



SKILLS CONVERGED



Presentation Skills



**Soft Skills
Training Courses**

www.SkillsConverged.com

Course Notes

Presentation Skills

Designed by
Skills Converged

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Slide 1



Presentation Skills

***“There is no better than adversity.
Every defeat, every heartbreak, every
loss, contains its own seed, its own
lesson on how to improve your
performance the next time.”***

Og Mandino

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Slide 2



Agenda	
9:30	Start
11:00 – 11:15	Break
1:00 – 1:30	Lunch
3:00 – 3:15	Break
4:30	Finish

Slide 3



What is This Course About?

By the end of this session
you will be able to:

**Deliver high-impact
presentations confidently
& systematically**

Introduce yourself.

Purpose

The ability to give a good presentation is becoming a must-have skill in today's world. You need to know how to formulate your ideas for public consumption, know how to present so that the audience will remember what you said and be able to relay your message to others. The purpose of this course is to show you what makes a great presentation and prepare you for the task.

Objective

By the end of this course you will be able to: Deliver high-impact presentations confidently & systematically

Process

This is a full day course with variety of exercises designed to make you more familiar with this skill. You will see how it works in theory and you get a chance to try it out yourself.

Talk about **workbook**. Explain that headings in the workbook match the slide headings so delegates can easily find their way around.

Relay Experience

Pause and ask students to introduce themselves. Ask for name, background (nature of job) and what do they want to get out of this course.

Find out how much delegates know about presenting. Have they presented before? To how many people? Under what contexts? How good do they think they are?

[LOOK AT WORKBOOK: Objectives]

Now get the delegates to write down their objectives.


Learn their names and use it.

“We are going to go through a number of techniques in this session and you will get to practice your skills until you feel confident about implementing them. It is better to learn a set of techniques well than to know a lot of techniques that you are not confident to use. The techniques I am going to talk about are well known to work”

Relay Application

How are you planning to use your presentation skills? Where do you want to present? To how many people? To what kind of people?

Slide 4



What is a Presentation

By the end of this session
you will be able to:

Identify the fundamental
parameters of a good
presentation

Purpose

In this session you will learn what makes a great presentation and become familiar with the core areas you need to look into.

Objective

By the end of this session you will be able to: Identify the fundamental parameters of a good presentation

Process

First we will walk through a number of guidelines on what a presentation is all about and then you will get a chance to deliver the presentation you have prepared earlier.

Notice: As part of the pre-course assignment, delegates must have prepared a short presentation to deliver to the class. This helps them to understand which areas they need to focus on and how to improve them by the end of the course, when they will give another improved presentation.

Relay Experience

N/A (Has been asked as part of the main course experience)

Relay Application

N/A (Has been asked as part of the main course experience)

--

[ENGAGE]

What is a good presentation?

To Tutor: Start the course by asking general questions. Encourage the delegates to share stories of the best presentations they have been to and what thought they were great.

What is a presentation?

It's effectively a *pitch*. It's your message to others, especially when you want to convince them of something.

It comes down to two critical needs:

- What you want
- What the audience wants

Once you have identified these, you can then go on to pitch accordingly and get maximum results.

Slide 5



There are a number of critical parameters that any presenter must be aware of before presenting. You identified a few of these when you shared your experience of good presentations. Now we want to look into them in more detail. You need to evaluate these parameters for your own presentation to get what you really want.

Knowledge.

This is the knowledge you have or the audience has about the subject of your presentation.

How critical is this parameter and how does it affect your presentation?

You should not be too simplistic because the audience will get bored. You should not overestimate their knowledge or you may end up including lots of jargon people don't understand.

You need to know what your audience knows and what they expect to receive when they come to your presentation.

Number of people in the audience.

What are the implications of having different number of people as your audience?

You can be more interactive with small crowds. With larger crowds, you need to be more concise and quick to the point. You can respond quickly to the needs of a small audience and explore a narrow topic comfortably. You will not be able to do that with a large audience as it is easy to go off topic for most of the people and they can easily get bored.

Stake

What happens when it is absolutely critical for you to win the argument? Suppose you want to deliver a business proposition to a CEO of another company? There is a lot at stake. How does this affect your presentation style?

You need to know your message and your audience thoroughly inside out. This doesn't have to create stress for you. It just means you need to do more preparation, understand your message, understand the need of the other party, rehearse a lot and get feedback from your colleagues.

Learning Types.

There are different kinds of presentation. As an example, a training session may involve presentations but it's quite different from a normal business presentation. Give examples of different types of presentations?

- Training
- Business/Academic Presentation
- Lecturing
- Speech

Slide 6



As you can see each one is different. What is the difference between a business presentation and lecturing lecture?

A business presentation is more about a pitch. You want to let people know about an idea, a report, a way forward, a product to buy, a company to invest in and so on. A lecture is more about sharing knowledge, making sure the audience will leave the room having learned something new which they can use in the context of their work or career.

What is the difference between a business presentation and a training presentation such as the one you see now?

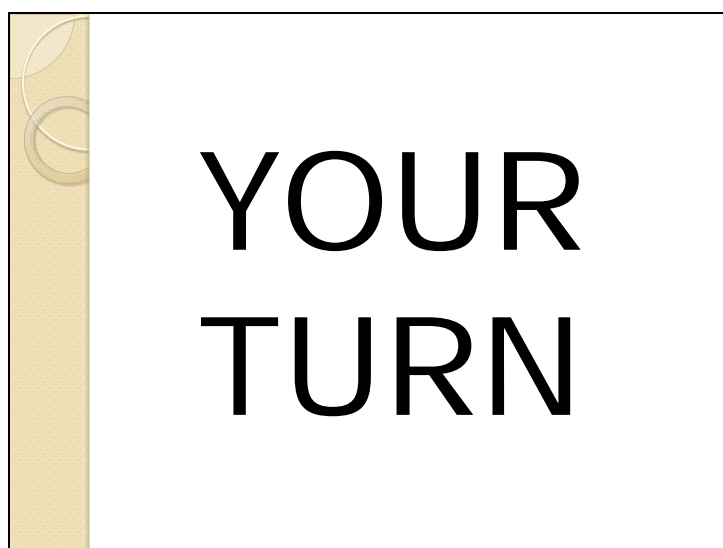
The purpose of training is to learn the skills. The focus is on 'skill transfer'. Since the best way to learn is by doing, training sessions are very interactive and casual. You also have small number of people as your audience. The audience has to do a lot of self-probing in order to improve themselves and find out for themselves what the new ideas, theories and methods means to them and their work. Business presentation in contrast focuses on providing you with a message. You don't necessarily have to learn a new skill in the process.

How about speech?

Speech is usually given without slides (though this is not a requirement) and the focus of the audience is entirely on the presenter. Engaging the audience emotionally is critical. There can be very little interaction between the presenter and the audience and presenter will do most of the talking.

This was a quick introduction into what a presentation is all about. Before going into more detail of how to design a 'killer' presentation and deliver it, it's time to go through your prepared presentations.

Slide 7

**[TRY][DELIVERY OF PRE-ASSIGNED PRESENTATION][INDIVIDUAL]**

To Tutor: Get each delegate to deliver their 5-minute presentation which they have prepared before. Use the performance criteria and rate the delegates accordingly as they deliver.

If you wish (and the delegates are happy) you can use video recording equipment to capture the presentations.

Explain that watching a recording of your own presentation is an incredibly effective way of improving your style and helps you to notice small details you don't normally notice. These days, it's easier than ever before to setup a camera and quickly capture a rehearsal. So use it as much as you can.

The objective is to get the delegates to present in their normal style now and do an initial evaluation. As they go through the course, they will be introduced to new methods and will practice these methods using mini-exercises. At the end of the course, they need to do another presentation having incorporated what they have learned during the course. Through this comparison, they can see for themselves which areas they need to focus and improve on.

Use the form **[H19_Handout_PresentationPerformanceCriteria]** to evaluate the delegates while they present. All of these parameters are covered in the course. Hence, this form captures their current state of delivery. At the end of the course, delegates provide another

delivery which is evaluated as well using the same form. Feedback can be given based on both forms.

Achievement


By the end of this session you will be able to: Identify the fundamental parameters of a good presentation

Have we achieved this?

Relay Application Confirmed

How confident do you feel now about dealing with clients? What strategy would you use to deal with clients from now on?

Slide 8



Approach

By the end of this session
you will be able to:

**Engage your audience and
get their fullest attention**

Purpose

As you know a good presentation is all about engaging the audience. The question is how you engage them. In this session you will explore a number of ways to increase the impact of your presentation and become familiar with the correct approach to follow for a given presentation. So, the true purpose of this session is to see which areas you need to pay attention to so when it comes to preparing your presentation you know where to spend most of your efforts.

Objective

By the end of this session you will be able to: Engage your audience and get their fullest attention

Process

First you will become familiar with the correct approach and then you get a chance to practice these techniques.

Relay Experience

Are you good at engaging the audience? Can you captivate them? Do you find it difficult?

Relay Application

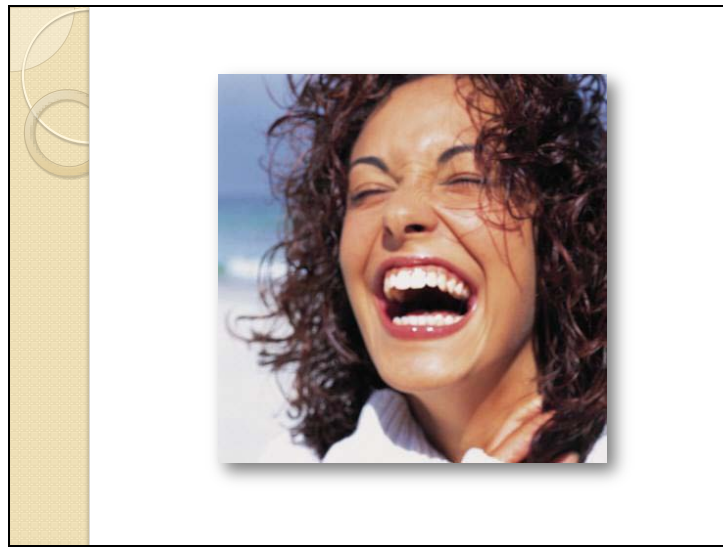
How important is it to be able to get the total attention of the audience?

--

What's the best way to get the attention of an audience you are presenting to?

By appealing to them emotionally. And by making them laugh, or cry or care about the story.
The more they care, the more receptive they will be.

Slide 9



How can you use laughter in a presentation? Is it any good?

It is an absolute must.

Consider this image. How do you feel when you look at it. It is as if it unconsciously makes you feel happy. Laughter is contagious, so use it as much as you can.

What are the benefits of a laughter?

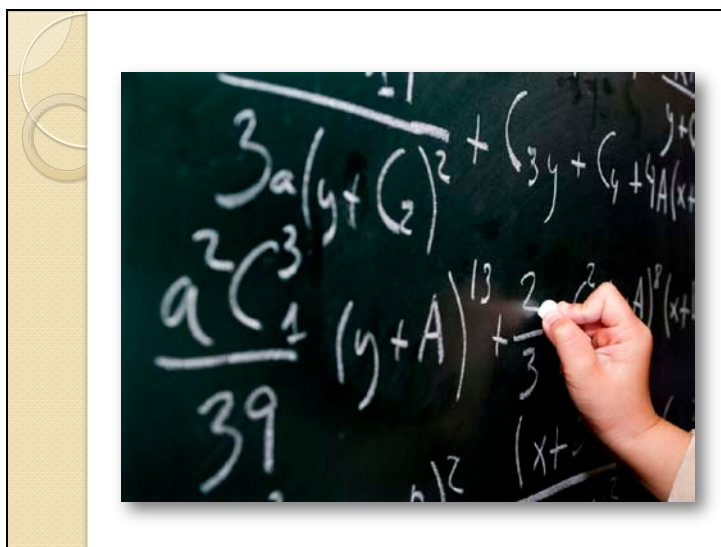
It relaxes people. They feel they are entertained as well as educated and informed.

Studies show that we become more creative when elated. A simple laughter before solving a puzzle can enhance your creativity. As a presenter, you can take advantage of this human quality. Before going through a difficult part of the presentation that may require the delegates to think hard, simply tell a joke. This will make the environment much more relaxed and keeps the audience awake and interested. You can then safely enter the difficult domain.

What happens when the audience is bored?

They will be waiting for the end. They will not take anything in.

Slide 10



How about being an expert? Do people go to presentations to get information they can't get any other way?

No. That era is gone. People no longer need the expert to share their knowledge through the presentation. A lot of content, facts and data are now available and there has been a democratisation of knowledge. The presenter's role is no longer about transfer of data, but more about telling you the story.

So now that we have established it is about telling stories, we need to explore the qualities of these stories and find out how best to tell them.

[ENGAGE]

First here is a question. If you want to compare the making of a presentation with another artistic activity, what would be the closest? Hint: Is it report writing, drawing, movie making ...?

To Tutor: Try to get some answers to see how delegates compare the process of making a presentation with other types of media.

How about the similarity to making documentaries?

Making a presentation is very similar to making a documentary.

Why is this?

A documentary has a main message. There is a lot of media that you need to put together to support that message. You have a goal and you want to convince your viewers of your message or get them to see something they haven't seen before. Similarly you can borrow from the movie industry; include actions, suspense, curiosity and engage them with exciting content, humour and so on.

It is important to notice that whatever making a presentation is about, it is not about converting a report into some other format and feeding it to the audience. A presentation is not a report summary.

A presentation is like a big story that you unfold as you go on. Of course, you can also include min-stories during your presentation to support your message. Whatever type you use, these stories must have certain qualities to be engaging.

[ENGAGE][FLIPCHART]

What do you think are qualities of making a great story?

To Tutor: Get the delegates to suggest what they think makes a good story. Write the main concepts suggested on the flipchart.

Slide 11



To Tutor: Now go through these qualities and explore them one at a time especially if they have not been mentioned already.

Simple**What about simplicity? Does it help? Why?**

The story should be easy to grasp, understand and communicate with others. Imagine if you tell a mini-story to extend a particular topic, but that story lasts a long time or that it has so much detail that you effectively go off-topic. The audience will be wondering what you are up to.

What happens if the story doesn't have a conclusion?

It's a waste of time. People wouldn't understand what you are getting at. Don't leave it to the audience to guess what you want from them. Go ahead and ask. Tell them exactly what you want, explain your core message and what you expect from them. As the saying is, don't expect your audience to think. *You must do all the thinking.*

How about credibility of your message? What happens if you don't sound credible?

People will quickly lose interest in something that doesn't sound credible. Conspiracy theories are a prime example. If your message is that I have met an alien, many people may lose interest in your message there and then and might think that listening to you (beyond a curiosity) is just a waste of time. Of course this is not to say the alien-lovers are at fault. It's just that if your idea doesn't have much credibility or you don't have much 'evidence' then you won't move forward in your presentation as smoothly as you like.

What's the effect of a surprise story or something unexpected?

As long as the unexpectedness is not bad it is a great way to keep the attention of the audience. Of course you don't want to shock them. You can use unorthodox methods of presentation. For example, a brain surgeon brought a 'real brain' to a presentation about her brain stroke experience! That certainly got the attention of the audience!

How about appealing to emotions?

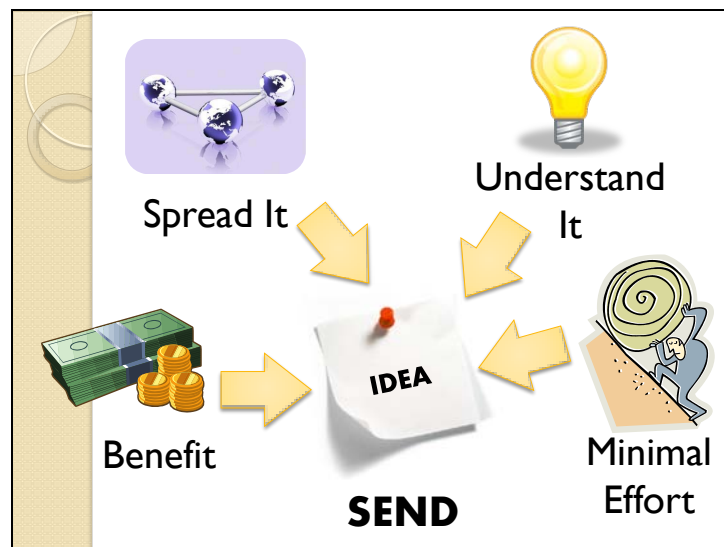
As explained earlier, make the stories emotional so that they are received more enthusiastically and remembered for much longer. Emotions such as laughter, sadness, anger, jealousy and so on can all be effective if used in the right context and of course in moderation.

[ENGAGE]

Every presenter wants their ideas to spread. After all you most probably benefit if more and more people know about your story. The question is what are the qualities of a story that make it viral? What is required to be present in a story so that when your audience hears it, they would go on to tell others about it?

To Tutor: Expect a nice discussion from the delegates and explore their solutions. Finally move to the next slide to show the core qualities.

Slide 12

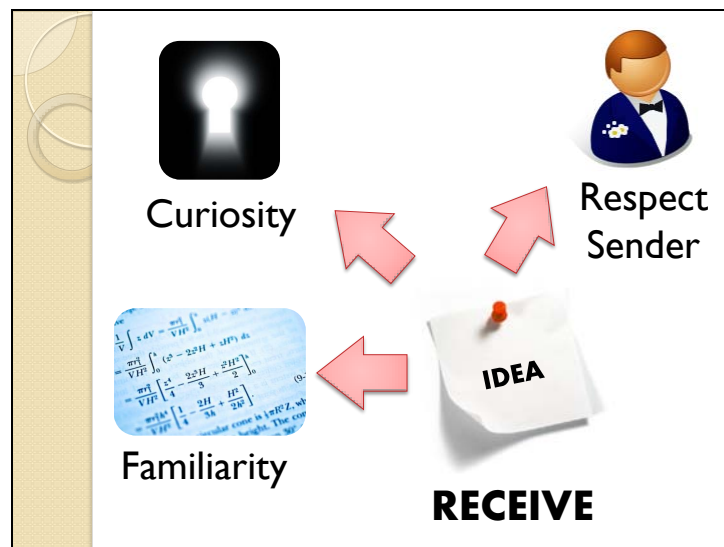


The topic was beautifully explored by Seth Godin with his famous blog post. Here are the qualities of a viral message:

No one *sends* an idea unless:

- They understand it
- They want it to spread
- They believe that spreading it will enhance their power (reputation, income, friendships) or their peace of mind
- The effort necessary to send the idea is less than the benefits

Slide 13

**No one gets an idea unless:**

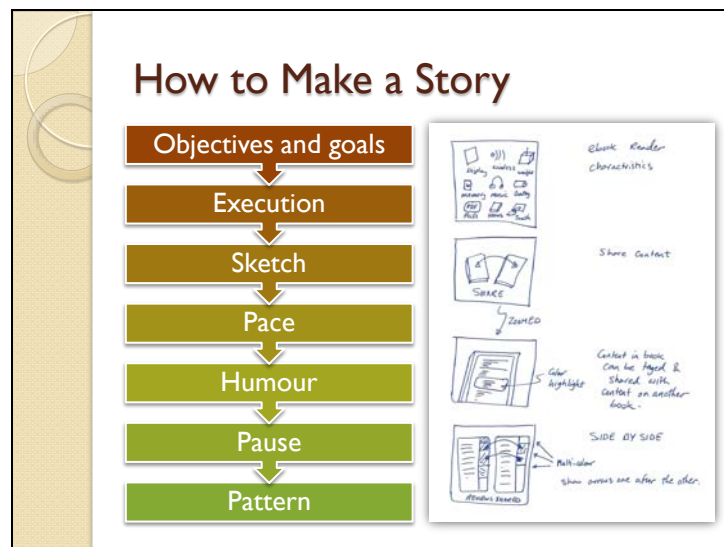
- The first impression demands further investigation
- They already understand the foundation ideas necessary to get the new idea
- They trust or respect the sender enough to invest the time

One of the best ways to learn is to learn by example. Try:

- Steve Job presentation available on: www.apple.com/quicktime/guide/appleevents
- TED talks available all online at: www.ted.com

Watch documentaries and learn about the pace and the type of visuals used to enhance the voice over. There are many lessons to learn here.

Slide 14



You need to treat your presentation as one big story, so when it comes to preparing this story, a systematic approach will greatly help you. Now that you have become familiar with the principles behind a good story, let's see what steps you need to take to make it. Here is how it works ...

To Tutor: Now go through the stages in the slide and then explain each concept.

Identify your objectives and goals. Understand your conclusion. (More details on this are presented in the next section).

Think of the story you want to tell and how you want to execute it.

Sketch this story on paper. This is similar to storyboarding of a documentary or a movie.

Examine the story for pace. As any movie editor will tell you, no matter how much visual goodies you have in the movie or even a great story, an inappropriate pace can completely ruin the experience. Make sure the audience is not exhausted due to the sheer amount of information given at certain parts, or bore them because you have lingered too long on a narrow topic.

Add humour. Go back to the storyboard and add humour periodically and systematically to the story. For example, insert a joke, funny remark or an amusing story every 3 minutes. The

pros do this all the time. For example, this approach was used by Steven Spielberg when he was making Indiana Jones movies. He made sure that there was a joke or an entertaining event every few minutes in the story as it unfolded. He simply inserted a series of red sticker notes into the script binder which represented where the humour should take place in the story. The humour will keep the audience engaged and entertained and can make your message a lot more viral.

Use pause systematically. If you have any interactive sessions that are mentally engaging, make sure you add some lighter content afterwards so that the audience can have a pause. This will also make the next challenging content easier to deliver as the audience would be more comfortable to receive it.

Create a Pattern. Provide facts, logic and emotional stories bit by bit throughout the presentation to lead the audience to discover the solution or the message you are getting at on their own. If the audience participates in the production of the solution (even mentally rather than interactively) they will be more likely to accept it and relay it to others. Many presenters fail to take advantage of this powerful technique and go on to explain exactly what *they* think is the smart solution and try very hard to convince the audience of their ideas potentially stepping on people's ego in the process.

[PRACTICE: SKETCH THE STORY][PAIR OR INDIVIDUAL]

Delegates can choose the same subject they chose for their pre-course assignment or they can choose a new subject. This subject will be used throughout the course as you walk through different steps of preparing a presentation and finally you will deliver a complete one at the end of the day.

In addition, there are two possible options: If delegates are from different backgrounds, they can work on their own. If the delegates are from the same company or organisation, they can work in pairs during the course to prepare a presentation. At the end, each will have to deliver a presentation based on what they have made. This allows the group to see the differences between deliveries better when the content stays the same but the delivery method changes. Whatever the choice, delegates must use that choice for the entire subsequent practical in this course.

For this exercise, get the delegates to improve the stories they told in their opening presentations. This time paying a great attention to all components:

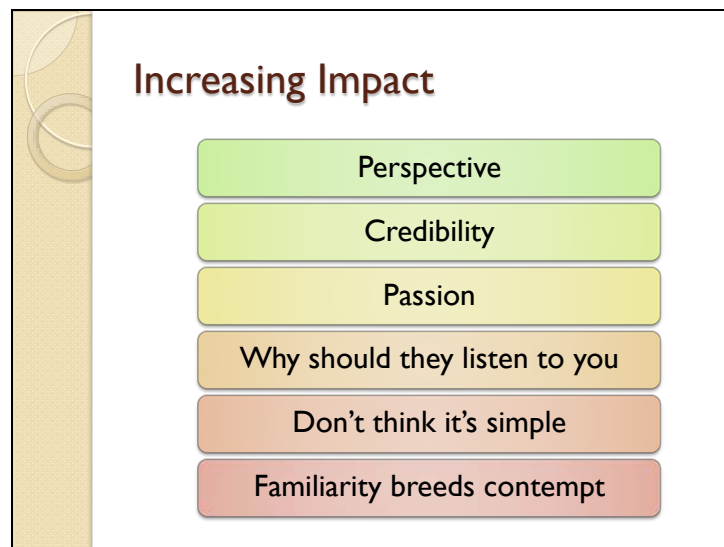
- Identify objectives
- Identify conclusion
- Add humour – include a joke or something that make people laugh
- Check pace
- Include a pause, to make sure people have followed you

- Check pattern

Now sketch the story so you can visualise it.

To Tutor: Delegates can use a free flow sketch storyboarding is not discussed yet. This helps the delegates to visualise what they are about to say which makes them remember it much better.

Slide 15



Having gone through the practical to make a story, you must hopefully feel more confident about it. At the end of the day, you want to increase the impact of your story. We are now going to explore a number of areas that can increase the effectiveness of your message.

Perspective: Look at it from their point of view. Stand out from the competition by presenting the content in a novel way. Always ask yourself, if I was in the audience, would I be impressed by what I was hearing.

How can you put yourself in their position?

By knowing your audience

Establish credibility. As you saw earlier, credibility can create interest and attention. The more credible your argument, the more impact you have.

How can you establish credibility?

Either by providing credible data and logical argument, reputation or referencing other reputable sources

Add Interest. Make it interesting by casting your content to the world of your audience. Many presenters make the following mistake; they think since they are passionate about the content, so is everyone else.

How can you create passion in the audience?

Show your passion. Don't hold back. Be animated and enthusiastic. Move your hands, walk around, use a tone that sounds excited not bored and monotone. Don't sound like a person who has to go through this presentation but doesn't really want to.

Explain what will happen and why they should listen to you. You should always explain the process you go through and keep the audience informed of what's about to happen next or what are you getting at. Effectively you want to keep them in the loop. This will also help you to be aware of the audience in your mind at all times and respond to their needs.

Show that it is in their interest to listen and that they will benefit from what you will say. Make the audience care about what you are going to say. By increasing their interest you will have a higher chance of convincing them. For example, always explain the challenges first followed by previous failed solutions before explaining your latest finds. By showing the problem that needs to be solved and how challenging it can be, you will make the audience more interested in your potential solution. This way, once you explain your solution, you are more likely to get a satisfying "Aha".

It's not that simple. Many presenters are deeply familiar with their content. This familiarity means that they start to assume that the content is simple or obvious. For many people, who might be coming from different fields, this might not be the case. Again, this means you need to place yourself in the position of your audience to understand what their needs are. Another problem is that if you think that your content is simple, your tone will change and you may not appear as enthusiastic, when realistically you should have been quite engaging and excited.

[ENGAGE]

Have you had this experience before that you presented some content which seemed quite simple to you but was received with enthusiasm by your audience?

Familiarity breeds contempt. There is a lot in this famous English idiom. Research shows that the more we know about other people, the more likely that we start disliking them (of course, apart from few exceptions that end up as our partners or our friends). The same applies to giving presentations. The more detail the audience is exposed to in your talk, the more likely that they will find faults with it. To stay high, keep it concise. Make your point and move on. Don't hang around or you will risk giving more information than necessary and some people in the audience may start to think that they don't like what they are hearing.

How can you keep it concise?

First of all most talks are not that long, so keeping it to the point should not be difficult for most people. Either way, if a topic deserves 1 minute and you allocate 3 minutes, you risk boring people with it. So, what you need to do is add enough topics and subtopics to make each section concise.


The trick is very simple. For any topic, just ask yourself how can I cut it so it take only 70% of the time. No matter what the topic, you can always get rid of unnecessary explanation. The mere asking will help you through. The problem is very similar when you want to shorten a paragraph or a title of an article. If you think hard enough you can always find a shorter and more concise version that captures the essence of the content pretty well.

[ENGAGE]

Do you have any experience in interactive presentations? What do you think of them?

To Tutor: Ask the audience about their previous experiences (as a listener) in the past and how interactive content might have felt entertaining and memorable. They need to use similar approaches in their presentations. Ask for examples so everyone can get some ideas for their own presentation and also understand the range of possibilities.

Slide 16

Features	vs.	Benefits
 <ul style="list-style-type: none"> •Throughput = 500Mb/s •Records on 4 layers •Uses laser •Power = 30W 		<ul style="list-style-type: none"> •Burn a full disk in less than 5 minutes •Store 10 DVDs in one disk •Low impact on power, saves energy and reduces noise

Which one is better to explain, features or benefits?

Benefits is what you really want, though many still go for features. Here you need to understand your audience and cast those features to benefits for them. The difference can be illustrated with this simple example:

Features:

"You can explain that the latest Blue-Ray player your company has produced has a throughput of 500Mb/s and that it records on 4 layers with the laser and the device uses only 30W."

Even if the audience is technically familiar with the content, this type of presentation may not necessarily have the same impact as saying what the *benefits* of these features are.

To Tutor: Now show the benefits

Benefits:

"The high throughput lets you burn a full disk in less than 5 minutes; that the capacity lets you store an equivalent of 10 DVDs and the low power consumption means you save energy and as a result you can choose a low-power, noise-less power supply."

Achievement

By the end of this session you will be able to: Engage your audience and get their fullest attention

Have we achieved this?


Relay Application Confirmed

Where would you use good story telling techniques?

Slide 17



Slide 18



Preparation

By the end of this session
you will be able to:

Prepare your story,
understand what you want
to show and record it

Purpose

In this session you will learn how to start preparing your content. This is before you actually go on to make your slides and notes. First you want to formulate your message and prepare your pitch before you move on to add details and style it.

Objective

By the end of this session you will be able to: Prepare your story, understand what you want to show and record it

Process

You will be shown which step to take to prepare for a presentation and will go through a number of exercises to make a storyboard for your presentations.

Relay Experience

What are your current methods when preparing for a presentation? What steps do you go through? Do you use paper or software? Do you start writing directly into Power Point?

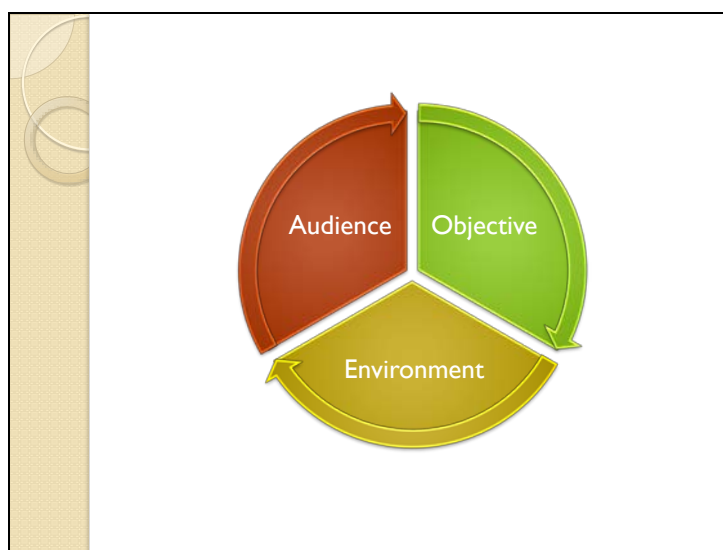
Relay Application

How critical is the preparation phase? What should it contain?

[ENGAGE]

To Tutor: Try to get the delegates to state what preparation steps are required. Collect and compare to the following set of questions raised in the next slides. If there are many steps suggested, capture them on the flipchart and then focus on those areas that were not covered.

Slide 19




Remember, a presentation is a pitch. You need to start with your objective and decide what is it you want your audience to take. Of course your environment is also a key factor in your decision making process.

There are a number of questions to ask when addressing these three areas. You need to ask yourself the following questions...

To Tutor: Walk through the following slides quickly as they are self explanatory. Explain that these questions are included in the workbook and there will be a practical later that addresses these questions. Hence, the bullet points are there as a representation of the questions they need to address.

Slide 20




Presentation Objective

- What is the pitch about?
- Why was I asked to speak?
- What do I want them to do?
- What is the fundamental purpose of my talk?
 - Why should I care to listen to you?
 - Is your message going to help me?

To Tutor: Explore the questions in relation with identifying the objective.

Slide 21




Environment

- How much time do I have?
- What's the venue like?
- What time of the day?
- What type of equipment is available?
- How much area do I have?
- Do I have a data projector?
- How large is the screen?
- Most appropriate visual medium?

The environment also plays a key role in the form of your delivery and your presentation. One of the most critical aspects of the environment is the time available for the presentation. The rest are also quite important and can have significant impact on your style.

To Tutor: Walk through the questions.

Slide 22



Audience

- Who is the audience?
- What's their background?
- What do they expect from me?
- How familiar are they with my field?
- How familiar are they with what I am about to present?
- What's their level?
- What would impress them?
- What would make them excited?

As you say earlier, you always need to consider your audience closely. It is absolutely critical to know what they want.

To Tutor: Walk through the questions.

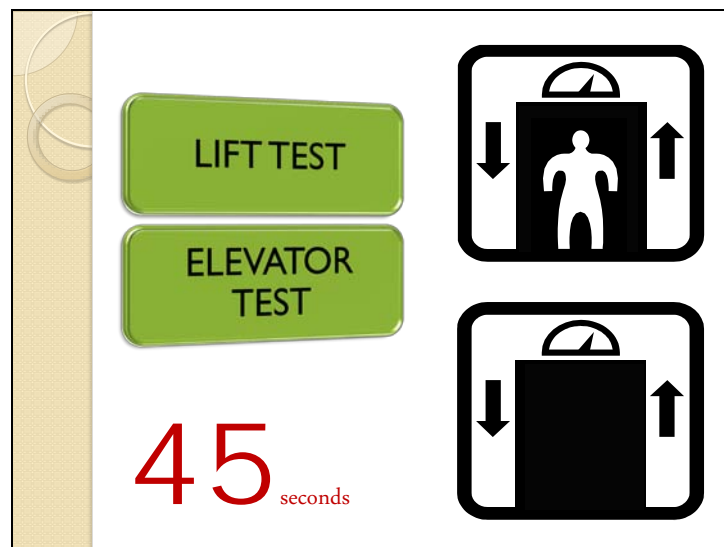
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Now that you have seen these questions, what are the benefits of answering them?

It helps you understand exactly what you want to say, but more importantly you can become much more concise since you are forced to look at it from their point of view. You want to consider the limitation of your environment and to continuously focus on your message.

The entire exercise lets you to come up with a short pitch which allows you past the ultimate test. You may wonder what this ultimate test is. Here is how this it works... (Next slide)

Slide 23



The Test is called the *Lift Test* (otherwise known as the *Elevator Test* depending on where you live).

Effectively you need to be able to give a pitch of your presentation during a lift ride to an interested person. This is about 30 to 45 seconds long. Knowing how to summarise your entire message into a short time will get you ready to quickly and efficiently present your message to the other person who can in turn relay it for you afterwards.

You can use this pitch at the beginning and at the end of your presentation to emphasise your message and make sure that the audience has understood exactly what you wanted to say.

Of course you need to practice this message several times. Casually go to your colleagues and explain that you are going to give a presentation. If they ask what it is about, give the Lift Pitch. Observe to see what they ask and if they got confused or they felt it was too long. Then go back and adjust your pitch. Because the pitch is so short you can easily rehearse it 10 times until you have unconsciously memorised it.

Slide 24



Before you see the best methods to use to produce the content, let's see what you need to prepare. Here are the materials you need to prepare for your presentation.

Slides

Slides are the most obvious which everybody is familiar with.

Notes/Scripts

[ENGAGE]

Do you produce notes? Do you use your notes during your presentations?

Notes are just as important, though many people skip this step. The real benefit of writing notes is that it focuses your mind and gets you to think of what you want to say.

Writing is very effective in memorisation. This process will prepare you for the presentation. Eventually, you don't even have to use your notes during the presentation. So remember, notes are not there to be read from, they are there to prepare you for the presentation.

If you have to talk about data or numbers, always try to have some notes handy. People will be much more impressed and would think the data is more credible if you read it from notes than saying it from memory. After all, everyone knows how easy it is to mix numbers up.

Handouts

[ENGAGE]

What is the best format for the handouts?

Have you seen presenters giving screenshot of the slides as handouts? Do you think this is effective?

Many presenters just give slides as handouts. This is not really effective. It has two problems.

- It encourages the presenter to include a summary of their report or the presentation as bullet points so that the handout can be more meaningful. This is not good since you will end up with a lot of text on the screen.
- Even slides full of bullet points are not a good description or have enough details to describe your topics. A few weeks later, no one can understand what you mean by 5 words in a slide.

What is the true purpose of handouts?

To extend the talk and give details that you can skip over. The audience is assured that your message can be supported with the data they have in their hands and they can focus on your presentation instead.

Auxiliary Content:

Of course extra material such as the following can greatly help your presentation and bring it to life.

- Videos
- Animations
- Live demos
- Third party live performance or role plays
- Live video links

[ENGAGE]

Can you think of any other novel methods?

To Tutor: Get the delegates to share their experiences, both as an educational exercise and also as entertainment.

--

You have seen what content you need. The question is how you are going to put them together. Is there a method you can use in preparation to facilitate the process while keep you creative and energised? Fortunately there is an elegant method to use for this process. The method is known as mind mapping.

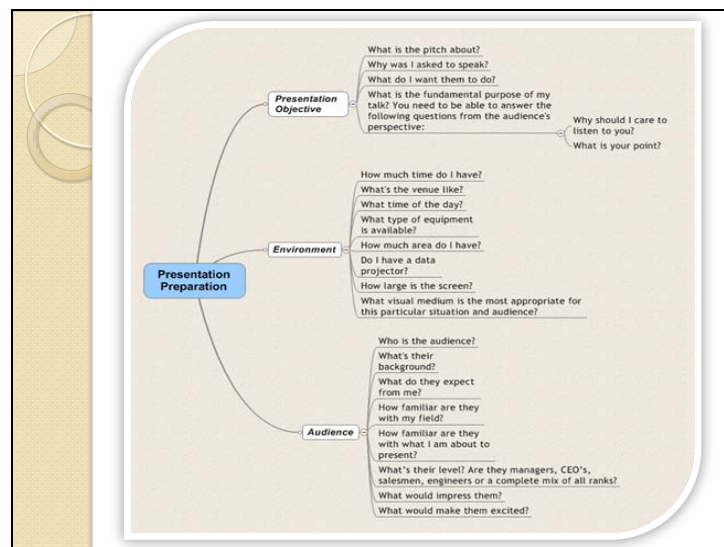
[ENGAGE][FLIPCHART]**Who is familiar with mind mapping?**

To Tutor: Based on the responses explain the mind mapping technique. If most delegates are not familiar, then draw a mind map for a particular topic from scratch on the white board or flipchart. It is critical for them to see the process of expanding the mind map gradually one step at a time in order to gain a better understanding of the concept of mind mapping.

Note: If you are not familiar with Mind Mapping, use the *Recommended Readings* to learn about it. It's a simple yet powerful concept that can greatly benefit you (as you prepare for your courses) as well as being beneficial for your delegates. Mind mapping is extensively covered in other courses produced by *Skills Converged*, along with slides, workbook and exercises which can be used as a module in this course. Consult the website www.skillsconverged.com for details.

Once mind maps are explored, show the next slide which is a pre-made mind map which can be used to prepare a presentation...

Slide 25

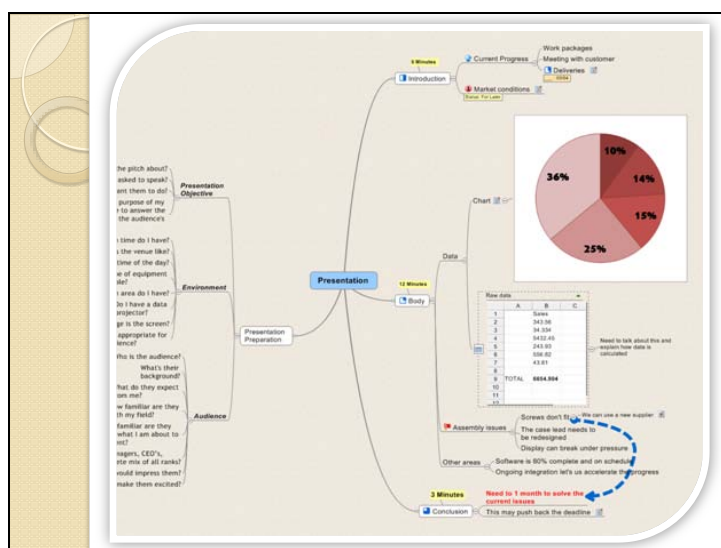


You can use a mind map as a repository of questions you need to answer to prepare for a presentation. You can cluster them like this and then expand the map as necessary.

Mind maps start to show their great power when you use mind map software. There are many different kinds of mind map software with different capabilities available on the market. Search for mind maps in Wikipedia for more details.

You can use mind mapping software to add notes, screenshots of ideas, documents, links, files, excel sheets, images, icons, etc. as you collect more and more content and ideas. An example is shown in the next slide...

Slide 26



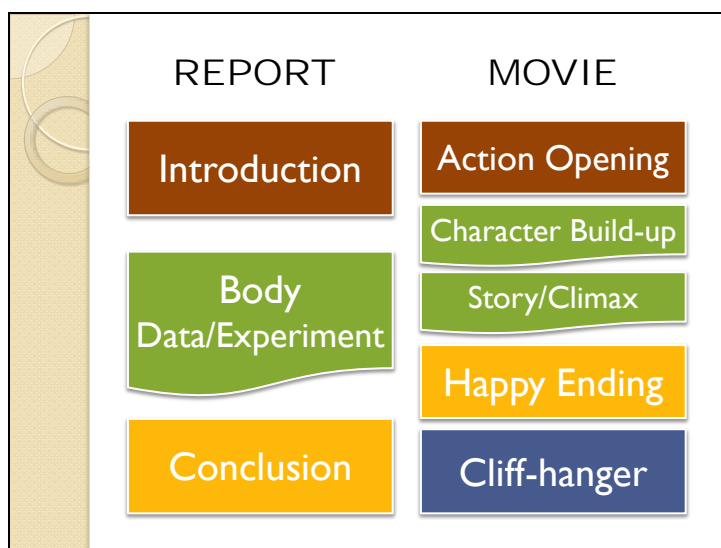
You can use a mind map as the place you dump all of your ideas, resources, links, texts, reports and so on. You can then quickly put them together in the final format when you get to that stage.

[PRACTICAL][PAIR OR INDIVIDUAL][GIVE FLIPCHART][LOOK AT WORKBOOK: Presentation Objectives]

To Tutor: Give delegates flipcharts and ask them to go through the workbook and mind map the questions. They should answer these questions for their own presentation. If delegates are working in pairs, get them to discuss and share their understanding.

They should pitch their presentation to the current group, so they can answer the questions based on the current environment of the course. They should consider other delegates as their audience.

Slide 27

**Content Design Process:**

Once you have identified your content and mind mapped it, it is time to start putting more details into it and shape it into a presentation.

As an analogy you can see the structure of a report on the left and a movie on the right. A presentation borrows from both and is closer to a movie. You need to focus on all aspects of the content. The question is where to start from.

Should you start from the beginning and go all the way to the end?

No.

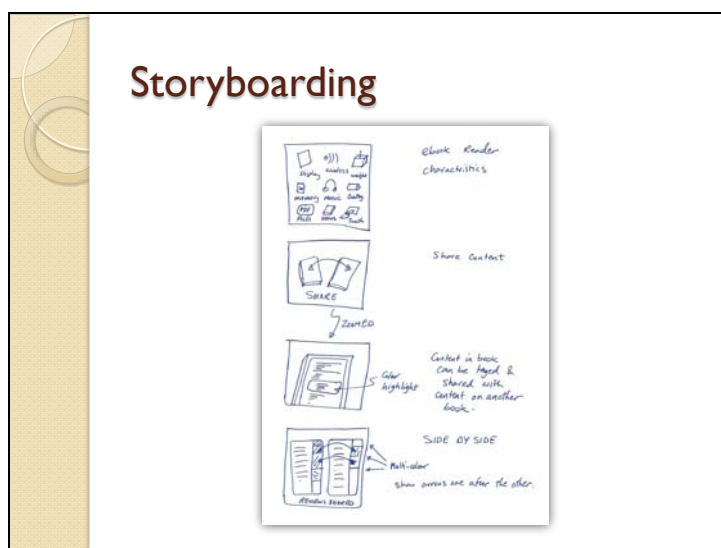
What should you start with? Why?

Start with conclusion and your summary. This focuses you on your message and you will be more to the point as you put your content together. Once you know what you want to say, it is easier to find supporting arguments or data. It makes you concise.

Use the simple analogy with the movie industry and think of your presentation as a movie. No director would ever film a movie based on when a scene is shown in the movie. Instead, there is a whole cast of other parameters, like similarity of scenes, difficulty, criticality, availability of actors and so on that defines the process. Much like in the movies, you should

start with the most critical parts and put your energy where it matters most. The slides which are there to support the main message can always be designed later when the core message is well-defined and you can see where you are going.

Slide 28



The next step in fleshing out your content BEFORE going on slide design is to get a bunch of papers and start drawing.

Storyboarding is a great artistic activity and gets you to become more creative. The creativity leads to excitement which in turn leads you to produce truly 'cool' content that the audience will love to see.

The process of storyboarding is very similar to storyboards made in movies. Effectively you want to design what should be included in your slides. Using pen and paper lets you to detach yourself from the technology of the delivery and instead focus on the message and the potential visuals. You can then go back and add details as you see fit. This is a much more productive approach since it stops you getting carried away with the software tools and instead gets you to focus on the bottom line.

However, there are exceptions. As you become really familiar with your authoring tool, you can start using it directly. You can only do this when you are so familiar with the tool that the tool has become an extension of yourself. In this case, the tool can make you a lot more productive and creative.

To Tutor: Walk through the samples so the delegates can get a feel for the potential story boards they need to create.

[PRACTICE: 2-MINUTE STORY-TELLING PRESENTATION][INDIVIDUAL]

To Tutor: The objective of this exercise is for delegates to prepare a presentation that they would deliver to the group. The presentation should last only 2 minutes. There are no slides to show. They just need to focus on the content and present it verbally. Each delegate must stand by the white board / screen and deliver just like a normal presenter. At the end, the group and the tutor can comment on the effectiveness of the presentation.

Delegates should be given some time to practice or rehearse, 15 to 30 minutes is ideal.

Delegates are allowed to use storyboarding if they prefer, though this is not required. This is just an exercise for *storytelling*. Slide design is covered in the next section and delegates will get a chance to do a proper story boarding based on those ideas later on.

Delegates are allowed to look at their notes during their presentations (since they may not have enough time to do many rehearsals or the environment may not be suitable for everyone). However, they are encouraged not to read verbatim from a note while presenting, which defies the point. Instead, if they want to use notes, they should write keywords on a paper so that they are reminded of what to say.

To Tutor: You can use APPROACH and GENERAL PRESENTATION sections of the form [H19_Handout_PresentationPerformanceCriteria] to evaluate the delegates for this short presentation. Ask the delegates to pay attention to these criteria before they present.

Achievement

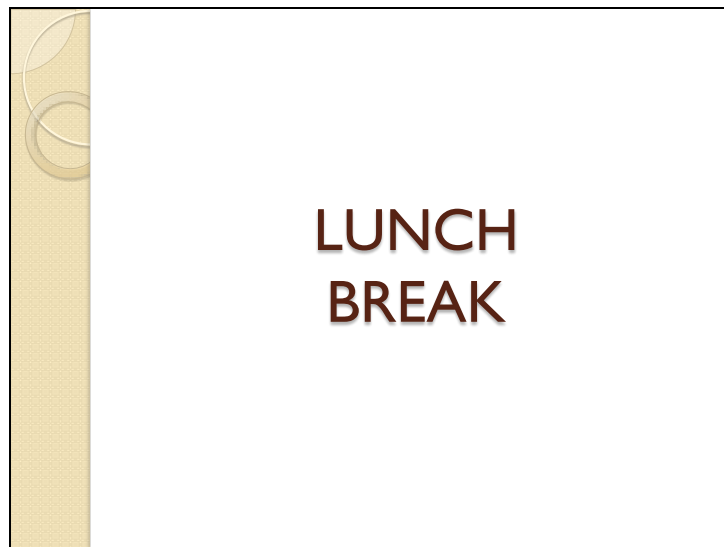
By the end of this session you will be able to: Prepare your story, understand what you want to show and record it

Have we achieved this?


Relay Application Confirmed

How confident are you in preparing your content? How do you plan to use these techniques when preparing your presentation?

Slide 29



Slide 30



Structure

By the end of this session
you will be able to:

Design high-impact slides
that deliver your message
efficiently

Purpose

A large part of a presentation is what the audience sees on screen. Well-designed slides can greatly amplify your presentation and have a long lasting effect on the psyche of the audience. In this section, you will be introduced to a set of core principles to design “killer slides”.

Objective

By the end of this session you will be able to: Design high-impact slides that deliver your message efficiently

Process

In this session, you will get to see many examples of good and bad slides and you can see for yourself what works better and what doesn't. Then you will be given a chance to practice what you have learned.

It is better if you simply close your workbooks before we go through the following slides. You can then provide solutions to problems on your own without getting help from the workbook. At the end of the session you can then get back to the workbook. Of course you are free to take notes as usual.

Relay Experience

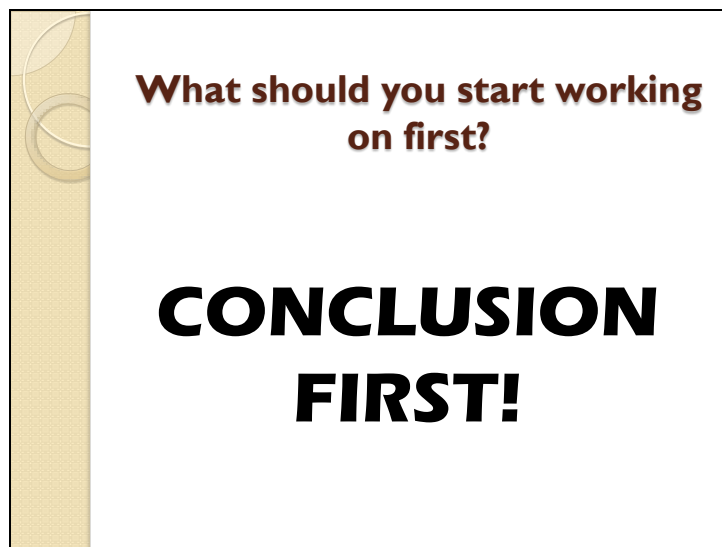
What is your current experience and views on slide design? What is your ideal visual content that you have seen delivered by other presenters? What makes a great visual presentation?

Relay Application

How critical is it to have a good slide design? How applicable is this to your own style of presentation? How much would you need this in the future?

Since Power Point is almost the industry standard for presentation software, we will focus on this though the general content we go through is applicable to any slide or visual designer.

Slide 31

**What should you start working on first?**

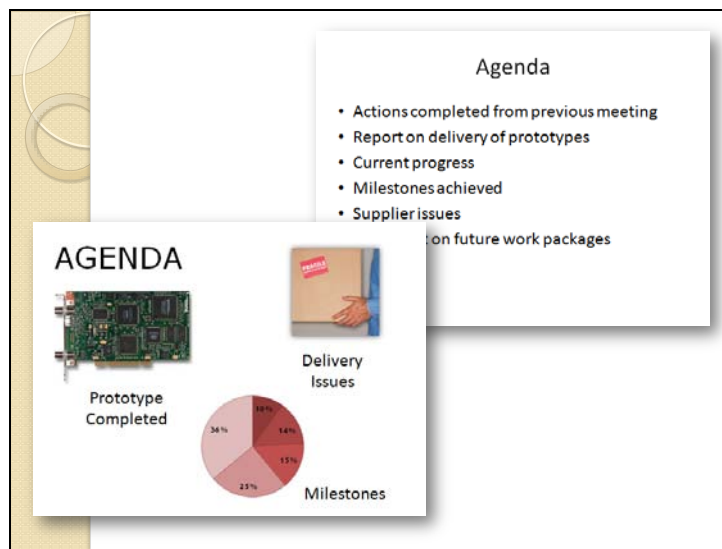
The conclusion.

As stated before, you should always start with your conclusion which focuses you on the bottom line. When it comes to slide design you should do the same. Remember, you can always change the conclusion later on as you add more details to your presentation. The objective is to always have some form of a conclusion in your mind.

What's next?

It's introduction. This sets the tone of your presentation and is critical to get right so the audience doesn't get bored. Again you need to spend your energy here first. There is no point to lose the audience and hope they will see your cool content 45 minutes later into the presentation.

Slide 32

**Agenda:**

In some presentations you need to show an agenda, either to say what's about to happen or show timing. How is this usually shown?

Most people simply put the titles up and explain.

Is it not better if you show images as opposed to titles, much like in a movie?

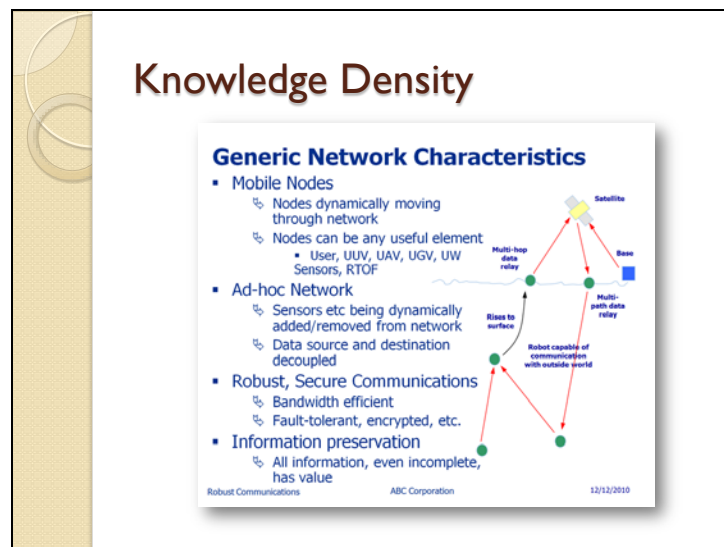
Images are a lot more effective.

To Tutor: Now show the two image comparisons for agenda.

[ENGAGE]

Which one is more effective?

Slide 33



Too much knowledge can overwhelm. There is only so much an average person can absorb in 30 minutes AND remember it later on. You need to control the amount of information you throw at your audience in two ways; by your slide design and by your pace.

To Tutor: Now show the image with the high density content.

What do you think of this image?

It has too much text and content. You just don't know what to look at first.

What happens if you put too much content on your slides?

- People will have difficulty understanding it
- They may confuse the core message with unnecessary details.

How about Logos? Is it really necessary to have your logo on every page?

Having logos on every page clutters the slide and is a waste of pixels!

How about adding the title of the report to every slide?

It's not necessary and again adds to clutter.

How about adding the date to every slide?

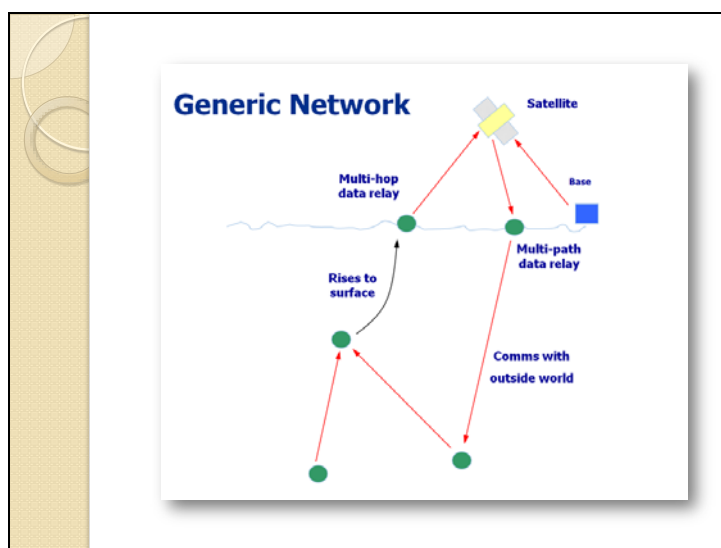
Absolutely not necessary, because slides are not the place where people like to find the time nor has time of delivery got anything to do with the message. Some presenters mention the date on the first page of their slides. This is more a note to the presenter than some information for the audience. As always, if something is not for the audience, it should not appear on the slide.

[ENGAGE]

How can you improve this?

To Tutor: Ask for inputs and then show the next slide as potential solutions.

Slide 34

**[ENGAGE]****How does this feel? What has changed?**

To Tutor: Ask for inputs and emphasise the clean less wordy design. See if delegates have ideas on improving this any further. Mention that there is no ideal solution and if you spend a lot more time you may get 'cooler' results. Of course, in the real world you may not have that luxury. So what you really want to achieve is a simple elegant design that looks professional but one that you don't have to spend a lot of time on.

Slide 35



Consider the following two charts. Which one is better?

The simplified version is easier to grasp. The detail on the other chart is not all that necessary and can be placed in the handouts.

As you saw earlier, pace is a critical factor in the design of your presentation and you can set the correct pace using the right mixture of your slides. On the outset you need to continuously pay attention to pace. Cut ruthlessly. No content is sacred. If it doesn't support your main message, it must go.

What should you do if after finishing designing your slides, you realise there is too much content?

You need to set the correct pace by cutting. This is quite critical especially when you have finished designing your slides. If a slide doesn't fit in with other contents or is unnecessary, don't be afraid to cut it out.

This can be hard. But, what's the best analogy here?

The movie industry is a good example. A director will cut the movie even though money has been spend on set design, actors time and even especial effect to make sure that the movie will have the right pace.

So in short, you need to control the overall pace of your presentation and the amount of information you put into it as a whole. There is only so much information one can take in a given time.

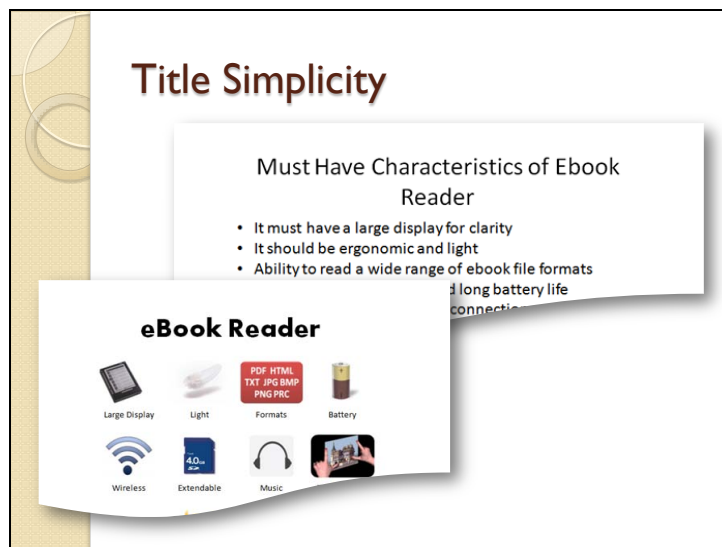
Slide 36



Bullet points can be lethal. Why? How can you improve them?

Text is not appealing. Images are more interesting and therefore easier to remember.

Slide 37



Consider this example of a title. What's wrong?

Too long.

How can you improve it?

Use fewer words and bigger more prominent font.

Slide 38

**[STORY]**

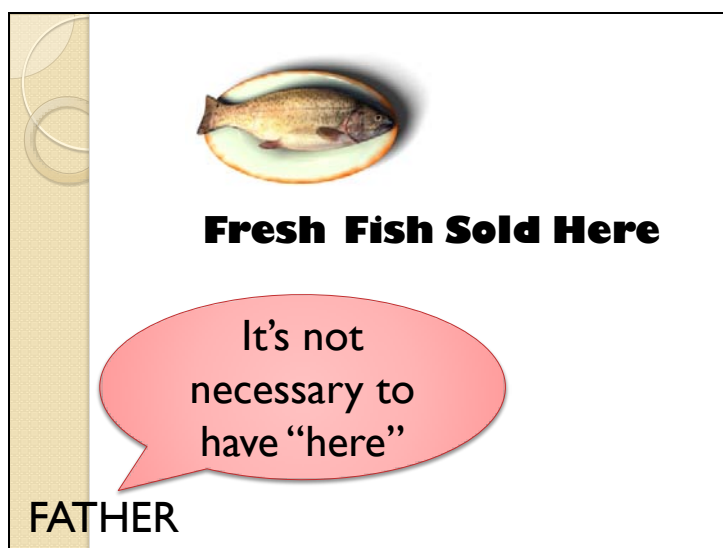
To Tutor: *Explain the fish story as you walk through the following slides.*

The famous *Indian Fish Story* comes to mind (source: PresentationZen).


An Indian man setup a fish store and put a sign up: "Fresh fish sold here". His father told him it is not necessary to have 'here', it's obvious. So the sign was reduced to "Fresh Fish Sold". Next, his brother told him that he should remove "sold", because what else would you do with the fish! So now it read "Fresh Fish". Next the neighbour said that, "Everyone can tell the fish is fresh". The sign was now reduced to "Fish". Next his sister told him that everyone can tell it is fish you selling because you can smell it from a long way away.

What's the moral of the story...?

Slide 39



Slide 40



Fresh Fish Sold

Of course the
fish is sold,
remove “sold”

BROTHER

Slide 41



Fresh Fish

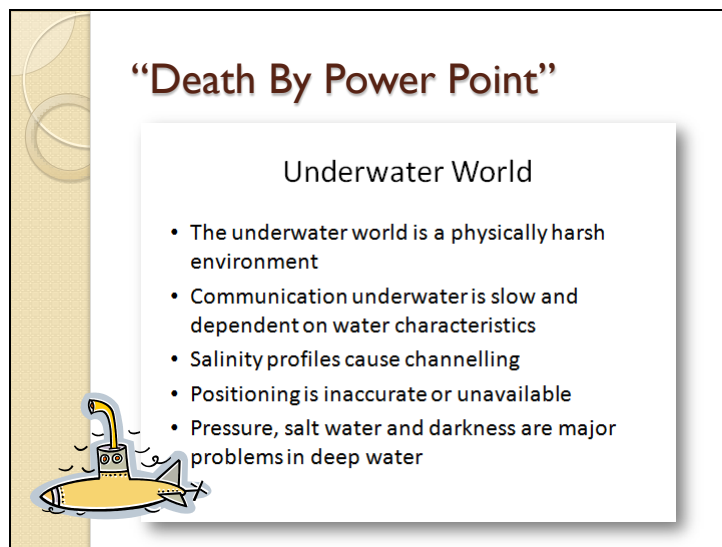
Everyone can tell
the fish is fresh,
remove “fresh”

NEIGHBOUR

Slide 42



Slide 43



If you don't want to 'kill' your audience by power point, you need to follow a number of guidelines. The problem is that the software lets you to be very flexible. The problem with that flexibility and range of available features is that people end up using a lot more than what they should. A minimal approach is always better simply because there is only so much information humans can take in. If you saturate them you will lose them.

The following guidelines help you to make better Power Point presentations.

RULE: Don't use transitions, fades, etc. between slides. These are simply distracting and do not serve your message.

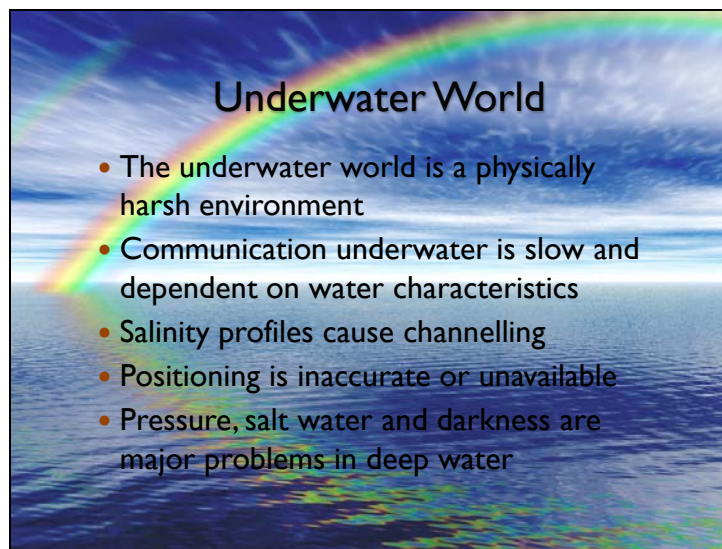
The only exception is if you don't want to show certain content before you have prepared the audience for it. Some components can then be shown with transitions and animations and explained accordingly. Use basic non-fancy types, like fade or simple entrance. Don't use dancing character effects that take 15 seconds to play!

To Tutor: Show transition effect and demonstrate why it is bad. It is slightly exaggerated to illustrate the point.

Similarly,

RULE: Don't use flashy backgrounds with moving or changing components. Again they distract a lot and take the attention away from the main message.

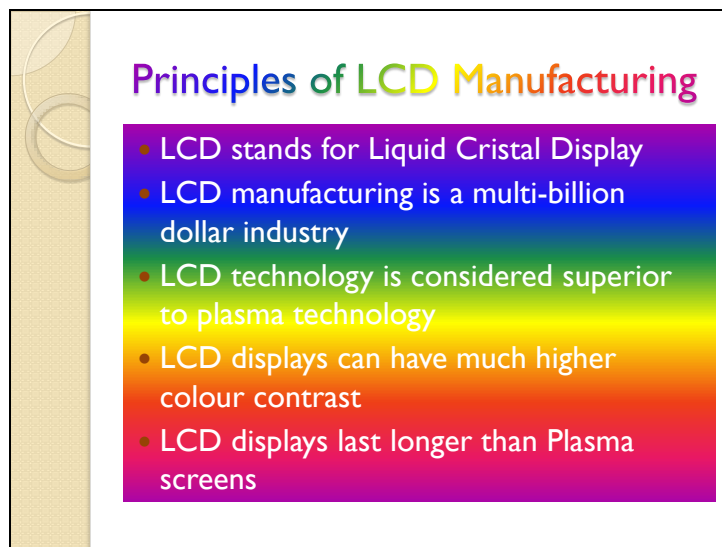
Slide 44



RULE: Don't use colourful backgrounds for your slides.

People can have difficulty with contrast. The more content you have on screen, the more processing is required by the brain which can eventually tire the brain. It is also much more difficult to remember the message simply because there is a lot more information on it.

Slide 45



Principles of LCD Manufacturing

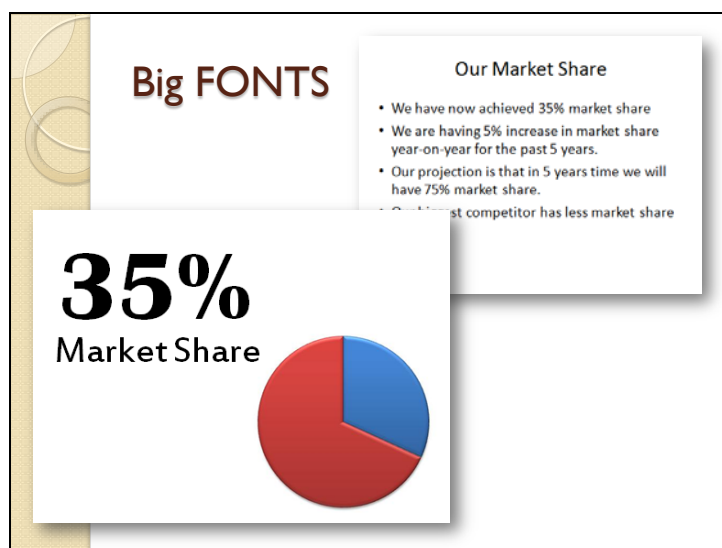
- LCD stands for Liquid Cristal Display
- LCD manufacturing is a multi-billion dollar industry
- LCD technology is considered superior to plasma technology
- LCD displays can have much higher colour contrast
- LCD displays last longer than Plasma screens

RULE: Don't use gradients too much, especially not on text. It makes reading text difficult.

Studies show that the easiest contrast for our eyes is to read dark text over white background. We can spot the shapes straight away and read the text without tiring our eyes. Try to take advantage of this.

Power Point 2007 gives you a lot of cool features in particular on gradients, but remember, you don't have to use them all the time. No one will complain!

Slide 46

**[ENGAGE]**

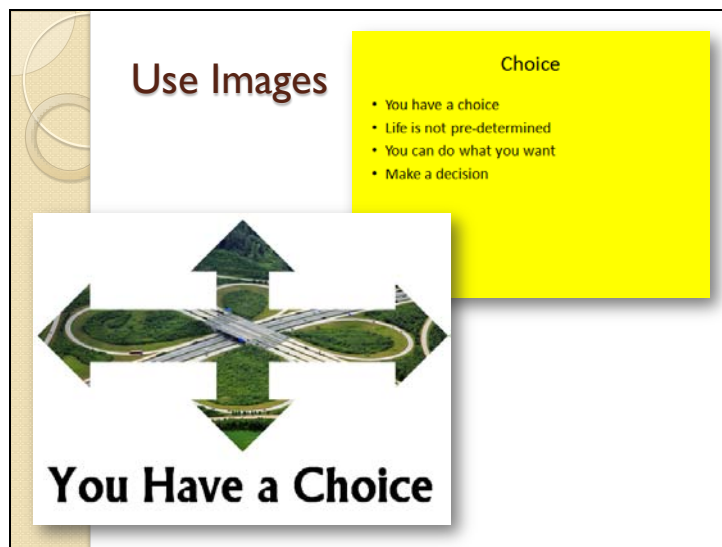
How about large fonts? Are they any good?

RULE: Use large fonts for clarity.

To Tutor: Explain that the larger fonts are easier to read while listening to the speaker and are more memorable. The minimal look also magnifies your delivery.

Notice, the percentages aren't even shown on the pie chart. Because it's obvious which is which and the information only clutters the image rather than adding any value. As always try to keep it clean.

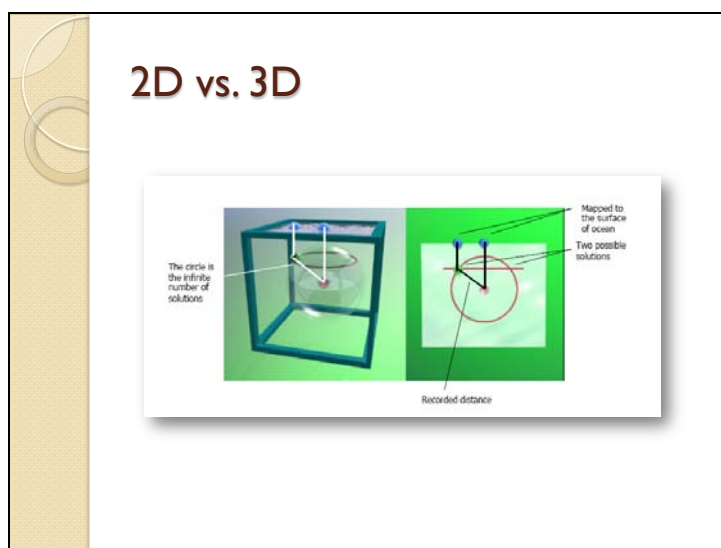
Slide 47



A great approach is to continuously use visual content. Rather than having words on display all the time, try to show images, videos and animations which will have a higher impact and are more memorable. You don't want to have more than 6-7 words on screen. The image is there to support your message. The populariser of this method is probably Seth Godin, so look into his talk for inspiration.

To Tutor: Show the image example and illustrate.

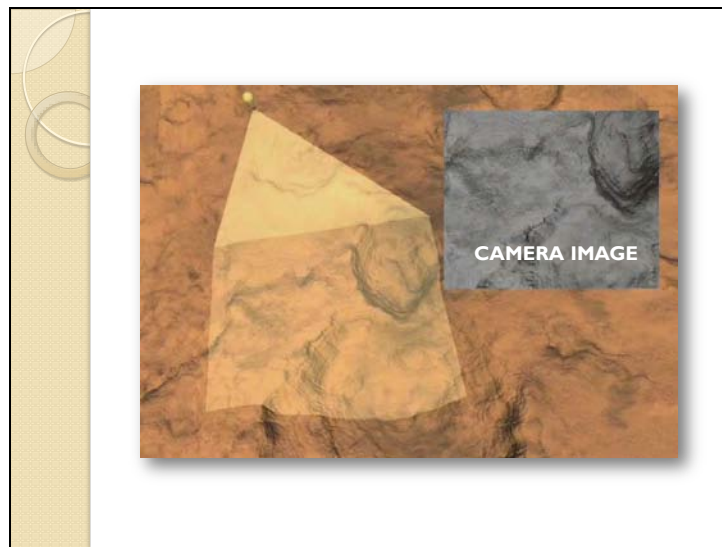
Slide 48



We are now going through a number of principles you can use to improve your slides.

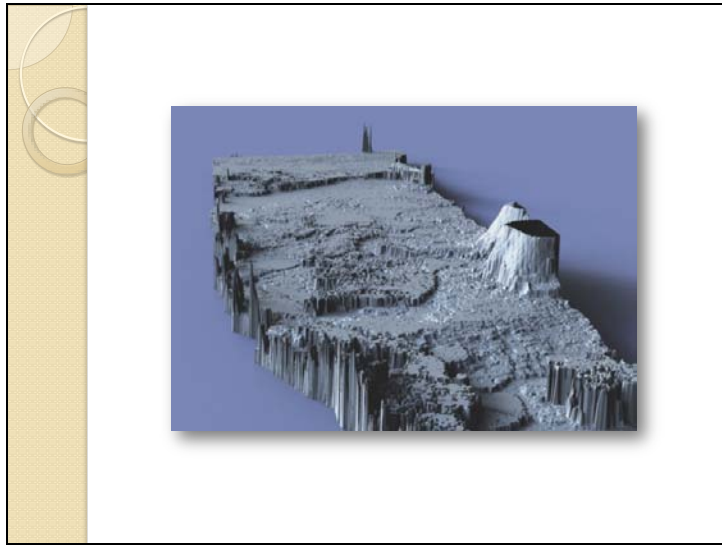
If used properly 3D visuals are a fantastic blessing. You can demonstrate complex concepts with them easily, much better than a 2D graph. Some examples are shown in the following slides.

Slide 49



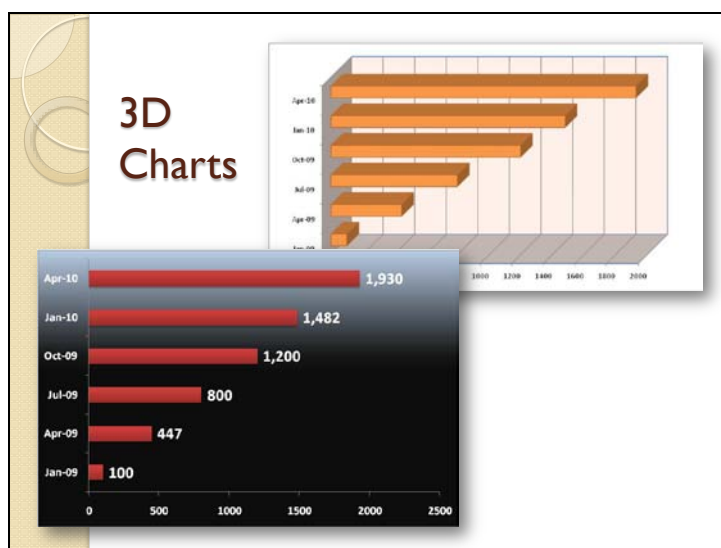
An example of a 3D versus 2D perspective shown in the context of a presentation on the subject matter (here it is a landscape).

Slide 50



Another example of a 3D structure.

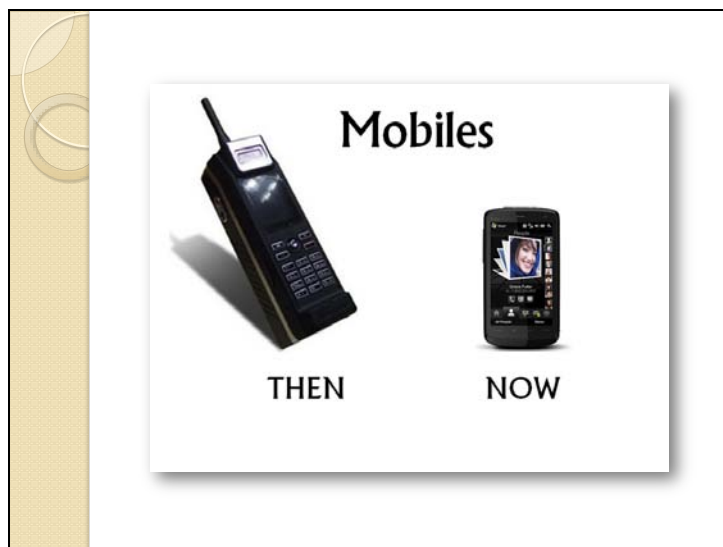
Slide 51

**What do you think of this kind of use for 3D?**

The 3D makes it very difficult to read the data and we have to look hard to figure out what's going on.

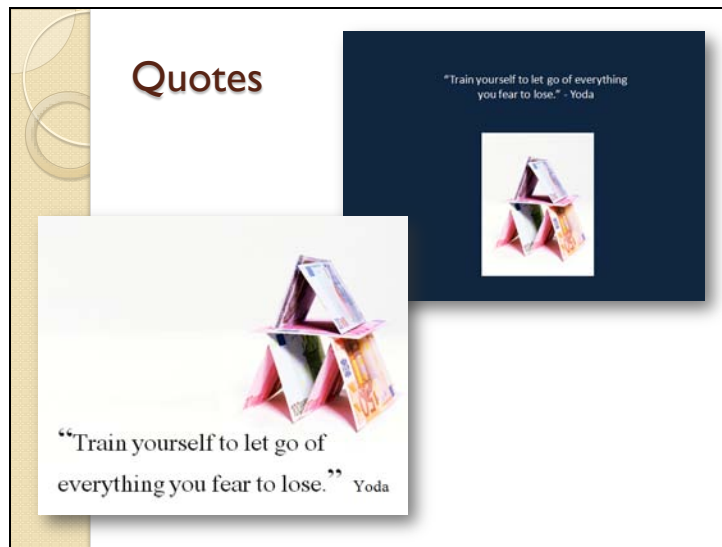
Now look at the improved version. The graph still looks stylish (if that's what the original intention was) but it's also equally very readable. You want to get the best of both worlds and there is no reason why you should not be able to do that.

Slide 52



You can use comparison images, like “Then” and “Now”. Side by side they can be quite powerful.

Slide 53



Quotes can be very powerful. The first example is not too bad, but it doesn't strike you as much. How can you improve it?

Show improved version and explain that a larger font and larger images used as background can be more captivating.

Slide 54



Use consistent themes or a visual style throughout the presentation for consistency.

Slide 55



Use empty space as part of your slide design. Don't be afraid to leave large parts empty. Example is shown here and in the next slide.

What is the effect of an empty area on the rest of the content in the slide?

The empty part helps to emphasise the other content. So it can be treated as an active content in support of other content.

Slide 56



Here is another example. The energy and excitement radiate from the image. Time to celebrate indeed!

Slide 57

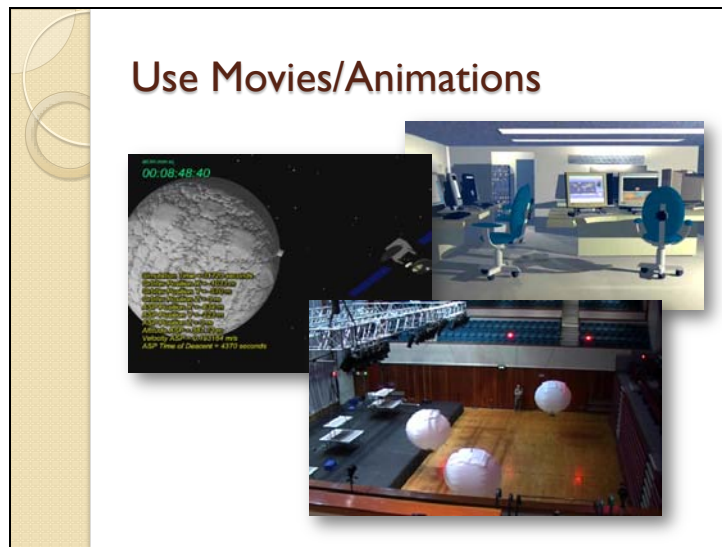


Correct contrast can greatly help the image quality.

Compare these two slides. Which one is easier to read?

The one which has a better contrast between the text and the background is easier to read. Contrast between colours can greatly help the visual style and assist the audience to remember the image better.

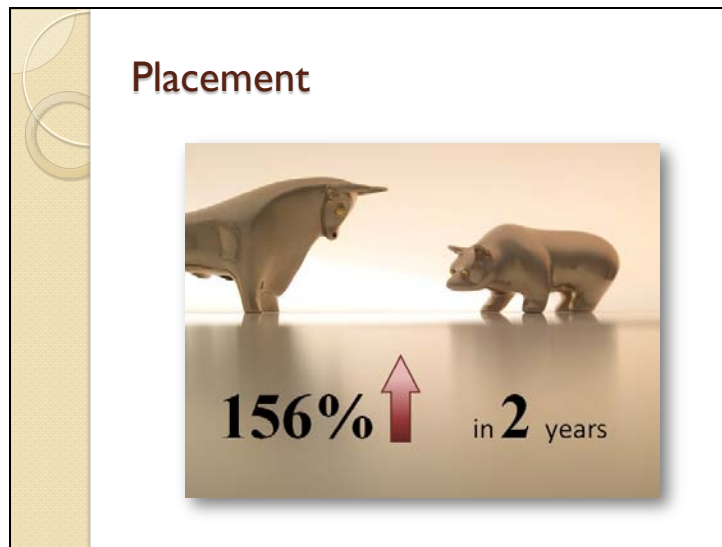
Slide 58

**[ENGAGE]**

**How often do you use videos or animations in your presentations? How useful are they?
How does the audience respond to them usually?**

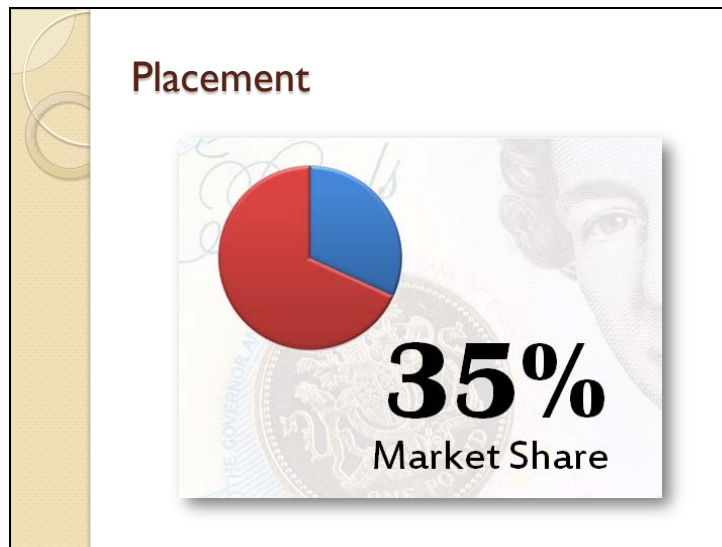
To Tutor: get the delegates to share their views on this.

Slide 59



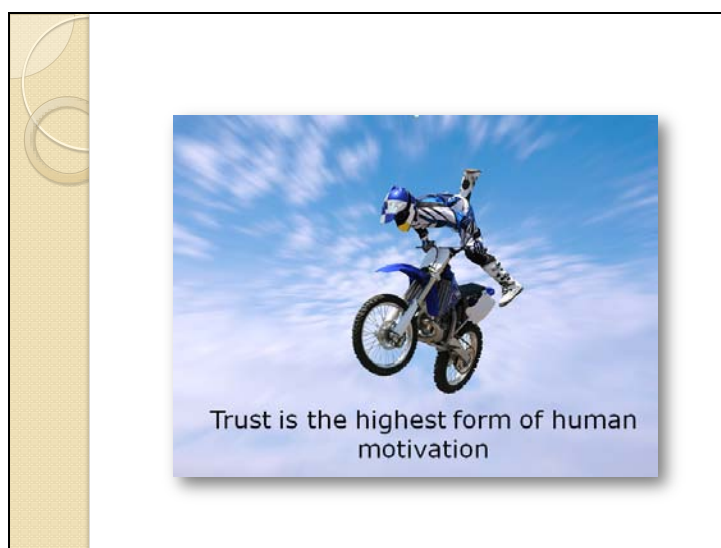
Placement of components on the slides can also greatly impact your style. Consider these slides. Notice the difference as the layout, placement and the font size change and how that influences the style of the presentations. Examples are shown here and in the next slides.

Slide 60



Another example similar to what you saw earlier, except with the addition of a background which dictates the placement of other components.

Slide 61

**[ENGAGE]**

Consider this image. What do you think of it?

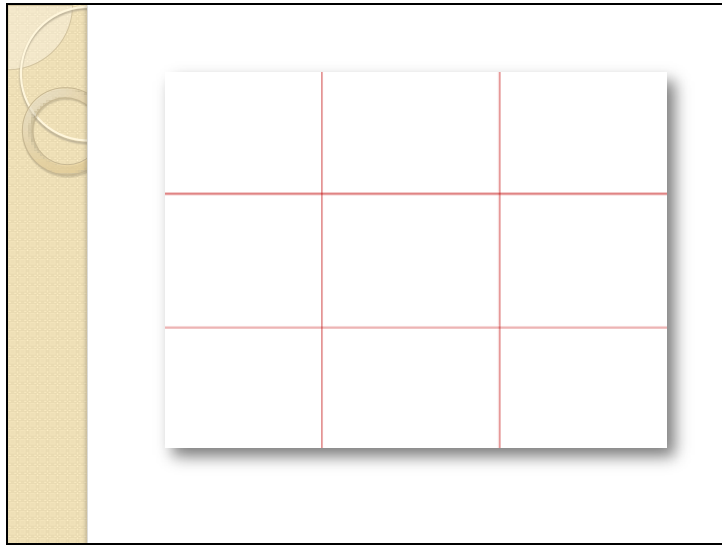
To Tutor: Ask for suggestions from the delegates to see how they want to improve it.

It's not bad, but not that striking. Use the following technique to improve this.

In this image, everything is centred. It is symmetrical, but how can it be improved?

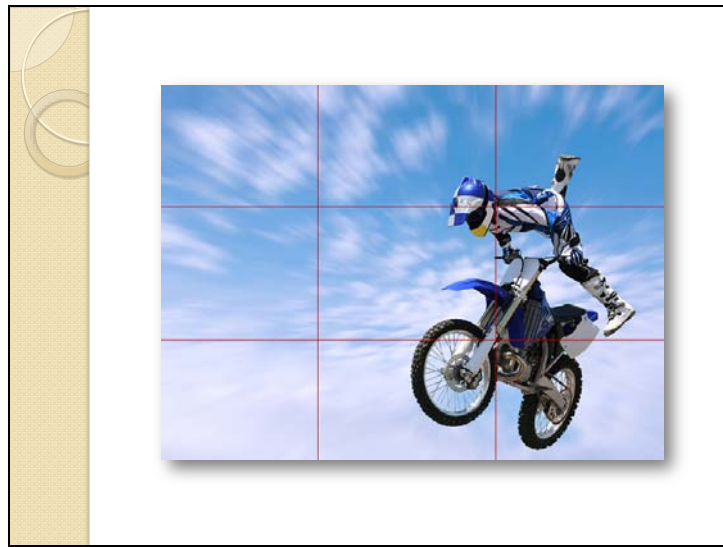
By shifting to the side, you can emphasise various components of the image. You can use standard photography principles by dividing your screen to three sections and place the critical components at these intersections.

Slide 62



This is how you divide a blank screen.

Slide 63



Now place your main image (e.g. the bike) on the intersection.

Slide 64



You can put your text next to intersection as well. In this case, it is placed diagonally opposite to the bike which will be shown in the background.

Slide 65



And here is when everything is put together.

Slide 66



... And the final image...

[PRACTICE][E32_Exercise_ImproveSlides]

To Tutor: Ask the delegates to practice making ideal slides. Depending on whether the delegates have access to computers in the course, you have two options. Look into the corresponding instructions for this practical and then follow up with a discussion.

Achievement


By the end of this session you will be able to: Design high-impact slides that deliver your message efficiently

Have can we achieved this?

Relay Application Confirmed

How do you plan to use what you learned in this session in a real-life context? How effective is this methodology in the context of your work? Does it improve the professional look of your presentations?

Slide 67



Delivery

By the end of this session
you will be able to:

Deliver your presentation
with confidence and leave
a positive memorable
experience for the
audience

Purpose

You have looked at making the content and structure of your presentations. In this session you will focus on the delivery of your presentation which is critical to get right.

Objective

By the end of this session you will be able to: Deliver your presentation with confidence and leave a positive and memorable experience for the audience

Process

You will see a number of guidelines and techniques to help you become better at delivery and then you will carry out a number of exercises to integrate these ideas into your own style.

Relay Experience

What is your experience in delivery? What makes a great delivery?

Relay Application

How critical is it to know this skill? If you know it well, would it have any impact on other areas of your work?

--

[ENGAGE]**How do you find delivery? Is it difficult?**

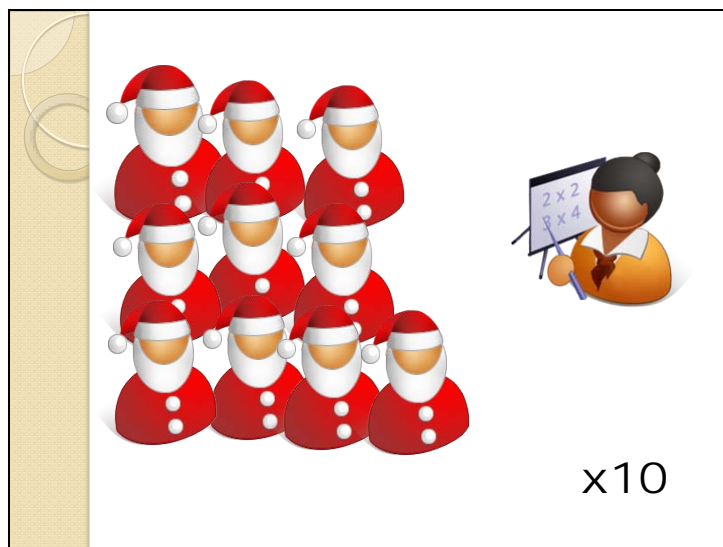
To Tutor: Ask the delegates to find out how they 'feel' about presenting. Is public speaking something they dread? You need to get a feeling about their anxiety in order to pitch your training at the appropriate level and extend or shrink the content accordingly.

Delivery is a skill. Like all other skills, you can learn this by observation and practice. The more you observe, the more you understand what you should or should not do. The more you practice, the better you become.

If you have little experience, or feel anxious, start small.

Start with a small and friendly audience and then go upwards for more challenging audiences. Here are some examples...

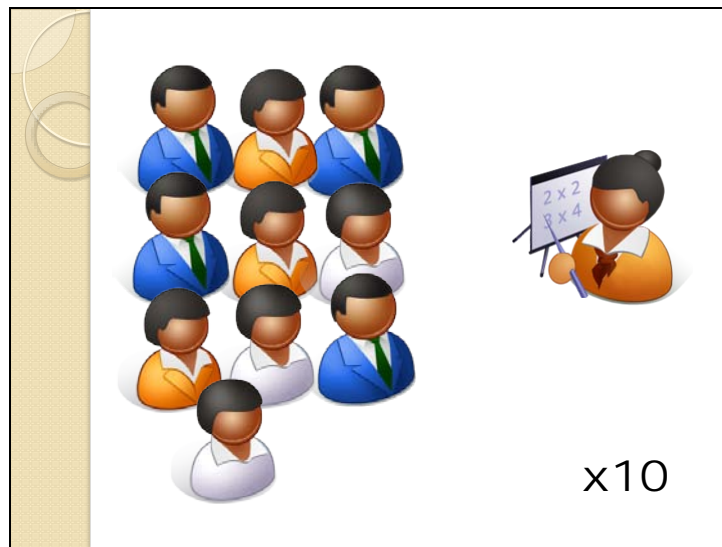
Slide 68



To Tutor: Now show each case and explain what it means.

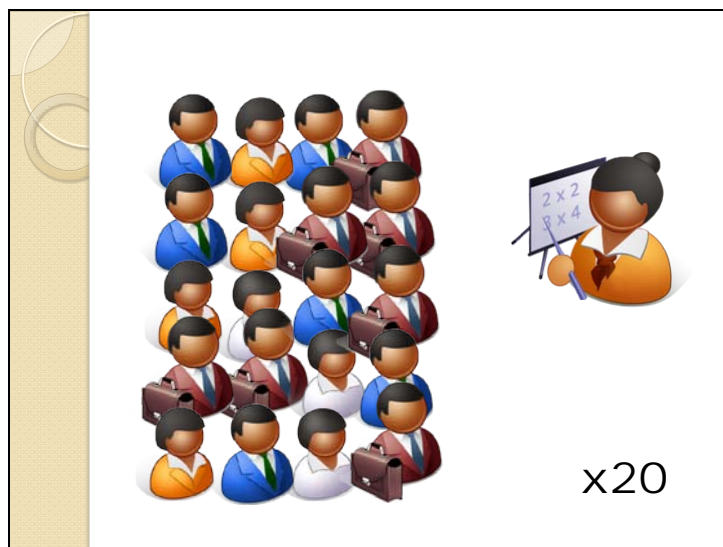
A small and friendly audience (up to 10) that know you well and you know them well too

Slide 69



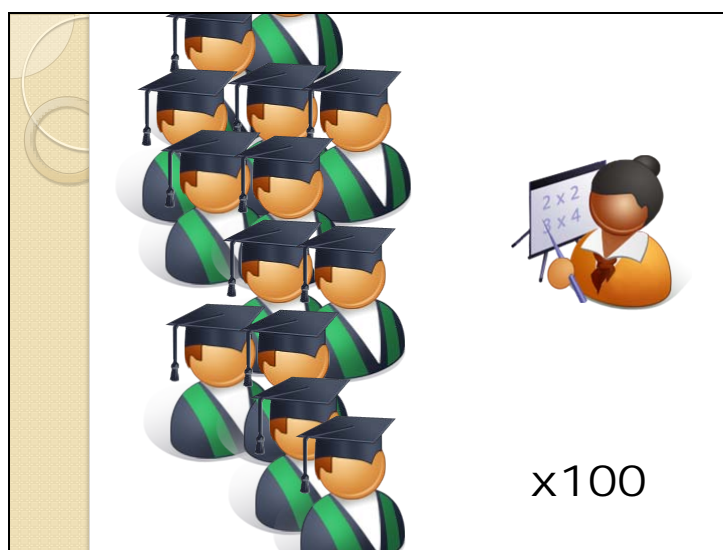
A small number of internal staff (up to 10) that know you by name or face, but not a lot more

Slide 70



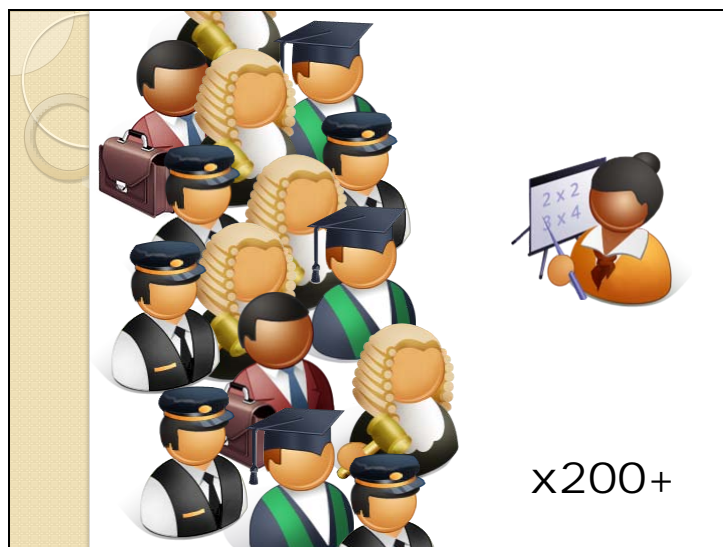
To up to 20 people from various departments which is a mix of people you know and some you don't.

Slide 71



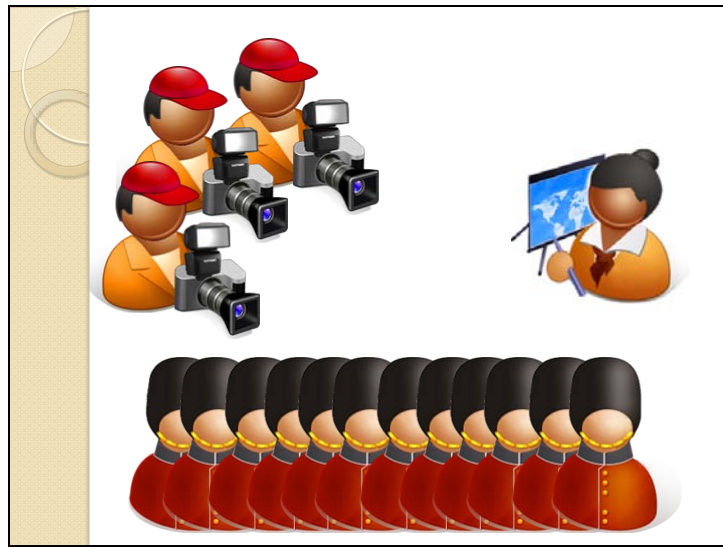
Give a seminar or a conference presentation to a friendly audience of up to 100 people.

Slide 72



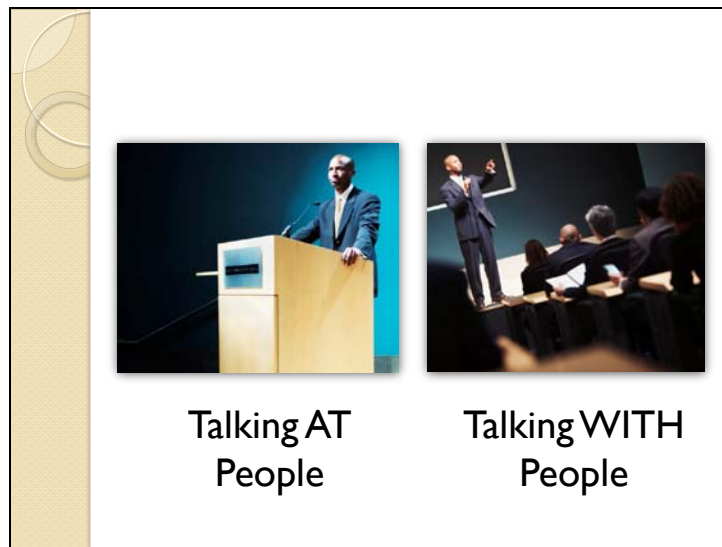
Give a seminar or conference presentation to an audience of up to 200 people some of which might not be warm to your ideas. They might be judging you strongly!

Slide 73



...Scale up similarly until you are addressing the nation as a president/prime minister before going to war!

Slide 74



A fundamental principle to keep in mind is the distinction between *talking at* people and *talking with* people. What is the difference?

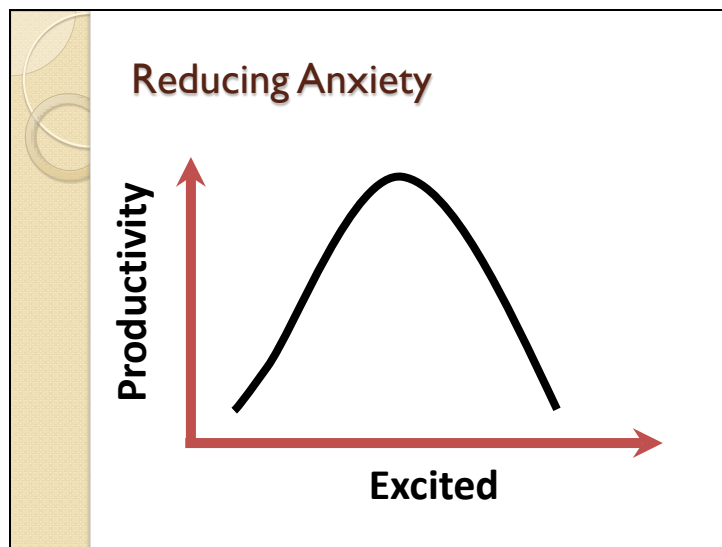
The difference is that *talking at* is aggressive and can put a lot of stress on you as if you are giving a speech and you are just talking at people. In contrast, if you think of it as a normal conversation that you are having with the audience, then you will have much less stress and the audience will also appreciate it more as they will be more relaxed.

What is the effect of confidence on a presenter?

A confident presenter is a good presenter. Appearing confident does wonders to the image of a presenter. Of course confidence comes from knowing your content. However, there are also a number of techniques you can use to 'imitate' confidence and make yourself feel more confident. We are going to look into a number of techniques that let you achieve this.

The first topic is anxiety...

Slide 75



This is the famous 'upside down U' graph. It explains the relationship between our excited state and our productivity. Effectively when we have little motivation or interest and our arousal is small, our productivity is limited too. As we are aroused more and get excited, our productivity rises until an optimum point is reached. From this point onwards, more excitement simply creates more anxiety and stress which reduces our effectiveness and productivity. The moral of the story is that getting under-excited or over-excited is just as bad, try to avoid both.

This also demonstrates that emotions accumulate.

What should you do if you feel down?

Get excited, do something exciting. Staying for a relaxing time at home alone will not make you feel a lot better. A low arousal-state should not be followed with a low-arousal activity.

Does this apply to other states such as anger, sadness or happiness?

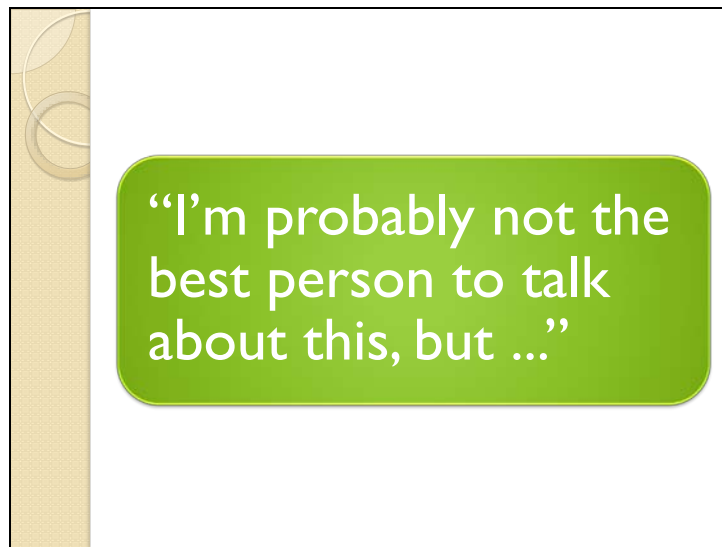
Yes indeed it does. If you are angry, you should calm down. You should not 'express' your anger by shouting or arguing to get it out of your system. That will simply make you angrier.

Similarly for sadness, there is no point to 'cry it out as much as you can'. The more you cry the more depressed you get. To get out of the cycle and feel better, do the opposite, do something that makes you laugh.

What do you think about laughter and happiness?

As before, emotions accumulative and this applies to laughter as well. Happiness is a positive emotion, so the more you laugh the happier you get. **So, laugh a lot.** Of course, there is always a limit as shown by the 'upside down U' graph, but generally a happy, non-bored presenter is much more appealing.

Slide 76

**What happens if you start your presentation like this:**

"I'm probably not the best person to talk about this, but ..."

It's a negative start and simply undermines the presenter right from the start. We hear this many times from presenters especially from substitute presenter, it's like shooting yourself in the foot in front of everyone. Why should anyone do this?

So here is the rule...

Slide 77



Don't ever start a presentation negatively or bring yourself down for any reason.

This is a GRAND rule. There are no exceptions:

"Don't ever start a presentation negatively or bring yourself down for any reason."

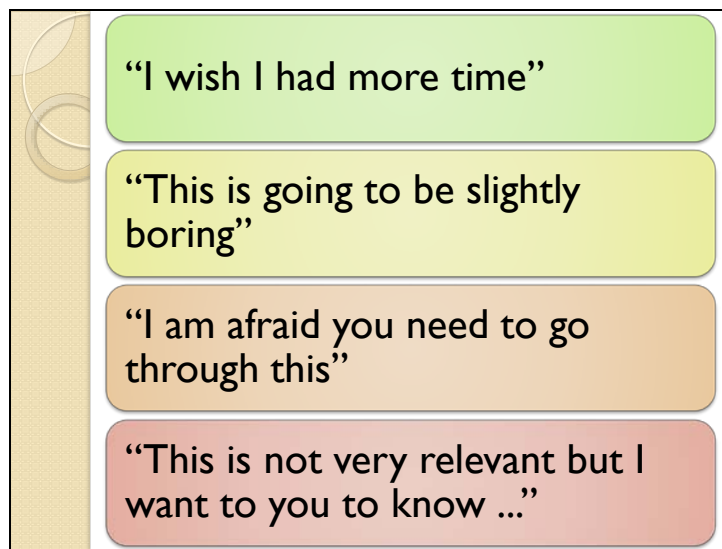
[FLIPCHART]

Can you suggest other types of popular negative starts that some presenters use?

To Tutor: Make sure the delegates don't look at the workbook when answering this.

Once the suggestions are collected, show the next slide and explain those that have not been mentioned as an example.

Slide 78



Some examples of negative start you need to avoid:

“I wish I had more time”

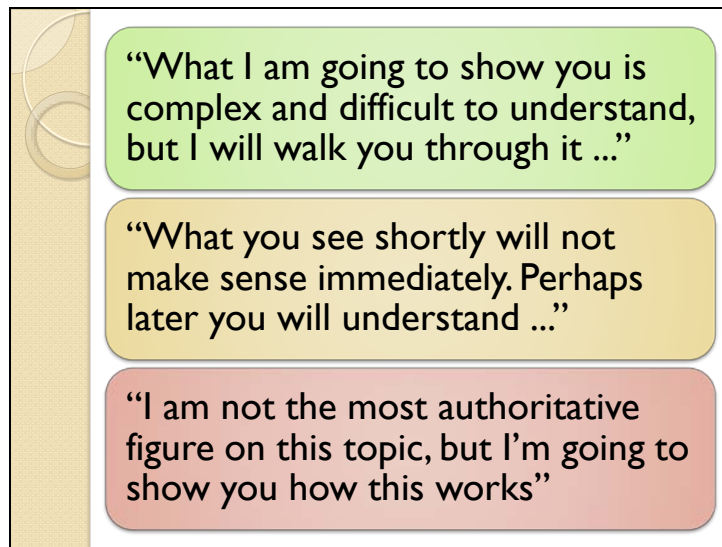
“This is going to be slightly boring”

“I am afraid you need to go through this”

“This is not very relevant but I want to you to know ...”

...

Slide 79



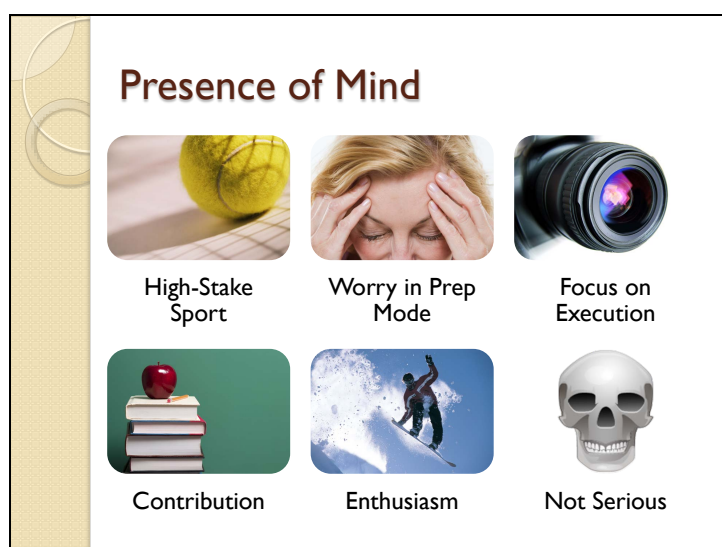
...

“What I am going to show you is complex and difficult to understand, but I will walk you through it ...”

“What you see shortly will not make sense immediately. Perhaps later you will understand ...”

“I am not the most authoritative figure on this topic, but I’m going to show you how this works”

Slide 80

**As a presenter you need to have a presence of mind. What does this mean?**

It means being able to think on your feet. A presenter should not be like a record player, delivering only what was rehearsed.

What is the problem with just delivering a rehearsal?

The presentation will sound monotone and boring. The presenter will not adapt to the audience and the circumstances.

High-Stake Sport

The moment you start to question if it is going to work or not is the moment that you have lost it. It is similar to high-stake sports game. The moment you start thinking if you are going to win or not is when you lose the game. Instead, keep your eyes on the ball. Think of the problem, not the result.

Worry in Prep Mode

You should only think about the stakes in *preparation mode*, not when you are delivering.

Focus on Execution

Delivery is all about execution not planning and structuring. When delivering, just stick to the plan and follow it to the letter.

Contribution

Think of your presentation as a contribution, not as a test. As long as you have given something of value to the audience you have done well.

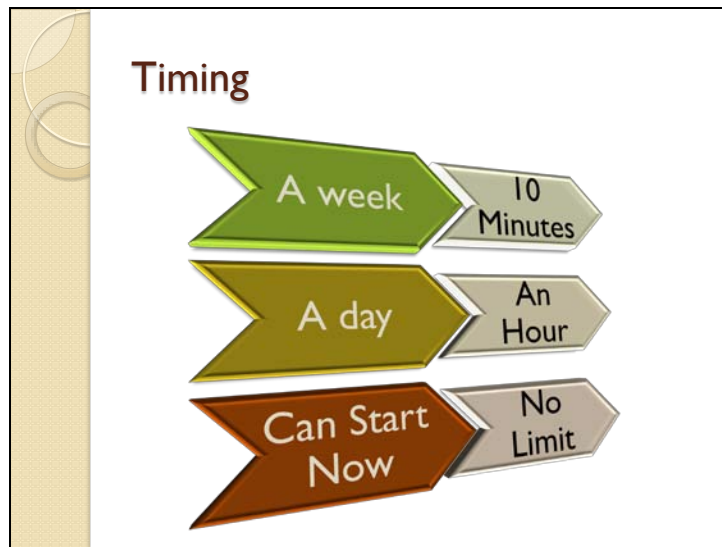
Enthusiasm

Don't hold back your passion. Be as enthusiastic as you can. Emotional states easily get transferred between humans. If you are excited, so will the audience. If you are bored or uninterested, so will the audience.

Not Serious

Don't take yourself too seriously. It's just a presentation, not a matter of life and death.

Slide 81



As you have seen, pace and timing is critical and of course you need to pay attention to this in your delivery as well.

When giving a presentation, how long do you really have before the audience starts losing their concentration?

About 15 to 20 minutes, if not less.

What does this mean?

You need to be exciting, and get to the point quickly or they will lose interest.

"I need a week to prepare for a talk that lasts 10 minutes; I need a day for a talk that lasts an hour; if there is no limit to my time, I can start talking now..."

Which one is better: To over-run or under-run?

It is much better to under-run. If you take longer than normal the audience may all get bored or frustrated. On the other hand no one will ever complain if your talk finished 3 minutes soon. Hence, always aim for a 90% of the allocated time. This is **EXCLUDING** the time allocated for the questions. You should always leave time for questions to minimise a change on the schedule and also keep the pace comfortable. You don't want to deal with an agitated chairman!

Slide 82

**How important is your body language in presentation?**

It is quite critical. The good thing is that you can use it to emphasise your point. If used correctly, it can be very powerful. It also makes your life easier. For example, if you appear confident, excited and enthusiastic, the audience will be more receptive to your ideas.

There are a number of techniques to use...

To Tutor: Now walk through these. Try to play them out by adopting that body language so the delegates can understand exactly what you mean.

Maintain eye contact. Many studies have shown that looking people in the eye during talking, makes them like you more. The same applies to any audience. Even though this concept is simple, many presenters don't follow it. For example, they point to the slide and start talking to it! Not only they have lost eye contact, it also becomes more difficult to hear the presenter since he is no longer pointing towards the crowd.

Use correct body posture.

- Open body.** Use an open body as oppose to a closed body. Closed body is a defensive stance. Crossing your arms or your legs put you into a defensive mode which is not what you want when presenting. Show your palms and hands.
- Relaxed.** Appear relaxed and calm. Your relaxation will be taken as a sign of confidence in your message and you are much more likely to be listened to and you have a better chance of convincing people.
- Hand movements.** Emphasise your message with your hands.

•**Walk around, use the space.** Don't stay in one place. Use the area effectively. Movement keeps the audience engaged and attentive. Of course, make sure you don't move so much as to distract.

Look good. Your cloth should show the correct authority required for your content. If you are giving a business presentation you need a suit or smart cloth. If you are giving a talk to an academic crowd, smart-casual may be more suitable. In short, dress not to distract, but to emphasise your message, whatever that may be.

Don't

- Put your hand in your pocket.
- Fiddle with pens, pointing device, coins, remote control, pointing stick or anything similar that you might hold.
- Leave your mobile phone in your pocket. Take it out and put it somewhere else.
- Wear distracting cloth and this is in particular applicable to ladies. If you want the audience to remember your message and not just you, then dress accordingly.

Use a clear voice.

- The pitch and tone of your voice should match your message.
- Make sure you change the pitch during your presentation. If you don't know when to do it, try it randomly to keep the audience awake.
- Avoid saying "emmm..." and try to use clear sentences.
- Don't eat the end of your sentences. Finish them correctly and move on to the next.

Speak slowly and calmly. You get more time to think and you can improve the structure of your sentence as well. Besides, a presenter who is not rushing appears more confident and in control.

[PRACTICE?: DELIVERY]

To Tutor: You can include a presentation practice at this point especially if you are extending the course to two days. You would not have to include one if the course runs only for one day. In that case explain that, "There won't be any practice for this session as the next step is to deliver with slides and we don't have enough time. Next, you will see the important parameters of the environment you need to pay attention to."

Achievement

By the end of this session you will be able to: Deliver your presentation with confidence and leave a positive and memorable experience for the audience

Have we achieved this?

Relay Application Confirmed

How do you plan to use delivery skills in the real-world? Does it just apply to giving presentations or delivery is a skill you can use in other contexts as well? Give examples.

Slide 83



Slide 84



Environment

By the end of this session
you will be able to:

**Control your environment
to have the highest impact**

Purpose

The physical environment you deliver your presentation in can be crucial in the overall quality of your presentation. Depending on the type of presentation you are giving, you may have little or complete control over these parameters. In any case, you need to know about the impact of each parameter, so you can use them to your advantage when there is an opportunity.

Objective

By the end of this session you will be able to: Control your environment to have the highest impact.

Process

This is a quick guideline for the environment and then we will move on to the final delivery that you need to make based on what you have learned in this course.

Relay Experience

What type of environments do you usually present in? What kind of control do you have?

Relay Application

How do you think the environment you present in can influence your audience?

Slide 85

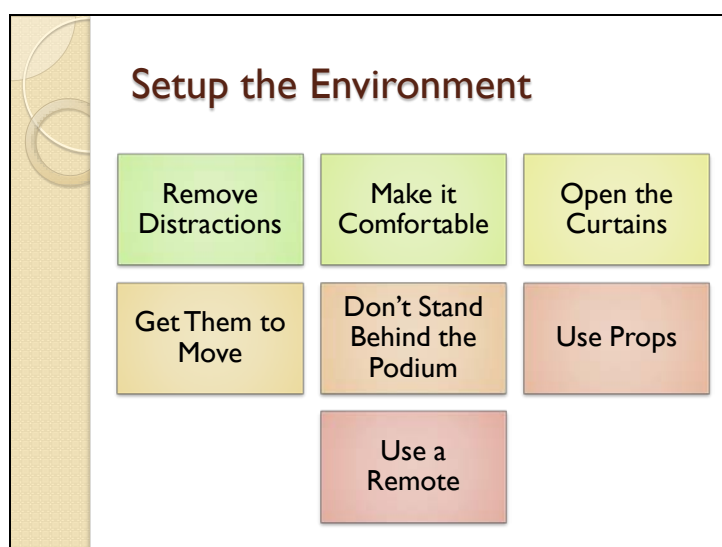


To Tutor: Walk through the following cases and explain the effect of each parameter.

Keep it lit. Make sure the room is lit. All too often, just before the presenter starts, someone reaches for the light switch and everyone ends up in darkness; a comfortable environment to sleep in! This is usually under your control. Don't let it happen.

Continues to next slide ...

Slide 86



Remove distractions. Remove anything that can distract the audience from you or your message. Movement in the visual field of humans always attracts their attention. Make sure there are no moving objects behind you or around you that can distract people consciously or unconsciously.

Make it comfortable. If you have control over the audience's chairs, make sure they are comfortable and are placed the right distance apart from each other. You don't want your audience to be thinking about their squished legs while listening to you.

Open the curtains. There is nothing better than sunlight that creates a good feeling in people so quickly. It truly makes people feel better and more positive. We all prefer a happy positive crowd to a sleepy depressed one.

Get them to move. Studies show that people become more creative when they move. People who have sat down through your talk or even previous talks may feel more and more agitated as their bodies get tired for lack of movement. Always have breaks between long talks. You can use the following tricks to get people moving:

During the talk, get them to clap. Find an excuse!

Get them to vote for something by raising their hands.

Channel the focus of the audience to someone in the crowd (such as a person who had a question) and get everyone to turn to look at that person.

Get them to fill in a questionnaire, or a puzzle.

Pass around a few handouts so they have to focus on something different.

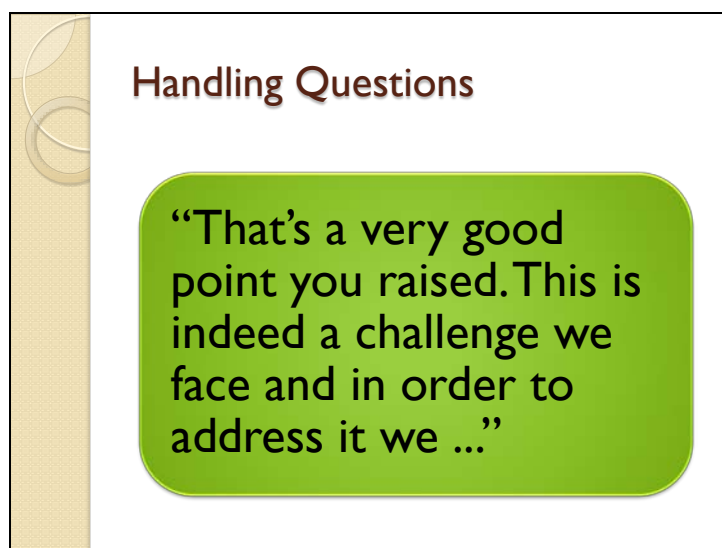
Don't stand behind the podium. When a speaker 'hides' behind the podium, he effectively is standing behind a 'barrier' to 'protect' himself from the audience. This is a defensive move and it is likely to be read unconsciously as such. The podium acts a 'communication barrier'

which is indeed what you don't want to have. A defensive audience will be more difficult to convince, are less forgiving of your mistakes and most probably will ask you difficult and aggressive questions.

Use props. Use objects, models of gadgets relevant to your talk and similar material to enhance your presentation and make it more memorable and viral.

Use a remote mouse for advancing the slides. This is a must have gadget. Let the technology be in support of you not a distraction to your talk. If you have to go back to your laptop every time and keep fiddling with it, the audience will be continuously aware of what you are doing and can get distracted. Instead, magically move forward from one slide to another. You are bound to have a smoother talk and a better reception!

Slide 87

**[ENGAGE]**

Do you find the questioning session difficult?

To Tutor: Try to understand what the real issues are and address them accordingly.

Suppose you don't know the answer to the question? How bad is it?

It all depends. If it is your content you should know and invariably if you have delivered a good presentation, you will be Ok. If it is an open question, then you simply have to take it as it is and think on your feet.

Now here is the critical point. Since there are no right or wrong answers, it all depends how you handle the question. *The handling is far more critical than the actual answer.*

For example, what happens if you sound defensive and are annoyed that someone has asked the 'dreadful' question?

They would think that there is obviously something you are trying to hide and they will be probing for more.

Some people in the audience ask questions to satisfy their own ego. How do you deal with them?

Some people want to show how clever they are or just have their own incentive to get everyone to pay attention to a particular topic in your presentation or your work. Some can be aggressive, others might do it as a habit (there is always that guy who asks a question from every presenter!). The best way to deal with a person, who wants his ego to be satisfied, is of course to satisfy the ego! Here is what you can say (now show the quote)

“That’s a very good point you raised. This is indeed a challenge we face and in order to address it we ...”

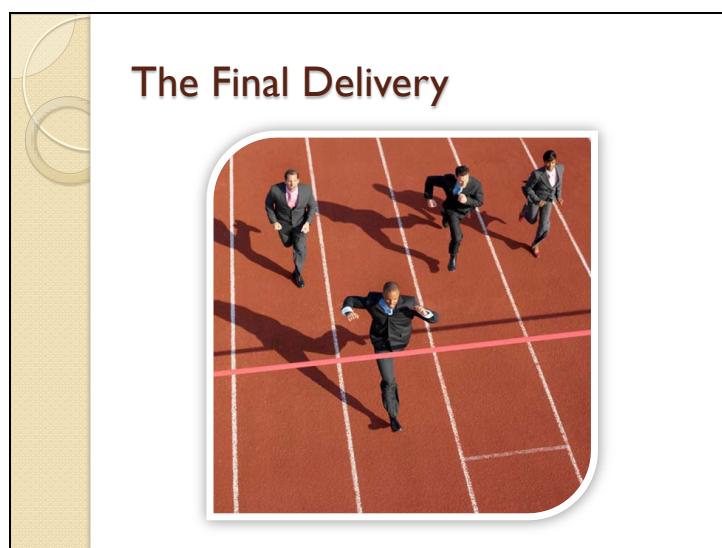
What if you say “I get this question all the time”?

It is not a very good idea! That’s precisely the opposite of what you should be doing. The questioner and even the audience may get offended by this.

How about your body language when you are answering questions. How should that be?

Never fold your arms or cross your legs. These are defensive positions and looks like you need to defend yourself against the audience. Don't hold your hands together in front of your crotch. Show your palms and rest your arms next to you. Don't stand behind the podium. Move away and confront the crowd. Put a smile on and appear calm and confident as if you have achieved a great feat.

Slide 88

**[PRACTICE: FINAL DELIVERY]**

To Tutor: Now, delegates must prepare for their final delivery. This is based on the presentation they did in the beginning of the course and those that they improved on during the course.

Now each delegate must go through the content design, slide design and rehearsal practice for the delivery of their presentation.

Delegates have 30 minutes to prepare for the presentation.

The practice presentations will be no longer than 5 minutes for each delegate.

At the end of each delegate's presentation, other delegates may ask questions (for 1 minute max) and the presenter must handle the questions. This is included to make sure that delegates get a chance to practice what they have learned in the course.

[H19_Handout_PresentationPerformanceCriteria]

To Tutor: Delegates must pay attention to the entire *performance criteria* explored during the course. Get them to review the form **[H19_Handout_PresentationPerformanceCriteria]** with feedback given to them for their initial delivery and ask them to notice those areas that they did not score well. They should try to improve themselves for the final delivery.

IF VIDEO RECORDING:

The presentation will be recorded on video and will be given to the delegates at the end of the session for their reference

To Tutor: As each delegate presents, evaluate them based on performance criteria and make notes and provide feedback at the end of their presentation. Compare their performance with their previous presentation and advice accordingly. It is critical that they understand which areas they need to improve on.

As a good practice, and if you have time, call them one by one to a separate room and give individual feedback. During this time, get others to view the video recording of their presentation and get clues to see which areas they need to improve on.


Achievement

By the end of this session you will be able to: Control your environment to have the highest impact

Relay Application Confirmed

Can you implement the changes found here in your target environments? How effective do you think these measures will be?

Slide 89



Reinforce Learning

- What did you learn today?
- How are you going to use it?
- Which area would you like to expand on?
 - Approach
 - Preparation
 - Slide design
 - Delivery
 - Environment

Ask what did you learn today and in this course so they have to think about the course and tell you what they have got from it. This is also a good way of finding out what they liked most and what they didn't consider important.

Relay Achievement

What did you learn today?

How are you going to use it?

Relay Application Confirmed

Which area would you like to expand on?

Next Steps

- Explain what you want them to take from this course
- Give Handouts on other courses (if applicable)
- Talk about new courses delegates may find useful
- Follow-on readings. Tell them where they can get more material.
- Show them recommended books.
- Give feedback form