**Presentation Skills**

**New England Municipal Clerks Institute Manual**

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# Module One: Getting Started

*Coming together is a beginning; keeping together is progress; working together is success.*

***John D. Rockefeller***

Welcome to the Presentation Skills workshop. This program can benefit anyone who presents; a trainer, a meeting facilitator, speaker, or seminar discussion leader. No matter which role you are assuming, this workshop will help you become more efficient and proficient with the skills of providing information to others.

## Workshop Objectives

C:\Users\Kimmi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JVU559D0\MCj02934740000[1].wmfResearch has consistently demonstrated that when clear goals are associated with learning, the learning occurs more easily and rapidly. With that in mind, let’s review our goals for today.

By the end of this workshop, you should be able to:

* Perform an audience assessment and prepare an outline
* Select presentation delivery methods
* Practice verbal and non-verbal communication skills
* Knock down nervousness
* Develop and use flip charts with color
* Create targeted PowerPoint presentations
* Utilize white boarding for reinforcement
* Describe how video and audio enhance a presentation and list criteria for determining what types to use
* Enrich the learning experience with humor, questions, and discussion.

# Module Two: Creating the Program

*It takes three weeks to prepare a good impromptu speech.*

*Mark Twain*

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900198209[1].wmfWe will look at the beginning steps to follow when creating a plan to improve your Presentation Skills. The first thing to look at is to perform a Needs Analysis. This will help you to understand your audience and provide you with the answers to a few basic questions. A basic outline and some minor research would then be utilized to help create the basic program that will assist you in developing greater Presentation Skills.

## Understanding Your Audience

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900149850[1].wmfA needs analysis measures what skills employees have -- and what they need. It indicates how to deliver the right training at the right time. The results answer the following questions:

1. What is the **audience** with the problem or need for change?
2. What **tasks** and subtasks does an expert perform to complete a work process?
3. What **gaps** exist between experts, average, and poor performers of a work process?
4. How do we translate the needs into objectives to promote a strong learning **outcome**?

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

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

**Example:** Although the call center reps are empowered to assist customers, several are not solving callers’ product problems. Instead, they are passing them on to the Escalation Desk, creating a bottleneck -- and unhappy customers. The needs analysis identified a task called “Resolve customer complaints”. Some of its subtasks are:

* Answer call
* Listen to customer’s problem
* Express empathy for the trouble
* Open a new support ticket
* Resolve complaint per the list of allowable resolutions
* Document resolution in the call notes
* Close support ticket.

## Writing the Basic Outline

To develop the outline, group the tasks that fit together logically, and create headings that reflect the goal of the subtasks.

* Handling a Call
* Answer call
* Listen to customer’s problem
* Express empathy for the trouble
* Open a new support ticket
* Resolve the complaint per the list of allowable resolutions
* Documenting Call Resolution
* Document the resolution in the call notes
* Close support ticket

Add headings for an introduction and workshop objectives at the beginning -- and a wrap-up and evaluation at the end, and your basic outline is complete.

## Researching, Writing, and Editing

**Researching:** The needs analysis has likely produced much of the supporting content required to build the program. However, if information gaps exist, return to your expert performers (also termed subject matter experts) and ask questions.

**Writing:** If you’re using a word processor, create a template so your material is consistent from the beginning. Assign a preliminary time length to each module based on the total time available for the presentation. (You’ll validate it later.) When writing, aim for brevity. The more you say, the less the audience remembers.

Make sure to validate your finalized content before you move on to editing.

**Editing:** As you edit, write for the ear, not for the eyes. Make sure sentences are twenty words or less and only convey one thought. Use simple, familiar words. Make sure that you have provided the definitions of any terms important to the learning experience. Try to spice up your module titles.

## Module Two: Case Study

Ben sat down with Audrey in his office. “So, you told me that when a few select staff members tried to use the new medical records system, there were significant problems.”

Audrey sighed. “Yes. Despite the use of online tutorials, the staff still finds the system difficult to use.” She said, “An office-wide training could help speed up competence.”

Ben said, “First, I think we need to do a needs analysis, to make sure that this training will be as effective as possible.”

Ben took Audrey through a list of questions regarding the audience’s problem that needed to be solved; the tasks and subtasks an expert would need to complete, the gaps between different workers, and translated the needs into objectives to ensure a strong learning outcome. The training was a success and the office was ready in time for the roll-out of the new system.

## Module Two: Review Questions

1. What purpose does a Needs Analysis serve?
2. Validates your finalized content before you move on to editing.
3. Helps you to understand your audience and provides you with the answers to a few basic questions.
4. Resolves the gaps that are found in experts, average, and poor performers.
5. Designates where to add headings for an introduction and completes workshop objectives.
6. What does a Needs Analysis measure?
7. The cost and benefits of a project.
8. Only the poor performers in a work process.
9. What skills employees have and what they need.
10. What will need to be researched, written, and edited?
11. Which question would not be answered by the results of a Needs Analysis?
12. What module titles are needed for a memorable opening?
13. What is the audience with the problem or need for change?
14. What tasks and subtasks does an expert perform to complete a work process?
15. What gaps exist between experts, average, and poor performers of a work process?
16. In the simple method of a Needs Analysis, which action is part of the process?
17. Answering questions
18. Supervising the process
19. Delegating tasks and subtasks
20. Both A & B
21. What would grouping the tasks that fit together logically and creating headings that reflect the goal of the subtasks help develop?
22. The research
23. The outline
24. The editing
25. The writing
26. Where should you add headings for an introduction and workshop objectives in an outline?
27. On the cover
28. The end
29. The middle
30. The beginning
31. When researching, if information gaps exist, what should be done next?
32. Go back to the supporting content required to build the program.
33. Create a template so your material is consistent from the beginning.
34. Return to your expert performers and ask questions.
35. Edit out that section, as you do not have the information required.
36. When writing, what should you aim for?
37. Levity
38. Brevity
39. Length
40. Word count
41. What is the final step before moving onto editing?
42. Create a template so your material is consistent.
43. Return to your expert performers and ask questions.
44. Assign a preliminary time length to each module.
45. Make sure to validate your finalized content.
46. Which statement is good advice when editing?
47. Write for the eyes, not the ear.
48. Make sure sentences are thirty words or less and only convey two thoughts.
49. Keep your module titles standard and basic.
50. Use simple, familiar words.

# Module Three: Choosing Your Delivery Methods

*I never teach my pupils; I only attempt to provide the conditions in which they can learn.*

***Albert Einstein***

Now it's time to determine what methods you will use to deliver your presentation. We will be beginning by covering basic delivery methods. Once we have a good foundation and grasp on the basic methods we will delve into more advanced methods.

## Basic Methods

**C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900198191[1].wmfLecture:** If you must lecture occasionally, use strategies to make the delivery more interactive.

**Discussion:** A discussion facilitated by the presenter can be rich in interactivity.

**Small Group learning experiences:** A small group experience provides direction toward specific learning goals, and provides a high degree of participant involvement.

* **Dyads (Groups of 2).** Using pairs provides unlimited options for simple interactive experiences. You can say, “Turn to the person on your right and…” Using dyads manages the attention span, the extent of influence, and the focus of the goal. The learning experience is relatively intimate.
* **Triads (Groups of 3).** Trios expand the focus and experience opportunities. A measure of intimacy is still retained, but multiple viewpoints can be contributed. Triads are useful for producing definitions, establishing priorities, or providing an ongoing support system.

**Case Study:** The case study method is the presentation of detailed information about a particular situation, often problem solving. Case studies can be very creative exercises, and they are well-suited for small groups. Here are six guidelines for developing a case study:

1. Determine the principle you wish to have the case emphasize
2. Establish a situation that demonstrates the principle
3. Develop appropriate symptoms
4. Develop the characters
5. Write the case
6. Provide questions to guide the learners as they process the case study to solve a problem.

## Advanced Methods

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900215965[1].wmfAfter you feel comfortable with basic delivery methods, you can begin to explore some of the more challenging ways to present and facilitate learning experiences.

**Role play:** Role playing allows participants to act out a behavioral role. This exercise -- done with small groups or the large group -- allows members to expand their awareness of varying points of view, and provides an experiential learning opportunity. A role play can be used in several ways; to solve a participant problem, clarify or sharpen an issue, or demonstrate a skill approach to a task. Importantly, it gives people an opportunity to practice a skill or approach in a safe environment and use the experience later on the job.

Here are several tips for managing a role play exercises:

* Obtain volunteers, rather than making assignments
* Use role play later in the training session, when participants know each other better
* Select low-threat situations, such as a work group holding a staff meeting.

**Problem solving:** Problem solving experiences are increasingly popular in training presentations because they allow participants to gain “real world” experience that often provides direct transfer back to the job.

There are three phases to a problem solving exercise:

1. Defining the problem and generating data about it
2. Generating potential solutions
3. Selecting an implementing a solution.

Below are several of the many proven methods that are available to help participants with each phase.

|  |  |  |
| --- | --- | --- |
| **Phase** | **Method** | **Description** |
| **Defining the problem and generating data about it** | Pareto Analysis | Vilfredo Pareto, a mathematician and economist coined the “80/20” rule. A Pareto Analysis allows you to group and analyze data for a problem such as defects in a model of kitchen faucet. |
|  | Force Field Analysis | Kurt Lewin defined driving forces and restraining forces that influence the solution to a problem. |
| **Generating potential solutions** | Brainstorming | Brainstorming allows a group to generate a large volume of ideas about a problem, or potential solutions. Later, the results must be condensed to a workable number of ideas, typically through grouping, and then voted on. |
|  | The Delphi Technique | Originally used by the RAND corporation, the Delphi technique allows the anonymous generating of ideas which are then filtered. |
| **Selecting and implementing a solution** | Ranking | Participants rank options on a given scale, with or without criteria. |
|  | The Journalist’s Six Questions | Use “who, what, when, where, why and how” questions to generate data. |

## Basic Criteria to Consider

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900383516[1].wmfA training presentation may use any combination of delivery methods as long as the net result is to achieve learning outcomes -- and consider organizational requirements and constraints. The four-step process below will help you select the best training delivery options to meet your training needs.

1. List all possible learning methodologies that could be used to achieve the session objectives
2. Identify possible delivery options for the learning methodologies
3. Identify the organizational, presenter, facility, and resource parameters and their impact on the delivery options.
4. Recommend your delivery strategies.

At a bank, the outcome of the process might look like this:

|  |  |  |
| --- | --- | --- |
| **Objective** | **Delivery Strategy** | **Expansion/Notes** |
| List the five key customer support principles at the bank | Lecture only the principles, using the flip chart or PowerPoint for emphasis, and then add interactivity | Find a lead-off story  Develop a group problem-solving exercise to provide follow-up practice |
| Demonstrate a performance problem with a customer support team in a bank | Role play | Use triads  Find extra space |
| Generate ideas for improving customer support service | Brainstorming | Procure additional flip charts for groups |

## Module Three: Case Study

Fatima finished the first hour and a half of her presentation. When the training broke for a quick fifteen minutes, she reflected. During the training, she’d noticed that some of the participants seemed sluggish and unfocused.

When everyone returned to their seats, Fatima spoke to the audience with fresh enthusiasm. “Our next segment of the training deals with the notorious subject of customer complaints. I know that there’s a wealth of experience in this room already. So I want you to turn to the person next to you, and I want the two of you to each share a time when you received a customer complaint and how you dealt with it.”

Fatima watched the participants become involved in their discussions. The room re-energized and the training became more interactive and more successful.

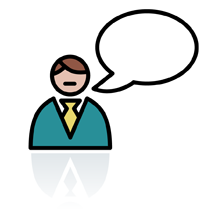
## Module Three: Review Questions

1. If you must lecture occasionally, which strategies should be used?
2. Strategies that keep the objectives and information vague.
3. Strategies that make the delivery less interactive.
4. Strategies that make the delivery more interactive.
5. Strategies that don’t fill the allotted time for the lecture.
6. What method provides direction toward specific learning goals and a high degree of participant involvement?
7. Small Group Experience
8. Lecture
9. Discussion
10. Research
11. Which statement is not true about using dyads in a small group experience?
12. Pairs provide unlimited options for simple interactive experiences.
13. Using dyads manages the attention span.
14. Using dyads manages the extent of influence and the focus of the goal.
15. The learning experience is relatively detached.
16. What are triads useful for?
17. Producing definitions and establishing priorities.
18. Decreasing the focus and experience opportunities.
19. A measure of intimacy is still retained, but a single viewpoint can be contributed.
20. Removing an ongoing support system.
21. What is the definition of a case study?
22. An educational talk to an audience, especially to students in a university or college.
23. The action or process of talking about something, typically in order to reach a decision or to exchange ideas.
24. The presentation of detailed information about a particular situation, often problem solving.
25. Work done by a group in collaboration.
26. Which are case studies suited for?
27. Large groups
28. Small groups
29. Groups of twenty or more
30. All of the above
31. Which statement is not true of role plays in presentations?
32. A role-play can be used to solve a participant problem.
33. Role-plays can be used in small groups but not a large group.
34. Role-plays give people an opportunity to practice a skill.
35. A role-play allows members to expand their awareness of varying points of view.
36. Why are problem solving exercises becoming increasingly popular in training presentations?
37. Because problem solving exercises cover the basic delivery methods.
38. Because they are useful for producing definitions, establishing priorities, or providing an ongoing support system.
39. Because problem solving exercises allow participants to act out a behavioral role.
40. Because they allow participants to gain “real world” experience that often provides direct transfer back to the job.
41. Which is not a phase during a problem solving exercise?
42. Defining the problem and generating data about it.
43. Develop the characters.
44. Generating potential solutions.
45. Selecting and implementing a solution.
46. What is the net result a presentation must meet?
47. Learning outcomes are achieved.
48. Organizational requirements and constraints are considered.
49. Possible delivery options for the learning methodologies are identified.
50. Both a and b.

# Module Four: Verbal Communication Skills

*Good communication is as stimulating as black coffee, and just as hard to sleep after.*

***Anne Morrow Lindbergh***

Communication skills are needed to be able to provide an excellent presentation. Without being able to verbalize your ideas and opinions there is very little chance of having a successful presentation. We will begin by looking at listening and hearing skills, asking the correct questions and finish with communicating with more power.

## Listening and Hearing: They Aren’t the Same Thing

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900197844[1].wmfHearing is the act of perceiving sound by the ear. Assuming an individual is not hearing-impaired, hearing simply happens. Listening, however, is something that one consciously chooses to do. Listening requires concentration so that the brain processes meaning from words and sentences. Listening leads to learning.

This is not always an easy task. The normal adult rate of speech is 100-150 words per minute, but the brain can think at a rate of 400-500 words per minute, leaving extra time for daydreaming, or anticipating the speaker’s or the recipient’s next words. Listening skills, however, can be learned and refined.

## Asking Questions

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900383238[1].wmfThree types of questions are useful in a presentation; open questions, clarifying questions, and closed questions.

**Open Questions:** Open questions stimulate thinking and discussion or responses including opinions or feelings. They pass control of the conversation to the respondent. Leading words in open questions include: *Why, what, or how*. A statement such as *“describe the characteristics of the car”* is really an open question. Examples of open questions include:

* Describe the style of the leader of the meeting.
* How do you feel when you hit a home run?

Asking questions is both an art and a science. Your questions in a presentation should be:

* Clear and concise, covering a single issue
* Reasonable, based on what participants are expected to know
* Challenging, to provoke thought
* Honest and relevant, eliciting logical answers

**Clarifying Questions:** A clarifying question helps to remove ambiguity, elicits additional detail, and guides you as you answer a question. Below are some examples:

* You said you liked apples more than oranges, why is that?
* What sort of savings are you looking to achieve?

**Closed Questions:** Closed questions usually require a one-word answer, and shut off discussion. Closed questions provide facts, allow the questioner to maintain control of the conversation, and are easy to answer. Typical leading words are: *Is, can, how many, or does*. Below are several examples of closed questions:

* Who will lead the meeting?
* Do you know how to open the emergency exit door on this aircraft?

**Phrasing:** To evoke an answer, your question should use phrasing that is:

* *Clear and concise*, covering a single issue
* *Reasonable*, based on what participants are expected to know
* *Challenging*, to provoke thought
* *Honest and relevant*, directing participants to logical answers.

**Directing Questions appropriately:** Should you direct your questions to individuals or to an entire group? When you direct a question to an individual, you:

* Stimulate one participant to think and respond
* Tap the known resources of an “expert” in the room

If you choose to direct your question to the group instead, you:

* Stimulate the thinking of all participants
* Provide participants the opportunity to respond voluntarily
* Avoid putting any one person on the spot.

The following exercise provides practice with questioning concepts and techniques.

## Communicating with Power

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900324772[1].wmfIt’s been said that you have between thirty seconds and two minutes to capture your participants’ attention. It’s critical to engage people from the beginning.

**Voice:** 38% of the message received by a listener is governed by the tone and quality of your voice. The pitch, volume, and control of your voice all make a difference in audience perception.

|  |  |  |
| --- | --- | --- |
| **Characteristics** | **Description** | **Tips** |
| **Pitch** | How high or low your voice is | Avoid a high-pitched sound. Speak from your stomach, the location of your diaphragm. |
| **Volume** | The loudness of your voice must be governed by your diaphragm | Speak through your diaphragm, not your throat |
| **Quality** | The color, warmth, and meaning given to your voice | Add emotion to your voice.  Smile as much as possible when you are speaking |

**Command:** Selecting a good opener is an important way to take command of an audience. Making judicious use of certain types of remarks will endear you to the audience from the moment the program starts.

* A dramatic story
* A reference to a current or well-known news story
* A personal experience
* A rhetorical question
* A historical event
* Adventure, either past or present.

**More Tips**

* Did we say practice? And practice again?
* Smile
* Stand up straight and tall
* Rivet your participants with eye contact
* Dress like your audience, or one level above it.

## Module Four: Case Study

Marco was giving lecture-style training. While this wasn’t his favorite training to give, it was what the company had specifically asked him to do. To break things up, he stopped at intervals to ask questions. He said, “I have two questions. One is a rhetorical question, unfortunately.” This earned him just one or two short laughs. “What would it be like to be a customer calling your company for the first time?”

Marco’s question was met with silence. After waiting a minute for them to consider this, he asked, “If you were a customer calling for the first time, what would you want most from the person on the other end of the line?”

This clear open-ended question challenged the group. Slowly, the group offered thoughtful answers and became involved in a discussion. His goal of engaging the group and eliciting honest, logical answers was met.

## Module Four: Review Questions

1. Why are communication skills needed?
2. To be able to create a template.
3. To be able to decide between a case study or a problem-solving exercise.
4. To be able to meet organizational requirements.
5. To be able to provide an excellent presentation.
6. What requires concentration so that the brain processes meaning from words and sentences?
7. Hearing
8. Listening
9. Lecturing
10. Speaking
11. While the normal adult rate of speech is 100-150 words per minute, what is the rate the brain can think at?
12. 200-300 words per minute
13. 400-500 words per minute
14. 500-600 words per minute
15. 900-1000 words per minute
16. What type of question is helpful in a presentation?
17. Open questions
18. Clarifying questions
19. Closed questions
20. All of the above
21. Which are not leading words in an open question?
22. How many
23. When
24. How
25. What
26. Which is an example of a clarifying question?
27. Who will lead the meeting?
28. How do you feel when you hit a home run?
29. You said you liked apples more than oranges, why is that?
30. Do you know how to open the emergency exit door on this aircraft?
31. What is good advice when directing a question to an individual?
32. Stimulate two participants to think and respond.
33. Provide participants the opportunity to respond voluntarily.
34. Avoid putting any one person on the spot.
35. Tap the known resources of an “expert” in the room.
36. What percentage of the message received by a listener is governed by the tone and quality of your voice?
37. 38%
38. 47%
39. 73%
40. 99%
41. What is a good tip for improving the quality of your voice?
42. Speak through your diaphragm, not your throat.
43. Avoid a high-pitched sound.
44. Smile as much as possible when you are speaking.
45. Speak from your stomach, the location of your diaphragm.
46. What is not an example of a types of remark that will endear you to the audience from the moment the program starts?
47. A dramatic story
48. A reference to an antiquated and uncommon news story
49. A rhetorical question
50. Adventure, either past or present.

# Module Five: Non-Verbal Communication Skills

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900097891[1].wmfUnderstanding your body language and other physical cues is very important when you are presenting material in front of an audience. Your non-verbal communication skills are just as important as your verbal skills. Combined they make up the complete communication package that you use when you are presenting your material.

## Body Language

*The most important thing in communication is hearing what isn't said.*

***Peter F. Drucker***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900391698[1].wmfNon-verbal communication is the process of communication through sending and receiving wordless messages. It is the single most powerful form of communication. Nonverbal communication cues you in to what is on another person’s mind, even more than voice or words can do.

One study at UCLA found that up to 93 percent of communication effectiveness is determined by nonverbal cues. Another study indicated that the impact of a performance was determined 7 percent by the words used, 38 percent by voice quality, and 55 percent by non-verbal communication.

Body language is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people. Humans unconsciously send and receive non-verbal signals through body language all the time.

Your words represent only 7% of the message that is received. Your body language represents 55%. But your body language must match the words used. If a conflict arises between your words and your body language, your body language governs.

## Gestures

Gestures are an important tool for a presenter. The challenge is to make gestures support the speaking, reinforcing ideas. Below are several basic rules for the use of gestures:

* Make most gestures above the waist. (Those below the waist suggest failure, defeat, and despair.)
* Hold your forearms parallel to the waist, with your elbows about 3 inches from the side.
* Make your hands part of your forearm, opening them, with your fingers slightly curved. (Limp hands may indicate a lack of leadership.)
* Use both hands to convey power.

Gestures of direction, size, shape, description, feeling, and intensity are all effective when speaking.

## The Signals You Send to Others

Signals are movements used to communicate needs, desires, and feelings to others. They are a form of expressive communication. More than 75% of the signals you send to others are non-verbal.

People who are excellent communicators are sensitive to the power of the emotions and thoughts communicated non-verbally through signals.

**Types of Non-Verbal Signals:** Other than gestures already discussed, signals include:

* Eye contact
* Posture
* Body movements

They all convey important information that isn't put into words. By paying closer attention to other people's nonverbal behaviors, you will improve your own ability to communicate nonverbally.

Intervals of four to five seconds of eye contact are recommended.

It is also important to use a tone of voice to reinforce the words in your presentation. For example, using an animated tone of voice emphasizes your enthusiasm for a participant’s contribution in a debrief session.

As a presenter, your words should match your non-verbal behaviors. If they do not, people will tend to pay less attention to what you said, and focus instead on your nonverbal signals.

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900441465[1].pngIt’s Not What You Say, It’s How You Say It

**Tone of Voice:** We are all born with a particular tone of voice. While most people are not gifted with a radio announcer’s voice, we can learn to improve our tone of voice. The idea is have your voice sound upbeat, warm, under control, and clear. Here are some tips to help you begin the process.

* Make sure you are breathing from the diaphragm.
* Stay hydrated by drinking lots of water and avoid caffeine due to its diuretic effects
* Stand up tall; posture affects breathing, which affects tone.
* Smile; it warms up the tone of your voice.
* If your voice is particularly high or low, exercise the range of your voice by doing a sliding scale. You can also expand the range of your voice by singing.
* Record your voice and analyze the playback.
* Practice speaking in a slightly lower octave. Deeper voices have more credibility than higher pitched voices. It will take getting used to pitching your voice down an octave, but it will be worth the effort.
* Get feedback from a colleague or family member about the tone of your voice.

## Module Five: Case Study

Monique took a deep breath as she stood at the front of the room. She was exhausted from a week of travelling to different cities giving presentations. The training she would present started in just ten minutes. She thought, ‘How am I going to get through this?’ She did some deep breathing exercises, and she remembered that non-verbal communication said just as much as verbal communication.

When the training started, Monique gave her biggest smile and gave the participants direct eye contact. Though she was tired, she focused on keeping good posture and making gestures with both her hands to convey power. After the first half of the training, she received modest applause from the audience.

At the break, a participant came up and introduced herself. She said, “I’m really enjoying this training. I only wish on a Monday morning that I had your energy!”

## Module Five: Review Questions

1. What is just as important as verbal skills?
2. Lecturing skills
3. Skills in being still and silent
4. Non-verbal skills
5. Speaking skills
6. Which statement is not true of non-verbal communication?
7. It is the process of communication through sending and receiving wordless messages.
8. It is the single most powerful form of communication.
9. It requires concentration so that the brain processes meaning from words and sentences.
10. It cues you in to what is on another person’s mind, even more than voice or words can do.
11. What is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people?
12. Written words
13. Body language
14. Face to face conversation
15. Video conferencing
16. What is the challenge with gestures?
17. To make gestures support our written words.
18. To make gestures decrease the anxiety of public speaking.
19. To make gestures support the speaking, reinforcing ideas.
20. To make gestures the same as our body language.
21. What is not a basic rule for using gestures?
22. Hold your forearms parallel to the waist, with your elbows about 3 inches from the side.
23. Make your hands part of your forearm, opening them, with your fingers slightly curved.
24. Use both hands to convey power.
25. Make most gestures below the waist.
26. Which gestures are effective when speaking?
27. Gestures of direction
28. Gestures of feeling
29. Gestures of intensity
30. All of the above
31. What percentage of the signals that we send to others are non-verbal?
32. Over 75%
33. Under 50%
34. 50% to 60%
35. 10%
36. As a presenter what should match your non-verbal communication?
37. Your gestures
38. Your writing
39. Your words
40. Your body language
41. What tone of voice should be used when giving a presentation?
42. Upbeat and warm
43. Out of control and vague
44. Soft and gentle
45. Loud and alarming
46. What is not a good tip for improving your tone of voice?
47. Practice speaking in a slightly higher octave.
48. Make sure you are breathing from the diaphragm.
49. Stand up tall; posture affects breathing, which affects tone.
50. Get feedback from a colleague or family member about the tone of your voice.

# Module Six: Overcoming Nervousness

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900197879[1].wmfNervousness is normal when giving a presentation. After all, public speaking is the top fear in the top ten lists of fears. Nervousness can strike at different points in a presentation:

*If I ever completely lost my nervousness I would be frightened half to death.*

***Paul Lynde***

* At the beginning
* If you feel the audience has slipped away from you
* If your memory betrays you.

This module will provide you with concrete strategies for overcoming presentation jitters.

## Preparing Mentally

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900234543[1].wmfVisualization is the formation of mental visual images. It is an excellent way to prepare your mind before a presentation. There are several types of visualization:

* **Receptive Visualization**: Relax, clear your mind, sketch a vague scene, ask a question, and wait for a response. You might imagine you are on the beach, hearing and smelling the sea. You might ask, “Why can’t I relax?”, and the answer may flow into your consciousness.
* **Programmed Visualization**: Create an image, giving it sight, taste, sound, and smell. Imagine a goal you want to reach, or a healing you wish to accelerate. Jane used visualization when she took up running, feeling the push of running the hills, the sweat, and the press to the finish line.
* **Guided Visualization:** Visualize again a scene in detail, but this time leave out important elements. Wait for your subconscious to supply missing pieces to your puzzle. Your scene could be something pleasant from the past.

**The process for Effective Visualization**

* Loosen your clothing, sit or lie down in a quiet place, and close your eyes softly.
* Scan your body, seeking tension in specific muscles. Relax those muscles as much as you can.
* Form mental sense impressions. Involve all your senses; sight, hearing, smell, touch and taste.
* Use affirmations. Repeat short, positive statements and avoid negatives such as “I am not tense”; rather, say “I am letting go of tension.”
* Use affirmations. Repeat short, positive statements that affirm your ability to relax now. Use present tense and positive language. As an example:
* Tension flows from my body
* I can relax at will.
* I am in harmony with life.
* Peace is within me.

Visualize three times a day. It’s easiest if you visualize in the morning and at night while lying in bed. Soon, you will be able to visualize just about anywhere, especially before a presentation.

## Physical Relaxation Techniques

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900354281[1].wmfPeople who are nervous tend to breathe many short, shallow breaths in their upper chest. Breathing exercises can alleviate this. You can do most breathing exercises anywhere. Below are some exercises that will assist you in relaxing.

* **Breathing Exercises:** Deliberately controlling your breathing can help a person calm down. Ways to do this include: breathing through one’s nose and exhaling through one’s mouth, breathing from one’s diagram, and breathing rhythmically.
* **Meditation:** Meditation is a way of exercising mental discipline. Most meditation techniques involve increasing self-awareness, monitoring thoughts, and focusing. Meditation techniques include prayer, the repetition of a mantra, and relaxing movement or postures.
* **Progressive Muscle Relaxation (PMR):** PMR is a technique of stress management that involves mentally inducing your muscles to tense and relax. PMR usually focuses on areas of the body where tension is commonly felt, such as the head, shoulders, and chest area. It’s a way to exercise the power of the mind over the body.
* **Visualization:** Visualization is the use of mental imagery to induce relaxation. Some visualization exercise involves picturing a place of serenity and comfort, such as a beach or a garden. Other visualization exercises involve imagining the release of anger in a metaphorical form. An example of this latter kind of visualization is imagining one’s anger as a ball to be released to space.

## Appearing Confident in Front of the Crowd

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900233034[1].wmfIn addition to everything we’ve discussed, below are some tips for maintaining your confidence when you’re “on”.

* Get a good night’s sleep
* Practice your words along with your visuals
* Have a full “dress rehearsal”
* If you are traveling to a new site out of town, try to arrive early in the evening and locate the site. That way you won’t be frazzled in the morning, trying to locate the venue.

## Module Six: Case Study

Brian felt his nerves getting to him the night before the presentation he was going to give. He didn’t understand why he felt nervous. Brian had practiced his words along with his visuals. He’d done a full dress rehearsal. He’d even gone to the site that morning to practice the route to the training site.

Brian remembered that he hadn’t tried deep breathing or meditation yet. He sat down in his easy chair, took deep breaths, and he visualized the training being a success. Afterwards, he felt refreshed and significantly calmer. Brian decided that he definitely needed to get a good night’s sleep, so he’d be rested and ready in the morning.

The next day, Brian still felt a little bit nervous. However, once he got started, the training went better than he could have expected. He was even invited back to do a follow-up training the following month.

## Module Six: Review Questions

1. What is normal when giving a presentation?
2. Over-confidence.
3. Feeling completely calm and relaxed.
4. Missing the presentation because of severe anxiety.
5. Nervousness.
6. What is an example of when nervousness can strike in a presentation?
7. After the presentation has finished.
8. If you have captured the audience’s undivided attention.
9. At the beginning of the presentation.
10. When your memory serves you well.
11. What is the definition of visualization?
12. The quality or state of being nervous.
13. The process and act of speaking or giving a lecture.
14. The action or practice of meditating.
15. The formation of mental visual images.
16. Which of these is a step of receptive visualization?
17. You might ask, “Why can’t I relax?”, and the answer may flow into your consciousness.
18. Visualize again a scene in detail, but this time leave out important elements.
19. Imagine a goal you want to reach, or a healing you wish to accelerate.
20. Scan your body, seeking tension in specific muscles. Relax those muscles as much as you can.
21. Which of these is a step of guided visualization?
22. Wait for your subconscious to supply missing pieces to your puzzle. Your scene could be something pleasant from the past.
23. Use affirmations. Repeat short, positive statements that affirm your ability to relax now.
24. Relax, clear your mind, sketch a vague scene, ask a question, and wait for a response.
25. Imagine a goal you want to reach, or a healing you wish to accelerate.
26. How many times a day should you use visualization to decrease your nervousness?
27. One
28. Two
29. Three
30. Four
31. What is a benefit of breathing exercises?
32. They increase nervousness at first, and then decrease nervousness later.
33. They can be done almost anywhere and have a calming effect.
34. They cause short, shallow breaths in their upper chest.
35. They are proven to improve memory and intelligence.
36. Which statement is not true about meditation?
37. Meditation techniques include prayer, the repetition of a mantra, and relaxing movement or postures.
38. Most meditation techniques involve increasing self-awareness, monitoring thoughts, and focusing.
39. Meditation is a way of exercising mental discipline.
40. Meditation usually focuses on areas of the body where tension is commonly felt, such as the head, shoulders, and chest area.
41. What is defined as a technique of stress management that involves mentally inducing your muscles to tense and relax?
42. Breathing Exercises
43. Progressive Muscle Relaxation
44. Meditation
45. Visualization
46. What is a tip for maintaining confidence when you’re “on”?
47. Stay up late the night before a presentation to practice.
48. Practice your visuals, but not your words.
49. Have a partial “dress rehearsal”.
50. If you’re traveling to a site outside of town, try to arrive early in the evening and locate the site.

# Module Seven: Creating Fantastic Flip Charts

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900089900[1].wmfInformation written on flip charts enhances the learning process. During a presentation, the use of flip charts serves to inform participants, record information, and focus attention on a topic. They represent a simple, low-cost learning aid -- with no requirements for power or technology, and no worries about burned-out bulbs or darkened rooms. Flip charts add versatility to a presentation, and allow the presenter to use creativity to enhance the learning process.

*It's a visual world and people respond to visuals.*

***Joe Sacco***

## Required Tools

At a minimum, you will need a flip chart easel, several pads of flip chart paper, a few sets of colored markers, and masking tape for posting the results of exercises. Also handy are several packages of sticky notes to flag specific pages, and a straight edge. You may want to plan to cover up information that you will reveal at a given time during the presentation and then have some pre-cut paper available, sized appropriately for the text.

If you are bringing pre-written charts to an off-site presentation, you will also need some type of container to protect the pages.

## The Advantages of Pre-Writing

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900058896[1].wmfThere are many good reasons to pre-write your flip chart content.

* **Confidence**: You are in control of the material for your presentation – design, organization, and appearance. This also helps reduce nervousness.
* **Appearance**: Your material has a specific “look and feel” that is not necessarily easy to achieve when prepared during a session.
* **Time**: With your charts ready ahead of the presentation, the time during a presentation is used for learning activities, not writing, which keeps your back to the participants.

Tips:

* Always print; never use handwriting
* Consider using a straight edge to stem tendency to write “downhill”
* If you are using charts in a sequence, number them.

## Using Colors Appropriately

Good use of color can make the difference in the dynamics of a presentation -- and participants’ acceptance of the content. Conversely, the effect of a great chart can suffer from the poor use of color. According to the Optical Society of America, blue, black, and green offer the greatest visibility, and blue is the most pleasing color. Avoid purple, brown, pink, and yellow for any type of general printing.

The use of two or three color combinations can be very effective. Here are several rules.

* Red and orange should only be used as accent colors for bullets, underlines, or arrows, or for key words when everything else is in black or blue
* Avoid orange and blue together
* Never use yellow.

When creating your charts, take some time to think about the colors you are using, and how they can enhance the understanding of your topic.

## Creating a Plan B

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900441515[1].wmfPaper is not permanent, even if you are presenting at your own location. And if you’re flying with your materials or shipping them, packages do occasionally get lost or damaged. You will need a backup plan in case something happens. Below are some tasks for creating your Plan B.

* Keep documents on your computer organized by course, reflecting the content and order sequence of each flip chart.
* Make paper handouts of the most critical information on the charts.
* Take pictures of the chart pages, and have the camera or images with you on site.
* If you have time to re-create some of your charts, enlist a volunteer to help you reconstruct the most critical ones.
* If you will be returning to the site, consider leaving a set of your charts with a trusted colleague until you return.
* As time permits, duplicate your charts in PowerPoint. Although you will probably continue to use flip charts, having them available in PowerPoint becomes a backup.

## Module Seven: Case Study

Colin hurried into the room where his work partner, Elena, was preparing for the training they would give in two hours. She saw him and said, “Is something wrong?”

He said, “You won’t believe this. The airport lost my luggage.”

“Colin, I’m so sorry.”

He said, “No, I’m sorry. That luggage had those flipcharts we worked so hard on the other day.”

Elena smiled and said, “Remember when I had that camera out, taking pictures?” She reached into her bag and took out photos. “Don’t worry. We’ve got all the information here.”

Colin let out a breath of relief. “You’re a lifesaver, Elena.” He then said, “I know Rob’s coming here to help us set up. With his help, we’ll get these flipcharts recreated in no time.”

They wrote out the information again with little trouble, and the training started on time with all their materials in hand.

## Module Seven: Review Questions

1. What is a benefit of using flip charts in a presentation?
2. Focusing attention on a topic.
3. Helps you relax and clear your mind.
4. Encourages participation and interaction.
5. All of the above.
6. Which statement about the use of flip charts is not true?
7. The use of flip charts serves to inform participants.
8. They represent a complex, high-cost learning aid.
9. They add versatility to a presentation.
10. Flip charts allow the presenter to use creativity to enhance the learning process.
11. If you are bringing pre-written charts to an off-site presentation, specifically what will you need to bring to protect the pages?
12. Sticky notes and a straight edge.
13. Some type of container.
14. A flip chart easel.
15. A few sets of colored markers.
16. What is a good reason to pre-write your flip chart content?
17. Confidence
18. Appearance
19. Time
20. All of the above
21. What is not a tip for pre-writing flip chart content?
22. Always print. Never use handwriting.
23. Consider using a straight edge to stem tendency to write “downhill”.
24. Use effects, transitions animation, and sound very sparingly.
25. If you are using charts in a sequence, number them.
26. What can make the difference in the dynamics of a presentation and participants’ acceptance of the content?
27. Good use of handwriting on flip charts.
28. Good use of writing on flip charts while speaking.
29. Good use of color.
30. Good use of visualization.
31. According to the Optical Society of America, what color is the most pleasing?
32. Green
33. Blue
34. Black
35. Orange
36. What is a rule about making color combinations more effective?
37. Avoid orange and blue together.
38. Red and yellow should only be used as accent colors for bullets.
39. Blue, green, and brown offer the greatest visibility.
40. Never use pink.
41. If you’re flying with your materials or shipping them, what could go wrong?
42. The flip charts could get lost or damaged.
43. You could forget what you planned to say at the start of the presentation.
44. The flip charts could have missing information on the pages.
45. You could become distracted while giving the presentation.
46. What is not a task for creating your Plan B?
47. If you will be returning to the site, consider leaving a set of your charts with a trusted colleague until you return.
48. Keep documents on your computer organized by course, reflecting the content and order sequence of each flip chart.
49. Take pictures of the chart pages, and have the camera or images with you on site.
50. Memorize the most critical information on the charts.

# Module Eight: Creating Compelling PowerPoint Presentations

*Ask yourself, ''If I had only sixty seconds on the stage, what would I absolutely have to say to get my message across?"*

***Jeff Dewar***

Microsoft PowerPoint is a commanding tool for creating visual screens for a presentation. Visuals created in PowerPoint and projected on a screen are often easier to see in a large room than information displayed on a flip chart. Using PowerPoint offers the following benefits:

* Allows you to add emphasis to important concepts, helping to increase retention of information
* Adds variety to your presentation
* Makes it easier to display images, charts, or graphs possibly too complex for a flip chart.

Also, PowerPoint files can easily be shared with participants or others after the session.

## Required Tools

To create and use a Microsoft PowerPoint file to support your presentation outline, you will need:

* Microsoft Office PowerPoint software for Microsoft Windows or Macintosh OS
* A Windows or a MAC computer equipped with the minimum hardware and software specifications for your version of PowerPoint
* An LCD or DLP projector
* A projection screen

Optionally, you may wish to add the following to your toolkit:

* Storage media such as a USB memory stick or CD-R disc
* An extension cord
* A laser pointer for emphasis during the discussion of a PowerPoint slide.

## Tips and Tricks

Use the following suggestions to enhance the benefit of your PowerPoint presentation.

**Overall Appearance**

* Display only one major concept on each slide
* Use short phrases or bullet points rather than paragraphs
* Limit each line of text to no more than 7-8 words
* Allow only 7-8 lines of text per slide
* Use images sparingly; one or two per slide
* Leave a good amount of blank space in your presentation
* Create a title for each slide
* Use effects, transitions animation, and sound very sparingly.

**Fonts and Color**

* Use simple sans serif fonts such as Helvetica or Arial for readability
* Select a point size of 32 or larger for titles, and 20 points for body text
* Use colors that work well together, such as yellow or white on a dark blue background.
* Check the readability and visibility of your fonts and color choices with the lighting in the room in which you will present.

**Preparation**

* Make sure to match your slides to the purpose of the presentation
* Develop a template and stick to it for a consistent look and feel

**Computer**

* Check your equipment, computer settings, and room lighting in advance
* Before your presentation, turn off screensavers, instant messaging, and email notifications
* Make sure that your computer’s power management console will not automatically shut the system down after a set amount of time.

## Creating a Plan B

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900441521[1].wmfWhile technology allows you to make great enhancements to a presentation, it also offers more opportunities for technical trouble. Here are some suggestions to keep your presentation moving along, even if the technology isn’t.

* Make one or more backup copies of your PowerPoint file on the computer on which you plan to show the presentation.
* Before the presentation, download and install the free Microsoft PowerPoint Viewer available at [www.microsoft.com](http://www.microsoft.com). In the event that your PowerPoint software won’t run, you will still be able to use the viewer to show your PowerPoint slides.
* Copy your PowerPoint file onto a USB Drive. That way, if you have a computer problem, you can move the file to another one, if available.
* Bring sufficient printed copies of your presentation for participants. If logistics prevent that, plan to have at least one copy available for photocopying on site.
* If all else fails, write your key points on a flip chart.

## Module Eight: Case Study

Lisa ran through the PowerPoint presentation she would give within the next few days. At the end, her boss, Fran, applauded. Lisa thanked her and asked, “Do you think there’s anything I should change?”

Fran said, “Well, your text and your bullet points look great. You used the right colors. However, I noticed that with every slide there are a few images and lots of effects and sound.”

Lisa said, “Do you think it’s too much?”

“Try to use images and effects sparingly, so that the focus remains on the information.”

Lisa said, “Got it. I’ll change it this afternoon.”

Fran said, “Be sure to also keep a backup of the PowerPoint presentation on your USB drive.”

Lisa smiled. “Already done. And I’ll be printing out copies of the new slides for the participants.”

“Great, Lisa,” Fran said. “I’m sure it will be a success.”

## Module Eight: Review Questions

1. What is the definition of Microsoft PowerPoint?
2. A word processor developed by Microsoft.
3. A spreadsheet application that features calculation, graphing tools, and pivot tables.
4. A commanding tool for creating visual screens for a presentation.
5. A database system from Microsoft.
6. What is a benefit of using Microsoft PowerPoint?
7. Makes it easier to display images, charts, or graphs possibly too complex for a flip chart.
8. Publishes and maintains blogs from Office Word.
9. Connects your documents to business information.
10. Tables, queries, forms, and reports build upon each other and make up the heart of a database application.
11. Which is a tool you’ll need to create and use a Microsoft PowerPoint file to support your presentation outline?
12. A handwritten flipchart, with all the pages filled out ahead of time.
13. An LCD or DLP projector.
14. Microsoft Office Access software for Microsoft Windows or Macintosh OS.
15. A Windows or a MAC computer equipped with the minimum hardware and software specifications for your version of Microsoft Excel.
16. Optionally, what may you wish to add to your toolkit when giving a PowerPoint presentation?
17. Storage media such as a USB memory stick or CD-R disc.
18. An extension cord.
19. A laser pointer for emphasis during the discussion of a PowerPoint slide.
20. All of the above.
21. Which of these is a good suggestion regarding the overall appearance of your PowerPoint presentation?
22. Limit each line of text to no more than 3-4 words.
23. Use effects, transitions animation, and sound very sparingly.
24. Allow only 11-12 lines of text per slide.
25. Display only three major concepts on each slide.
26. Which of these is not a helpful tip in regards to font and color in a PowerPoint presentation?
27. Use colors that work well together, such as green or pink on a dark blue background.
28. Use simple sans serif fonts such as Helvetica or Arial for readability.
29. Select a point size of 32 or larger for titles, and 20 points for body text.
30. Check the readability and visibility of your fonts and color choices with the lighting in the room in which you will present.
31. Which of these is a helpful tip in regards to your computer in a PowerPoint presentation?
32. Check your equipment, computer settings, and room lighting in advance.
33. Before your presentation, turn on screensavers, instant messaging, and email notifications.
34. Make sure that your computer’s power management console will automatically shut the system down after a set amount of time.
35. All of the above.
36. What is a good tip for developing a template in a PowerPoint presentation?
37. Develop several templates and use them all for a consistent look and feel.
38. Develop a template but do not use it in the presentation.
39. Develop a template and stick to it for a consistent look and feel.
40. Develop a template and keep it fresh by changing up the format on each slide.
41. When creating a Plan B, what should you copy your PowerPoint file onto?
42. A word processor
43. A smartphone
44. A hard drive
45. A USB unit
46. Which of these is a helpful tip when creating a Plan B?
47. Make one or more backup copies of your PowerPoint file on your computer at home.
48. After the presentation, download and install the free Microsoft PowerPoint Viewer available at www.microsoft.com.
49. If all else fails, write your key points on a note card.
50. Bring sufficient printed copies of your presentation for participants. If logistics prevent that, plan to have at least one copy available for photocopying on site.

# Module Nine: Wow ‘Em with the Whiteboard

*Technology makes it possible for people to gain control over everything, except over technology.*

***John Tudor***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900088522[1].wmfA whiteboard is the name for any glossy-surfaced writing board where non-permanent markings can be made. Unlike the predecessor chalkboard, there is no chalk dust, and markings remain longer than they would on a chalkboard.

Whiteboards have been around since the 1970’s, and are now vastly improved and more affordable compared to early models. The use of a whiteboard helps to promote interactivity during a presentation.

## Traditional and Electronic Whiteboards

**Traditional Whiteboards:** Traditional whiteboards are attached to the wall, or are available in free-standing frames. Unlike pre-written flip chart paper sheets, whiteboards cannot easily be moved from site to site. However, they are usually larger, and are useful for recording the results of small group exercises or spontaneous information arising in a discussion. Traditional whiteboards cost less than $100, or up to $1,000. A traditional whiteboard requires a set of wet or dry erase whiteboard markers, a whiteboard eraser, and whiteboard cleaning solution.

**Electronic Whiteboards:** An electronic whiteboard looks like a traditional whiteboard, but is a unique combination of hardware and software. The surface is connected to a computer and a projector. A projector beams the computer's desktop onto the board's surface, where users control the computer using a pen, finger, or other device. Uses include:

* Operating any software that is loaded onto the connected PC, including web browsers and proprietary software
* Using software to electronically capture text or marks written on the whiteboard
* Translating cursive writing to text
* Controlling the PC.

Because the markings on the whiteboard are digitized, the resulting electronic information can be stored, printed, or shared in real time with participants in other locations. Electronic whiteboards cost more than $1,000.

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900439581[1].jpgUsing Colors Appropriately

Colors on a whiteboard are often more vivid than those on a flip chart. Otherwise, most of the same rules apply:

* Blue, black, and green offer the greatest visibility, with blue the most pleasing color.
* Avoid purple, brown, pink, and yellow for any type of general printing.
* The use of two or three color combinations can be very effective; however orange should only be used with red as an accent color. Never use yellow, and avoid orange and blue together.

## Creating a Plan B

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900363638[1].wmf**Traditional Whiteboards:** When using a traditional whiteboard, have extra markers on hand, because they tend to dry up easily.

If your presentation is longer than one day, plan to make a backup of your work from the computer to a USB flash drive in the event that they are erased overnight.

**Electronic Whiteboards:** If you are working with an electronic whiteboard and encounter technical issues, you can show a previously created PowerPoint presentation through a projector. Plan to carry at least one copy of the PowerPoint handouts for duplication if needed. You can always quickly jot down key points on a flip chart.

Regardless of which type of whiteboard is used, key content should be available in a handout master or on flip chart pages as a backup.

## Module Nine: Case Study

Mark frowned as he looked at the company’s whiteboard. He said to his co-worker, Gretchen, “I don’t feel like this is going to work. This is a fast-paced training we’re going to give.”

Gretchen said, “Why don’t we use the electronic whiteboard?”

Mark said, “I don’t know. Do you think we have time to learn how to use it?”

Gretchen nodded. “Sure, we do. I’ve used one before at my last job. It’s just like using a regular whiteboard, except it stores and saves all your information.”

Mark looked impressed. “So, when we write down the bullet points, the next time we do the training we can just upload the info?”

Gretchen said, “Yes. It cuts down on work.”

Mark said, “Let’s get started!” It did take Mark some time to learn the nuances of the electronic whiteboard, but once he had some practice, he was a pro.

## Module Nine: Review Questions

1. Which statement is true of whiteboards?
2. A whiteboard is the name for any glossy-surfaced writing board where permanent markings can be made.
3. Like the predecessor chalkboard, there is chalk dust, and markings just as long as they would on a chalkboard.
4. Whiteboards have been around since the 1920’s, and are now vastly improved and more affordable compared to early models.
5. The use of a whiteboard helps to promote interactivity during a presentation.
6. What is a benefit of using a whiteboard?
7. They can easily be moved from site to site.
8. They are only available in free-standing frames.
9. They are useful for recording the results of small group exercises or spontaneous information arising in a discussion.
10. They are typically small in size.
11. How much do traditional whiteboards typically cost?
12. Under $100
13. Between $100 and $1,000
14. Less than $100 or up to $1000
15. Over $1000
16. What looks like a traditional whiteboard, but is a unique combination of hardware and software?
17. An electronic whiteboard
18. A PowerPoint presentation
19. A flipchart
20. A chalkboard
21. What is not a use of an electronic whiteboard?
22. Operating any software that is loaded onto the connected PC, including web browsers and proprietary software.
23. Using software to electronically capture text or marks written on the whiteboard.
24. Controlling the PC.
25. Translating text into cursive writing.
26. Which colors offer the greatest visibility on a whiteboard?
27. Blue, green, and brown.
28. Blue, black, and green.
29. Black, green, and orange.
30. Blue, black, and brown.
31. What is the most pleasing color on a whiteboard?
32. Blue
33. Black
34. White
35. Green
36. Which is a color to avoid with any general printing?
37. Green
38. Black
39. Yellow
40. Blue
41. What is a good tip for creating a Plan B with a traditional whiteboard?
42. If your presentation is longer than one day, plan to make a backup of your work on notecards.
43. Have extra markers on hand, because they tend to dry up easily.
44. Before the presentation, download and install the free Microsoft PowerPoint Viewer available at www.microsoft.com.
45. Keep only one marker on hand for consistency.
46. Which of these is not a helpful tip for creating a Plan B with an electronic whiteboard?
47. If you are working with an electronic whiteboard and encounter technical issues, you can show a previously created PowerPoint presentation through a projector.
48. Plan to carry at least one copy of the PowerPoint handouts for duplication if needed.
49. You can always quickly jot down key points on a flip chart.
50. If your presentation is longer than one day, plan to make a backup of your work from the computer to a USB flash drive in the event that they are erased overnight.

# Module Ten: Vibrant Videos and Amazing Audio

Audio and video are very much a part of our everyday lives, so they are accepted --and even expected media in a presentation. They are attractive options for a presentation because they provide learners with more dimensions by which to receive information. While video and audio both represent a one-way communication to participants, the opportunity to use them as part of learning exercises or in the ensuing discussions adds value to the presentation.

*A good video can make all the difference.*

***Brian May***

**Video**

There are three main ways to obtain video material:

* Creating your own media using a small personal video camera
* Purchasing off-the-shelf video designed for training presentations
* Hiring a professional video production company.

Your media budget, the amount of available preparation time, your comfort and skill level with video, and the type of presentation will all influence the direction.

**Audio**

Audio can be used as a standalone option, as part of the video, or even created by the participants, such as an exercise to write and sign a song.

## Required Tools

For video with audio you will need some type of player, depending upon the media type:

* A DVD-ROM or Blu-ray player if you are using a video disc
* USB memory stick
* A laptop or PC with software to play digital video

You will also need a projector and a projection screen. Speakers are optional, but recommended for more than the smallest room and group.

Although today's cameras are light-sensitive, you may also need some simple lighting, such as a handyman light from a hardware store. If you want more than the onboard audio built into the camera, get a simple lavaliere or handheld microphone.

Finally, especially if budget is an issue, consider using one or more personal video devices -- such as smartphone. You'll also need a handful of inexpensive ear buds. You can pass the iPods around the room at certain times, or have participants up to view and listen to the material. While perhaps less formal than the others, this solution, is much more portable if your presentation is delivering off-site.

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900442139[1].pngTips and Tricks

**Purchased Off-The-Shelf Video**

* Check reviews of the media online
* Shop around for the best prices
* Preview the work before you purchase
* Test the video in conjunction with the exercise with a colleague before the presentation.

**Personally created video**

* Plan by creating a simple outline that matches your presentation content
* Create a storyboard using PowerPoint, a word processor, or paper before you record
* Check your equipment thoroughly
* Do a practice run before your final recording.
* Transfer the recording immediately to a computer for backup.

**Professionally produced video from a production company**

* Create an outline. (The storyboard may be provided by the production company.)
* Carefully create a request for proposal, and interview several companies
* Preview finished samples of each company's work
* Ask for a client list, and check with several of them
* Plan to dedicate an in-house resource person to work with the production company
* Manage costs through a preproduction meeting, trimming, if necessary, where it makes sense
* Maintain frequent two-way communication during the project
* If all proposals come in nearly equal, trust your instincts based on the relationships you have formed with the prospective companies

## Creating a Plan B

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900436996[1].wmfRegardless of the method you use for your audio and video, it is essential to have a backup plan in the event that something goes awry with the technology.

* Have one or two backup copies of your media, perhaps on a USB flash drive and a DVD
* Test everything before the presentation
* For higher-end productions, have a technician on standby if possible
* Record and back up the audio track separately; if the video fails you will still have the audio
* Create a handout with the key concepts contained in your video
* Capture screen shots directly from the video (if permissible by copyright) and add them to a PowerPoint file
* If sequence isn't an issue, and you have access to a technician later, adjust your agenda to utilize the video later in the program.

If, for any reason, none of the above is feasible, consider substituting a role play between you and the selected participants. Above all, today's participants understand the “gotchas” when technology is involved, and will probably be empathetic as you carry on your presentation as if it was no big deal.

## Module Ten: Case Study

Jarrett saw the coordinator before she came up to him. After talking to the coordinator, he learned that the technician was dealing with an emergency at another site and could not come out to help him. Jarrett felt stressed. None of his electronics he brought had worked right. His back-up plans had fallen through, and now the internet was down.

Jarrett kept a cool head. He turned to the audience. “It appears that we have technical difficulties, so I won’t be able to show the clip that I brought. However… I’d like to ask for two participants from the group.” He took out a folder and opened it. “I have a scenario I’d like two people to play out that illustrates the same point of the video.”

A few hands went up in the group. Jarrett carried out the role-play he planned in case of emergency, and the training continued on successfully.

## Module Ten: Review Questions

1. Which statement is not true of audio and video in a presentation?
2. Video and audio both represent a two-way communication to participants.
3. Audio and video are very much a part of our everyday lives, so they are accepted --and even expected media in a presentation.
4. They are attractive options for a presentation because they provide learners with more dimensions by which to receive information.
5. The opportunity to use them as part of learning exercises or in the ensuing discussions adds value to the presentation.
6. What is a way to obtain video material?
7. Borrowing off-the-shelf video designed for training presentations.
8. Creating your own media splicing together video from websites online.
9. Hiring a professional video production company.
10. Becoming a professional video production company.
11. What will influence the direction of the video?
12. Your media budget.
13. The amount of available time and preparation.
14. Your comfort and skill level with video.
15. All of the above.
16. What can be used as a standalone option, as part of the video, or even created by the participants?
17. Audio
18. Website
19. PowerPoint presentation
20. Flipchart
21. What is an example of some type of player that can help you use audio and video in your presentation?
22. USB memory stick
23. Word processor
24. Microsoft Excel
25. Flipchart
26. For audio and video, what is optional, but recommended for more than the smallest room and group?
27. A device on which to play audio and video
28. Speakers
29. A projector
30. A projector screen
31. Which solution is much more portable if your presentation is delivered off-site?
32. Speakers
33. A projector
34. An electronic whiteboard
35. A smartphone
36. Which of these tips is helpful when using purchased off-the-shelf video?
37. Create a storyboard using PowerPoint, a word processor, or paper before you record.
38. Check reviews of the media online.
39. Do a practice run before your final recording.
40. Ask for a client list, and check with several of them.
41. Which of these tips is not helpful when using professionally produced video from a production company?
42. Maintain frequent two-way communication during the project.
43. Carefully create a request for proposal, and interview several companies.
44. Do a practice run before your final recording.
45. Plan to dedicate an in-house resource person to work with the production company.
46. If none of the technology of your other backup plans work when giving your audio and video presentation, what is a good plan?
47. Substitute a role-play with you and selected participants.
48. Reschedule the presentation.
49. Adlib and fill in the time by giving a lecture.
50. Wait for a technician to arrive. Your participants will understand the wait time.

# Module Eleven: Pumping it Up a Notch

**Bringing it to the next level is something you can accomplish after feeling comfortable with all of the previous topics discussed. You can add the little touches that will produce a lot of value during your presentation.

## Make Them Laugh a Little

*A sense of humor is a major defense against minor troubles.*

***Mignon McLaughlin***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900196534[1].wmfHumor is a popular way to liven up a presentation. It makes the audience align with you, and sends a signal that you are in charge. Handled properly, humor enriches a presentation.

When considering humor, make sure that whatever content you choose meets four criteria:

* You think the joke or lines are funny
* You can repeat the piece confidently and comfortably
* Your choice is not offensive to anyone (gender, race, age, disability, politics)
* Your audience will understand and appreciate what you are saying.
* A joke should have a punch line, delivered with all you’ve got.

Here are some tips for collecting and using humor:

* Jot down jokes as you hear them in everyday life; classify them as your collection grows
* Deliver any humor verbally only, and keep things light
* Match your humor to the demographics of the audience
* Research and consider using local humor if you’re working off-site
* Don’t be afraid to poke fun at yourself.

If a joke or delivering humor with words isn't within your comfort level, consider sharing a lighthearted cartoon, doing a simple magic trick, or doing something else that is unexpected and evokes a reaction and some emotion from the participants.

## Ask Them a Question

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900383528[1].wmfQuestions can be used in many ways, and at just about any time during your presentation.

* As an opener
* To check whether the desired learning is occurring, or to extend the learning experience
* To diffuse a difficult or uncomfortable situation
* To fill a long pause
* To get a feel about the mood in the room.

As we learned in module four, Verbal Communication Skills, you can use open, clarifying, or closed, questions, depending upon your needs.

## Encouraging Discussion

Much of the discussion during your presentation will be structured to fit with the learning exercises. If a remark or question is made during a discussion that is off topic or something that should not be dealt with at the time, you can always add it to the parking lot, and return to it during the wrap-up to bring closure.

## Dealing with Questions

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900383238[1].wmf**Q&A Sessions:** If time permits in your presentation, you may choose to hold a general question-and-answer session. Since as the presenter you are in control, you can decide when to stop the discussion. In a large room, be prepared to repeat each question. If no questions arise, be prepared to ask one yourself.

You can use an open question to begin the session: “What questions do you have?”

**Restating Negative Questions:** If a question is phrased negatively, restate it. For example, "Why have so many of his staff displayed chronic absenteeism?" can be restated as "Let's explore what we can do to reduce absenteeism in the team."

**Off-topic:** Don't forget about the parking lot if you receive an off-topic question.

**Leveraging experience in the room:** There may be situations when you wish to redirect a question to one of the participants. Again, you are in charge, so call upon someone and keep the discussion moving on afterward.

The following exercise is a fun, light way to prompt a group to ask questions to tackle a project or a problem.

## Module Eleven: Case Study

Juan had set up all the video and audio needed. He had backup plans in place, and he had practiced the presentation last night, right before he got a good night’s sleep. Juan had been giving trainings for a while. However, the only part that got to him was including humor in his training. He just never quite delivered the jokes right.

Juan started off by handing each participant a print-out of three newspaper headlines. ‘Local High School Dropouts Cut in Half’, ‘Kids Make Nutritious Snacks’, and ‘Hospital Sued by 7 Foot Doctors’. At first, it was quiet. Then a few chuckles and laughs rippled through the crowd.

Juan let the newspapers tell the joke for him, and he said, “As you can see, exact and careful wording and phrasing is necessary, whether you’re a newspaper or an advertising agency. Which is what we will be talking about today…”

The training proceeded successfully forward.

## Module Eleven: Review Questions

1. When is ‘bringing it to the next level’ something you can accomplish?
2. At any time, at any comfort level.
3. It is necessary in every presentation.
4. After years of practice.
5. After feeling comfortable with all of the previous topics discussed.
6. How does using humor improve your presentation?
7. It increases productivity in small group activities you will assign.
8. It helps pass the time for the participants.
9. It shows the audience that you are all on the same level.
10. It makes the audience align with you while also sending the signal that you are in charge.
11. What is one of the four criteria that the content of your joke should meet?
12. Your friends think the joke is funny.
13. You can repeat the piece confidently and comfortably.
14. Your joke is only offensive to one or two groups of people.
15. The best jokes are ones without punchlines.
16. Which is not a good tip for collecting and using humor?
17. Tell jokes that have a deeper, more serious meaning.
18. Jot down jokes as you hear them in everyday life.
19. Match your humor to the demographics of the audience.
20. Don’t be afraid to poke fun at yourself.
21. If a joke or delivering humor with words isn't within your comfort level, what is a good option?
22. Practice telling jokes regularly in time for the presentation.
23. Doing something wildly unexpected to shock the audience.
24. Sharing a lighthearted cartoon.
25. Learning a complex magic trick.
26. When is not a good time to ask the audience a question?
27. To diffuse a difficult or uncomfortable situation.
28. In order to shorten the learning experience.
29. To get a feel about the mood in the room.
30. To fill a long pause.
31. If a remark or question is made during a discussion that is off topic or something that should not be dealt with at the time, what can you do?
32. You can always add it to the parking lot and refer to it the next morning.
33. You can always add it to the parking lot, and return to it during the wrap-up to bring closure.
34. You can always stop the presentation to attend to the question.
35. You can always ignore the question. It is imperative to always stay on topic.
36. During a Q&A session in a large room, what should you be prepared to do?
37. To follow the exercise in a fun, light way.
38. Consistently redirect questions back to the audience.
39. To repeat each question.
40. To rephrase the question negatively if possible.
41. How can "Why have so many of his staff displayed chronic absenteeism?" be restated positively?
42. “Why have so many of his staff not displayed any absenteeism?”
43. “Why have so few of his staff displayed chronic absenteeism?”
44. “Someone remind me of the definition of absenteeism.”
45. "Let's explore what we can do to reduce absenteeism in the team."
46. How can you leverage experience in the room?
47. Call upon someone and keep the discussion moving on afterward, as you are in charge.
48. Bring up topics that will encourage the experts in the room to start up a discussion.
49. Restate a negative question in a positive way.
50. Ask an open-ended question to draw out the experts in the room.

# Module Twelve: Wrapping Up

Although this workshop is coming to a close, we hope that your journey to improve your presentation training skills is just beginning. Please take a moment to review and update your action plan. This will be a key tool to guide your progress in the days, weeks, months, and years to come. We wish you the best of luck on the rest of your travels!

*In my end is my beginning.*

***T.S. Eliot***

## Words from the Wise

* **Chinese Proverb:** Learning is a treasure that will follow its owner everywhere.
* **Philip Crosby:** The audience only pays attention as long as you know where you are going.
* **Nancy Willard:** Sometimes questions are more important than answers.