

Presentation Skills

Instructor Guide

Table of Contents

[Preface 4](#_Toc304811743)

[What is Courseware? 4](#_Toc304811744)

[How Do I Customize My Course? 4](#_Toc304811745)

[Materials Required 6](#_Toc304811746)

[Maximizing Your Training Power 6](#_Toc304811747)

[Module One: Getting Started 8](#_Toc304811748)

[Housekeeping Items 8](#_Toc304811749)

[The Parking Lot 9](#_Toc304811750)

[Workshop Objectives 9](#_Toc304811751)

[Action Plans and Evaluation Forms 10](#_Toc304811752)

[Module Two: Creating the Program 11](#_Toc304811753)

[Performing a Needs Analysis 11](#_Toc304811754)

[Writing the Basic Outline 13](#_Toc304811755)

[Researching, Writing, and Editing 13](#_Toc304811756)

[Module Three: Choosing Your Delivery Methods 15](#_Toc304811757)

[Basic Methods 15](#_Toc304811758)

[Advanced Methods 17](#_Toc304811759)

[Basic Criteria to Consider 19](#_Toc304811760)

[Module Four: Verbal Communication Skills 21](#_Toc304811761)

[Listening and Hearing: They Aren’t the Same Thing 21](#_Toc304811762)

[Asking Questions 23](#_Toc304811763)

[Communicating with Power 25](#_Toc304811764)

[Module Five: Non-Verbal Communication Skills 28](#_Toc304811765)

[Body Language 28](#_Toc304811766)

[Gestures 30](#_Toc304811767)

[The Signals You Send to Others 31](#_Toc304811768)

[It’s Not What You Say, It’s How You Say It 33](#_Toc304811769)

[Module Six: Overcoming Nervousness 35](#_Toc304811770)

[Preparing Mentally 35](#_Toc304811771)

[Physical Relaxation Techniques 37](#_Toc304811772)

[Appearing Confident in Front of the Crowd 39](#_Toc304811773)

[Module Seven: Creating Fantastic Flip Charts 41](#_Toc304811774)

[Required Tools 41](#_Toc304811775)

[The Advantages of Pre-Writing 41](#_Toc304811776)

[Using Colors Appropriately 42](#_Toc304811777)

[Creating a Plan B 43](#_Toc304811778)

[Module Eight: Creating Compelling PowerPoint Presentations 45](#_Toc304811779)

[Required Tools 45](#_Toc304811780)

[Tips and Tricks 46](#_Toc304811781)

[Creating a Plan B 47](#_Toc304811782)

[Module Nine: Wow ‘Em with the Whiteboard 49](#_Toc304811783)

[Traditional and Electronic Whiteboards 49](#_Toc304811784)

[Using Colors Appropriately 50](#_Toc304811785)

[Creating a Plan B 50](#_Toc304811786)

[Module Ten: Vibrant Videos and Amazing Audio 52](#_Toc304811787)

[Required Tools 52](#_Toc304811788)

[Tips and Tricks 53](#_Toc304811789)

[Creating a Plan B 54](#_Toc304811790)

[Module Eleven: Pumping it Up a Notch 56](#_Toc304811791)

[Make Them Laugh a Little 56](#_Toc304811792)

[Ask Them a Question 58](#_Toc304811793)

[Encouraging Discussion 58](#_Toc304811794)

[Dealing with Questions 59](#_Toc304811795)

[Module Twelve: Wrapping Up 61](#_Toc304811796)

[Words from the Wise 61](#_Toc304811797)

[Gaining Closure on the Parking Lot 61](#_Toc304811798)

[Action Plans and Evaluations 61](#_Toc304811799)

# US-Jaycees-logo-white-and-greenPreface

*Learning is a treasure that will follow its owner everywhere.*

*Chinese Proverb*

## What is Courseware?

MC900071138[1]Welcome to Corporate Training Materials, a completely new training experience!

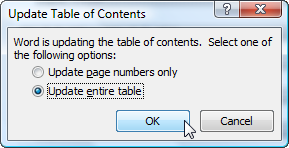
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

## How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants’ industry, or additional information. You can, of course, also use all of your word processor’s other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click “Update entire table” and press OK.

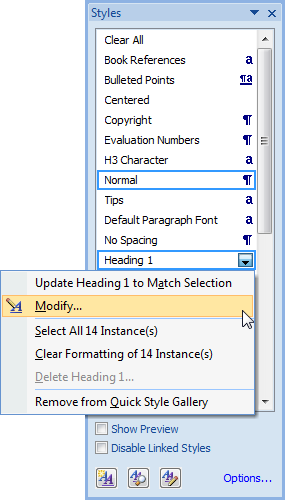


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to Word 2007 or 2010 Essentials by Corporate Training Materials.

## Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

* Laptop with projector, for PowerPoint slides
* Quick Reference Sheets for students to take home
* Timer or watch (separate from your laptop)
* Masking tape
* Blank paper

## Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

* **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
* Use examples, case studies, and stories that are relevant to the group.
* Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
* Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)
* **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
* **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
* **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

# US-Jaycees-logo-white-and-greenModule 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.

## Housekeeping Items

Take a few moments to cover basic housekeeping items.

* If you need an opening or a way to introduce the participants to each other, utilize the Icebreakers folder to begin or between breaks during the day.
* Let participants know where they can find washrooms, break facilities, and fire exits.
* Ask participants to turn off their cell phones or at least turn them to vibrate. If they must take a call, request that they do it outside.
* Take this time to encourage the group to ask questions and make this an interactive workshop.
* Write the words Respect, Confidentiality, and Practice on a piece of flip chart paper and tape it to the wall. Explain to participants that in order to get the most out of this workshop, we must all work together, listen to each other, explore new ideas, and make mistakes. After all, that’s how we learn!

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900057299[1].wmfThe Parking Lot

Explain the concept of The Parking Lot to participants.

* The Parking Lot is a visible place where you will “park” ideas that arise which are not on the agenda, may be off topic, or are better addressed outside of the program.
* At the end of the session, we will review parked ideas and follow up, or make suggestions for your own investigation when you are back at work.

Suggestions for the trainer:

1. If you are working with a large group of participants, you may wish to nominate a recorder to park items as you are facilitating.
2. It’s a good idea to note the name of the contributor along with the parked item.
3. Items noted on the parking lot can be useful to you later as you plan future training sessions.

## 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 a needs analysis 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.

## Action Plans and Evaluation Forms

Explain the action plan to participants:

During this course, you will be adding ideas to your personal action plan. The plan uses the SMART system. This means that your goals must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

Pass out the participant action plans and evaluation handouts, available in the activities folder. Ask participants to add information throughout the day as they learn new things and have ideas about how to incorporate the concepts being discussed into their work or personal lives.

# US-Jaycees-logo-white-and-greenModule 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.

## Performing a Needs Analysis

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.

|  |  |
| --- | --- |
| **Estimated Time** | 20 minutes |
| **Topic Objective** | To combine subtasks into groups for presentation  To practice editing a program module |
| **Topic Summary** | Paint a Picture  A needs analysis was performed and tasks were documented. The exercise asks participants to create and edit a course outline with module headings. |
| **Materials Required** | Worksheet: Paint a Picture |
| **Planning Checklist** | None |
| **Recommended Activity** | Divide participants into groups of 3 or 4 and give everyone the worksheet.  As listed on the handout, instruct each to:   1. Group the tasks that fit together logically 2. Write headings for each group 3. Add opening and closing modules for the presentation 4. Edit the headings and subtasks to provide some “zing”   Reconvene the large group. |
| **Activity Debrief** | Ask the large group to:   * Discuss their observations about how the needs analysis helped their ability to develop a program * Share situations from their own job roles where a needs analysis could be useful for developing a presentation |
| **Review Questions** | What are the main purposes of a needs analysis?  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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.

|  |  |
| --- | --- |
| **Estimated Time** | 20 minutes |
| **Topic Objective** | To provide practice managing a small group exercise  To provide practice using the case study method  To encourage the transfer of case study skills to participants’ own presentation toolkit back on the job |
| **Topic Summary** | Capitalizing on Case Studies  This exercise allows participants to try their hand at working through a case study to solve a problem and then, using provided guidelines, asks them to craft their own case study |
| **Materials Required** | Worksheet: Capitalizing on Case Studies |
| **Planning Checklist** | Make flip chart paper available should the participants wish to use it in the exercise. |
| **Recommended Activity** | Divide participants into triads.  Instruct the groups to use the information provided in the handout to create their own case study, along with questions that could be used with the process |
| **Activity Debrief** | Ask participants to discuss what they found effective about the case study method in a small group.  Using the provided guidelines for building a case study, what was their experience in constructing their own?  How would the use of the case study be helpful at your job? |
| **Review Questions** | What are four basic delivery methods you can use in a presentation? |

## 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:

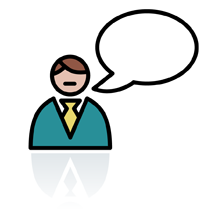
|  |  |  |
| --- | --- | --- |
| **Objective** | **Delivery Strategy** | **Expansion/Notes** |
| List the five key customer support principles at the bank | Lecture only the principles, using the flip chart or PowerPoint for emphasis, and then add interactivity | Find a lead-off story  Develop a group 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 |

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To utilize the ground rules of brainstorming while generating ideas to support the solution to a challenge or problem |
| **Topic Summary** | Brainstorming  The group will generate ideas to solve a problem without regard to their quality and without judgment. |
| **Planning Checklist** | Write the ground rules on the flip chart:   * Ideas and responses are accepted and recorded without comment. * Evaluation and judgment of the responses are deferred until after the brainstorming is finished. * Quantity is more important than quality of ideas. * All responses are of equal merit during the exercise. * One response can be used legitimately as a trigger for other responses.   Put a paper clip on each table, draw a paperclip on the flip chart, or project on a PowerPoint slide. |
| **Recommended Activity** | Enlist a volunteer from the group to serve as recorder.  Go over the ground rules. Tell the group that they have two minutes to suggest all the ways they can think of for using a paperclip.  When time is up, allow the group to reflect on all the creative ideas.  Ask participants to share their observations about the process and the volume of ideas that they generated. |
| **Delivery Tips** | Back at work, participants can invite smaller groups to work on the same brainstorming topic and compare results, possibly leading to more diverse suggestions.  Another alternative is written brainstorming; write several different but related issues on separate flip charts and place them around the walls of the room. Ask everyone to write suggestions. Participants may work on the sheets in any order and return to them as necessary.  Extension: A next step after brainstorming is to lasso or cluster ideas. That is, participants group together or circle similar ideas for further analysis. |
| **Review Question** | Why is brainstorming a valuable tool in the presenter's toolkit?  For what types of situations is brainstorming best suited?  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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. The following exercise is a simple and fun way to demonstrate the difference between merely hearing -- and active listening.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To differentiate the importance of listening in order to create information. |
| **Topic Summary** | Circle Story  This exercise allows a group to make up a story by listening to each participant sequentially. To be effective, participants must listen to all prior contributions. |
| **Materials Required** | None |
| **Planning Checklist** | Have the large group stand in a full circle |
| **Recommended Activity** | Ask a group member to suggest a title of a story that has yet to be written, or you just make one up yourself. (Example: The Barking Spider)  Instruct the group to tell the story as follows: Each member speaks just one word, and then the next member contributes a word.  Nominate someone to begin. Go around the circle one time.  Stop the exercise when you feel that the story has an ending. |
| **Activity Debrief** | Make sure the following learning points emerge in the discussion:   * People must listen very closely to what has been said so each word will fit with the others and allow the story to continue. * There is no way for one person to control the story. * Listening is also important to hear when a sentence has ended and a new one needs to begin. * It is important not to have any preconceptions as to where the story is going. This continues until the group as a whole has ended the story. |
| **Delivery Tips** | Variations:   * Appoint one person as leader and have him or her select the next speaker. * Allow a few words to be spoken instead of just one. |
| **Review Questions** | Let’s list three reasons why active listening is important. |

## 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.

|  |  |
| --- | --- |
| **Estimated Time** | 15 minutes |
| **Topic Objective** | To practice identifying open versus closed questions  To improve the phrasing of two sample questions  To describe situations when it’s best to direct questions to an individual or to the large group |
| **Topic Summary** | Why Question It?  Open questions provide a deeper richness of information and allow learning to occur. This exercise allows participants to hone their skills at asking and recognizing open questions |
| **Materials Required** | Worksheet: Why Question It? |
| **Planning Checklist** | Write the key characteristics of open and closed questions on the flipchart. |
| **Recommended Activity** | Divide participants into triads or quartets.  Ask them to read the short story and then practice their question skills and techniques:  Identify closed versus open questions  Improve the phrasing of two questions  Review the criteria for directing questions to a group versus an individual. |
| **Activity Debrief** | Ask the large group to share ideas or experiences where the ability to ask focused questions will be helpful to them in their presentation work. |
| **Stories to Share** | On the very day that Nelson Mandela was released from prison in South Africa after serving 27 years for civil disobedience, he delivered a stunning speech that marked the end of apartheid. He spoke for *five* minutes. |
| **Delivery Tips** | This exercise can also be completed by individual participants and then discussed in the large group. |
| **Review Questions** | Review is covered in debrief. |

## 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.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To practice power communication to open a presentation |
| **Topic Summary** | Never Give In  Certain communications methods at the outset of a presentation will establish one as a power communicator and allow the presenter to maintain control of the session |
| **Materials Required** | Worksheet: Never Give In |
| **Planning Checklist** | None |
| **Recommended Activity** | Divide the large group into dyads.  Provide everyone with the worksheet containing a few opening remarks.  Ask the pairs to take turns reading the opener and practicing the power communication techniques provided above. Each should provide support for the positives observed, and constructive suggestions for improvement. |
| **Activity Debrief** | Ask members of the large group to share their reactions to their efforts to practice power communication |
| **Stories to Share** | Horace, Roman poet, pointed out that “He, who makes a good start, has half the job done.” |
| **Delivery Tips** | This exercise can also be completed by individual participants and then discussed in the large group. |
| **Review Questions** | Review is covered in debrief  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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 queues 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.

|  |  |
| --- | --- |
| **Estimated Time** | 5 minutes |
| **Topic Objective** | To experience a situation when actions speak louder than words |
| **Topic Summary** | Hand to Chin Exercise  The presenter issues verbal instructions, but demonstrates the wrong response in non-verbal communication. Surprisingly, most will probably follow the non-verbal action, rather than the words. |
| **Materials Required** | None |
| **Planning Checklist** | If possible, draw a pair of hands in a gesturing pose on the flip chart, or show an image of hands in a gesturing pose on a PowerPoint slide. |
| **Recommended Activity** | Lead a demonstration for the large group.  Ask the group to extend their right arms parallel to the floor.  Say, “Now, make a circle with your thumb and forefinger.” Demonstrate the action as you speak.  Next, say “Now, very firmly bring your hand to your chin.” As you demonstrate, however, instead of bringing your hand to your chin, bring it to your cheek.  Pause and observe what happened. Most of the group will probably have done what you did, not what you said. Some will realize this, and move their hands to their chin. Expect laughter. |
| **Activity Debrief** | Discussion questions:   * Did you ever hear the saying “Do as I say, not as I do?” * We all know actions speak louder than words. How can we use this knowledge in presentations? * What other barriers to effective communication does this suggest? |

## Gestures

Gestures are an important tool for a presenter. The challenge is 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.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To practice using gestures to reinforce the effect of non-verbal communications |
| **Topic Summary** | The Hands Have It  Using gesturing takes thought and practice. This exercise gives participants, working in pairs, opportunities to use gestures while speaking. The feedback from the partner will serve as the “mirror” in the exercise. |
| **Materials Required** | Worksheet: The Hands Have It |
| **Planning Checklist** | If possible, draw a pair of hands in a gesturing pose on the flip chart, or show an image of hands in a gesturing pose on a PowerPoint slide. |
| **Recommended Activity** | Divide the large group into pairs and provide everyone with the worksheet.  Instructions:   * On the worksheet, there are 3 statements that discuss DIRECTION, SIZE, SHAPE, AND DESCRIPTION, and FEELING AND INTENSITY * Take turns practicing enhancing your message with the use of gestures. * Select one statement for each type of statement to read. * As you read, practice using gestures to reinforce your message. Remember to keep your arms above your waist for positive reinforcement. * Discuss your results in pairs. |
| **Activity Debrief** | What gesture did you find the easiest to use in non-verbal communication? In general, was the addition of gestures helpful in driving home y message?  Encourage participants to practice using gestures at home in front of a mirror. |
| **Stories to Share** | We've known for a while that we use gestures to add information to a conversation even when we're not entirely clear how that information relates to what we're saying," says Susan Wagner Cook, lead author and postdoctoral fellow at the University of Rochester. "We asked if the reverse could be true; if actively employing gestures when learning helps retain new information." |
| **Review Questions** | How can gestures help you with communication in your presentations |

## 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.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To practice making and observing non-verbal signals |
| **Topic Summary** | Non-Verbal Signal Savvy  Like gestures, all non-verbal signals influence communication. This exercise gives participants, working in pairs, opportunities to use gestures while speaking. The feedback from the partner will serve as the “mirror” in the exercise. |
| **Materials Required** | Worksheet: Sending Signals |
| **Planning Checklist** | None |
| **Recommended Activity** | Divide the large group into pairs and provide everyone with the worksheet.  Instructions:   * Take turns reading several of the statements again, this time sending nonverbal signals such as eye contact, posture, and body movement. * Discuss your results in pairs.. |
| **Activity Debrief** | Discuss the following points with the large group:  Now that you have had an opportunity to practice giving non-verbal signals with a verbal message, what are your reactions?  Were the non-verbal signals matched to the words? Or did your partner give you mixed messages that you had to figure out? |
| **Review Questions** | What are three non-verbal signals of which to be aware during a presentation? |

## It’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.

|  |  |
| --- | --- |
| **Estimated Time** | 5 minutes |
| **Topic Objective** | To practice three exercises using various tones of voice to emphasize communication |
| **Topic Summary** | Vibrant Voice Tones  This exercise helps participants by exploring the impact of certain |
| **Materials Required** | Worksheet: Vibrant Voice Tones |
| **Planning Checklist** | To avoid discomfort or embarrassment, this exercise will be done independently by participants. Before you do this, check out your facility and identify an assortment of locations where people might go to perform them. |
| **Recommended Activity** | Distribute the worksheet to everyone.  Instructions:   * This is a three-part exercise to help you explore the impact of voice tone on your communications to others. * You will be working independently. Find a comfortable spot (suggest some) where you can try these verbal activates to explore your own voice tone. |
| **Activity Debrief** | Discuss the following points with the large group:  What are your reactions to the concept that you can perform exercises to improve your voice tone?  Can you think of a time when having a better command of voice tone such as we experienced today might have helped you to be a better communicator? |
| **Review Questions** | Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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.

|  |  |
| --- | --- |
| **Estimated Time** | 5 minutes |
| **Topic Objective** | To practice several simple visualization techniques |
| **Topic Summary** | Simple Visualization Techniques  Visualization is a relatively simple method for helping to make mental preparation for a presentation and reducing nervousness |
| **Materials Required** | Handout: Simple Visualization Techniques |
| **Planning Checklist** | None |
| **Recommended Activity** | Instructions:  Have participants move to a comfortable place in the room. They may choose to lie down, sit on the floor, or remain in their seats.  Tell participants:  Put your palms directly over your closed eyes. Block out all light without putting too much pressure on your eyelids. Try to see the color black. You may see other colors and images, but focus on the color black. Use a mental image such as black fur or a nearby black object to help you remember the color.  Continue this way for a few minutes, thinking and focusing on black. Slowly open your eyes, gradually getting re-accustomed to the light. Experience the sense of relaxation in the muscles that control opening and closing your eyes.  Allow a few minutes for everyone to re-acclimate to the light and the session and then conduct debrief. |
| **Activity Debrief** | How do you feel after this simple visualization exercise? |
| **Review Questions** | List the three types of visualization. |

## 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.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To practice several simple breathing exercises |
| **Topic Summary** | Breathing Exercises  This exercise allows you to practice providing instruction to participants about how to use breathing to relax before a session. |
| **Materials Required** | Handout: Breathing Exercises |
| **Planning Checklist** | None |
| **Recommended Activity** | Instructions:  Have participants move to a comfortable place in the room. They may choose to lie down, sit on the floor, or remain in their seats.  Go through the following two breathing exercises, pausing between them.  **The Relaxing Sigh.** A sigh releases a bit of tension and can be practiced at will as a means of relaxing.   1. Sit or stand up straight. 2. Sigh deeply, letting out a sound of deep relief as the air rushes out of your lungs. 3. Don’t think about inhaling; just let air come in naturally. 4. Repeat this procedure whenever you feel the need for it, and experience the feeling of relaxation.   **Complete Natural Breathing.** The following Yoga exercise will become almost automatic with practice.   1. Begin by sitting or standing up straight in good posture 2. Breathe through your nose. 3. As you inhale, first fill the lower section of our lungs. Your diaphragm will push your abdomen outward to make room for the air. Second, fill the middle part of your lungs as your lower ribs and chest move forward slightly to accommodate the air. Third, fill the upper part of your lungs as you raise your chest slightly and draw in your abdomen a little to support your lungs. With practice, these three steps can be performed in one smooth, continuous inhalation in a few seconds. 4. Hold your breath for a few seconds. 5. As you exhale slowly, pull your abdomen in slightly and lift it up slowly as the lungs empty. When you have completely exhaled, relax your abdomen and chest. 6. Now and then at the end of the inhalation phase, raise your shoulders and collarbone slightly so that the very top of your lungs are sure to be replenished with fresh air.   Allow a few minutes for everyone to re-acclimate to the session, and then conduct debrief. |
| **Activity Debrief** | How do you feel now?  How can simple breathing exercises quell nervousness before a presentation? |

## 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.

|  |  |
| --- | --- |
| **Estimated Time** | 5 minutes |
| **Topic Objective** | To recap methods and techniques for projecting confidence when making a presentation |
| **Topic Summary** | In addition to the list above, the group should be able to contribute several other ideas to foster confidence. |
| **Materials Required** | None |
| **Planning Checklist** | Write the tips above on the flip chart. Set up a 2nd page that will be used to record participants’ other ideas. |
| **Recommended Activity** | Hold a discussion session with the large group. Instructions:  We’ve talked about many strategies to reign in nervousness before your presentation. Here are just a few of them.  What others would you like to add to the list? |
| **Activity Debrief** | Of all of the techniques we’ve looked at, which do you think will be the most effective for you? |
| **Review Questions** | List three techniques for overcoming nervousness.  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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.

|  |  |
| --- | --- |
| **Estimated Time** | 15 minutes |
| **Topic Objective** | To practice creating visually appealing flip charts for a learning module  To practice pre-writing skill and technique |
| **Topic Summary** | Creating Fantastic Flip Charts  Given an assigned topic, the small group creates 2-3 pages of pre-written flip charts reflecting the use of color, organization, and appearance. |
| **Materials Required** | Flip chart pad and a set of colored markers for each group. |
| **Planning Checklist** | None |
| **Recommended Activity** | Divide participants into groups of three or four.  Instructions:  Tell the groups that they will be making a presentation about a new, participative method for conducting employee performance appraisals.  Instruct them to use what they have learned about fantastic flip charts -- plus a measure of creativity -- to pre-write 2 to 3 pages of flip chart presentation material for an upcoming management training session.  Note: Emphasize that the content they produce for this exercise is less important than the demonstration of techniques with flip charts.  Circulate among the groups, giving feedback and advice.  Ask the groups to post their results when time is up. |
| **Activity Debrief** | Have the large group overview each result finding positives about the work product. |
| **Review Questions** | What are good colors and color combinations to use for flip chart pages?  Describe two good reasons to pre-write your flip charts before your presentation. |

## 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.

|  |  |
| --- | --- |
| **Estimated Time** | 5 minutes |
| **Topic Objective** | To brainstorm backup ideas for flip chart availability |
| **Topic Summary** | If flip charts will be the flagship visual method, then a backup plan is essential. |
| **Materials Required** | None |
| **Recommended Activity** | Large group  Instructions:  Review the list of tasks for a backup Plan B for flip charts.  Ask participants what other ideas they have to make sure “the show can go on.”  Write their additions on the flip chart. |
| **Activity Debrief** | Complement the group on all the good ideas they generated. |
| **Review Questions** | List three steps to take to ensure that you have a Plan B in place in the event your flip charts are lost or damaged.  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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.

|  |  |
| --- | --- |
| **Estimated Time** | 5 minutes |
| **Topic Objective** | To hear some best practices about the use of PowerPoint slides in a presentation |
| **Topic Summary** | Many good tips and tricks are provided |
| **Materials Required** | Highlights of “Tips and Tricks, above, on several sheets of flip chart paper, or on PowerPoint slides |
| **Planning Checklist** | Overview the tips and tricks with the group. |
| **Recommended Activity** | Ask how many participants currently use PowerPoint. (If many already use PowerPoint, the response will help guide your remarks.)  Discuss the tips and tricks with the group. |
| **Activity Debrief** | Ask participants to share briefly with the group how the use of well-constructed PowerPoint slides was helpful in presentations they have given or attended |
| **Review Questions** | List four tips for creating Compelling PowerPoint Presentations |

Below is an exercise allowing small groups to practice using the tips and tricks to enhance a hypothetical PowerPoint slide layout.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To make over a poorly presented PowerPoint slide to enhance readability and visual appeal |
| **Topic Summary** | Re-Imagine a PowerPoint Slide  The slide on the worksheet is deliberately generic and poorly arranged so that participants can focus on the concepts, rather than the information.  They should be able to apply the tips and tricks to vastly improve the appearance. |
| **Materials Required** | Worksheet: Re-Imagine a PowerPoint Slide |
| **Planning Checklist** | Overview the tips and tricks with the group. |
| **Recommended Activity** | Divide participants into groups of 3 or 4. Provide everyone with a worksheet.  Ask the groups to create a “make over” of the sample PowerPoint slide on flip chart paper, using the tips and tricks they discussed. Encourage them to focus on the overall appearance, rather than on the content.  The groups should post their results for sharing. |
| **Activity Debrief** | For discussion:  Compare the “before” and “after” results with the PowerPoint slides. |
| **Review Questions** | What are some simple but important things you can do to make your PowerPoint slides more effective in a presentation?  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To help participants analyze needs, costs and practicalities of using a whiteboard |
| **Topic Summary** | Because of cost and logistics, a decision about the use of whiteboards should be based on factors such as type of presentation, location, portability, etc.  The small groups will be given two scenarios; A) an onsite training presentation program in a large corporation; and B) an off-site program held in various locations. |
| **Materials Required** | None |
| **Planning Checklist** | List on a flip chart two training scenarios for Large Corporation:  A) A new software application rollout presented **on-site** in the corporate offices  B) A new software application rollout presented **off-site** in various locations  Post the two hypotheticals before you introduce the exercise. |
| **Recommended Activity** | Divide participants into small groups.  Assign situation A) to one half of the groups, and situation B) to the other half.  Ask the groups to list all the questions that the presenter (or presentation team) should ask as they determine if and how they will use a traditional or electronic whiteboard.  Allow five minutes for the groups to write as many ideas as possible on flip chart paper.  Ask the groups to post the paper, and then reconvene. |
| **Activity Debrief** | What considerations did your team discuss when deciding whether to use a traditional or electronic whiteboard?  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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
* 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 iPods with iTunes software. 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.

|  |  |
| --- | --- |
| **Estimated Time** | 15 minutes |
| **Topic Objective** | To analyze facts regarding the type of video for a presentation, and list considerations and questions |
| **Topic Summary** | Bill’s Media Challenge  Presentation and training teams frequently must analyze the situation, make recommendations, and live within a budget for media. This simple case study gives participants practice with the process. |
| **Materials Required** | Worksheet: Bill’s Media Challenge |
| **Planning Checklist** | Write the assignment on the flip chart:  List the questions you should ask in order to analyze the needs and make your recommendations to Sue. |
| **Recommended Activity** | Divide participants into groups of 4 and distribute the worksheet.  Allow groups to review the case.  Provide 10 minutes for the groups to formulate their considerations and questions.  Ask them to write them on flip chart paper and post them in the room. |
| **Activity Debrief** | Compare and contrast the results. Are there some consistent themes that emerged in each group?  If any key considerations were missed, be sure to express them. |
| **Review Questions** | Bring closure to the activity by reviewing the key considerations when using vibrant video an amazing audio and presentation: presentation purpose, budget, timing, technology comfort level.  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To become comfortable saying humorous “openers” |
| **Topic Summary** | Funny Firsts  Delivering humor is not innately comfortable for every presenter. This exercise provides an opportunity to practice some short openers in the relative comfort of a small group. |
| **Materials Required** | Worksheet: Funny Firsts |
| **Planning Checklist** | Write the assignment on the flip chart:  Practice using a little humor as an opener to a presentation. |
| **Recommended Activity** | Divide participants into groups of 4 and distribute the worksheet.  Instruct the groups to select an opener and say it to their fellow group members.  (If any group member feels uncomfortable doing this, allow him or her to sit out.)  Allow 5 minutes for the groups to finish. |
| **Activity Debrief** | In the large group, discuss the impacts of humorous opening lines.  Were these openers appropriate?  Were any offensive?  How hard or easy was it to deliver them?  If you found this difficult to do, how can you become more comfortable with the idea of delivering humor in a presentation? |
| **Review Questions** | What are the four point criteria for selecting humor for use of presentation? |

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900383528[1].wmfAsk Them a Question

Questions 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.

As an adjunct, the exercise below provides participants with a different method for fielding a discussion in conjunction with a learning topic.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | To practice a point-counterpoint technique for stimulating discussion |
| **Topic Summary** | The point-counterpoint technique stimulates discussion using a format similar to debate, but with less formality and more speed |
| **Materials Required** | None |
| **Planning Checklist** | Write on the flip chart the issue and the pro-con positions.  Issue: Meetings in our company  Pro: We don't have enough meetings  Con: We have too many meetings |
| **Recommended Activity** | Divide the participants into two groups.  Ask each subgroup (Pro and Con) to come up with arguments to support their position. If desired, people in subgroups can work in pairs or small groups. The idea is to collect the positions to be used later.  Reconvene the large group, but ask members of the subgroup to sit together, leaving some space between the pro, and con groups.  Explain that anyone can begin the debate.  After that person has presented one argument in favor of his or her assigned position, someone from the opposing group should contribute an argument or a counter argument.  Make sure that all positions are presented before you close the activity. |
| **Activity Debrief** | Ask the large group to compare their perspectives on the process and to think about opportunities for its use in their own presentations. |

## 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.

|  |  |
| --- | --- |
| **Estimated Time** | 10 minutes |
| **Topic Objective** | Given a flow chart, to analyze a diagram and pose questions |
| **Topic Summary** | Car Wash  Participants will work in small groups to list questions as they analyze a flow chart. |
| **Materials Required** | Worksheet: Car Wash |
| **Planning Checklist** | None |
| **Recommended Activity** | Divide the participants into dyads.  Tell the pairs to study the flow chart. Ask them to make as much sense as possible of the diagram, and to place questions marks next to any part of the page they do not understand.  Below are some typical questions you can expect:   * What do the different shapes mean? * What do the empty circles mean? * What is the meaning of the side annotation? * Why are there two “wash” shapes?   Reconvene the large group. |
| **Activity Debrief** | Listen to and answer the group’s questions.  Then ask the participants for their impressions and observations about asking questions, and about the questioning process in their groups.  Remind participants to consider adding an item to their action plan. |

# US-Jaycees-logo-white-and-greenModule 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

* MC900370486[1]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.

## Gaining Closure on the Parking Lot

Review the items on the parking lot. Some items may need one-to-one participant follow up. You may be able to clear other items up now. Follow-up workshops may even be appropriate.

## Action Plans and Evaluations

Do a quick round robin and ask each person to share one thing that she or she learned today. Then, ask participants to make sure their action plans and evaluations are complete.

If possible, ask participants to pair up and set up a follow-up system, so that they can check up on each other in the coming days, weeks, and months. If appropriate, provide your contact information in case they have any questions.