my friends. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This course has given me a new direction in life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Evaluation Example 3

| | |
|-------------------------|--|
| Your Name: | |
| Seminar Speaker's Name: | |
| Date of Seminar: | |

Please tick "✓" **4** = *very good* **3** = *good* **2** = *fair* **1** = *unsatisfactory* **0** = *poor*

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| Effective use of visual aids | | | | | |
| Clear and interesting? | | | | | |
| Interaction with audience | | | | | |
| Enough eye contact? | | | | | |
| Signaling | | | | | |
| Clear and interesting? | | | | | |
| Interaction with audience | | | | | |
| Clear beginning and ending? | | | | | |
| Clarity of voice and pronunciation | | | | | |
| Clear and loud? Correct pronunciation? | | | | | |
| Good use of vocabulary? | | | | | |
| Preparation | | | | | |
| Well prepared? | | | | | |
| Information | | | | | |
| Creative? | | | | | |
| Any interesting ideas? | | | | | |
| Organization and structuring of presentation | | | | | |
| Well organized? | | | | | |
| TOTALS | | | | | |
| Well prepared? | | | | | |

Any other comment?

Event Checklist

- All cords/wires taped securely to the carpet/floor
- Sound check done for all presenters, in all areas of room
- Everyone can easily view the screen from where they are sitting
- Back-up speakers/sound system arranged for, as a precaution
- Back-up presenter arranged for in case of delay, illness
- If offering an upsell/product, 25 possible objections identified and responses prepared
- Handouts prepared that match the presentation/PowerPoint
- Actual PowerPoint at website
- Extra power source and cord for the sound system, lap top and projector
- Someone available to register late arrivals
- Meet and greet time arranged early morning or late afternoon
- Present overview/learning objectives
- At beginning find out nature/skill level of attendees, and their primary interest
- During 2 days, weave in comments made earlier by attendees
- Have 2 screens/projectors if more than 200 attendees
- Bring extra pens and paper
- Time hotel water/beverages with coffee break times
- Print out instructions/options for lunch
- Have someone manage temperature in room using a portable thermometer
- Have a lights-flasher to bring folks back from break quickly
- Have a people-mover to bring folks back into the event room after the break
- If presenting an upsell, using last 20-30 minutes before end of lunch for dedicated time
- Set up room as classroom style if less than 100-150 folks; theatre if more than 150 folks
- Make sure chairs in room are directly pointing at center of stage
- Remove any chairs that are dirty, crooked or wobbly
- Double check that hotel signage is clear for arrivals
- Good lighting/spotlight on presenter during entire presentation
- Stage marks on floor to mark where presenter should stand
- Involve the registrants before and after the event to deepen learning
- Offer some sort of giveaway (pin, binder, CD, stickers, pen, etc.)
- Include worksheets to facilitate learning

Appendix

Three Opening Strategies to Grab the Audience and Make them Yours

by Patricia Fripp, CSP, CPAE

You have thirty seconds to command the attention of your audience. Don't waste it!

Certain speech openings captivate, mystify, and create an emotional bond that keeps an audience in the palm of the speaker's hand. What would you give to learn those essential opening moves? Those great ways to bond instantly with an audience so you never see them dozing off or wandering out of the room?

Here are 3 sure-fire ways to start, whether you are a sales trainer, keynoter, breakout presenter, or anyone who speaks in front of a group or would like to. There's no right or wrong way to open, and these techniques are not presented in any preferred order. The best way to start depends on your style and the purpose of your message.

1. USE A STORY.

A story can provide a strong opening--but only if it transitions logically and comfortably into the objective of your speech. I recommend using a true story, personal if possible, that you have polished until you are confident it will always be a success. An added advantage to a true story, well told, is that it doesn't matter whether you get a laugh. For best results, your story needs to be tied into your premise or purpose.

2. USE A QUOTE.

General Eisenhower said, "Leadership is the ability to decide what has to be done and then to get people to want to do it." When I talk on leadership, I might start with that quote. I'm also a believer in quoting others besides 'Dead White Men'--not that some of them haven't said wonderful things. Consider quoting live ones! When I'm talking about getting and keeping customers, I mention, "As Bill Gates said, 'When you lose a customer, you lose two ways. First, you don't get their money. And second, your competitor does.'" And pantomime stabbing myself in the heart, which usually gets a laugh. Quotes can be both informative and surprising. As the great philosopher Raquel Welch said, "Style is being yourself, but on purpose."

3. USE AN INTERESTING STATISTIC.

I was on a program with Newt Gingrich for YPO, (Young President's Organization) in Atlanta. He gave one of the best written, best delivered speeches I've ever heard. It doesn't matter what your politics are, he had a great opening. He walked out and said, "If you were born today, you would already owe \$186,000 to payoff your share of the national

debt." He was immediately compelling.

What also made it so good was his use of what I call a high I/You factor. He used "you" and "your" three times in his opening sentence, rather than "I" or "me." How often do you include your listeners in your speech? Everyone in that audience sat forward. I didn't write his opening down, but I've never forgotten it.

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8 Mistakes Made when Presenting with PowerPoint® and How to Correct Them

by Jim Prost — Fripp & Associates

How would you answer this multiple-choice question?

Which of the following statements best describes your view about presenting using Power Point®?

1. My PowerPoint® presentations use every sound, clip art, and animation available.
2. My PowerPoint® presentation IS the presentation.
3. My PowerPoint® presentation enhances my points; is clear, clean, and concise; and my audiences walk away with a clarified message.

From the audience's perspective, answer 3 is the better choice.

Let's take a look at some common mistakes made when presenting using PowerPoint® and how to correct them.

Mistake #1 - The Projected Image on the Screen Is My Comfort Blanket.

Solution: Set up your computer so that it is facing you. This way you can be facing the appreciative audience and you don't have to look at or read from the screen. The last thing the audience wants to see is the back of your head. What you are seeing on your computer screen is the same image that is projected on the screen behind you. Keep eye contact with your audience to engage them in your presentation.

Mistake #2 - Leaving a Slide on the Screen Keeps the Audience's Attention.

Solution: A slide should be on the screen only as long as you are talking about related material - somewhere between 30 seconds and two minutes.

Tip: To blank out a screen, just press the "B" key to turn the screen black or press the "W" to turn the screen white. This only works when you are viewing a show. To illuminate the screen, press the "B" or "W" again.

Value-added hint: Research has shown that audiences will remember your presentation best if they are allowed an opportunity to digest a new slide for a few seconds before you start speaking - especially if the visuals are complex.

Mistake #3 - I Have To Go Through My Slide Show in a Linear Fashion - i.e., Slide #1 Followed by Slide #2 and So On.

Solution: You can navigate through your presentation any way you like. If you want slide #23 to follow slide #1, be sure you are in View Show mode, then just press 2 and 3 on the numeric key pad followed by "enter." PowerPoint® will automatically go to slide #23. This also is another good reason to print your slides as Handouts with the slide numbers on them. I usually print my slides in handout form, 6 slides to a page.

Mistake #4 - It is Too Bad PowerPoint® Doesn't Provide a "Pen"* Function to Write on the Screen While Presenting.

Solution: For those of you who like the "John Madden approach"*, you can press Ctrl "P" while presenting and a John Madden-style pen will come on the screen. Hold the left mouse key down while moving your pen around the screen, and you too can analyze the "play." To make this work, use the Tools pull-down menu and go to Slide Show. Choose your pen color. (Make sure it contrasts and compliments the background color of your slide.)

* John Madden, a famous football announcer on television, is known for using a pen on the screen to show how a football play occurred.

Mistake #5 - Audiences Are Wowed By All the Animations and All the Transitions I Use.

Solution: Less is more (see my complimentary article ["12 Mistakes Made When Creating PowerPoint® Slides and How to Correct Them"](#)). I recommend that you give the audience a copy of your presentation so they can follow it while you are presenting. Show the material on a slide without any animations. Your audience will already know what's coming. On the other hand, if the audience will not receive a copy of your presentation as a handout, you should use some animation, but remember- less is more.

Mistake #6 - The Room's Lighting Won't Have an Impact on the Visibility of My Slides.

Solution: Check out the environment in which you will be presenting. First, try to make sure that all lights that directly hit the projected screen are turned off. (You may need to climb on a ladder and unscrew some bulbs!). Light text on a dark background looks best in a dark or slightly darkened room. In a lighted room, a dark background may look so faded that your light text won't show up well. For this kind of situation, it doesn't hurt to try dark text on a lighter background.

Let me digress. While we are on the subject of lighting - do not subject your audience to a presentation in a dark room. At all costs, try to have the most light possible without diluting the impact of the color of your

slides. Other than in a movie theatre, a darkened room will put people to sleep, and hopefully this is not one of your objectives. (See my complementary article ["12 Mistakes Made When Creating PowerPoint® Slides and How to Correct Them."](#))

Mistake #7 - My Presentation is So Powerful that My Audience Will Be in Their Seats As Soon As The Break is Over.

Solution: If you take breaks during your presentation, I highly recommend using a break "timer"* which is projected onto the screen. I use a count-down digital timer and can even put my client's logo as the wallpaper behind the digital clock.

<http://www.indezine.com/products/powerpoint/cool/countdown01.html>

Mistake #8 - The Presentation Pop-Up Menu Helps Me Run Through My PowerPoint® Presentation.

Solution: Turn off the presentation pop-up menu. It is a sign of a Power(less) PowerPoint® presenter. Go to the Tools pull-down menu, then to View and uncheck both the Pop-up menu on right mouse click and Show Pop-Up Menu Button.

* * *

Have fun with your next PowerPoint® presentation. Your audience will appreciate the care you show by make a presentation that is lively, fun, and targeted towards them. And, you'll get a standing ovation.

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Add Credibility to Your Business Reputation through Public Speaking

by Patricia Fripp, CSP, CPAE

Would you like to sell to 40 prospects at the same time? Well, step up to the podium. Service organizations like Kiwanis Clubs, Rotary, Lion's or Optimist Clubs are always looking for a speaker to address its group for free. It's a win-win situation. They get a speaker at no charge. You have a terrific promotional tool and more importantly are perceived as an expert in your field. Does that sound like a good head start over your competition?

TIPS FOR YOUR TALK

We've all heard that the fear of death is often surpassed by the fear of public speaking. Think about the positive results of doing a presentation and that might motivate you to work through your fears. In case that isn't enough, take time to work through these exercises to help you channel all that nervousness into energy.

Physical Preparation: Warm up and relax your body and face.

a. If you're wearing high heels take them off. Now, stand on one leg and shake the other. When you put your foot back on the ground it's going to feel lighter than the other one. Now, switch legs and shake. You want your energy to go through the floor and out of your head. This sounds quite cosmic; it isn't. It's a practical technique used by actors.

b. Shake your hands...fast. Hold them above your head, bending at the wrist and elbow and then bring your hands back down. This will make your hand movements more natural.

c. Warm up your face muscles by chewing in a highly exaggerated way. Do shoulder and neck rolls. Imagine that you're eye level with a clock. As you look at 12, pull as much of your face up to 12 as you can; now move it to 3, then down to 6 and finally over to 9.

All of these exercises serve to warm you up and relax you. Those exaggerated movements make it easier for your movements to flow more naturally.

Preparation is a key element to making a solid presentation. Here are a few tips that will help you make an effective presentation.

THE OPENING

Psychologists have proven that the first and last 30 seconds of any speech have the most impact, so give the open and close of your talk a little extra thought, time and effort. Do not open with "Ladies and Gentlemen, it is a pleasure to be here tonight." It's wasting too much of those precious 30 seconds.

Opening a speech with a joke or funny story is the conventional wisdom. Before you do, ask yourself these questions:

- Is it appropriate to the occasion, for the audience?

- Is it in good taste?
- Does it relate to me (my product or service) or the event or the group. Does it support your topic or its key points.

A humorous story, an inspirational vignette, which relate to your topic or audience, are sure ways to get an audience's attention. However, it may take more presentation skill than you possess in the beginning. It's safer and more effective to give the audience what you know.

A good way to open your speech is by giving the audience the information they most want to hear. By now, you know what the most questions you'll hear at a cocktail reception or professional society meeting. Well, put the answers to those questions in your speech.

I helped a neighbor with a speech he was putting together for my women's organization. He's a senior scientist with Genentech. I suggested that since most of don't know what scientists are like or what they do, he should tell the audience what it was like to be a scientist. "Being a scientist is like doing a jigsaw puzzle in a snowstorm at night...you don't have all the pieces...and you don't have the picture to work from." You can say more with less.

Think about your audience. What is the information they want the most from you. If you know your business, you'll be able to predict what their questions will be simply by experience. If you're not sure what a particular audience might want to hear, talk to the program chair and get that information from him or her.

THE CLOSING

The close should be the highlight of your speech. Summarize the key elements to the investment process, etc. If you're going to take questions, say "Before my closing remarks, are there any questions." Finish with something inspirational that proves your theme.

My scientist friend told our group of the frustrations of being a scientist and he closed by saying, "People often ask, 'why should anyone want to be a scientist?'" His closing story told of a particularly information-intensive medical conference he attended. The final speaker of the day opened with, "I am a 32-year-old wife and mother of two. I have AIDS. Please work fast," she said to the scientists. My friend got a standing ovation for the speech.

OUTLINE FOR YOUR SPEECH

There are two basic outlines that work well for the beginning speaker.

The AA way: Alcoholics Anonymous has an effective outline for their people: "This is where I was. This is where I am. This is how I got here." This outline will help you tell the audience who you are and why you are qualified to speak on the topic you've chosen.

Recently, a friend asked that I help her with a talk she had asked to present. I asked three vital questions you must also ask yourself: Who is the group to whom you are speaking? How long will your talk be? Why have they asked you to speak?

My friend had been asked to do a 25-minute speech for the local Board of Realtors because of her great success in real estate. I suggested she follow the AA outline and open like this: "Twelve years ago, when I went into the real estate business, I had never sold anything but Girl Scout cookies and hadn't done well with that. Last year, I sold \$15 million of real estate in a slow market selling homes that averaged \$150,000 each. Today, I'll tell you how I did that."

The question and answer format: People in your audience are like the people you meet in your business or at a cocktail party -- they probably all ask you many of the same questions about your work. Think of the questions prospects, client and friends ask you about your business.

Now you can open with, "The five questions I am most frequently asked about investments (or whatever your field is)." Pose the first question to the audience and answer it for them in a conversational manner...just like you would to a prospective customer. You may have never given a speech before, but you certainly have answered the questions.

If you finish before your allotted time ask if the audience has any questions. If there are no questions, there's no sin in finishing early. However, when it comes to public speaking, it is poor form to finish late. It shows little consideration for the organization, the program chair and the audience. If after you finish, they ask you to continue beyond your allotted time, that's a different story.

WRITING YOUR SPEECH

I don't believe you sit down and write a speech. You gather and collect ideas that can build your speech. If you're going to be addressing a group in the next few weeks, keep a note pad with you and jot down ideas, situations that relate to your talk. When you actually write your talk, you'll have lots of material to fit into your outline.

PRESENTING THE SPEECH

Do not read your speech. Write key points in bold felt tip pen (or in a large, bold typeface on your laser printer) on a pad you keep on the lectern or table on the podium. I urge you not to stand behind the lectern throughout your entire talk. It puts a barrier between you and the audience and they feel it. However, if you feel more secure standing behind the lectern, do not lean on it.

The introduction: Write your own introduction. Use your resume as a guide, but customize it to fit the topic on which you're speaking. Do not include your job as a life guard in your intro unless it directly relates to your subject.

Handouts: Develop a page detailing your key points. Or if you've had an article published, make copies for the audience members. Make sure that the handout includes your name, address and telephone number.

Business Cards: If your goal is to develop business contacts, always collect business cards from the audience members. You can offer to send additional information, articles or tip sheets to them. Or you can offer a door prize (this can be a product you sell or certificate for service -- a free evaluation of financial status,

etc.) and ask that everyone drop their business cards in a box from which you or the program chair will draw the winner (or winners) at the end of your talk.

The business cards give you prospects with whom you can follow up later. If you offer to provide attendees with written material, you might include an order blank for you product or service.

JUST DO IT!

Speaking before a group of strangers can be intimidating, but keep focused on the positive impact the presentation will have on your business reputation and your bottom line.

Don't expect to be a magnificent speaker the first time out. Your goal is to present the most valuable information possible to the members of the audience. Think of it as the beginning of many long-term relationships.

Go on -- step up on the podium and profit from the experience.

Patricia Fripp, CSP, CPAE is a San Francisco-based executive speech coach, sales trainer, and award-winning professional speaker on Change, Customer Service, Promoting Business, and Communication Skills. She is the author of *Get What You Want!, Make It, So You Don't Have to Fake It!*, and Past-President of the National Speakers Association. She can be reached at: PFripp@Fripp.com, 1-800 634-3035, <http://www.fripp.com>

Suggested Books

Secrets of Successful Speakers: How You Can Motivate, Captivate, and Persuade by Lilly Walters
ISBN 0-07-068034-5

Voice Power: Using Your Voice to Captivate, Persuade, and Command Attention by Renee Grant
ISBN 0-8144-7105-6

Public Speaking—A Process Approach by Deanna D. Sellnow
ISBN 0-534-55170-X

Speak and Grow Rich by Dottie Walters
ISBN 0-7352-0351-2

How to Develop Self-Confidence And Influence People By Public Speaking by Dale Carnegie
ISBN 0-671-74607-3

In The SpotLight: Overcome Your Fear of Public Speaking and Performing by Janet E. Esposito
ISBN 1-928782-07-8

Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations That Inform, Motivate, and Inspire
by Cliff Atkinson
ISBN 0-735-62052-0

Presenting to Win: The Art of Telling Your Story
by Jerry Weissman
ISBN 0-130-46413-9

Speaking Secrets of the Masters: The Personal Techniques Used by 22 of the World's Top Professional Speakers
by Terrence J. McCann
ISBN: 0-937-53922-8

Suggested Articles/Reports

Get to the Point, PLEASE: The Power of Being Pithy

<http://successnet.org/articles/angier-pithy.htm>

The Weight of Our Words

<http://www.successnet.org/articles/angier-words.htm>

The Power of Words

<http://www.successnet.org/wordpower.htm>

You Never Know When Your Words Will Make a Difference

<http://www.successnet.org/members/articles/yourwords.htm>

Authenticity and Originality

<http://www.successnet.org/articles/angier-authenticity.htm>

Web Site Resources

Speaking Success System

Learn the Secrets of Successful Speakers

<http://SuccessNet.org/go/dubin.htm>

Mike Foster

Technology Coach & Speaker

<http://www.MikeFoster.com>

SuccessNet Quotes Library (fully searchable)

<http://SuccessNet.org/library2.htm>

American Society for Training & Development

<http://www.astd.org>

The Masie Center

<http://www.masie.com>

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Public Speaking Skills for Business and Professional Speakers

<http://www.fripp.com/publicspeakingresources/publicspeakingres.html>

Public Speaking Skills

<http://www.publicspeakingkills.com>

Toastmasters International

<http://www.toastmasters.org>

Allyn & Bacon Public Speaking Website

http://wps.ablongman.com/ab_public_speaking_2

Video Professor

<http://SuccessNet.org/go/vprofessor.htm>

SuccessNet Resources

Your Core Values™ eCourse

Discover, define and begin living in accordance with your true values.

<http://YourCoreValues.com>

World Class Business™

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<http://WorldClassBusiness.com>

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<http://101BestWays.com>

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Michael Angier, speaker, coach and consultant

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