



MAKING PRESENTATIONS

"Nobody loves your stuff as much as you do." – Katherine Nelson

Presented by Derry Lyons
Kent School District

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FOR OUR TIME TOGETHER...



There are many aspects of public speaking that we just won't be able to cover in our 5 hour class. We have structured this time so your outcome will be the ability to organize and present on a topic for a short time. If you anticipate continuing to make presentations, here are some other class topics that may interest you. (Not all of them are offered by KSD staff development and under these exact course names.)

LEARNING STYLES – Find out the different ways humans process information and learn, so your presentations can appeal to different styles of learners. This can be a great benefit in dealing with others in general.

TEACHING ADULT LEARNERS – As your presentations grow longer, and you are using groups to discuss and arrive at solutions, these classes look at the presenter as more of a facilitator. Strategies include group management, building consensus, dealing with difficult adults, and many others.

POWERPOINT – Learn how to use this popular presentation tool to build visuals that supplement your message.

SELF-ESTEEM – If you are shy and nervous about getting in front of people, perhaps some practice runs and other confidence building exercises can help. Other skills, such as teambuilding, working in groups, and wellness classes can help build confidence, too.

TOASTMASTERS – To help build public speaking skills, ToastMasters has been recommended by past class participants. There is a charge for membership (around \$16 enrollment and \$18 every six months). To find a club near you, visit their web site at www.toastmasters.org

Ultimately, making presentations will be as unique as you are. We will share together things that can help make your presentations successful, but you will develop your individual style. This is most likely a time when you will be outside your "comfort zone", so we will try to make it as comfortable as we can.

WHAT WORKS, WHAT DOESN'T



Let's list some characteristics you like and dislike about our sample presentations, or any presentations in general.

LIKES	DISLIKES

LAYING THE GROUNDWORK



- What is your key message?
 - If you did an exit poll, what are the 2-3 things you want people to remember? (5 things are about max...)
 - By doing, we retain over 50% of content; hearing only is 20%.

- What will your outcome be?
 - Information, action, consensus/decision, develop interest?
 - How will they be accountable for the information?

- Profile the audience: will they be...
...welcoming? ...hostile? ...indifferent?
 - Who are they representing? Watch your comments...
 - What is the audience motivation for attending?
 - How is this relevant to them?

- What background will they have?
 - Check the use of acronyms & potentially unfamiliar technical terms.
 - Be careful with slang or even seemingly innocent comments.

- How much depth can you *afford* to go in to?
 - Don't clutter your message.
 - Start simple, then more detail if time allows.

- What is your backup plan when things don't work?

- Are you excited?
If you're not, they won't be.

- Be prepared!
It will show how much you value the audience.

PLANNING THE BIG EVENT



- How much time will you have?
 - Be realistic on your content.
 - Keep lectures to 10-15 minutes max. – balance content and process.
 - Be aware of how long the audience has been sitting.
- What are you expected to present?
 - Compared with what you might WANT to present.
- Do you need to coordinate with other presenters?
- How will you handle questions?
- What goes in the presentation vs. handouts?
- Do you need to get familiar with the facility and equipment?
 - Let the facility manager know in advance of any needs.
 - Table arrangements: lecture, circle, small group.
- Can you arrange for a helper? They can...
 - ...calm your nerves.
 - ...provide you honest feedback.
 - ...help record details for followup.
 - ...distribute handouts.
 - ...write on the whiteboard.

GET READY, GET SET...



- Put yourself at ease
- Allow yourself enough time
 - Traffic / Construction / Bad Directions.
 - Setup of equipment.
 - Familiarity with surroundings.
 - Context/observation of audience, if possible.
 - Not so much time you get too fidgety.
- Have your comfort items
 - Nice, comfortable, confident wardrobe.
 - Notes / cue cards.
 - Restroom break.
 - Toothbrush?
 - Water?
 - Mints?
- Mirror check
 - Zippers zipped?
 - Buttons buttoned?
 - Lunch leftovers lingering?
- Facility check
 - Lights.
 - "Off stage".
 - Supplies.
- Microphone
 - Adjust the mic for YOU – don't adjust you for the mic.
 - Know how to quietly adjust it and turn it on – it's the first impression you'll give the audience.
 - Be aware it's there so you don't move away.
 - Avoid holding a microphone if you can.

GIVING THE PRESENTATION



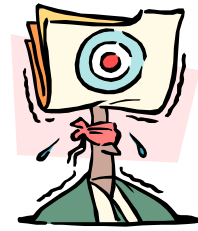
- Starting Out...
 - Introduce yourself in a credible way: who ARE you, and what gives you the right to be here?
 - Tell 'em what you'll tell 'em; tell 'em; tell 'em what you told 'em.
 - Review (or better yet post) the agenda.
 - Acknowledge the handouts they should have.
 - If something goes wrong (you have a cold, handouts didn't make it, etc.), sincerely apologize and talk through how you're going to compensate.

- During the Presentation
 - DO NOT TALK DOWN TO YOUR AUDIENCE! Show genuine respect to your audience—don't be combative, especially if the content is.
 - Make eye contact, and talk “at” the people giving you positive non-verbal cues.
 - Exude confidence, but not arrogance – don' let 'em see you sweat.
 - Maintain control of the presentation.
 - Don't be offended by late arrivals, early departures, sleepers, talkers, or other distracting behavior. Unless the whole group is doing it...

- Engage and Bond with your Audience:
 - Use appropriate humor (a brief story can help show them connect with your human side, especially during difficult presentations).
 - Attention-grabbing statements and analogies, especially good ones, can help restate a point.
 - Short stories can help the audience “breathe”.

- Wrapping Up
 - Review your key points.
 - Ask for questions, give a reasonable think time, then cut it off.
 - Contacts for follow-up - even if it's not you, who should they call?
 - Thank them. “We hope this information will be valuable to you to use...”

HANDLING QUESTIONS



- Before:
 - Give them the agenda topics.
 - Quickly get started.
 - You *can* ask for their acceptance of the topics, if it's appropriate.

- During:
 - Can satisfy participant and get them focused again.
 - Can lead to premature questions: "we'll get to that".
 - Can make overall timing difficult.

- End:
 - "Anything for the good of the order?"
 - Be careful of questions that are too specific, as they can change the direction on you very quickly and the audience will leave.
 - Who do they contact for follow-up information?
 - Will you be following up with the group – how?

- Listen to the WHOLE question
 - It may not be the question you thought.
 - Restate the question for the audience, watching for nonverbal cues from the questioner. "So the question is..." "Did I hear that correctly?"
 - After giving your answer, ask "Does that answer your question?" and be prepared to follow-up later.

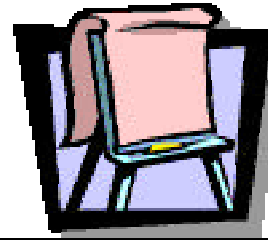
- Maintain control at all times.
 - If you are being inundated with questions...
 - Validate the question, then move to the next one: "That's a great question, and I don't have the answer off the top of my head. I'll have to follow up with you."
 - Don't get specific: "It sounds like there are some specifics at your site—let's talk at the break."
 - Don't bluff – people can sense it, and it will come back on you.

TIPS FOR HANDOUTS



- Proofread. Proofread. Proofread.
 - Have someone else proofread.
 - Not just grammar, but is the content clear?
 - Allow ample time for copying them.
- Materials should reinforce and supplement what you're saying.
 - Short-term memory, about 7 days, if you're lucky.
 - Is there too much info? It will just get filed.
 - Is there too little info? Won't be worth hanging on to.
 - Referencing a web site is great, but they need to WRITE IT DOWN.
- When will you hand them out?
 - Before you start: audience will flip pages and not listen.
 - During the presentation: takes your time, can be distracting.
 - After you finish: can forget to pick them up.
- Verify what handouts they should have.
 - Color-coding and numbering are great ways to get everything.
 - How will they be distributed?
 - Place them by the door(s) so latecomers can pick them up.
- What should they do with them?
 - "These are the slides/notes from the presentation"
 - "These are additional articles that may be of interest"
 - "The green form needs to be returned to us by next Friday"
- Need them to follow along?
 - Put fill-in-the-blanks in your notes.
 - Hand out small prizes/candy when answering questions.
- Do not insult the audience by reading to them.

USING VISUAL AIDS



- Visual aids are the icing on your presentation.
 - YOU are the key attraction – make sure the content is polished.
 - Can help reach multiple learning styles.
 - Can put a bit more stress on the presenter.
 - Practice with them before going live – it needs to be seamless.
 - Safer to assume you won't have them.
- Whiteboard / Flip Charts:
 - Great for dynamic brainstorming.
 - How's your handwriting? B-I-G letters...
 - Be sure to capture it before it's erased.
 - Minimize amount of writing while they watch.
 - Post-It pages
- Overhead:
 - Safer than PowerPoint.
 - Uses less technical equipment.
 - Use prepared slides – avoid writing while they watch.
- Powerpoint:
 - Don't be "PowerPoint-less" where content gets lost in the whiz-bang features.
 - Big font (24 point or larger), small words.
 - Use bullets as talking points.
 - Min. 10 seconds per slide / Max. 100 seconds per slide
 - Slides can be printed as handouts.
 - Higher risk of technical difficulty.

PROFILING THE AUDIENCE



It's really not polite to stereotype people into these categories. It can be hard to "read" the audience when you're nervous enough about presenting your material. Having an awareness that you'll see these folks in the audience might help put you at ease.

- Page Flipper / Questioner
 - Scans handouts.
 - Asks questions that you'll cover later.
- Eager Learner
 - Nods a lot while processing information...
 - ...but may not be processing as much as you think.
- Note Taker
 - Rarely see their eyes.
 - "These points are in the handout."
 - May ask for clarification long after the point is past.
- Analyzer
 - Quiet and thoughtful.
 - Asks direct, penetrating questions.
- Speaker / Commentator
 - Wants to be heard.
 - Can be jealous and attempt to gain attention.
("Well why did you decide on brand X computers? I've built hundreds of PC's in my garage out of old lug nuts, you should too.")

LEARNING STYLES



The Gregoric Style Delineator has four types of adult learners. Your presentation will be more powerful if you consider the perspective each learner will be coming from. These become more important the longer you work with the group.

- **Concrete Sequential**
 - Establish a routine.
 - Provide checklists.
 - Have a plan, then follow it.
 - Give as much advance notice as possible.
 - Be as specific as possible with your directions.

- **Abstract Sequential**
 - Allow uninterrupted time alone.
 - Provide credible sources.
 - Identify major underlying principles.
 - Allow enough time to do a thorough job.
 - Provide written references and reading material.

- **Abstract Random**
 - Allow opportunities for teamwork.
 - Share personal examples.
 - Offer meaningful rewards.
 - Show how they can make a difference.
 - Find a way to make them care about the outcome.

- **Concrete Random**
 - Help them find a compelling reason to learn.
 - Provide opportunities for creative solutions.
 - Help them develop some shortcuts.
 - Present information as a problem to be solved.
 - Provide practical reasons to learn.

BEHAVIOR PROBLEMS



While probably not useful for time-bound, large audience presentations, these are some great strategies for dealing with behavior problems when working with groups over a longer period of time.

Is it worth confronting the problem? Is the behavior causing only me discomfort or is the behavior having a negative impact on the work of the group?

Only me... IGNORE.

Negative impact on group... CONTINUE TO THE NEXT STEP.

If you will have a break, your best bet is to have a private and gentle confrontation. Introduce yourself (if necessary) and describe your concern. Invite their help in helping you adjust to solve the problem.

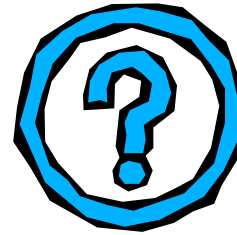
If the behavior stops... CELEBRATE.

If the behavior continues... CONTINUE TO THE NEXT STEP.

Share your concern publicly with the group. Do not name names, but be clear about the behavior causing you concern. Clarify if the group shares your concern. If they do not, or will not openly acknowledge the concern, you have probably reached the limits of your influence. If they acknowledge the behavior is a concern, invite problem solving to establish a group agreement. Use peer pressure to support a change in behavior.

Adapted from Teaching Adult Learners: Transitions, Challenges and Style.
Vista Associates.

SURVIVING A Q&A SESSION



By David Dempsey - From The Costco Connection, December 2002 p. 9

Many speakers dread question-and-answer sessions, but they should embrace them. They are wonderful opportunities to clarify and elaborate on points, address misunderstandings and persuade those who are unconvinced.

These unpredictable exchanges with audience members are often lively and captivating and rivet audiences' attention, according to David Dempsey, a communications expert and Costco member in Atlanta. "You project conviction and confidence if you handle questions with authority. Q&A is a gift for the speaker, but only if you prepare properly," says Dempsey, who shares these ideas:

Plan and prepare. Anticipate questions beforehand and practice your response. Ask yourself: What does the audience know about this issue? Are the audience members hostile or friendly? Are you dealing with an emotionally charged issue? There is no substitute for foresight and preparation

Understand and paraphrase. Ensure that you understand the question before you respond. You will only create additional confusion if you answer when you are uncertain of what the questioner is asking. Clear up any misunderstandings before you answer.

Remain composed. Stay positive and calm despite questions that may be antagonistic, personal or irrelevant. Your composure will be far more persuasive than a heated exchange with an audience member.

Be brief. Answer each question as briefly and directly as possible. That will give you the opportunity to address more questions and avoid the chance that you will get bogged down with one question.

For additional speaking tips, visit Dempsey's web site at www.legallyspeaking.com

CELL PHONE CONUNDRUM



Isn't it amazing how quickly cell phones have become commonplace in our society, and our habits have changed, too? Not only do some people think it's OK for a phone to ring during a presentation, but it's OK to start a conversation! Aside from politely asking the audience to turn off (or vibrate) their phones, here are some of my favorite quips of speakers handling the situation.

"Do we have any doctors or emergency personnel in the audience? Good... then I'll expect that there won't be any electronic interruptions during this session." – John Knutson

"Oh, if that's for me, tell them I'll call them back. I'm busy right now" – Dr. Alan Kay, while presenting to a 1,000+ audience.

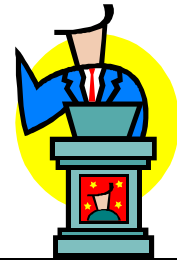
I walked over and moved the microphone close to the person that was talking on their phone. When the person heard themselves over the speakers, they were shocked. "I figured if it was important enough to interrupt my presentation, you'd probably like to share with the rest of us." Marilyn ____, leadership consultant.

I put my hand out and answered the ringing phone. The voice asked for "Dave". I told the caller "Dave" was in the middle of class, and could I take a message for him. "Dave – call your mother when you're through." – Pat Gingras, college professor.

Now the not-so-funny balance. I attended a seminar September 22, 2003, and the presenter mentioned that she didn't get upset with cell phones ringing. After all, she presents to some pretty important people. She asked the audience how she would feel if, in her audience that day, had been the administrators from Lewis and Clark High School in Spokane where a shooting had occurred that morning.

My personal feeling is to encourage folks to put their phones/pagers on vibrate, and leave the room if they need to talk, but honestly, it is probably the furthest thing from your mind as you begin your presentation.

10 TIPS FROM TOASTMASTERS



Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But, too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations:

1. **Know the room.** Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
2. **Know the audience.** Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
3. **Know your material.** If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary.
4. **Relax.** Ease tension by doing exercises.
5. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
6. **Realize that people want you to succeed.** Audiences want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
7. **Don't apologize.** If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed. Keep silent.
8. **Concentrate on the message -- not the medium.** Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will dissipate.
9. **Turn nervousness into positive energy.** Harness your nervous energy and transform it into vitality and enthusiasm.
10. **Gain experience.** Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need.

Visit Toastmasters on the web at www.toastmasters.com

PRESENTATION FEEDBACK



Main Topic: _____

Presenter: _____

Use the following checklist as a guide to give feedback on the presentations we will be viewing. Feel free to write comments, too!

Did the presenter...

- Make you feel at ease?
- Introduce him/herself to build credibility?
- Discuss what handouts were available?
- Effectively use visual aids?
- Take time for questions and answer them adequately?
- Have any annoying habits?
- Use any techniques you thought were especially neat?

Did the handouts...

- Contain the right amount of information?
- Visually appeal to you?
- Should there have been handouts (if none)?

Did the question session...

- Seem structured and genuine?
- Seem to answer the questions asked?

Comments: _____

MY LEARNING JOURNAL



This is a place for you to capture great ideas from this class and beyond.
You'll never look at presentations the same way now...