

**MAA OMWATI DEGREE COLLEGE HASSANPUR  
(PALWAL)**

Notes

BBA 5th Sem

**Presentation Skill & Personality  
Development**

## CHAPTER ONE

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# Presentation : An Introduction

“It takes one hour of preparation for each minute of presentation time.”

—Wayne Burgraff

## INTRODUCTION

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The growing needs of organisations and institutions is the necessity of sharing ideas, thoughts and concepts. The most important aspect of communication is the ability to speak, to talk and to present convincingly to the audience. Thus the only method through which growing needs of the organisations and institutions can be satisfied by communicating and presenting the ideas. Sometimes it is felt that: What is the purpose of making presentations? Why should we present our ideas? Simply stated, the purpose and need of making presentation is to either tune team and group members to your manner of thinking or to provide information. Thus, the objective of the presentation is to get your message understood and remembered.

## MEANING OF PRESENTATION

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Many people have different ideas about what “presentation” really means. What we are looking at in this book is the set of skills a person needs to offer effective presentations.

Presentations are ideas, concepts or issues that are talked about or shared with a group of people or an audience. It is immaterial whether the group size is small or large. What is important is that the presenter is convincing and is able to capture and hold the attention of the audience.



According to **Malcolm Goodale**, "The act of making something publicly available, presenting ideas or other information by broad casting or printing it, is called presentation. It involves formally making a person known to other or to the public".

Presentations are developed with the clear purpose of conveying a message to an audience. However, the mode can be formal or informal, internal or external audience and medium depends upon the availability of equipment at the venue. Presentations add value to your product or service. It comes in many forms as there are life situations in the business world. It can be in the form of informational, direct reporting, persuasive, briefings, status report, image building etc.

Presentation skills help in making proper impact on what you sell-product, service or idea.

Let us look at the following examples to understand the meaning of presentation.

1. Ravinder is a student who has just completed a project. The teacher asks him to present the findings of his research to a class of 30 students. Ravinder is ready to go to the class. But some where in the corner of his heart he is a little concerned and apprehensive. Will he be able to present his message? Will the authenticity and validity of his work come through in his presentation? Will he be able to present his work in convincing manner?

2. Manisha has been a teacher for the last eight years. She has sound technical knowledge, has presented many papers at national and international conferences. However, when she comes to teaching, she is not able to make an impact in the class room. Some students feel there is an information overload, others feel that her sessions are boring. As a result, a few of the students sleep in her class, while others play. Manisha is worried and concerned. How should she proceed? What will make her presentations interesting?

Not surprisingly, the answer to all the questions presented in the two examples above is the same- good communication- the guru mantra for success.

## PRINCIPLES OF PRESENTATION

Following principles are important for making a good presentation.

1. **Principle of Recency**—The principle of recency tells us that the audience is well aware of the contents of the subject matter of presentation. In other words, things are freshest in the participants minds. Therefore,

the presenter should ensure that *key messages* are passed on to the audience. The presenter should consider the following points.

- (a) Each session of your presentation should be of shorter period, no longer than twenty minutes if possible.
- (b) If presentations are longer than twenty minutes, divide the larger presentation into smaller presentation.
- (c) Recap the whole presentation, highlighting the key messages or points at the end of every presentation.

2. **Principle of Appropriateness**—This implies that all the information, training aids, case studies and other materials must be appropriate to the audience's requirements. The presenter may get fail if the material of presentation is not as per the needs of the audience. The presenter should clearly identify the needs of participants taking part in presentation- what they want?

3. **Principle of Motivation**—This principle of motivation shows us that the material must be meaningful and worthwhile to the participants and not only to the presenter. Motivation should be enhanced by creating learning atmosphere. If we fail to apply the principle of appropriateness and neglect to make the materials relevant, we will certainly lose the participants motivation.

4. **Principle of Primacy**—It implies that first impression is important for participants. Therefore, the presenter should include all of the key points at the beginning of the presentation. During the presentation, put stress on key points.

5. **Principle of Two-way Communication**—The principle of two-way communication clearly states that the form of presentation should be a two-way communication. This does not mean that whole session should be a discussion, but it must allow for participants.

6. **Principle of Feedback**—The principle of feedback informs us that both the presenter and participants need information from each other. The presenter wants to know that the participants are following what he said and the participants need feedback on the standard of their performance.

## PURPOSE AND NEED OF MAKING A PRESENTATION

The advantages of making a presentation are many. Some of them are as follows.

1. **Platform for sharing Ideas**—Presentation provides a platform for sharing ideas. The presenter and the participants easily exchange their views for



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- getting something new. As presentation is a two-way communication, it allows for interaction between presenter and participants.
2. **Facilitates Learning**—This implies that learning is far more effective through presentation. Participants learn more when they are actively involved in this process. Remember the saying "we learn by doing."
3. **Aids in Building Confidence**—Presentation helps in building confidence. By getting participation in working or presentation skills, we can enhance our confidence. We learn a lot through interaction during presentation session and hesitation is minimised.
4. **Presentation Inspires**—Effective presentation moves people from acceptance to belief and action. To inspire an audience make sure you arrange for an inspiring introduction. Participants get inspired with the presentation skills of presenter and his ideas, concepts etc.
5. **Helps in Projection of the Presenter**—Presentation helps the presenter in projecting the material to the participants. He can present his ideas with the help of suitable visual aids: tables, bar charts, charts, pie charts, flow charts, organisational charts, projectors etc. With the help of face to face presentation, presenter can easily clarify and simplify his ideas and concepts.
6. **Meaningful Suggestions**—As presentation involves two-way communication, important suggestions may come from the audience.

### WHY MAKE PRESENTATIONS?

With the increase in technology, the first question that arises is why make presentations at all? Every thing that you want to communicate can be transmitted through e-mails or communicated via telephones or tele-or video conferences. Even though the technology has advances but presentation (face to face) is needed on account of the following reasons:

1. E-mail, while a good substitute for writing communication, i.e., letters, can never replace oral communication. For example, the immediate response, instant clarifications are not possible through email.
2. Telephonic talks can not replace presentations as the exchange of ideas is always one to one and the advantage of contact with the presenter is missing.
3. It is a fact that tele and video conferences are gradually, replacing traditional modes of presentations in which the speaker stands on the stage in front of the audience and delivers the speech. But it is a mode of discussion and hence does not fall within the purview of the presentation.

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4. In tele-conferences there is no direct contact with the presenter. You can only hear but not see the presenter. This method is well suited for discussions, interviews and brief talks but definitely not presentations. With the increase of interdisciplinary and cross functional work, the necessity of making presentations to a diverse group of people is the need of the hour. Hence, it is the best to make an oral presentation to a group where there are different ideas. The more presentations you make, the higher is the contact and greater are the chances of sharing of ideas and views.

### WHAT IS A SKILL?

A skill may be defined as a sequence of practical activities. Some examples of skills include typing, cleaning a whiteboard, plugging in an overhead projector or turning on a light. Some skills are more complex than others. Some may involve simple motions such as turning on an overhead projector. A skill include the following:

- (i) Knowledge of typing
  - (ii) Knowledge of plugging in an overhead projector.
  - (iii) To see whether an overhead image is being projected correctly or not.
  - (iv) Ability to read the operating instructions of the overhead projector and understand them.
- In nutshell, we can say that everything that is done using some form of motion is a skill.

### CONCEPT OF PRESENTATION SKILL

Many people have different ideas about what "presentation skills" really means. Here, presentation skill is a set of skills a person needs to offer both effective information presentations and effective training presentations. These presentations are generally linked with some kind of learning the skill, presenter must ensure accuracy, speed and quality. He should aim at getting participants to feel smooth and easy movements when performing the skill.

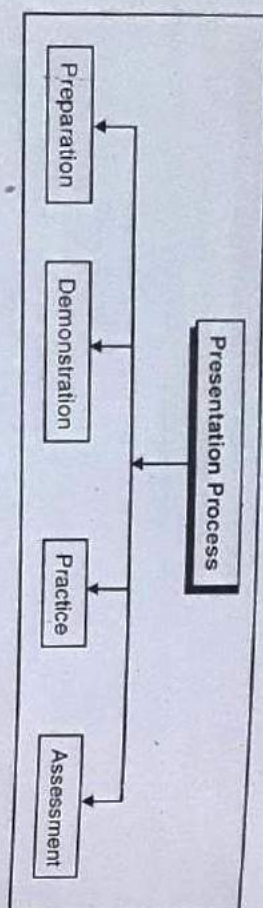
### PROCESS OF PRESENTATION SKILL OR HOW TO PRESENT A SKILL?

Presenting a skill correctly involves four sections such as:

1. Preparation.
2. Demonstration.
3. Student Practice.
4. Assessment



The complete presentation process may be describe as under:



### 1. Preparation—The presenter must exercise on the following points before presenting a skill to any group.

- (i) Establishing the current level of knowledge of the audience in the given topic/subject.
- (ii) Discussing the skills with other experts.
- (iii) Drafting a plan to be followed for the presentation.
- (iv) Preparing all presentation support materials such as overhead transparencies, handouts, samples, films, videos, models, project lists, marking guides etc.
- (v) Preparation of introduction- a good introduction will gain attention, create interest in demonstration.

This is not a comprehensive list of items to be carried out by a presenter but it shows that presenter has to be prepared in many ways to demonstrate a skill correctly and professionally.

### 2. Demonstration—Demonstration/presentation must be done correctly. This involves the following:

- (i) **Present at normal speed**—Present the skill correctly at normal speed, so that your audience can see the final result.
- (ii) **Present again slowly**—Present again for the audience slowly so that they can see exactly what is being done. As the presenter demonstrates, the individuals in the audience should begin to recognise names, parts, tools and any obvious skills. Presenters must be careful about what they say and how they say it. The presenter should introduce each step, then highlight the key points with deliberate movements.
- (iii) **Verbal instruction from the group**—Now ask the group to tell you how to carry out the task in the correct sequence. The presenter carries out the performance as instructed by the audience.

3. **Practice**—This is the time for group practice. This part of session should be at least fifty percent of the allocated session time. During this time presenter must be available to answer any questions that arise.

4. **Assessment**—Some form of assessment must take place to ensure that the individuals in the group have understood the objectives that were stated at the beginning of the session.

Assessment may be done by asking questions during the session or it may be done at the end of the session by using some form of test. The test must be relevant to the topic.

To conclude, the presentation must conclude with the demonstrator recapitulating the main points of the session, and clarifying any outstanding areas of concern. If possible, all test results should be made available before the end of the session.

### FORMS OF PRESENTATION

Presentations can be made in the following forms:

1. Oral Presentation
2. Interactive Poster Presentation
3. Round Table Discussion
4. Multi-paper Sets
5. Symposium
6. Panel Discussion
7. Workshop

Let us explain these one by one as under:

1. **Oral Presentation**—Oral presentations will be made in a room with more than 35 seats. Each oral presentation session will be chaired by an experienced colleague who has knowledge of session topics and papers to be presented. There will be a computer- projection equipments ready in the room. So, please prepare a computer slide show and bring your files with you before the session starts. Each 20 minute oral presentation will be followed by a 10 minute discussion.

2. **Interactive Poster Presentations**—Interactive poster presentations will be made in large halls and will be moderated by experienced researchers.

3. **Round Table Discussion**—Round table discussion will take place among smaller groups of 10-15. Oral presentations will be made and the discussions will be moderated by a chair person. Presenters should bring paper handouts to facilitate discussions with the participants.

4. **Multi-paper Sets**—Multi-paper sets will be organised by a lead person and will contain 4-5 presentations under a common topic of interest to



the group. The set will be submitted by the lead person, however, each paper in the set has to meet the oral presentations criteria and needs to follow the same preparation guidelines. The lead person will also designate a discussant for their session.

5. **Symposium**—Each symposium will be organised by a lead person and will contain 4-5 presentations under a common topic of interest to the group. However, the presenters in each group must be at least from two different countries. A symposium proposal should not be submitted as a collection of individual papers but rather than amalgamation of them. There is a limit of maximum 8 papers (including all references) for a symposium proposal. The lead person will indicate a discussant for their session.
6. **Panel Discussions**—Panel discussions will be organised so that 4-5 eminent researchers can discuss a problem from different perspectives and perhaps reach a resolution during the discussion. Under a moderator.
7. **Workshop**—Workshop are useful form of presentation. Topics (the topic, methodological or otherwise) can be handled in a thorough way and preferably with participants' hand on involvement through workshops. Workshops organizers should demonstrate sufficient expertise in the topic they are proposing.

## GOOD AND BAD PRESENTATIONS

At the time of making a presentation there is only one concern in the mind of the presenter. "The presentation should be a success." All efforts are made towards achieving success, how then some presentations are unsuccessful/bad or some successful/good. What are the defining parameters? Who decides on the success or failure of the presentation?

All presentations are geared towards the audience. If the audience is able to sense value in the presentation, full credit is given but if it is unable to identify any merit in the talk, the presenter and structure of presentation, is avoided.

1. **Good Presentation**—Good presentation, on the basis of above description, is one which involves the following.

- (i) The contents of the presentation should be formulated and structured according to the needs, expectations and educational level of the audience.
- (ii) The same presentation should not be used at another place. While basic contents remain the same, examples and voice modulation etc may be different.

- (iii) Presentations must undergo a change with the change in the audience.
- (iv) The confidence in the presenter, the belief in the self and the topic can be additional factors that lead to success of the presentation.

A good presentation then, is one in which the content and its design appeals to the audience.

**Bad Presentation**—A bad presentation is one in which the content is not in tune with the expectations and needs of the audience.

## PRESENTATION VS. PUBLIC SPEAKING

Many people associate presentations with public speaking and often use them as synonyms. To consider the two as the same is acceptable to some extent but to use the two sciences/skills synonymously is false. Public speaking and presentations both require oratory skills. Therefore, both the forms have similarities and dissimilarities.

The similarities begin and end at the levels of the passion and energy found in both cases- public speaking and presentations.

## DIFFERENCE BETWEEN PRESENTATION AND PUBLIC SPEAKING

The dissimilarities between the two can be identified as under:

1. In public speech, the appeal is more to the heart while in presentation, appeal is made to the intellect.
2. In a presentation, the audience is always knit together by one common thread, be it department, organisation expectations and needs. This helps the presenter address a large group of (20-25) in a focussed manner. This is not the case with public speaking, where the group does not face the presenter as a single unit but as different components of an element each orbiting their own path.
3. A leader (making a public speech) has to deliver the presentation in such a way that it has mass appeal. However, the leader has to cater to the different interest groups. He uses "masala" in the speech. In presentation, there are not many variations in the audience expectations. Needs are simple but highly focused and revolve round projection completion. Now a days, a current belief has developed in the academicians that to get the audience to listen to your content first you have to arouse their emotions. This methodology strongly advocates emotions appeal as the first step to acceptance of the content.



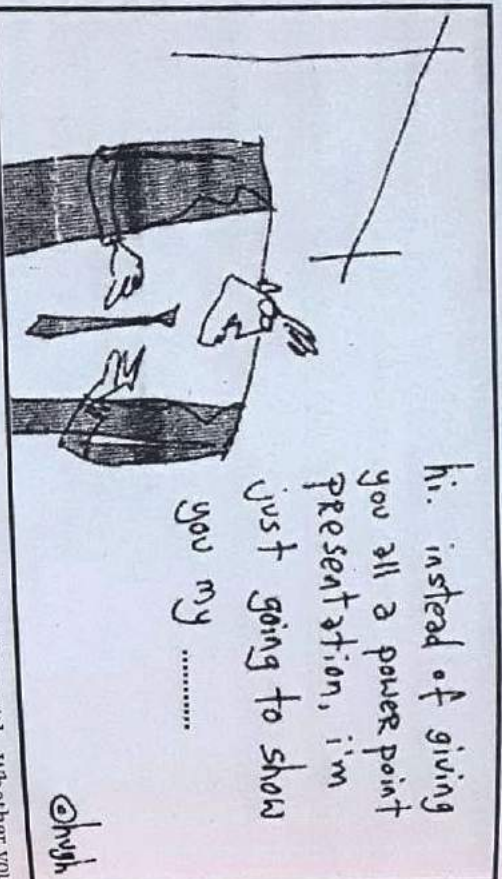
## TYPES OF PRESENTATIONS

Presentation can be of following types such as:

1. The presentation that deeply involves the audience.
2. The presentation that creates excitement.
3. The persuasive presentation.
4. The presentation evoking emotional appeal.
5. The presentation that sells a new idea.
6. The humorous presentation.

The above types of presentation have been discussed under a separate chapter in this book.

## TIPS FOR MAKING A PRESENTATION



Presentations are something that we are all familiar with. Whether you are watching a presentation or giving a presentation, chances are you know what sucks and what doesn't. However, in case you don't know the suck the not, here are tips to help insure you are giving a good presentation:

1. **Don't abuse your visuals**—Usually your visuals are posters, charts, or even a Power Point Presentation. Whatever your visuals may be, keep them simple and don't put too many words on them. The audience isn't there to read your slides, they are there to listen to you present.
2. **Look at the audience**—If you ever wondered where you should be looking when presenting, the answer is right in front of you. Don't just single out one person, but instead try to make eye contact with numerous people throughout the room. If you do not do this then you are not

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engaging the audience, you are just talking to yourself. This can result in an utter lack of attention from your audience.

3. **Show your personality**—It doesn't matter if you are presenting to a corporate crowd or to senior citizens, you need to show some character when presenting. If you do not do this nobody will hear you.
4. **Make them laugh**—Although you want to educate your audience, you need to make them laugh as well. In essence, it keeps the audience alert and they will learn more from you than someone who just educates.
5. **Talk to your audience, not at them**—People hate it when they get talked at, so don't do it. You need to interact with your audience and create a conversation. An easy way to do this is to ask them questions as well as letting them ask you questions.
6. **Be honest**—A lot of people present to the audience what they want to hear, instead of what they need to hear. Make sure you tell the truth even if they don't want to hear it because they will respect you for that and it will make you more human.
7. **Do not over prepare**—If you rehearse your presentation too much it will sound like it (in a bad way). Granted, you need to be prepared enough to know what you are going to talk about but make sure your presentation flows naturally instead of sounding memorized. Usually if you ask experienced speakers what you shouldn't do, they will tell you not to rehearse your presentation too much because then it won't sound natural.
8. **Show some movement**—You probably know that you need to show some movement when speaking, but naturally you may forget to do so. Make sure you show some gestures or pace around a bit (not too much) on the stage when speaking. Remember, no one likes watching a stiff. People are more engaged with an animated speaker.
9. **Watch what you say**—You usually do not notice when you say "uhm", "ah", or any other useless word frequently, but the audience does. It gets quite irritating so much that some members of the audience will probably count how many times you say these useless words.
10. **Differentiate yourself**—If you do not do something unique compared to all the other presenters the audience has heard, they would not remember you. You are bragging yourself when you speak, so make sure you do something unique and memorable.
11. **Less will impress**—Less is more. This is a fundamental rule for any presentation, but it plays an important role when it comes to making your hard work something to remember. If your presentation is short, fast, and to the point, you are more likely to capture and keep your audience's attention. In addition, by not filling in every single blank, you



are inviting your audience to invest their own ideas, creating a dialog that will keep them thinking about your captivating pitch for weeks.

12. **Lift your language**—Obviously, this technique could become overdone in the context of a presentation, but it is worth considering. Think of the way John F. Kennedy or Martin Luther King used to speak to their audiences. We certainly remember their speeches decades later and their messages continue to resonate throughout the culture. All two employed two methods: They elevated their audience's vision while simultaneously speaking in short, simple sentences that anyone could understand. How can you do the same in your next presentation?

13. **Centralize when you organize**—When you are organizing your presentation, it's important to focus on one theme and continue to refer back to it as you move from point-to-point. This will insure that your audience would not lose track of your central theme as you tell your story. If your audience can not follow, they certainly can not remember.

14. **Make demands on your diction**—Choosing exactly the right words in your presentation is crucial. After all, your presentation is mostly made of words. Does your description of this new product actually describe it well or is it simply a jumble of marketing phrases that no one can really grab onto? Keep it clear. Make it simple. Make it memorable.

15. **Content**—No matter how well-spoken you are, no matter how well-written your presentation is, no matter how pretty your slides look, you will flop if you do not have compelling ideas and interesting notions to speak about. A TV show about nothing can be a big hit, but a presentation about nothing will never be memorable.

#### QUESTIONS

1. What do you mean by presentation? Discuss its principles?
2. Define presentation skill. How skill can be presented correctly?
3. What make presentations? Explain.
4. What is presentation? Discuss the need and purpose of making a presentation.
5. Comment on good and bad presentation. Is making a presentation advantageous?
6. What is skill? How skill can be presented?
7. What do you understand by presentation? Discuss the forms of presentation.
8. Write short notes on the following:
  - (i) Good and bad presentations
  - (ii) Why make presentation?
  - (iii) Presentation v/s Public Speaking
  - (iv) Advantages of presentations
  - (v) Presentation types.

#### CHAPTER TWO

## Presentation that Deeply Involves the Audience

*"A theme is a memory aid, it helps you through the presentation just as it also provides the thread of continuity for your audience."*  
—Dave Carey

#### INTRODUCTION

The audience is a huge part of any presentation. Involving an audience is key to the success of any presentation. People respond to people. Rarely will you hold the attention of your audience through contents alone. To involve the audience you need to interact with them, share your words, personality and gentle sense of humour and invite them to participate in some way. Any presentation is only as good as its audience is involved. This, one of the most important aspect of giving a presentation is obtaining and keeping the audience attention for a specified amount of time.

In the thousands of speeches, very few presenters truly engage and involve the audience. Remember even the most disciplined and attentive audiences will switch off after 20 minutes. It is amazing that many of the highly intelligent people who are expert in their field prove to be poor presenter. A nervous start with an apology is followed by hiding behind the podium. Knowledge is very important but there are many other tips that you can use to involve the audience.

According to Benjamin Franklin, "Tell me and I forget, teach me and I may remember, involve me and I learn."

Rupert Murdoch, the Chairman and Chief Executive, News Corporation commented in 1931, "In motivating people, you have got to engage their



minds and their hearts. I motivate people, I hope, by example- and perhaps by excitement, by having productive ideas to make others feel involved."

According to Napoleon Hill, "You must get involved to have an impact."

## HOW TO INVOLVE THE AUDIENCE?

All presenters want an involved, interested and fully attentive audience. For you, message to be most effectively received, the audience must hear it. There are many ways for getting the audience involved. Here are some ways through which you can get audience involvement in a presentation.

1. **Ask a question**—Ask a question from the audience to keep it engaged during the presentation. It is a good technique to get the audience to interact with yourself or others for checking their understandings. This technique also reveals what they have heard so far. Hence, to get the audience involvement ask relevant questions frequently. Keep your listeners active through asking questions. Ask them what they think if your suggestions was a good idea. Thus, keeping the audience involved by asking questions will give you an idea of how many people are paying attention.
2. **Provide an opportunity to tell their story**—In order to keep the audience engaged during presentation, ask audience members to tell their own stories that highlight the point you are trying to make. This not only customised your message but makes it more relevant to the audience. Case studies work specially well in this format. This involves the audience personally with the presentation.
3. **Involvement through fun**—Audiences love fun and entertainments. Break your presentation up with some fun and games where people are encouraged to play.  
Elivee Thibeault, CEO and publisher of Network World has to give a presentation on the topic "Cattle Call" With a tight limit for her presentation, her challenge was to get the immediate involvement of the committee before that she has to present. As soon as the committee entered the presentation room, they got surprised. The lights were turned down and music started. Committee members were given a warm welcome and they were asked to dance with presenter's team. The committee greeted the start of the presentation.
4. **Plan the next step**—One of the most successful ways to engage an audience is to get them apply new concepts or ideas to their own situation. You can do this by getting them to set some goals or set a simple action plan based on the information you present in your speech.

5. **Give time to talk to each other**—Give the audience a minute to discuss key points with a partner to generate questions or concerns. This will surely engage the audience.
6. **Encourage their questions**—Tell people that their questions are welcome any time during the presentation. However, when they ask, be sure to answer their questions. Therefore, you must have complete knowledge of the topic you are presenting.
7. **Give them a task**—Start the presentation by giving the audience something to do during or at the conclusion of presentation. By giving people a task something to listen for or challenge to think about you, increase their interest and lengthen their attention span.
8. **Begin your presentation with a promise**—Giving you audience a promise will keep their attention as they await for you to deliver your words. For example, tell them specifically what promise you are going to show them or tell them. Give them a reason to stay for your entire presentation.
9. **Demonstration**—Use the audience members to help you demonstrate something. This is the deeper level of involvement from the audience. This method will capture their attention faster.
10. **Use samples**—If you are giving a presentation about a specific type of product, give away samples or handout sheets. You can play different games and give the samples to the winners.
11. **Involvement through graphics and charts**—Graphics and charts can be used as an involvement starter. Pal Wiesner retired CEO of Wetsner Publishing, says "I do not like presentations where people read to me off the chart. I think that is almost insulting. What you need to do is write your slide in such a way that it is showing the points for what you have to say."
12. **Involvement through room setup**—For the involvement of an audience, you have to set up the room, where you are going to make presentation, in a way that you may get positive response. Chairs in a circle or semi-circle encourage involvement, while chairs arranged in auditorium style discourage involvement.
13. **Live presentations**—Live presentations drew audience involvement because no one is sure what is going to happen next.
14. **Thanks giving**—At the end of your presentation, thanks your audiences for coming. Give them your contact information and encourage them to contact you with any question or suggestions.  
To conclude, greater involvement leads to better dialogue, which leads to better understanding, which leads to an acceptance of what you are proposing.



### PREPARATION FOR PRESENTATION

Step by step preparation for presentation that deeply involves the audience can be discussed as under:

1. **Well Prepared**—Make certain that you are prepared for your presentation before you step in front of your audience. Memorize absolutely everything that you can, specifically, the order in which things go so that your presentation will flow naturally.
2. **Arrive Early**—If you are presenting or performing in front of audience be certain to arrive early. This ensures that you will not have any unpleasant surprises before or during presentation. Make sure that you have every thing you need and all are in working order.
3. **Speak Clearly and Loudly**—Speak clearly and loudly during the entire presentation. If you start your presentation meekly, you can bet that you will lose your audience immediately.
4. **Grab the Attention**—Grab the attention of your audience within 30 seconds of your presentation. This is why so many presenters start with either a joke or shocking statistics.
5. **Avoid Droning On**—Be sure your presentation is thorough and organised without being too long. If you are given a time limit, make sure to obey it. Droning on will put your audience on to sleep and your presentation will lose its impact. No one like a disorganised speaker or a bore.
6. **Finish Your Presentation with a Bang**—When you finish your presentation be sure to end the same way you started. This will leave a lasting impression on audience to encourage them to come on to your another presentation.

### STEP BY STEP PRESENTATION

Steps in presentation that deeply involves the audience are as under:

1. **To take notice of reaction**—Audiences do not tell immediately what they are thinking about your presentation. As you stand up in front of them, you often have to be an audience detective to find out what you need to know. Some sentences of your speech may attract negative reactions. Hence you have to adjust accordingly. You may skip such sections, and speed up others. However, even before the question and answer, a presentation can be a completely interactive process. The great presenters anticipate the kinds of reactions they can expect and make further adjustments.
2. **To monitor the level of interest**—As you present, it is important to realise and monitor the interest level of people in your audience. Because

interest levels of the people in the audience may be of different types. To be effective, you need to address all levels.

3. **The Laccocca effect**—It is well known that when Bill Clinton, Ronald Reagan or Lee Laccocca talks to an audience whether it be five people or five million, every member of that audience feels as if he is talking to him alone. Thus, show a sincere interest in your audience and most importantly present through the point of view of your audience, just like Mr. Laccocca did.
4. **To know the level of knowledge information**—Determine the kind of information that will interest the audience. Clarity in your mind concerning audience expectations will help in presentation development. The audience expectations will be a result of the knowledge they have or the information they have on the subject. Therefore, it is a good idea to collect the information about the profile of the people in your audience. This topic (step-by step presentation) has been discussed fully in coming chapters in this book.

### SHORTCOMINGS

It is possible to hold an audience's attention with entertainment stories and jokes (involvement through fun) and yet have no audience involvement. Because entertainment does not always mean persuasion.

The audience involvement means your audience is actively comparing what you are sharing, what they already know, evaluating it, raising concerns and participating in a dialogue.

There are always concerns and objections that need addressing in the persuasion process.

### QUESTIONS

1. What is presentation? How it can involve an audience?
2. Describe audience involvement. Discuss the ways of audience involvement.
3. Define the steps needed for involvement of an audience in the presentation.
4. What type of preparations you will make for the audience involvement.
5. How will you make presentation to involve the audience.
6. "The presentation that deeply involves your audience" is a type of presentation. Discuss.



## CHAPTER THREE

# The Presentation that Creates Excitement

"There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave."

—Dale Carnegie

## INTRODUCTION

The presentation that creates excitement is a building process. You must take an audience to a greater level of enthusiasm. When an audience gets truly excited about what you are presenting, they are easily moved to action. For example, if we see the recording of Dr. Martin Luther King's speeches "I have a Dream", and others, we find that first few lines of his presentations were delivered in slow and unemotional tone. But as his speech rolled on, he picked up speed and emotion until excitement cracked.

Audiences rarely get truly excited about products, services, or ideas that are offered to them in presentations. They do get truly excited about how products, services or ideas effect or benefit them. Excitement starts with the needs, passions, hopes and desires of your audience, not the features of your product or option.

It is important to note that your own personal enthusiasm is not so important for creating excitement. But how you use your enthusiasm for creating excitement is important. It should reflect the unique needs of your audience. However, a big dose of enthusiasm to a very skeptical audience can be viewed as a technique to excite people. Your enthusiasm is where presentation that creates excitement begins. But it is just the first step, not the whole process.

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### STEPS IN PREPARATION

Following steps are important for preparing a presentation that creates excitement:

1. **Findout audience's passion**—Audiences have passions about somethings and they are truly excited about them. However, you may not realise this until you are standing in front of audience. If you can find out what these passions are before you stand up in front of them, you can always get them excited. Therefore, when you start to plan your next presentation, ask or find out what really gets them excited.
2. **Use contents that have impact**—As you plan a presentation, designed to create excitement, keep in mind that you need not have enough surprises and thrills to keep the audience dazzle the entire time. Start by taking a hard look at all section of your presentation and evaluating how much excitement each will generate. There may be content heavy sections that are essential but not exciting.
3. **Know the audience**—If you know some of the people in an audience to whom you will be presenting, call them before the meeting to get them excited about your presentation. Having a few individuals known in the audience can help move a group along the road to excitement more quickly.
4. **Use visuals**—Usually your visuals are posters, charts or even a power point presentation. Whatever your visuals may be, keep them simple and audience is not there to read your slides, they are there to listen to your presentation, use visuals that create excitement in the audience.
5. **Keep the pace for impact**—Audiences remember excitement based presentations from their high or most excitement point. After you get thrilling in the presentation, you forget about the slow parts of the presentation. For example excitement at Film Fare Awards comes to lower level when smaller awards are announced. But in the anticipation of best picture awards excitement comes to its high. Hence, the pace of maintaining excitement among the audience must be kept. In short, if you prepare and share a meaningful presentation with passion, and find a way to connect it to the needs and passions of your audience, something will "click" and result in excitement.

### GIVING THE PRESENTATION

In order to create excitement among the audience, presentation must involves the following steps:



1. **Share your own enthusiasm**—Creating excitement with an audience must begin with your own enthusiasm. If you cannot start enthusiastically about what you are sharing, leave this topic and try another. One of the best ways to start is to tell your audience why you are so excited. As you plan your presentation imagine you are standing in front of your audience and finish the following sentence:  
I am excited to be sharing this presentation because.....
2. **Logical arguments**—Excitement is emotional not logical. But before you go for making a group excited, you have to make sure that you have logical basis for your arguments. Enthusiasm building is a process of building momentum. You do not want to be halfway in the process.
3. **Look at the individuals who get excited first**—Every member of the audience is not going to get excited about what you are presenting. If you look around the room and focus more on the individuals who get excited first, it will help them to get more excitement. This excited audience will bring the rest of the people along.
4. **Connect to audience's passions**—In any presentation that creates excitement, you need to tap into your audience's passions. There is no planting, inventing, or manipulating them. Your audience's passions already exist as they enter the room. Your job is to discover and connect to them.
5. **Change your tone appeal or pace if required**—Often you can not just change the content of a presentation but you can change the tone, appeal or pace. You can add stories, an example, or an analogy that makes the excitement. The illusion is that all the excitement comes from the presenter. But presenters who know how to generate excitement often do so by finding ways to discover and channel their audience's exciting hopes, dreams and passions.
6. **Take it to the next level**—Here is the final challenge. As you stand in front of your audience and concluding your presentation, you have to find a way to take the excitement in the room to the next level. There is no logical step-by-step procedure for how you do this because it is different for every audience and presentation. But some how you must find something to say, ask, challenge, show, propose or share that moves your audience from "extremely interested to very excited". If you do the right thing, something "clicks", and the room will fill with excitement and feel very different.
7. **Asking for action**—After you have brought your audience to a point of excitement, asking for action is often easy. If you are looking for a straight

*purchase or donation, an excited audience will often grant it just for your asking.*

#### QUESTIONS

1. Describe the presentation that creates excitement.
2. What preparations are made for making a presentation that generates excitement?
3. How would you present to make the audience excited?
4. What do you mean by presentation? Is presentation can generate excitement among the people? If answer is yes, How?
5. Write short notes on the following.
  - (i) Step-by-step preparation.
  - (ii) Step-by-step presentation.



## CHAPTER FOUR

# The Persuasive Presentation

*"The audience only pays attention as long as you know where you are going."*

—Philip Crosby

## INTRODUCTION

Presentations are the heavy artillery of persuasion. There are many tools of persuasion such as phone conversations, meetings, email, and letters. But the face-to-face presentation is the most important for persuasion of an audience. Thus, the ability to persuade is the most important of all communication channels for success.

By studying this chapter, you may become a more persuasive presenter. If you are attending a presentation, designed to persuade, you may find that most of the presentations fail. The problem is that presenters do not realise just how the persuasive presentations are different from any other kind of presentations. Therefore, if persuasive presentations are created as same as those designed to inform or educate, few audience members will change their minds.

## MEANING OF PERSUASIVE PRESENTATION

Persuasive presentations are a plea to the audience to change their pattern of thinking and focus on the new manner of approach. Persuasive presentations allow you to sell an idea to the audience. It is not as easy as it looks. The audience have a fixed notion of what they want to know and what they know. When the audience listens to a presentation, the first thought in

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its mind comes: what is the benefit to be derived from this presentation? In other words, what is in it for them. Therefore, you will have to patiently tell them the reasons or benefits they can have from the presentation. You will have to apply any and every technique to persuade the audience to listen to the presentation.

For example when you have to make a presentation to doctors of the district to persuade them to prescribe the medicine it becomes a persuasive presentation. But as a member of research team (say research on a new drug) if you are asked to present the characteristics of the drug, it is an informative presentation.

For another example, in a corporate presentation, issues that attract the attention of the audience are estimated costs, risks, opportunities, opinions of market leaders etc. If you can deal with any or all of these, your presentation will be a success. However, your expertise and knowledge in the area will make the audience focus on the content of your presentation.

## HOW TO PERSUADE THE AUDIENCE?

Here are some tips that are useful for persuasive presentation.

1. **Choice of Topic**—Choose a topic near and dear to the heart and minds of your audience. A persuasive presentation must appeal to your audience's emotions urge action on a topic that is important to them or present a case against another you point in an attempt to sway the audience in your way.
2. **Analyse Your Audience**—Analyse your audience to determine subjects that are likely to personally affect them. You know for example, a presentation on the abolition of medicare and social security is more likely to reach an audience of economically backward classes rather than those of economically advanced.
3. **Grab the Attention**—Grab the attention of your audience immediately in your introduction with an emotional appeal. Evocative examples and statistics can be used to grab the attention of the audience.
4. **State the Facts of the Problem**—State the facts of the problem you are trying to solve, a distorted truth you want to dispel or a situation that begs for the attention your audience can offer use statistics facts and as many as quotes from experts as possible to give credibility to your arguments. Energize your audience and get them ready for action.
5. **Propose a Solution**—Propose a solution to each specific part of the problem you presented. It is important to show that problem can be



- solved and that all you need is the help and support of every member of audience.
6. **Use the Power of Suggestion**—Use the power of suggestion so the person you wish to persuade sees as a reality picture you are presenting for him. Find a way to create circumstances so the person you wish to persuade can possibly come to the presentation. For example if you are trying to sell a reader a new exercise system and you know that this person will likely be a middle aged male, your presentation should reflect a set of circumstances that seem possible.
  7. **Evoke Emotional Desire**—An audience can be persuaded through evoking emotional desire. Once you have evoked emotional desire from the person you wish to persuade you make a close and solicit agreement.

### PREPARING A PERSUASIVE SPEECH

Have you ever had to give a speech? Do you remember that feeling. A knot in the stomach, sweaty palms and panic attack! Not very pleasant experience. Speaking in public is one of our greatest fears. Much of this anxiety is due to lack of confidence in writing and preparing a speech. Giving a presentation can be a great way to build your business, influence public opinion or kick start to your career.

Here are some tips for preparing a persuasive speech.

1. **Have some objectives and out comes**—There is nothing worse than not knowing what you want to achieve. Do you want to educate the audience, inform, inspire, motivate or touch their emotions? Always work out what you want to achieve before beginning the presentation.
2. **Have a formal structure**—There should be a formal structure of your speech beginning, middle and end. Audiences love structure and the best speeches stick to this tried and true rule.
3. **Avoid having too much contents**—Do not have too much contents in your speech. It should not be more than a 20 minutes speech. Remember even the best audiences face information overload after 20 minutes.
4. **Define communication channel**—Define who your audience is and use the most appropriate communication channel- do they like to be visually how your audience likes to take information- do they like to be visually stimulated or do they enjoy just sitting back and listening.
5. **Use stories**—Use personal stories, examples to make your speech effective. In many cases you are trying to sell ideas and concepts in a speech. These are intangible and often difficult for the audience to grasp. Personal stories, examples and metaphors make the invisible visible.

6. **Have a strong opening and closing**—People remember the opening first impression count! The closing is important as it should reinforce the key message you want the audience to have within their head after they have heard the presentation.
7. **Use short words and plain english**—The short words are always the best words. Avoid typical and complex words. Use active words instead of passive. This has far more impact in the minds of your listeners.
8. **Evaluate and review**—There is nothing more powerful than to hear back a speech you have written. If you are writing a speech for some one else, always try and hear the speech or at least get some feed back. Recording and listening back to a presentation is the fastest way to improve your skills.

### HOW TO DELIVER A PERSUASIVE PRESENTATION?

Following are the steps for delivering persuasive speech:

- Step 1**—Go to the stage confidently and put your notes in a place where you can see them easily.
- Step 2**—Stand up straight and look at the audience, pause and begin speaking.
- Step 3**—Set the tone in your introduction with appropriate facial expression.
- Step 4**—Make eye contact with people in different parts of the audience, including the back row.
- Step 5**—Pause briefly after you state key points to allow the audience time to absorb the information.
- Step 6**—Pronounce your words clearly and loudly to keep the presentation live.
- Step 7**—Refresh your memory by periodically glancing at your notes, but avoid reading from your notes, directly unless you are reading a long quotations.
- Step 8**—Close your speech by thanking the audience and then exiting the stage.

### FIVE GOLDEN RULES OF PERSUASIVE PRESENTATION

Following are the unbreakable rules of persuasive presentation:

1. **It advocates a competitive option**—If your presentation is about a product you know who or what your competition is. But if you are selling an idea, your competition may be less important. For example, if you are



presenting a new idea, your competition could be a different idea or merely the status quo. In many cases, "not changing" is your biggest competitor. Typically, your audience may not think about your product or option as being in a constant state of competition, but as a presenter wanting to change how your audience thinks or feels, you have entered a competitive world.

2. **It strengthens and deepens dialogue**—The least persuasive presentation seeks total control to make the audience "hear every word", right from the beginning to the end. This type of control shuts down the dialogue. Therefore, in order to change the minds and heart of the audience, you need to constantly read that audience and adjust your presentation for maximum impact.

Presenting to an audience is a completely interactive process. A persuasive presentation is a process in which an audience tries a new idea, product or concept. Hence, there is always a need for questions to be answered. Without dialogue there is little persuasion.

3. **It is an event not a slide show**—When I plan a persuasive presentation, I start by asking myself, "what can I do to change my audience's minds and heart? What can I do to help them understand, motivate them, get them excited, get them involved, get them laugh, and help them to trust? After I decide what I need to do, I then start to think about how best to communicate or involve my audience. Thus put your audience first. Start by thinking about what you need to do persuade them.

4. **It targets an audience's decision-making**—Like other presentation that educate, train or just inform, the persuasive presentation seeks to change the thinking of an audience. But this change must begin with an understanding of how they make decisions.

For example, I once was successful in persuading an audience that I had the highest-quality product, but I made no sale. I later discovered that my audience did not want the "highest quality" product but instead one that was "good enough" and the cheapest. I presented my product very well but failed to change the audience's decision.

Therefore, a persuasive presentation must be strategically planned and delivered so that you may change their minds and feelings for decision making.

5. **It asks for an order**—A persuasive presentation has a goal. Before you leave your audience, you either want to achieve that goal or understand what the next step will be taken to achieving that goal. If all the decision makers are present in the audience, you have opportunity to capture an

order. If the decision makers are elsewhere, a presentation can move to the next level, for example in sales presentation. If you do not ask for the order, you would not get it.

#### QUESTIONS

1. What is persuasive presentation? What are the golden rules of persuasive presentation?
2. Define persuasive presentation. How would you prepare a persuasive presentation speech?
3. As a presenter, how would you proceed to make a persuasive presentation? Explain.
4. What do you mean by persuasive presentation? Discuss the ways of persuasion of an audience.
5. You have to present a sales product. How would you persuade the audience?
6. Write short notes:
  - (i) Persuasive presentation
  - (ii) Rules of persuasive presentation
  - (iii) Delivering a persuasive speech
  - (iv) Ways of persuading an audience.



# Presentation Evoking Emotional Appeal

"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

## INTRODUCTION

Emotions are an important part of any audience's decision making process. In other words, emotions play an important role in decision-making on the part of an audience. Hence, presenting the emotional side of your speech can help for the acceptance by the audience. No one can create an emotion that does not already exist within the collective hearts of an audience. You should call attention to existing emotions, bring them forward and enhance them.

According to William Bernbach, "You can say the right thing about a product and nobody will listen. You have got to say it in their gut. Because if they do not feel it, nothing will happen".

Robert E. Hicks edited a salesman magazine and commented, "One of the common mistakes of mankind is to assume that men and women are actuated by the logical. They are not. They are moved by emotion, prejudices all sorts of unreasoning and unreasonable considerations. That is one reason books are so little help in selling. Books on salesmanship are generally logical."

**Understanding through an example**—By 1963 the American Civil Rights movement had begun. To motivate lawmakers on this issue and others, a great march on Washington was planned. About 250000 peaceful marchers gathered in front of the Lincoln Memorial. Dr. Martin Luther King went to

## Presentation Evoking Emotional Appeal

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the podium to address the marchers and motivate the then congress to pass the Civil Rights Bill.

King's famous "I Have a Dream" speech lasted less than 16 minutes, one of the most inspirational in human history. He shared no statistics in his speech. Instead of making his case with facts, King helped the national audience feel what it would be like if the aspirations of the civil rights movement were realised. The appeal of King's presentation was emotional.

## HOW TO EVOKE EMOTIONAL APPEAL?

Following steps are important for evoking the emotional appeal of the audience at the time of presentation:

1. **Connect with audience's emotions and repeat the message**—In 1963, Martin Luther King Junior gave what is probably the most recognised and famous speech of all time. How did he do this? He connected with the emotions of the audience. Martin Luther King uses the phrase "I Have a Dream" to make his way into the hearts of his listeners. The dream he speaks of is, in fact, the same dream of everyone listening—this is why the speech is so emotionally powerful. If you want to make a great speech you need to **connect to the emotions** of those listening. Make sure you have some repetition in your speech. If you say something once people will forget. say it twice, people will remember.
2. **Consider the existing emotional components**—Every product or option has an emotional component. Think about the feelings you have when you read the brand names such as Coca-Cola, Toyota, BMW, Sony, Philips etc. These brands have strong emotions associated with them. You can not turn them off in your mind if you try. Whatever you are presenting will also have some kind of emotional content in it. If these emotions are helpful to your goods, then consider how they can be enhanced.
3. **Think about the emotions which can be brought forward**—When you plan your persuasive presentation, you need to plan the emotional content along with the informational content. Ultimately, when your presentation is over, your audience will have an overall feeling about what you have proposed. Great emotional sales people and presenters read the feelings in an audience and the find ways to bring those emotions forward.
  - (i) **Likability**—It is a proven fact that the more an audience like you, the more likely they are with your proposal.
  - (ii) **Anxiety**—Is your product or option considered to be "safe"? Is there no "risk" associated with your proposal? Then bringing forward



your audience's anxiety could help swing their decision to your product or option.

- (iii) **Ego boost**—Does your product or option carry with it an emotional message of superiority, "being the best"? Then reinforcing this will help you win the ego driven audiences.

Other emotions commonly brought forward by presentation are hope, competitive winning, fear and greed.

4. **Emotional honesty**—Emotional honesty simply means representing yourself, your product or option, and your organisation as they are, and not as you would like them to be to score an emotional point. Presenting yourself emotionally dishonest, you may win for the moment and temporarily create good feeling, but as your audience gets to know you they will figure it out and you will lose all credibility.

5. **Align your message and yourself personally**—This implies that you better to speak from your own experience. When you present your own product or option, if you can authentically align the message with yourself in a personal way, you will be more convincing. Tap into what it is personally that you share experience or deeply believe about what you are presenting. Ask yourself, "Is there a part of what I am presenting?"
6. **Align your graphics**—The graphics in your presentation carry an emotional message. If your graphics have a polished, high-tech look, this implies that your company has high-tech capability. Pictures of people can add a more personal feel.

#### KEY POINT IN EMOTIONAL PRESENTATION

The emotional presentation involves following steps:

1. **Present from the heart, not the script**—This implies that there is no emotion conveyed in a technically perfect speech which is read. To convey emotions you need to speak your own words.
2. **Use humor carefully**—It is important to use humor when giving a presentation as it gets the audience on your side and it helps them to relax. Humor also makes people warmer and open them up to new ideas. However when used badly, humor can work against you. You should not try to be funny. Do not make religious, political or sex based jokes, keep it clean.
3. **Keep it short**—Find your most important points, delete the unessential material or contents and then refine it some more. Make your speech short and to the point. The most famous speech in American history was only 269 words long given by Abraham Lincoln which was ended within two and a bit minutes.

4. **Entertain the audience**—The audience is more likely to pay attention to what you are saying if you are entertained. If you are trying to sell them an idea or product you need to make sure they are smiling, not bored.
5. **Final tips about making presentation**—The real lessons come from watching the great speeches but there are few final points. I would like to share:

- (i) Prepare, prepare, prepare. Know all your facts and figures, names, places, goals etc.
- (ii) Relax.
- (iii) Open with your strongest points and close with a bang.
- (iv) If you make a mistake keep going, no one cares.
- (v) Don't talk too fast or too slow.
- (vi) Build tension wherever possible by using pauses, volume changes and gestures.
- (vii) Use visual aids or create vivid mental imagery.
- (viii) Relate your points to the audience (how are you helping them?)
- (ix) Smile.

#### WARNINGS

1. You must make sure that you do not have incorrect understanding of the person's core values.
2. You must seek to create a visualisation that would not be offensive to the audience.
3. Do not hurt the feelings of audience while presenting.
4. Do not make fool of the people. As Abraham Lincoln once said, "You can fool all of the people some of the time, some of the people all of the time, but you cannot make fool all of the people all the time".

#### QUESTIONS

1. What do you mean by presentation that evokes the emotional appeal? How does it work?
2. How can you make the presentation that persuades by emotional appeal?
3. Define presentation. How it should be prepared for evoking emotional appeal.
4. What is emotional presentation? What are the key points for presenting such presentation?
5. Write short notes on the following:
  - (i) Emotional Presentation
  - (ii) Role of evoking emotions in presentation
  - (iii) Tips and warnings for giving an emotional presentation.



# The Presentation that Sells a New Idea

"No one ever complains about a speech being too short!"

—Ira Hayes

## INTRODUCTION

There are companies who specifically look for great new ideas to invest in so that they can produce and sell the new products. You may have a new idea that you want to sell to a potential investor. The essence of using an idea to persuade is to sell an audience a unique idea which, if accepted, results in acceptance for your product or proposal. In short, buy my idea, buy what I am selling.

Before you start ask, "If they buy my idea will they buy my idea will they buy what I am selling," consider following three ways an idea most often results in a sale.

1. **Own the idea**—First of all, you should adopt a powerful idea that can be accepted by the audience.
2. **Sell an idea as feature**—The idea must be presented/sold as a distinct feature to the audience. For example, in 2003 Seachange Technology introduced a new idea to structure video storage by using a ring pattern instead of linear pattern. If informational technology audience bought the idea of the ring structure, they had to buy from Seachange, the only supplier who had it.
3. **Use your ability for selling**—You must use your ability and experience in implementing or selling the new idea you have. For example, an ad agency recently proposed a new idea for a marketing campaign that

targets senior citizens. Because the agency had unique knowledge and experience for implementing such programs, they were confident that they would get the contract if the client liked the idea. The client may say "Okay, we love the idea. Who can make this happen".

Ask yourself, "what idea can we advocate which, if accepted generates preference for our product or service?" In 1917, Arthur C. Clarke commented that, "New ideas pass through three periods: It cannot be done. It probably can be done, but it is not worth doing. I knew it was a good idea all along."

Dr. Linus Pauling, an American Physical chemist and two time Nobel Prize winner said, "The best way to have a good idea is to have a lot of ideas."

Samuel Goldwyn's quotation about new idea is "I had a monumental idea this morning, but I didnot like it."

## STEP BY STEP PREPARATION

This involves the following steps:

1. **Write it down**—Write your original idea in a notebook or type it into a computer document. Describe in detail how this particular idea will help people. Exactly who will benefit from this idea. Modify the purpose of your idea frequently.
2. **Get a review**—Ask an experienced professional to review your idea purpose and description. Get detailed responses which help you to fine tune your idea and make it more attractive.
3. **Who will benefit?**—Figure out whether your original idea will serve a local state or national population. Will this idea be geared towards children, adults or both? How much will the idea generate for you over time?
4. **Contact Companies**—Think about companies that will benefit from your idea. Does the idea help people right now or will it help people in the future? Begin to research online for companies and businesses that are looking for your idea.
5. **Is it Original?**—Search online to verify that your idea does not exist. Review all the internet matches that you find to sure you are not stealing someone's idea.
6. **Has audience heard this before?**—In this case, you may start by asking an open-ended question like, "I have a new idea. Have you the answer is "no", you can proceed. If the answer is "yes" you should give up it.
7. **How risk averse is the audience?**—When you sell an idea you are asking for change, and change involves some degree of risk. Some audiences



- see risk as the fastest way to success while others see it as failure in a new venture.
8. **Idea audience focused?**—Many presenters fail because they mistake a new idea on how their audience can buy for a real idea. For example, I once heard a salesperson tell a customer, "we have a new product just out this month. It would be a great idea for you to buy it now." But to an audience this not an "idea", it is a sales pitch. Therefore, you must define the idea in terms of your audience's experience, not in product details.
  9. **Get your idea patented**—Contact the government's office for getting your idea patented. Find out if you need a patent for your unique idea. Hence, submit the proper paperwork for officially patenting your idea.

#### HOW TO SELL A NEW IDEA?

Do you have an original idea that you want to sell? Do you want to learn how to market a brand new idea and profit from it? The following steps will teach you "how to sell an idea". In other words, here are some practical tips for how to sell your new idea:

1. **Send a short proposal of your new idea to an interesting party**—After preparing the new idea, send it to the investor or a company in a short form and describe how you plan to implement it. Provide solid research from reputable sources that prove that your idea is viable. Identify the specific market that will benefit from this new idea. If the firms are interested, its representatives will ask to meet you.
2. **Do a small test run of your idea**—Do a small test run of your idea in your local area and track the results. Implement the idea and sell it in your local community to see how it sells and what the customers think of it. Big corporations do this all the time when launching a new product or service to see if it is worth investment.
3. **Manufacture samples**—Manufacture samples and demonstrate them to show your idea in action. For example, if you are selling an idea for a new line of clothing, have quality samples produced so that the person you are selling the idea may get a better grasp of why your clothing is innovative and unique.
4. **Present yourself in a professional manner**—Present yourself in a professional manner at all times when selling your new idea. The manner in which it is sold on the viability of your new idea. Remember that the investor's main objective is to make money; as good as the idea may sound, if there is not a market for it, there is little chance that will sell.

5. **Be excited and confident about your idea**—Be excited and confident about your new idea. If you are not convinced of your own idea, you can not expect someone else to be. There should be no question in your mind that the idea will work, and you have to express this in your selling the idea.

#### PRESENTATION FOR SELLING A NEW IDEA

It is often the experience of your audience that defines the need for a new idea. Therefore, you must present the idea in terms of your audience's experience, not in product details. An audience will buy an idea if it is about their life, business, hobby or community. It is therefore, essential to present idea in an effective manner. Following steps are helpful in this regard:

1. **Get the attention of the audience**—In order to get the attention of the audience, tell them the benefits of accepting your idea. There is no need to create interest of the audience through unrelated jokes or stories. Here are few ways to get attention of the audience.
  - (i) **Tell the idea originating story**—Every idea has a story as to how it was conceived. Often this story tells how the idea arose to fulfill a need. Since most audiences would rather hear a dramatic story than an explanation, this approach can grab their attention.
  - (ii) **Tell the story of your own conversion**—A salesman selling a new product started his introduction by saying, "Look I was a widget buyer, and when company Z first approached me with a new idea for their product I thought they were crazy. But here is how I became a believer". If audience knows and respect you, this "personal" story can grab the attention of the audience.
  - (iii) **Sharing your own problems**—This approach can dramatically grab the attention of the audiences. For example, you are making a presentation on the topic "Can you double the size of your business by winning over the problem customers". Here you can grab the attention of your audience by sharing the details of your own problem client who is selling the systems.
2. **Ask for idea amnesty**—In order to present any idea powerfully you need to share it without interruption. If you are presenting something truly new, even well-intentioned questions will dilute the power of your initial presentation. There will be a plenty of time later for questions. To ask for "idea amnesty" say "Please, let me take the next five minutes to lay out the idea completely. After I do so, I will be glad to answer your questions."



3. **Explain the idea clearly, simply and briefly**—This is not the time for confusing graphics. The challenge is to present your basic idea clearly, simply and briefly, even eight year old can understand it. Very often diagrams, charts or graphics can help do this. Ask yourself, "how can I verbally and visually present this idea so a child can understand?"
4. **Offer proof in favour of idea**—Implementation of a new idea always means change. Proof must be absolutely convincing for your audience. Here are some sources:
  - (i) **Newspaper articles**—If the point in your idea is newsworthy, present it with newspaper cutting.
  - (ii) **Quote a recognised expert**—Also quote from a well known books or website.
  - (iii) **Technical evidence**—Technical specifications can offer proof of claims.
  - (iv) **Surveys**—Surveys and opinion polls are great ways to prove concepts like customer satisfaction, preferences, market acceptance or product reliability etc.
5. **Answer concerns or objections**—Before you start answering the questions, take a preemptive strike and bring up anticipated concerns. Question and answer period with your audience should not be too lengthy. For example, you may have a very guy in your audience who may monopolize the dialogue for quite sometimes. Do not let this happen to you.
6. **Shift the dialogue to implementation**—After you have answered all standing concerns, you need to move the dialogue from "should we do this" to "how can we do this"? Simply look around the room and ask one of the following questions:
  - "Does everyone agree that this is a great idea?"
  - "Do we have a consensus that this is an idea worth doing?"
  - If everyone says "Yes" then ask: "What is the first step toward making this happen".
- (i) Do you need to form a committee?
  - (ii) Do you need to approach management for larger budget?
  - (iii) Do you need more time to research on competitors?
7. **Do not be proudly**—Most of the greatest ideas are cocreated with audiences during presentations. Make modification as suggested by audience and give credit of the entire idea to those who have given the suggestions. Ideas, in this way, are most powerful of all persuaders.

## QUESTIONS

1. Describe the presentation that sells a new idea. How would you prepare yourself for such presentation?
2. Explain the step-by-step preparation for selling a new idea to the audience.
3. What is presentation? How will you sell a new idea?
4. Discuss the practical tips and steps for selling a new idea through presentation.
5. Can you sell a new idea through presentation? How? Explain.



## CHAPTER SEVEN

# The Humorous Presentation

"They expect a professional presentation, so they expect to see a 'professional.' Dress appropriately for the occasion, but don't be one of the crowd."

--Wess Roberts

## INTRODUCTION

If your audience does not laugh when it should, then carry on your presentation. Basically, you are not a comedian, so any laughter during the presentation makes the atmosphere light. There is no greater pain for an audience than to watch and listen a confused presenter. Be confident with your material or contents of topic of presentation and include humour in it. If humour does not work, you can keep telling the story without interruption. However, if you are committed to what you will say to your audience, it is likely that the humorous parts of your speech will be more successful.

In fact, if you are more comfortable about whatever you say at the stage, the more likely it will be received warmly. Therefore, inclusion of humour/jokes in your speech turns any speaking into a laughter and tickles (thrills) the soul of the audience. The fulfilled presentations and "low-risk" humour connect our mind, body and spirit in order to balance self, work and other. In other words a sense of humour prevents hardening of the attitude of the audience.

## MEANING OF HUMOROUS PRESENTATION

The presentation in which jokes or humor is incorporated is called humorous presentation. Using jokes or humor is a good strategy for

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beginning a presentation. However, it can backfire. The jokes may not appeal to the audience, causing the connection between presenter and the audience to break. For example, if a presentation is being made in a cross-cultural environment, it is good to be conventional. Businesses are going global, presentations are made to different groups comprising people from different countries say France, England, Germany, America, Canada etc. It is very difficult to speak the same language as them, let alone understand their sense of humour. More politeness may make them tolerant of your deviations from the main content but the situation would be worse when the expression on their faces shows sympathy for the presenter.

According to Albert Einstein, "Humor is more important than knowledge."

"Comedy is very controlling: you are making people laugh. It is there in the phrase, making people laugh'. You feel completely in control when you hear a wave of laughter coming back to you."

—Gilda Rodner

## PREPARATION FOR MAKING A HUMOROUS PRESENTATION

Following are the important steps for preparing a humorous speech.

1. **Identify the point of change**—In every presentation, there is a point at which you can ask your audience to change. The presentation will be more persuasive if you bring humor at this point of change. By placing humor at the point of change, you can help your audience temporarily slip the uncomfortable thoughts. The magic of humor is that it temporarily suspends an audience's analytical and mental mechanism. While they laugh, they do not think about any thing for a moment. Therefore, your first step is to identify the point of change in your presentation and to think about adding humor at or near that point.
2. **Find the material**—It is not hard to find humor. It can be collected from a humor section of a bookstore. It is important to keep your eye and ear open for what is funny as it relates to your kind of audience and your kind of content. Choose the jokes that make your audience laugh and collect some of such jokes yourself.  
In fact, the best humor comes from your own experience. As your presentations begin to create a more playful atmosphere, audience members may start sharing their own jokes with you. Write them.
3. **Localize humor**—You do not have to find jokes that are universally funny. Choose the jokes that are funny for your audience. Your challenge is to find humor that can be adapted to your audience's collective sense of humor.



4. **Making of a joke**—A joke has two parts: the "setup which describe the situation and the 'Punch' or punch lines (lines which make the audience laughter). The lines of humorous story needs to be short and quick and it must deliver the surprise with emphasis. The punchlines must be funnier or more meaningful.
5. **Prepare your delivery**—Following are the main points that must be tried:
  - (i) **Practice**—Before you stand up in front of an audience, you must practice your joke. Give it in front of a mirror so you can see how it works. Then try it out on anyone who will listen.
  - (ii) **Memorize your punchlines**—Punch lines (laughing lines) must be memorized well before you deliver these in the front of audience.
  - (iii) **Deliver the key phrases slowly and clearly**—Deliver key phrases of your joke slowly and clearly. However, you can give more facial and vocal expressions at the time of putting the joke to the audience.
  - (iv) **Let the people know the punch line is coming**—The most common way to do this is to pause slightly before you say it. Most comedians or professional storytellers clear their throats before the punch while some just pause for a moment to let the audience know that the punch (laughing lines) is coming or gone.
  - (v) **Deliver the punch lines clearly, slowly and plainly**—If the audience does not get the punch line, they would not get the joke. Make sure everyone in the back row can hear it.
  - (vi) **After deliver the punch line, stop and wait for the laugh**—Sometimes it takes a few seconds for the joke to understand. To a presenter, laughter is a group behaviour that needs to be encouraged. For example, if you are at home alone and watching a funny Television show you do not laugh loudly as much as when you are a part of an audience or group. The best way to assure more laughter, loud laughter should be encouraged.

### HOW TO DELIVER HUMOROUS PRESENTATION?

Some speakers say, "I could never use humor in my speech; I just don't feel comfortable with it". I believe that anyone can use humor and that it is a valuable tool in speaking. Appropriate humor relaxes an audience and makes it feel more comfortable with you as the speaker; humor can bring attention to the point you are making; and humor will help the audience better remember your point. It can break down barriers so that the audience is more receptive to your ideas.

First, let me make it easy for you to use humor. The best and most comfortable place to find humor for a speech is from your own personal experience. Think back on an embarrassing moment that you might have thought not funny at the time. Now that you can laugh at the experience, you understand the old adage "Humor is simply tragedy separated by time and space". Or think of a conversation that was funny. Remember the punch line and use it in your speech. Probably the least risky use of humor is a cartoon. The cartoon is separate from you and if people don't laugh, you don't feel responsible. (Be sure to secure permission to use it) You're not trying to be a comedian; you just want to make it easy for people to pay attention and to help them remember your point.

Here are some suggestions on using humor to make your next speech have more impact.

1. **Make sure the humor is funny to you**—If you do not laugh or smile at the cartoon, joke, pun, one-liner, story, or other forms of humor, then you certainly cannot expect an audience to do so. A key to using humor is only using humor that makes you laugh or smile.
2. **Before using humor in your speech, try it out with small groups of people**—Do they seem to enjoy it? Even if your experimental group does not laugh or smile initially, don't give up on the humor, because the problem might be in the way you are delivering the joke. I often use this line in talking about the importance of listening. "We are geared to a talk society. Someone said, 'The only reason we listen is so we can talk next!' When I first tried that line, people did not smile; but I worked on the timing so that I paused and smiled after "listen" and that seemed to work. I was rushing through the punch line and did not give people time to be prepared for the humorous part. It took practice to get comfortable with the piece of humor. Only use humor in a speech after you are comfortable telling it from memory and have tested it.
3. **Make sure the humor relates to the point you are making**—Do not use humor that is simply there to make the audience laugh. The humor should tie in with some aspect of your speech. For example, you tell about your experience of getting braces at age 46 and how difficult it was for you to get used to the wires and rubber bands in your mouth. After you tell the story you make the point that you may have not had the braces problem you had, but we all have challenges in communicating well, and what we want to look at today are ways of making it easier for us to be more effective in speaking. The audience enjoys the story but also remembers the point that you are making. If you don't tie your humor to your



presentation, the audience may like the humor, but will wonder what point you are attempting to make.

4. **Begin with something short**—A starting point might be to summarize a cartoon and give the caption as your humor. A thought provoking yet clever line about a point you are making is another way to get started. For example, when you talk about creativity and getting out of your comfort zone, a line you found that worked well was, "Orville Wright did not have a pilot's license." In your reading, look for lines that make you smile; consider how they might be used in your next speech. Be careful about launching into a long humorous story—audiences are quick to forgive a single line that may not be funny, but they do not have much patience with a long story that isn't worth the time. So start out with brief bits of humor.

5. **When possible, choose humor that comes from people you interact with**—You do not have to worry about people having heard it before, and you will feel more comfortable with what has happened to you. Find such experiences by looking for a humorous line or situation. For example, I was making a bank deposit recently at a drive in window. When I asked to make a second deposit, the teller said solemnly, "I'm sorry, sir, but you'll have to go around the bank a second time to make a second deposit." We both laughed and I may have a line to work into speech. If you have small children, listen for something they say that might be funny to an audience as well. Art Linkletter made a great living on the notion that "Kids say the darndest things."

6. **Do not preview by saying, "Let me tell you a funny story"**—Let the audience decide for themselves. Look pleasant and smile as you launch into your funny line, but if no one smiles or laughs then just move on as though you meant for it to be serious. This approach takes the pressure off as you relate the humor. Remember you are not a comedian entertaining the audience; you are a serious speaker seeking to help the audience remember and pay attention by using humor as a tool. Humor is simply another way of making a point your audience, and it can help you be a more effective speaker. Look at humor as a tool in improving your speech in the manner of attention devices, smooth transitions, and solid structure. Remember, "A smile is a curve that straightens out a lot of things."

7. **Do not use humor at the end**—When you use humor at the close, it can't not be forced or seem like a manipulative technique. Inclusion of humor is easiest and most natural during the summary just before you ask for

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*commitment. Here, you review the points that are important for your audience.*

#### WARNINGS AND TIPS

1. Do not incorporate irrelevant matter and vulgar jokes.
2. The experience and seniority of the members of audience must also be considered when using jokes or humor.
3. When in doubt of the receptivity of the audience to a joke, adhere to the safe path by using a traditional opening.
4. You should be aware of the likes and dislikes of the audience before throwing a joke.
5. It is not necessary to be a great comedian to use humor; what you need is a willingness to find your own way to use humor.

#### QUESTIONS

1. How the audience can be persuaded with the use of humor in presentation? Explain.
2. What is humorous presentation? How is it prepared?
3. Discuss the concept of humor in presentation. Is humor essential for making a persuasive presentation?
4. How a humorous presentation can be made? Which steps are taken to make such presentation?
5. "It is not necessary to be a comedian to use humor in presentation." Comment.



## CHAPTER EIGHT

# Planning a Presentation

The real art of conversation is not only to say the right thing in the right place, but to leave unsaid the wrong thing at the tempting moment.

—Dorothy Nevill, Writer

### UNPLANNED PRESENTATION

Presentations can be planned as well as unplanned. Unplanned category of presentations are to be made without preparations. In this category you are asked to present without giving advance notice and you need to talk on any issue on the spur of the moment. In other words you do not have time for prior thinking about the issue. If you are lucky, ten to fifteen minutes may be given to plan and, structure your ideas to be presented. But you may not always be lucky. You may be sitting in a large or small group and suddenly, without any warning, you are called to make presentation. For example:

"Rameshwar is expert in computer networking. Suddenly Rameshwar is asked, "Would you like to share your expertise with us."

In such a situation, you can not refuse and there is almost no time to sit, reflect and structure ideas.

### KEY POINTS IN UNPLANNED PRESENTATIONS

OR

### WHAT TO DO IN SUCH A SITUATION?

Following are the key points to be taken care of in such a situation :

1. Concentrate and increase your thought speed.

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2. Utilize the time you take to reach from your seat to the stage to chalk out the course of the speech.
3. Always have some well-rehearsed humorous stories and queries with you whichever story or joke you choose must be neutral that is, without any religious, political or sexual remarks.
4. When you reached a certain position in life or the organization, you must be mentally prepared that you may be asked at any time to come to the stage and speak.
5. The problem before you in these unplanned presentations is how to make them interesting. Read stories of achievers and leaders like Vivekanand, Mahatma Gandhi, Martin Luther, Napoleon etc. Narrations or quotations can be taken from their lives which can be used to begin almost any presentation.
6. You can start planning for unplanned presentation at any state, even now. Think of a situation: Give yourself 30 seconds to think and then begin speaking.  
The more you practice, the better your skill will be at attempting unplanned presentation.
7. Train yourself to think and talk in all kinds of situation.

### PLANNED PRESENTATIONS

This category of presentation includes all those presentations of which you have prior knowledge and have much time to do research and conceptualize the ideas. There are multiple types of planned presentations including informative presentations, persuasive presentations, direct reporting, and face-to-face or one-to-one presentations. They are explained below :

- (i) **Informative presentations**—An informative presentation is one in which details and facts are provided and a persuasive attempt is made to influence the audience to a similar pattern of thinking. Informative presentations educate or inform the audience.  
An informative presentation is fairly simple to plan and execute. Collect and compile the data, give it a structure and it is ready for presentation.
- (ii) **Direct reporting**—Presentations can also be in the form of direct reporting to the superior, which is a one-to-one or face-to-face communication. For Example, your immediate boss or superior has recently joined the organization and you have been asked to prepare a report on existing Human Resource policies.



For another example, you have recently organized a mega-fair for your institute and need to make a presentation on finances to the Director.

In both the examples, stated above, the presentation will be made to one person seated in front of you. In such a situation, clarity of thought and completeness and accuracy of data are important.

### PLANNING A PRESENTATION

You have to make a presentation. Have you planned for the presentation? Remember over-confidence is like a death for presenters. Hence, planning for the presentation is the first step for success. However, there were some gifted orators like Napoleon and Hitler. They had ability to address a large crowd without hesitation or nervousness. Unfortunately, leaders of a similar calibre are few. While it is easy to follow them but it is difficult to imitate their qualities. Acquiring or learning the same skills is tough and requires intensive training to set the trainee apart from the rest of the crowd.

Let us draw an analogy to understand the need for planning. Why did the Titanic sink? Many reasons have been attributed for the tragedy. One of them was the inability to measure the magnitude of the iceberg against which the Titanic collided, as only one-tenth of an iceberg is visible on the surface, a hard fact which was overlooked, a presentation is like an iceberg. In other words the delivery of speech is only a small part. The major part of the presentation, visible only to sensitive audience, is the time and effort spent in preparing and planning the presentation.

### FACTORS THAT HELP IN EFFECTIVE PLANNING

To create and deliver a successful presentation, you must consider the following factors. These factors help in effective planning, designing and delivering of a presentation:

1. **Who**—'Who' refers to the target audience for whom the presentation is prepared. Knowledge about the audience including their needs, expectations, likes and dislikes, helps in structuring the presentation in an effective manner. Answers to the following questions will help in developing a presentation ideally suited to the needs of your audience.

Ask yourself the following questions:

- Who is my audience?
- What does the audience already know?
- What does the audience need to know?
- What is the experience of the audience?
- What are their expectations, needs from the presentation?

— How will the audience benefit from the presentation. This point has been discussed in detail later in this chapter under the heading "Analysis of Audience".

2. **What**—In planning a presentation, a presenter should decide "what" or content of the presentation. A content list must be prepared both by audience and the presenter. Ideally, the members of the audience must inform the presenter of their expectations from the presentation, in case you do not have sufficient information on the needs of the audience, a study of their profile will help you in understanding their expectations from the presentation.

3. **Why**—The purpose or "why" of the presentation requires much thought. It involves the answering of the following questions:

- (i) Why am I making this presentation?
- (ii) What is the purpose of making the presentation?
- (iii) Is the purpose to educate, inform, convince or train?

The members of the audience should inform the presenter of the necessity for making a presentation, clarity in the initial stages of planning, the purpose makes the structuring of presentation simple.

4. **Where**—It specifies the venue of presentation. Venue of presentation is a matter of concern for the presenter. As a presenter, you must take care of the following issues:

- (i) The seating arrangement in the room and
- (ii) Lighting arrangement.

The seating arrangement must be so organized that there is enough space for participants. Similarly, the room must be well-lit so that the audience can see you clearly. The best seating arrangement for easy viewing is U-shape. The U-shape allows both the presenter and the audience to observe one another and establish eye contact.

5. **When**—It refers to the time, "when" are you making a presentation. There are three components that are essential to understand the 'when' factor in planning a presentation. These are:

- (i) The market situation.
- (ii) The analysis of the situation.
- (iii) The time when the presentation is to be delivered.

Ask yourself the following questions:

- (i) When will the presentation be made?
- (ii) Has there been a recent development in the market?
- (iii) Is the analysis accurate, current and to the point at the time of presentation?



Don't make the presentation when the time is not suitable.

6. **How**—It requires "how" a presentation has to be made. Decide on the tools and technologies to be used in the presentation and ask the following questions to yourself:

- (i) Will the presentation be technical or non-technical?
- (ii) Will the presentation be formal or informal?
- (iii) What strategies will impress the audience?
- (iv) What should be presented and how?

Select the mode and medium of presentation subsequent to an analysis of the audience. Recently there has been much controversy over the use of Power Point. The issue under discussion is the role adopted by the presenter. What is the **Role of Presenter** in the course of the presentation? A **facilitator**, a **technician** or a **lecturer**?

If the presenter decides to facilitate the discussion then merely putting thought provoking statements across the audience is required. In the role of a technician, the presenter merely operates the multimedia presentation. As a lecturer the presenter delivers the well-prepared lecture. Which role then most suitable in meeting the requirement of "how" a presentation has to be made? Preferably a combination of all three—a facilitator, a technician and lecturer.

To summarize, the above six factors can be listed in a table as under :

TABLE

Factors	Meaning
Who	Who is your audience?
What	What do you want to present? (Content)
Why	Why do you want to present? (Purpose)
Where	Where do you want to present? (Venue)
When	When do you want to present? (Time)
How	How do you want to present? (Modes)

#### STEPS OR PROCESS OF PLANNING A PRESENTATION

Planning for a presentation involves the following steps :

1. Analysis the Audience
2. Location of Presentation.

3. Objective of Presentation.
  4. Researching the Topic.
- Let us discuss the above steps one by one in detail.

#### ANALYZING THE AUDIENCE

The main objective of analyzing the audience is to identify the needs, expectations, likes and dislikes of the audience. The audience may be of two types : familiar and unfamiliar. In case of familiar target audience, you can easily find out about the needs of the audience. However, if the audience is unfamiliar, it is difficult to structure a presentation which will have both content and appeal. For example, you may not have the answer of the following questions in case of unfamiliar audience:

- (i) Do they have a good sense of humour?
- (ii) Will a joke lighten up their mood in the middle of a serious discussion, or will it put them off?
- (iii) What are they really looking for in this presentation?
- (iv) Are they a conservative audience or would they like a more innovative proposal?

At times, the answer to these questions can hold the key to persuading the audience. Spend some more time to find out necessary details of the audience. Get in touch with people in the organization where the presentation is to be made, and discuss their requirements so that you can prepare a presentation accordingly.

To be able to understand the concept better, let us take a look at the following example:

You are the manager in a product development division. You have recently realized that your team needs some more time to work on the music system which your company is set to launch soon. A little more time will help you come out with a music system that will consume less electricity than those already in the market. Your audience is the senior management of the marketing and finance division.

If you begin your presentation with the technical details which have resulted in this problem, you will lose the audience even before you have persuaded them to give your team more time. Instead, you must discuss how additional time will help you reduce the electricity consumption.

#### STEPS IN AUDIENCE ANALYSIS

Following are some steps in the research on audience analysis :



1. Go and talk to the concerned person directly and find out the profile and requirements of the members of the audience.
2. Find out the names of the people who would be a part of the group and then through company directory get their designation and job profile.
3. Discuss with the concerned people their needs for the presentation, if any.

4. Collect as much information on company as you can so that it may help you in making the content of the presentation.

5. Figure out the benefits to the individuals and the organization that will accrue after presentation.

The above steps will ensure that you have collected enough information about what the audience is looking for.

### CRITERIA FOR AUDIENCE ANALYSIS

The criteria for audience analysis includes the following :

1. **Level of the Interest**—It implies that the topic of presentation has to be structured in such a manner that it gains best possible response from the audience in terms of interest. Therefore, try to judge the anticipated response pattern of the audience.

To be able to develop interest in the presentation, try to come up with a specific rather than a general topic. A specific topic is the best possible strategy to attract the attention of the audience and invite maximum participation.

For example, "Merits and Demerits of the using xyz ingredient in a skin care product", will be an appropriate topic for an audience comprising the research department of the company. Alternatively, a presentation topic such as "Launch of a skin care product", can have audience members across functions like marketing, sales, and finance.

2. **Level of Information/Knowledge**—Presenter must determine the kind of information which will interest the audience. Clarity in your mind concerning audience expectations will help in presentation planning and development. Therefore, it is a good idea to collect information about the profile of the participants, their experience, their age etc.

The format of presentation based on the knowledge level, experience and job profile of the audience will appeal to the audience. The format may consists of :

- (i) Market analysis
- (ii) Historical data
- (iii) Statistical facts

- (iv) Samples
- (v) Demonstrations and
- (vi) Technical terms etc.

For example, employees in production department will be interested in technical aspects, information, research and development in historical data, demonstration, samples; marketing people in statistical facts and market analysis, etc. You will find that the level of interest is directly related to the job profile of the participants.

Also, be careful about the kind of assumptions you make with regard to the level of audience knowledge. If you get too technical while making a presentation to a group of non-technical people, they may just get bored. At the same time a presentation which is too simple and non-technical, can be seen as something which does not add value. An audience member might just feel, 'Hey, I know all this. Why should I listen to this person when he/she is just talking plain common sense?'

3. **Nature of Questions**—Anticipate the questions that can be asked in the course of the presentation. A good presenter always allows participants to ask questions. Questions can be open-ended, close-ended.

Open-ended questions are those that make the discussion interactive and participative. For instance, 'What are your views on leadership?'

Close-ended questions are those that expect only a 'yes' or a 'no' as an answer. If a close-ended question has been asked by an audience member, no time or opportunity will be given to the presenter to verbally answer the question. The participative member will proceed with a presentation of points.

All the types of questions must be anticipated and the presenter mentally prepared with responses to them.

**Do your homework. Have all the information you need to answer the possible questions.**

### LOCATION OF PRESENTATION

The location or venue where the presentation is to be made is of major importance to both the presenter and the audience. Both the presenter and the audience need to have comfortable atmosphere. Unfortunately, the venue is not always given attention, it is taken for granted. Traditionally we think about classrooms or training rooms when we talk about presentation, education or learning. But what about the possibility of conducting outdoor-based programs or activities? For information to be absorbed or for learning to take place effectively, we need to create not only a comfortable learning environment, but an appropriate one.



Perhaps one of the most important features that the presenters would like to see is the flexibility to arrange the room as a lecture theatre, or a discussion rooms.

## CONSIDERATIONS FOR LOCATION

OR

## FACTORS AFFECTING THE LOCATION OF PRESENTATIONS

If you have to choose or modify a venue, there are a number of factors/ things for consideration. Listed below are the items that you need to think of :

1. **The number of Participants**—The number of participants generally determines the location. The presenter must, first of all decide about the location. Do not allow for more participants into an already a crowded venue. Cut the number down or get another location. A crowded venue will not set the proper learning atmosphere. Similarly, a large room with only a few people can also create a barrier to learning.
2. **The Size of the Room**—The size of the room generally depends on two factors: The accommodation capacity and what for the room is being used. If the room is being used in a classroom setting (a chair with arms tables) allow about 1.5 to 2.5 square metres per person. If the room is being used in a conference setting (chairs and full tables) allow 2.0 to 2.5 square metres per person.
3. **Suitable Chairs and Tables**—These are needed for a classroom situation. The chairs must be comfortable but strong. The tables should be narrow and long.
4. **The Arrangement of the Room**—The arrangement suit the requirement of the presentation or program. Try to keep things looking tidy. If you are conducting a lecture, keep the front of the room clear for the lecturer. Ensure that arrangements allow for everyone to see and hear adequately.
5. **The Lighting**—The lighting arrangements in the room must fulfill the requirements of both the presenter and the audience. The presenter needs light for the whiteboard to be seen. The audience also needs enough light to be able to take notes if they require.
6. **Work Noise**—Work noise in the background during any type of presentation can be destructive to the learning atmosphere. Most presenters would like to have soundproof room without any windows, but such type of room is rare. Hence, locate the room far away from the work noise area to avoid work noises such as machines and telephones etc.

7. **The Temperature**—The temperature of the room must be comfortable. Keep the temperature between 20 C and 25 C if possible and allow for air circulation in the room.
8. **Accessibility**—We need to consider how the audience will reach to the venue. Will public transport be sufficient? If the audience use their own transport, will they have parking facility. We must also consider the access for disabled persons, such as ramps for wheelchairs.
9. **Distractions**—Apart from work noise and temperature, distractions may also be present. It may occur due to irrelevant posters and paintings on the walls of the room, crowd in the room. Similarly, a room painting with unusual colour can be a distraction. Hence, anything which is not required for the presentation should be removed from the venue so as to attract the attention of the audience.
10. **Power Facility**—Power facility must be available at the location of presentation. If you are going to present in a new location check the power outlets. Lack of power outlets may affect your arrangements in the room.
11. **Presentation Aids**—You must check the presentation aids that you want to use are available. Some conference facilities have only a limited type and quantity. When you are sure about their availability, check to make sure, that they are in working condition and do it yourself.
12. **Spares**—Spares for presentation aids must be available and you should know how to fit them. Overhead projectors, film projectors and slide projectors, for example, might have damaged while you are using them. Quick replacement means the less disruption.
13. **Storage**—Stores could be needed for excess equipments, handout materials and presentation aids not in use. Hence checkout for storage area at the location of presentation.
14. **Public Address System**—A public address system may be advisable in a large conference or seminar situation. It could be a portable type or a built-in-system. If you believe that all of the people will not be able to hear the speakers properly, you must make enquiries into the use of the public address system.
15. **The facilities**—The facilities that we usually take for granted. However, those must be checked by the presenter. Are tea and coffee making facilities available for morning and afternoon breaks? Do we have access to telephones? Do we know where all the toilets are located? Do we know where the fire exits are? All this information must be passed to the participants at the beginning of the presentation.



### OBJECTIVE OF PRESENTATION

This is the most important aspect of planning a presentation, particularly for someone going to give an information-type presentation or for the new trainer. Without clearly stated objectives, the presenter and the audience may have no idea of where they are heading. If they do not know where they are heading, how can they know when they have reached their target?

Very simply, an objective give us our target, or learning goals. This target or goal will apply to the individual presentation or session or to the course of instruction as a whole. All objectives are normally designed and written after the needs of audience have been analysed. Hence, the members of the audience should inform the presenter of the need for making a presentation. Because, with a change in the objective there is also a change in the structure of the presentation. Clarity about objectives of presentation in the initial phases of planning makes the structuring simpler.

### HOW TO WRITE AN OBJECTIVE?

When we sit down to write out objectives, we must ensure that we set realistic goals. The objectives must be achievable within the limits placed on us, whether these relate to time, resources, facilities or any other factor likely to affect the final outcome. Nearly all objectives are set after we have conducted the needs analysis of the audience.

A well written and easily understood objective must :

- (i) state something about the end of the session or the end of training.
- (ii) say something about the audience not the presenter or the course.
- (iii) include an input or a condition.
- (iv) be observable and measurable.

Writing objectives can be confusing at first for the new presenter. However, it is not an easy task even for experienced presenters. It may be simplest to start writing your objective by filling in the missing spaces in the formula given below

By the end of this session you will be able to :
..... (an action word) .....
..... (item) .....
..... (condition) .....
..... (standard) .....

The action word is something we can observe; the item is normally an object or item from our session; the condition is what is given and the standard is our measurable criteria. To give you an example :

By the end of this session the trainee or an audience will be able to :

total (an action word)  
a list of numbers (item)  
given a sheet and calculator (condition)  
and have at least 80 percent correct (standard)

One more example :

By the end of this session the trainee will be able to :  
assemble (an action word)  
the parts of an overhead projector (item)  
given all the parts in a box (condition)  
The project must be assembled within 10 minutes (standard)

### WHY DO WE NEED OBJECTIVES?

Objectives, however, are required for all formal training sessions. We need objectives in training programs for the following reasons :

1. **They Provide Direction**—We can not start giving training or presentation until we have established the session objectives. Without setting objectives, we risk the chance of the information being on the wrong track. How do we know which road to take if we do not know where we are going? As well as being important for the presenter, when specific objectives are stated to the members of the audience, they can also be sure about the direction they should go.
2. **They Provide Guidelines Testing**—Another reason for using session objectives is that they give us a base for any form of evaluation or test we want to apply. If we state out objective clearly, it tells us what the evaluation must be. If the test or evaluation does not match exactly with the objectives, one of them must be modified so that they do match each other.
3. **They Provide Base for other Presenters**—If we use other presenters in the session, they will know what the outcome must be if we give them specific session objectives. Without these objectives they would not know what exactly needs to be covered in the presentation.
4. **They Convey Instructions**—When we know what subject matter is to be covered, we need to sit down and write general instructional objectives for the course, followed by specific session objectives for each separate session. Thus, objectives convey instructional intent to presenters.



### DIFFERENCE BETWEEN AIMS AND OBJECTIVES

Even well experienced presenters and trainers, sometimes, can become confused between aims and objectives. Aims and objectives are not the same thing.

"An aim normally consists of a statement of general intent. It may use an item or example to represent the final behavior of the participant, at the conclusion of the course or workshop. On the contrary, an objective states the requirements in precise terms".

"An aim is generally that is required for a social-type presentations. The session objective would normally be given to participants at the beginning of the session so that they know exactly what is required of them by the end of the session".

"To use the road map analogy: the aim tells us what town we are going to; the objective tells us which street, what time we need to be there and what the road conditions are."

### RESEARCHING THE TOPIC

This implies the research that may be required in preparation for the presentation of a new topic. Research into a topic is generally conducted for at least two reasons: Firstly, to supply information for the session to be presented and, secondly, to give the researcher some expert information on the topic.

"Careful research makes for a well-prepared presenter." It is important for you as the presenter to know as much about the subject matter as would be expected by the audience. If you want to have any credibility with the participants and if you want them to become involved and motivated, you need to become more than just conversant with the subject material. The research helps you a lot in this regard.

### WHY THERE IS A NEED FOR RESEARCH?

Why is research necessary? The answer to this sentence may include the following:

1. **To give correct and up-to-date information to the participants**—The participants must be given correct and up-to-date information in each presentation they attend. The best way for the speaker to find out if it is correct and up-to-date is to spend some more time researching the relevant facts.
2. **To know the topic thoroughly**—Through researching a topic, a presenter can have full knowledge about the topic. Also, the participants expect

the presenter to know the topics being presented thoroughly. Would you sit and listen attentively to a person who did not appear to know the subject? This means that presenter must carry out study before entering the room.

3. **To give answers of the questions**—Do not think yourself as an authority on every subject you will be presenting. But you must know more subject information than is to be presented. You will find that this information is needed to answer some of the questions that will be asked.

If you find that you are asked a question relevant to the topic and you do not know the answer to it, tell the audience that you do not know but that you will find out and report back to them later.

### SOURCES OF RESEARCH

OR

### WHAT METHODS ARE AVAILABLE?

Sources of a research for presentation may include the following:

- (i) Staff performance appraisal records.
- (ii) Job analysis including job descriptions and work study reports.
- (iii) Relevant policies and procedures.
- (iv) Activity figures, such as sales, production wastage, quality control etc.
- (v) Personnel evaluations, such as employee test results, questionnaires.
- (vi) The workplace itself, such as equipment, supplies, technology, work processes, raw-materials etc.
- (vii) Corporate plans, such as new technology, expansion, mergers etc.
- (viii) Accident reports and statistics.

While these sources provide valuable information for a training needs analysis they may provide a small amount of information on a particular topic or subject. Therefore, a few more research sources are listed for you as under :

1. **The Library**—A library can provide you bulk information. Do not try to read it all, ask the Librarian for help in narrowing your broad topic down to a manageable size. Computers may also be used effectively for this purpose. All libraries do not carry the same books, most specialize in different subjects. Ensure you find out suitable one.
2. **A Film Library**—A film library may give you a change of pace for your research and presentation. If you find a relevant film or video on your topic you may decide to use it in your presentation.
3. **Advertisements**—Advertisements in magazines and publications you subscribe, may give you required information for the topic.



4. **Experts**—The specialists who are known to have information in your subject may be contacted. Consultants and professionals are examples of such specialists; you may find that some specialists have their own libraries of books and films.
5. **Old Records**—Old records may be helpful in providing relevant reference documents. If you are lucky, perhaps some slides or photographs you may be able to use in your presentation.
6. **Government Institutions**—Government agencies that deal with training, education and employment are also useful sources of information. However, it may take some time to find what you are looking for, but it will generally be worth.
7. **Family and Friends**—Family and your friends could have some information for you, particularly for the social type of presentations.
8. **Staff**—Staff are often over ignored as sources of information for your research. Have you ever asked the people around you about their qualifications and experience? Ask them sometime. You may get a valuable information and pleasant surprise.

#### CHECKLIST FOR PLANNING A PRESENTATION

<i>Do's</i>	<i>Don'ts</i>
Identify the six helpers—five Ws and one H	Don't try to compartmentalize the six helpers
Understand the interest level of the audience	Don't make too many assumptions about the audience
Use simple language	Don't use jargon if the audience does not understand it
Make the presentation focused, easy to understand	Don't get too simplistic in your presentation
Use secondary sources to collate information	Don't depend on secondary sources for in-depth analysis
Prepare cue cards	Don't forget a cue card and miss a point
Prepare a logic tree	Don't be rigid in following a sequence
Be prepared for any kind of question from audience	Don't bluff your way through the question
Understand the audience question clearly	Don't fumble or fidget while responding to questions
Provide handouts for additional information	Don't circulate handouts before the presentation

#### QUESTIONS

1. Define planned and unplanned presentations. How would you present in a unplanned situation?
2. What is a planned presentation? What are the types of planned presentations?
3. What do you mean by planning a presentation? Discuss the factors that affect the planning of a presentation.
4. Discuss in brief the steps in planning a presentation.
5. What do you understand by audience analysis? Discuss the steps and criteria for audience analysis.
6. You have to make a presentation. How will you decide the location of presentation?
7. Discuss the factors that affect location of presentation.
8. What do you mean by objective of presentation? How would you write objective of your presentation.
9. Why you want to make presentation? Discuss.
10. What do you mean by researching a topic? Why is research necessary?
11. Is researching a topic is presentation essential? If yes, state the sources of information for conducting a study.



## CHAPTER NINE

# Structuring the Presentation

"No one ever complains about a speech being too short!"

—Ira Hayes

## INTRODUCTION

It is important to organize the presentation material locally and sequentially. Where to begin is the big question. How to give the material a logical shape? What information to include and what to exclude? What will appeal to the audience?

In the first stage, that is planning stage, the work is collation of material and information. Structuring is a subsequent and begins with understanding and analysis of the audience needs and expectations. It is important to hold the attention of the audience for getting success in presentation. Hence, bring about the alignment between the expectations of the audience and the structure of the presentation to the successful in holding the attention of the audience.

The importance of the structuring a presentation can be seen from the lines written by **Abbie Hoffman**, "Structure is more important than a content in the transmission of information to the audience."

Before we discuss the structuring a presentation, we must know the structuring of presentation material.

## STRUCTURING OF PRESENTATION MATERIAL

Structuring a material a two step process :

1. Writing the points on cue cards; and

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2. preparing a logic tree.

1. **Writing the Points on Cue Cards**—Begin the process of structuring the material by writing only one point each on the cue card from the collated. Once all the points have been written, spread the cue cards on a table in front of you. By reading the cards on the table, try and work out the sequence which you think at this stage will appeal to the audience. This sequence is based on the needs and expectations of the audience.

What information will capture the attention of the audience?

What sequence of points must be followed so that the audience is able to sense a value add?

Answers to these questions will help you in numbering and arranging the cue cards in a sequence. It is important to number the cue cards so that accidentally two cards do not slip to the back of the pile while making the presentation. As you proceed, you can look at the points written on the cue cards and elaborate on them. After one point has been explained, slip the cue card you were using to the end of the stack and begin the next point (see Table

TABLE : STRUCTURING MATERIAL

- (i) Cut out cue cards made of thick chart paper
- (ii) Write one point only on each cue card
- (iii) Spread all cue cards on the table
- (iv) Arrange them in a logical order
- (v) Number the cards
- (vi) Arrange them in a pack

With modern techniques of making presentations, all presenters carry a laptop or are provided with a computer and make presentations using a multimedia projector. While cue cards are not carried to the venue, beginning a preparation with cue cards facilitates structuring as points are arranged and rearranged, without much discomfort to the presenter, by merely shuffling the cards in a desired order.

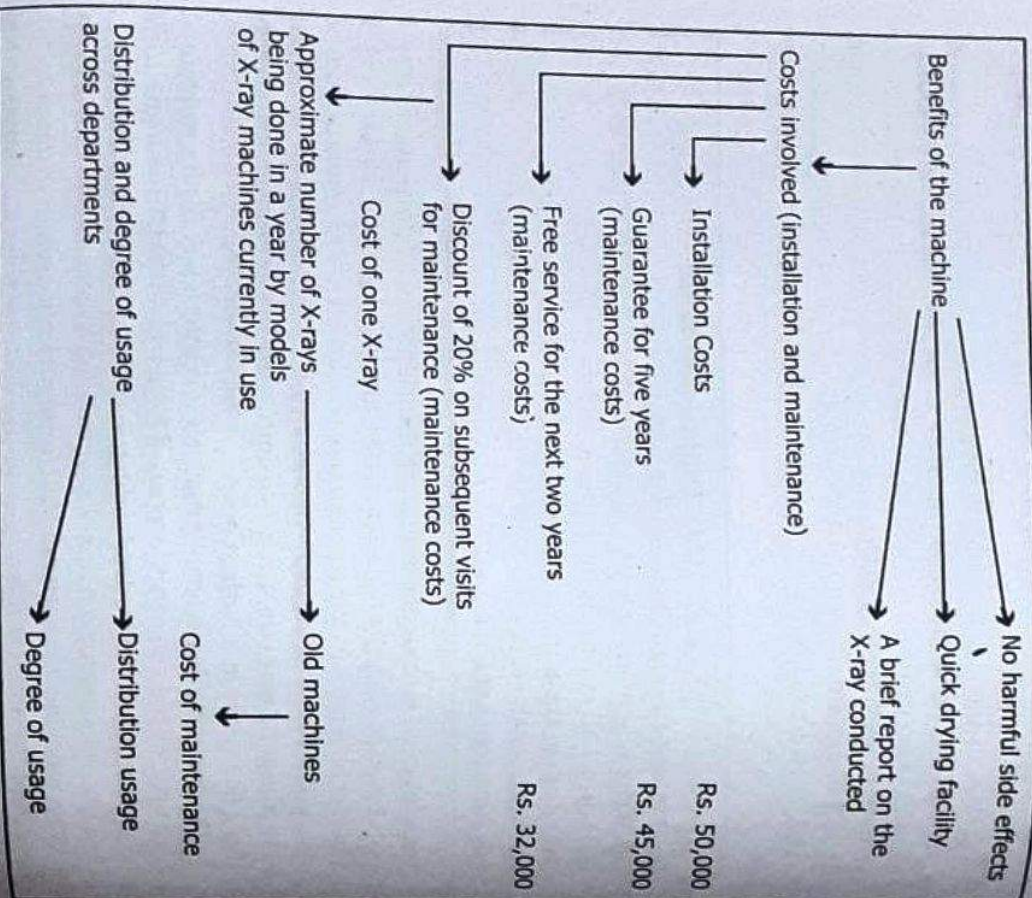
2. **Preparing a logic tree**—After you are through with the sequential arrangement of the cue cards, prepare a logic tree to verify the logical flow in the presentation. For understanding, look at the following example :

*You are working for a hospital equipment division in an organization. A new X-ray machine has been manufactured and you have been asked by the organization to make a sales pitch to the doctors of a local hospital. The points that you have been able to assemble are:*



- Models of X-ray machines currently being used
- Approximate number of x-rays being done by the hospital in a year
- Distribution of usage across departments
- Degree of usage by various departments
- Costs involved
- Unique features of the machine

Table : Logical Structuring of Points



These six points must be arranged in a sequential or logical order and in a fashion which appeals to the doctors. The points can be rearranged in the following ways :

☐ Logical

☐ Sequential

If you are unable to structure the points in a diagrammatic form, arrange them sequentially.

In this example, you have to persuade the doctors to purchase the new X-ray machine. You begin the presentation by highlighting the benefits of the X-ray machine and then discuss the cost, which allows the doctors to see its value. Additionally, by discussing the frequency of use of the X-ray machines, you cover maintenance issues. This method allows you to reiterate facts and move into the domain of the audience for receptivity of message. When you began structuring your presentation, you had an additional point called "Models of X-ray machines currently being used". When the points

Table : Sequential Arrangement of Points

1. Benefits of the machine:
  - No harmful side-effects " Quick-drying facility
  - A brief report on the X-ray conducted
2. Costs Involved (installation and maintenance)
  - Rs. 50,000 (installation costs)
  - Rs. 45,000 (maintenance costs)
  - Guarantee for five years (maintenance costs)
  - Free service for the next two years (maintenance costs)
  - Rs. 32,000
3. Approximate number of X-rays being done in a year by models of X-ray machines currently in use
  - Cost of one X-ray
  - Old machines
  - Cost of maintenance
4. Distribution and degree of usage across departments
  - Distribution of usage
  - Degree of usage

were arranged in a logical sequence, a discussion on the models of X-ray machines currently being used was found to be redundant. However, to make



the presentation comprehensive and complete, add point number 3, as indicated in the logic tree.

### STRUCTURING THE PRESENTATION

Structuring a presentation is one of the most important steps in presentation's creation process. Because a good structuring is the basis on which you will develop the information you have collected into a logical step-by-step presentation. Without a proper structuring, your presentation will flop.

Presentations head to be very straightforward and logical. It is important that you avoid complex structures and focus on the needs to explain and discuss your work clearly.

### HOW TO STRUCTURE A PRESENTATION?

Following points should be kept in mind while structuring a presentation:

1. **Establishing Credibility**—How credible are you, as a presenter? What is the level of trust you share with the audience? Be aware of your perceived knowledge level, especially if you are making a technical presentation. You need to know if the audience will accept your analysis because of your expertise, or whether they will question your assumptions.

Two factors that help you to gain credibility with the audience are position and authority. However, it does not mean that if you are not in an enviable position you will not be able to gain credibility. You too can develop content-rich and context-loaded presentations.

For example, a student can gain credibility by delivering an informative presentation which contains accurate representation of required facts and figures.

2. **Ascertain the Context**—Why are you making this presentation? What is the context? Is it an in-house or an external presentation? Try to understand the audience, its expectations and the context in which the presentation is to be made. You need to be aware of the implications of your presentation as well as the recommendations you may make. The receptivity of the audience to your message will be moulded by their needs. For example, if you were asked to make a presentation on the achievements of the company to the marketing team at the time when they are planning strategies for the launch of a product, the time and the context will be inappropriate. Chances are dim that they will even listen to what you are saying or presenting.

3. **Develop the Content**—Are you thorough with the content that needs to be presented? Have you done enough research on the subject, on the topic? You may be an ace presenter but to be successful in a presentation it takes more than oratory skills to succeed. Let us for a minute assume that when it comes to working on the cost benefit analysis you are not very good. You have read a couple of articles on the subject and have volunteered to teach some students the process by which cost benefit analysis can be done. While presenting this topic in the class, you realize that you are not able to proceed. The content that you may wish to present may be theoretical and the needs of the students may be to get more practical orientation. The uncertainties in your mind, the loose ends will make the content presentation superficial and mar the impact of the presentation.

On the other hand, if the presentation is content heavy which is difficult for the audience to grasp, problems will surface. In both situations receptivity of the audience will be minimal.

4. **Ensure Clarity**—Are you clear about what is it that you wish to present or have been asked to present? Is there clarity in your thinking process? Is there a clear structure that you follow in your presentation? It is not enough to merely provide the content, it has to be structured and presented in a logical, clear sequence. At no point in the presentation must the audience begin to feel or sense that they have lost touch with the content. This situation can arise only when you begin jumping from one point to the other, or bringing in unrelated facts that create confusion in the minds of the audience. Be clear about what you want to convey and focus continuously on it throughout the presentation.

Suppose you have been asked to make a presentation to the management students on 'Presentation Skills'. You begin by talking about the need to be convincing and move on to similarities between conviction abilities in negotiations and presentations. You try and pick up the threads of 'Presentation Skills' and demonstrate the need for assertive behaviour while facing the audience. The time spent facing the audience is equally divided between developing the three skills: presentation, negotiation and assertiveness. The audience is left in a dilemma. Was the presentation on developing 'Presentation Skills' or 'Negotiation Skills' or 'Assertiveness'?

5. **Keep all Channels Open**—Which channel would you like to use for the transmission of your message to the audience? It could be audio, visual



or multimedia. There can be only one criterion for the selection of a channel—will the channel be appropriate for an a-type of audience?

If you decide to use only the audio channel, the audience will not be able to view you, hence the attention that you could have commanded by your physical presence will be missing. More work will then have to be put in voice modulations and content development. Similarly, if it is just the visual medium, structuring of the visual content will have to be worked in a manner so as to solicit maximum attention and retention. If you are lucky and have the opportunity of using multimedia, use your creative capabilities, but only to the extent that they match the requirements of the audience.

6. **Be Consistent in Development of Points**—Do you consistently follow a stray line? Are you focused in your approach? It is simple for the audience to follow the content of the message if you are consistent in your approach. Consistency follows directly from clarity. If you are clear in your mind on what is it that you wish to project, consistency will naturally follow. You will be able to identify links and connections. Any kind of internal inconsistencies or disparity in views will severely affect your reliability. Avoid any confusion regarding the analysis and the final recommendation. For example, while discussing institutional policies, the director of an institute emphasizes that faculty producing research papers published in peer reviewed journals will be given an opportunity to attend international conference every quarterly and within a few seconds of this announcement stresses the need for outlining a stringent budget for the financial year. As a member of the faculty team you will be left wondering which of the two statements to believe.

To be credible, a similar pattern of thought must be adopted—either stringent measures have to be incorporated in the budget or leeway has to be given to the faculty on the basis of work produced.

7. **Assess the Capabilities of the Audience**—Do not under- or overestimate the capability of the audience you are addressing. Incorrect assessment of the audience and und-estimation of their knowledge level and their position would stagnate the efforts you put in the preparation and make the presentation boring, without any zing! On the other hand, if you overestimate and begin to use technical jargon with a non-technical audience, you have lost the day and the presentation. Your audience is unable to 'connect' with you or your talk. Worse still, they can even take offence thinking that you are trying to make fool of them.

## STRUCTURE OF PRESENTATION

OR

### PARTS OF A PRESENTATION

There are three parts to a presentation:

1. Opening Section
2. Middle Section
3. Closing Section

As is well known, in the opening or the beginning the presenter 'tells' the audience what is to come or what to expect; in the middle 'tells' them what was promised in the opening; and in the closing reiterates or 'tells' them the ideas that have been presented.

The most crucial part of the presentation is the beginning. You introduce the topic, set the pace, capture the attention of the audience, and establish credibility. The closing is the second most critical part. Whatever is said at the end of the presentation is what the audience takes back with them. The importance attached to the opening and closing of the presentation must not negate the value of the middle section of the presentation. In the middle section, the central idea is presented. The structure, the logic, and the authenticity of the presentation are established in this section.

In a 30-minute presentation, the average break-up of time for the various sections is as follows:

- 2 to 2.5 minutes—opening section
- 21 to 22 minutes—middle section
- 1 to 2 minutes—closing section
- 5 minutes—question-answer session or interaction/discussion with the audience.

Of course, it goes without saying that this is only a suggested guideline. There may be minor variations in time but overall the time allocated to the opening and the closing is the same.

### THE OPENING SECTION

The objectives here are to:

- introduce the presentation topic to the audience through various techniques; and
- capture the attention of the audience.

The opening is designed keeping the profile of the participants in mind. Structuring the opening is easier if you begin with the positive thought that the presence of the audience is an indicator that the audience is really interested in listening to the presentation. Now begins your task of getting



them to stay hooked to the content. Sounds simplistic, but gets tougher when you assign yourself the task of designing strategies. Application of attention-gaining strategies should be done right in the beginning of the presentation. Complacency arising out of working in the organization for many years can mar the quality and content of the presentation. If you want the process to be easy, begin structuring the presentation, imagining that the members of the audience have been sitting, listening to presentations from 9.00 am and your turn comes at 7.00 pm. The audience is tired and mentally exhausted and tuned to non-organizational issues like traffic jams, and outings with the family.

How will you begin in this scenario? What will you say? How will you deliver your content to be able to capture their attention? Think carefully through the opening/ beginning, weave in creativity, relate it to the main objectives of the presentation and tailor it to suit their requirements.

**Various strategies** can be used for the beginning/opening of a presentation that can capture the attention of the audience, if used in appropriate measure. These strategies are listed below:

- (i) Narrating a story
- (ii) Scenario description
- (iii) Jokes/Humour
- (iv) Facts and figures
- (v) Quotations
- (vi) Questions
- (vii) Agenda

While all these strategies are innovative and much better than the usual 'Good morning Ladies and Gentlemen. The topic for my presentation today is ...' the most powerful of these are story narration and scenario description.

(i) **Narrating a story**—Narrating a story is the most powerful device that can be used either in the opening or middle of the presentation. The power of the story to hold the attention is unparalleled. Reminds one of folk lores structured on this basic principle.

Try this technique! The member of the audience may be a child of two or a busy executive of 30 years. The minute you begin telling a story, their attention and the floor is all yours. You can make the story interesting enough to keep them hooked for hours, or boring enough to forego their attention in a few minutes. In fact, this is such a powerful device that many CEOs use this method to present facts and situations in the form of a story which has universal or organizational appeal.

The use of an story at the beginning of the presentation must be made with caution. It is immaterial whether the anecdote is one with which the

audience is familiar or unfamiliar. What is relevant is that the presenter must be able to relate it to the main objective of the presentation.

(ii) **Scenario description**—A scenario description is an extension of a story narration. In this strategy, the presenter extends the scope of the story by bringing to life the environment in which the episode or the story happened. In scenario description, there is more build up of visual imagery to give the listener a feel of the atmosphere in which the narrated incident occurred. While an anecdote narration focuses more on the content of the narrative, a scenario description specifically concentrates on the description of the events. The principle on which scenario description operates is that it stimulates the senses of the members of the audience and secures their attention.

(iii) **Using jokes or humour**—Using jokes or humor is a good strategy for beginning a presentation. However, it can backfire. The joke may not appeal to the audience, causing the connection between the presenter and the audience to break. The experience and seniority of the members of the audience must be considered when using jokes or humor. When you feel that audience is not interested in joke, adopt safe path by using a traditional opening, in which topic is introduced, benefits of ideas are specified and the presentation is rounded off. However, if you are aware of the audience, their likes and dislikes and feel you can present a joke to get the audience involved, go ahead.

(iv) **Facts and figures**—Use facts and figures to capture the attention of the audience. The facts and figures must be new, not old. Because on many occasions the audience is already familiar with the facts. In this situation, when you present old facts and figures, the opening loses its significance.

(v) **Quotations**—You can incorporate quotes in your opening section. Remember that if quote is very long, it will be difficult for you to remember the piece and you will have to turn ground to read from the screen or read from a piece of paper. In the process of delivering the quote, direct eye contact with audience is lost. If this happens at the opening of a presentation, it is very difficult for getting the attention of the audience back to the presentation.

(vi) **Questions**—Questions are powerful devices for capturing the attention of the audience. They can be used at any point in the presentation. The result is always the same: involvement of and participation from the audience. If a question/questions are used in the opening section of a presentation, they must be well thought out and related to the development of the case. The merit of using questions is that the



presenter can get the audience into a thoughtful, active and participatory mode. However, there is a flip side to it as well. The members of the audience may get totally immersed in the question-answer session and leave little room for you to complete the prepared presentation. You, as a presenter, must be able to draw the audience back to the presentation if there are too many digressions or interruptions.

Questions can be an effective tool for capturing the attention of the audience; however, the audience may become overly involved. When you ask a question and one member of the audience responds, other audience members may also be desirous of giving a response. If you are not adept at handling audience intervention, then the floor is totally lost. In a presentation of 30 minutes, the 2 and 2.5 minutes that you reserved for the opening may spill to 10 or 15 minutes. This can create problems since the time allocated to you is only 30 minutes. The entire structure of the presentation hinges on the time allocated. Even if you have a buffer of 5 minutes, it can be problematic trying to wrap up a case in much less time than one which is actually allocated.

(vii) **Agenda**—A traditional manner of beginning presentation is to give the agenda to the audience and then follow it up. It is a stereotypical way of beginning a presentation but it helps in focusing on the key issues, the objectives and the conditions. Many times the members of the audience do not have time to spend in niceties. They want the detail before they actually begin to listen to the presentation.

### THE MIDDLE SECTION

The main purpose of the middle section of the presentation is to **design content** for informative and persuasive presentations. The middle section or the **body of presentation** comprises the ideas or the main contents. Issues are discussed and main points are established in this section. The design and content of this section is determined by the audience profile.

For example, a technical audience will appreciate points that are developed by a detailing of processes; for a non-technical audience, the processes are not important. Thus, the points or the issues under consideration become the focal points of concentration. Going again by 30 minute presentation structure, you have almost 22 minutes to present or sell idea and convince the audience of authenticity of the presentation.

**Content Development**—The content development and presentation of both informative and persuasive presentation is different. In an informative presentation, information on rules, policies, figures etc., are presented. In

persuasive presentation, the presenter makes an attempt to sell an idea or product to the perspective customer—internal as well as external—or client.

**Table : Stages in Content Development**

- a. Decide upon a topic, such as Presentation Skills.
- b. Prepare a thesis, that is, a statement that sums up the objective of the presentation. Any topic would have many facets. All of them naturally cannot be covered. At this point, if you can zero down on the objective, the logic will automatically flow.  
Thesis: Essentials of a Good Presentation.
- c. Write points, as they come to your mind, on separate cue cards. For example, the presentation can cover the following points:
  - i. Voice Modulation
  - ii. Visuals
  - iii. Information Gathering
  - iv. Pitch
  - v. Font Size
  - vi. Body Language
  - vii. Font Style
- d. Spread the cue cards on the table and categorize them according to content.  
For example, the points in the presentation can be categorized under Planning and Platform Behaviour.  
The Planning category can include Information Gathering. The Platform Behaviour category can include Voice Modulation, Body Language, and Visuals. You might include other points under these categories, if you like.
- e. The remaining points on the cue cards that have not been categorized yet can be made subpoints.  
For example, Font Size and Style can be subpoints under Visuals and Pitch can be a subpoint under Voice Modulation.

(i) **Content development for informative presentation**—There are various methods for presenting contents in an informative presentation. It can be : sequential, chronological, alphabetical or spatial order.  
Sequential refers to ordering of content in a definite, predetermined sequence. The sequence can be a result of patterning according to time or occurrence; chronological is in the order of time; alphabetical will refer to presentation of details according to alphabets, that is, if an annual review



report is being presented, in all probability, the presenter will begin with administration and then move on to finance, HR, marketing, etc. A spatial ordering will be followed when description of a building, a machine or product is being made to the team. The description will follow a patterning in which you begin from one side or direction, say, top floor of the library, complete the description and then move to the middle and finally ground.

**Table : Content Development for Informative Presentation**

Title : New Model of a Computer
General Purpose : To Inform
Specific Purpose : To inform the official members about the new system
Steps :
I. Introducing the system
II. Gaining attention
a. How does it work?
b. How is it better?
c. Highlights
III. Special features
a. Ease of usage
b. Time-frame
IV. Summary of the information

(ii) **Content development for persuasive presentation—A persuasive presentation is need-based. Begin with the question: 'Why should or would the audience listen to my presentation?' Search for the answer. It can be as simple as**

'Because they need the product or the services', or as complex as 'They may (probability) need the concept or the idea at a future stage.'

The former situation is easy to tackle as it is based in the here and the now. The second situation is tricky as you are unaware of the future needs of the audience, the market situation. You are making a sales pitch in the present so that it may reap its benefits in the future. For instance, a company may be planning a new facial cream in a couple of years and may be planning a merger with a FMCG. Your company is into manufacture of chemicals. Recently the R&D department has developed a chemical that enhances skin pigmentation. Many other companies are also in the process of research and development. You would like to announce that you are the pioneer in the product and all contracts at this stage will prove beneficial to both parties. You have inside information that the organization you are targeting is on

the lookout for vendors. Making a sales pitch at this time will be advantageous as it would both publicize the product and help build relationships.

**Table : Content Development for Persuasive Presentation**

Title : Selling a Machine
General Purpose : To persuade
Specific Purpose : To persuade the client to buy the machine
Steps :
I. Introducing oneself
II. Introducing the product
III. Gaining attention
a. Benefits to the customer
b. Work efficiency of the machine
c. How is it better?
IV. Highlighting special features
V. Cost value
a. How cheap is the machine?
b. Comparative value
VI. Warranty
VII. Arriving at an agreement with the customer

### THE CLOSING SECTION

"The objective here is to make an impressive closing to the presentation." The end or closing is nearly as important as the beginning. While the beginning compels the audience to listen to the presentation, the end, if forceful, reverberates in the mind of the audience and forces them to reflect.

There are various strategies to end/close a presentation. The choice is based on your objective. If it is an informative presentation, then you have no choice but to reiterate the points that have been made in the course of the presentation. However, if it is a persuasive presentation, it can close on a note of call for action. Whichever be the case, the end must necessarily be emphatic, reiterating the points that were raised in the course of the presentation.

The various techniques/strategies for closing a presentation are as follows:

- (i) Return to the theme of the opening statement
- (ii) Challenge
- (iii) Call for action/motivate
- (iv) Recapitulate the main points



- (i) **Return to the theme of opening statement**—A presentation has a theme, a purpose or an objective which is stated by most presenters, in the opening sequence. In the closing sequence you may decide to come full circle and end on the same note on which the presentation was begun. As a strategy, this method of closing is effective as it reiterates the purpose or objective of the presentation.

**Example :**

If the presentation's objective or purpose is to provide information on a new software installation procedure, the presenter can close with the following statement: 'We come to a close of our presentation, in which we tried to explain the basic procedures involved in installation of the software.'

- (ii) **Challenge**—Motivation garbed as a challenge is a device frequently used by team leaders. If a difficult request is made, in all probability employees start with resistance. However, if the request is posed as a challenge, all are motivated to accept the challenge and perform to the best of their abilities.

**Example :**

Suppose you are a senior product manager presenting information on the challenges faced by the company due to increasing sales of the competition and the actions that must be taken. You can close your presentation on the following note: 'We have taken a look at the challenges we face, we need to put in extra time, effort, and energy to combat the same. Can we, as a team, rise to the occasion and enhance our performance?'

If you notice in this particular instance, three strategies merge in this closing sequence: *challenge, motivation, and appeal for action*.

- (iii) **Call for action/motivation**—A presenter who is at a higher level than the audience members can use motivation or call for action as a device for closing the presentation. Such a line of presenting moves the audience from just logical or rational thinking to a feeling of ownership. This approach is especially useful when the presenter is making demands on the audience.

The audience has to be persuaded into taking up something out of the ordinary, going one step beyond what is required of them. If the monetary or tangible benefits of such an initiative are low, then the feeling of an emotional and moral responsibility has to be stirred so that the company's goals become their goals.

Creating a sense of ownership and pride in their work enhances their ability to take on more work and yields better results.

**Example :**

You are heading the team of technical staff in the production department. You have described the reasons for changing the existing system and provided the details. However, to bring about this change, your team members must make more contributions without additional compensation. Currently you are not aware of the resources that will be provided to you by the organization. In the closing, you will make an attempt to motivate the audience and make a call for action. 'We need to put in extra effort. It is our department and the growth of the department is our growth. Let us all put on our thinking hats and decide on the best possible strategy for implementing the change. We will meet in a couple of days and decide on the most suitable strategy.'

- (iv) **Revision of main points**—In the closing section, the presenter summarizes the main points for the audience.

The main reason behind the summary or recapitulation is that while the presenter is familiar with the content of the presentation, the audience is not. Hence, what may seem logical and easy to understand for the presenter, may not be as simple for the members of the audience.

Also, attention span of most human beings is quite low and there are very good chances that you would have 'lost' the members of your audience at some point or the other during the presentation. Summarizing helps the audience members fill the gaps that they may have missed out because of their inattentiveness.

Table : Structuring a Presentation—Informative and Persuasive

	Informative	Persuasive
<b>Planning</b>	<ul style="list-style-type: none"> <li>● Collate all information and gather information about the audience.</li> <li>● Prepare the agenda.</li> </ul>	<ul style="list-style-type: none"> <li>● Collate all information and gather information about the audience.</li> <li>● Select the Unique Selling Proposition.</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>● Give statistical information (should be crisp)</li> </ul>	<ul style="list-style-type: none"> <li>● Move in the audience's camp and address the issue from their point of view (You've got them hooked)</li> </ul>
<b>The Opening</b>	<ul style="list-style-type: none"> <li>● Narrate an incident that helps build the information, e.g., information on a new product to be launched, efforts made by R&amp;D personnel to discover the product despite all odds.</li> </ul>	<ul style="list-style-type: none"> <li>● Start with rhetorical questions (You've got them from the passive to the active state)</li> </ul>



- Give the agenda.

- Start with open questions (You've got them to participate, but they might take the floor from you)
- Start with a story/scenario description..., e.g., 'Reminds me of a story...' or 'Once upon a time...' or 'In today's newspaper...' or 'If you remember two years back...'

Proceed by :

- Indicating understanding of the audience, rousing their emotions, and giving reason and logic.
- Reiterate appeal to emotions and needs

#### The Middle

Proceed by :

- Topical development
- Chronological order

#### The Closing

- Restate the main points
- Summarize the entire presentation
- Challenge
- Motivate

### FEATURES OF AN IDEAL PRESENTATION STRUCTURE

An ideal presentation structure includes following elements :

1. **A welcoming and informative introduction**—The introduction is the point at which the presenter explains the content and purpose of the presentation. This is a vitally important part of your talk as you will need to gain the audience's interest and confidence. Key elements of an effective introduction include:

- a positive start: *"Good afternoon, my name is Adam and ..."*;
- a statement of what will be discussed: *"I am going to explore ..."*;
- a statement of the treatment to be applied to the topic (e.g. to compare, contrast, evaluate, describe): *"I will be comparing the four main principles of..."*;
- a statement of the outcomes of the presentation: *"I hope this will provide us with..."*;
- a statement of what the audience will need to do (e.g. when they can ask questions or whether or not they will need to take notes): *"I will pass round a handout that summarises my presentation before taking questions at the end."*

You should aim to deliver your introduction confidently (wait until the audience is quiet before you start speaking) and communicate energy and enthusiasm for your topic.

2. **Main points in a logical sequence**—The main points are the backbone of your talk. They play an important role in helping you prioritise, focus and sequence your information. When planning your presentation you should put aside your research notes and produce a list or summary of the main points that you would like to make, expressing each in a few words or a short sentence. Ask yourself: "What am I really telling them? What should they be learning here?". Your answers to these questions will help you communicate clear and effective messages to your audience. After you have identified your main points, you should embellish them with supporting information. For example, add clarity to your argument through the use of diagrams, illustrate a link between theory and practice, or substantiate your claims with appropriate data. Use the supporting information to add colour and interest to your talk, but avoid detracting from the clarity of your main points by overburdening them with too much detail.

3. **Transitions**—Transitions are the signposts that help the audience navigate their way through your presentation. They can help divide information up into sub-sections, link different aspects of your talk and show progression through your topic. Importantly, transitions draw the audience's attention to the process of the presentation as well as its content. Examples include:

- *"I will begin by discussing ..."*;
- *"Now that we have explored the ... I would like to move onto ..."*;
- *"In contrast to my earlier statements concerning ..."*;
- *"Moving away from a focus on ..."*;

Transitions can also be made without speaking. Non-verbal transitions include pausing, changing a slide or other visual aid, moving to a different area of the room before resuming speaking, or making eye contact with a different group in the audience.

4. **A Lucid and Purposeful Conclusion**—The conclusion is an essential though frequently underdeveloped section of a presentation. This is the stage at which you can summarise the content and purpose of your talk, offer an overview of what has been achieved and make a lasting impact. Important elements of a conclusion are:
- a review of the topic and purpose of your presentation: *"In this presentation I wanted to explore ..."*;



- a statement of the conclusions or recommendations to be drawn from your work: *"I hope to have been able to show that the effect of...."*;
  - an indication of the next stages (what might be done to take this work further?): *"This does of course highlight the need for further research in the area of...."*;
  - an instruction as to what happens next (questions, discussion or group work?): *"I would now like to give you the opportunity to ask questions ..."*;
  - a thank you to the audience for their attention and participation: *"That's all I have time for. Thank you very much for listening."*
- As with your introduction, you should try to address the audience directly during your conclusion, consolidating the impression of a confident and useful presentation.

## STRATEGIES THAT ENHANCE PRESENTATION

OR

### PRESENTATION BOOSTERS

By now, you have done your rehearsals and are confident that the presentation will be a value add for the members of the audience. Unfortunately, when facing the audience you realize that the audience is getting restless or bored. You have probably not been able to get them to reach the same level of enthusiasm as you experienced, or your assessment of their needs is at fault. There appears a mismatch between the expectations of the audience and the presentation. One of the many reasons can be the time or 'when' the presentation is made. For example, your presentation comes at the end of the day and the audience is tired and restless. Additionally, it may happen that there are other high priority issues on the mind of the audience members at the time of the presentation.

To ensure concentration and attention of the audience and reduce boredom, use the following presentation boosters:

1. Make the presentation interactive
2. Make use of pronouns/names
3. Narrate an incident
4. Use examples
5. Provide statistics
6. Use visual imagery
1. **Make the Presentation Interactive**—Statistics prove that the best method of assuring retention of the presentation, in the minds of the audience,

is to get them involved. The higher the involvement, the greater the recall. Make the presentation interactive and participative. Throw questions at the audience, get them to respond, wait till you elicit their response or interest. You can also ask for opinions on the points being raised. The key to success lies in making the audience feel that their opinion is of utmost importance to you. No sooner do you sense that there is a group which has either tuned off or is getting restless, make an endeavour to address your points or questions directly at them. Open-ended questions can be raised. Definitely some extra time will be spent in the application of this strategy and you may have to reduce the content to be able to meet the time-line. In this situation, a choice will have to be made between presentation of dense content and presentation to an alert group. Most presenters would like to go in for the second option.

**Example :**

*In a presentation by a visiting faculty to the students of an operations research class the teacher can ask the students, "What are your expectations from this session? What is your objective in attending this session?"*

2. **Make use of Pronouns/Names**—In a presentation situation, the presenter is an alien by virtue of the role assigned. All members in the audience are closely knit by virtue of the purpose for their presence or being members of the same team or department or organization. It is the duty of the presenter to bond with the audience members. The sooner it is done the easier it is to proceed and gain acceptance. When you as the presenter arrive at the venue, and are unfamiliar with the audience members, make an effort to find out the names of the group members. Addressing them by their first name in the course of the presentation helps in bonding. In almost all presentation scenarios there are tent cards in front of the members. In the initial phase concentrate on a few names, and memorize those names. These names should be of people sitting across the room and not in one corner. You can pick up one from the left, one from the right and one from the centre. The purpose of selecting these names across the room is that it gives the group a feeling that you are concentrating on all and not just one section of the group. While raising questions or discussing use these names. You will realize that in the first five minutes of your presentation you have been able to learn/memorize three to four names. Repeat the strategy, concentrating on other names. The effort will not go unnoticed.



Additionally use of pronouns, like 'you' and 'we' also help in bonding with the audience members. They feel that the presenter is one of their group members, hence the acceptance is easier. You become one with the audience when the pronoun 'we' is used. 'You' addresses the audience directly and helps in soliciting their attention. However excessive use is to be avoided as it can have a negative impact on the audience.

3. **Narrate an Incident**—Always keep a few stories/anecdotes/incidents handy while making a presentation. Narrating an incident in the middle of the presentation is a powerful technique. Judging the appropriateness of the incident is important. If you can narrate an incident with which the audience is familiar or can relate to, the attention will be higher than usual. For instance, a column of the newspapers on 20 September carries the following news item: 'The discovery of chemical "Maave", by company X after repeated trials has proved successful in curing cancer. A 100 people have responded favourably to the chemical.' Store this information in your memory. If you have to make a presentation to the team members on a new project to be undertaken and you need to motivate them, talk about this chemical and how after repeated trials, it became successful. If the audience can relate to the incident, chances of success are high.
4. **Use Examples**—Examples bring to life the concepts presented. A general complaint for the failure of many presentations is that the members of the audience are not able to relate to the ideas that are being discussed. Use examples from real life and those that are close to the audience. If you are making a presentation on leaders, use examples like Gandhi, Vivekanand, Subhash Chandra Bose, Krishna and Arjuna. If you begin discussing leaders like Napoleon and Hitler, it may be difficult for the audience to relate.

One of the advantages of using examples is that the audience is able to remember and recall points when explained with the help of examples. It is difficult for the audience to remember all the points made during a presentation. However, it is easy to remember the examples. At a later stage, if they can place the examples in the right perspective, it will be easy to remember the points by association.

5. **Provide Statistics**—Numbers/statistics can be provided either in the opening or in the middle of the presentation. In the corporate world, much hinges on the accurate use of numbers. Only those statistics must be provided which would hold the attention. Excessive use can lead to an information overload. It is difficult to remember all numbers. If you decide to display numbers, slides are not an appropriate device. Handouts

can be prepared and you can, in the course of the presentation give the handouts, pause for a couple of minutes, let the members absorb the numbers and then carry on with the presentation.

The advantage of giving a few numbers on the screen and many in the handout is that in the former case the audience does not get confused with numbers and the attempt to memorize them or mentally work them out. In the latter case, the audience can carry the handouts with them and need not make an attempt to memorize. Use of numbers and their analysis usually impresses clients. In any business, the merit or value of a presentation lies in the amount of homework done by the presenter.

6. **Use Visual Imagery**—Visual imagery has the power to stimulate the senses and capture the attention of the audience. The choice of words should be such that the audience begins to feel, see or hear. Abstract or concrete nouns make the text dense and heavy and occasionally make the presentation sound pedantic. Visual imagery makes the presentation alive and appealing. If through use of visual imagery, you can stimulate the senses of the audience, then they are sure to remember the point being made.

Prepare the presentation boosters in advance and use them as and when the need arises.

#### CHECK LIST FOR STRUCTURING THE PRESENTATION

Do's	Dont's
1. Sequence and structure the presentation	1. Leave the presentation unstructured
2. Build credibility in the eyes of the audience	2. Sound incompetent or knowledgeable
3. Assess the capability of the audience	3. Over/under estimate the capability of the audience
4. Be clear in your thought processes	4. Rush through the structuring of the presentation
5. Develop the content based on the capability of the audience	5. Develop the content based on your own knowledge/capability
6. Use facts and figures to capture the attention of the audience	6. Use facts and figures merely to show knowledge
7. Be consistent in approach to the topic and the content	7. Bring in a variety of approaches



- |  |   |
|--|---|
| 8. Provide the agenda at the beginning of the presentation to keep the audience focused            | 8. Begin a presentation without giving proper thought to the structure                      |
| 9. Make declarations as a different strategy to open a presentation                                | 9. Make the presentation openings boring and monotonous                                     |
| 10. Hook the audience to the presentation by the use of anecdote narration or scenario description | 10. Leave the interest factor in a presentation unattended                                  |
| 11. Use appropriate humour/jokes to enliven the atmosphere   | 11. Use humour/jokes which only appeal to you   |
| 12. Work extensively on the opening and the closing  | 12. Leave the opening and closing of a presentation unstructured                            |
| 13. Structure the middle keeping the objective in mind   | 13. Prepare the content of the presentation without being sure of the needs of the audience |
| 14. Adopt a variety of strategies to keep the interest of the audience high                        | 14. Be insensitive to audience demands in the course of the presentation                    |

### QUESTIONS

1. What do you mean by structuring? Describe the feature of an ideal presentation structure.
2. Define structuring the material. How would you structure the material for presentation?
3. How would you structure a presentation?
4. Describe briefly the parts of a presentation.
5. State the techniques for structuring a opening section of a presentation.
6. How would you structure the closing section of a presentation?
7. Explain the main body of presentation. How the contents are developed in the middle section of a presentation.
8. Describe the structuring of an informative and persuasive presentation.
9. Write a note on an ideal structure of a presentation.
10. Write short notes on the following :
  - (i) Structuring the beginning section of a presentation.
  - (ii) Structuring the material.
  - (iii) Structuring the end section of a presentation.

## CHAPTER TEN

# Presentation Notes and Session Plans

"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

### INTRODUCTION

We will, in this chapter, describe about the meaning of presentation notes and session plans, look at the reasons for having them and describe what they should include. Presentation notes and session plans are essential tool for the presenter. These serve as a guide to the presenter to present in the correct sequence and ensure that all relevant material is covered during the presentation.

### MEANING OF PRESENTATION NOTES

First of all, it must be clearly understood that presentation notes, session plans, session notes, lesson plans and lesson notes are all the same thing.

**Presentation notes** are an important piece of equipment for the presentation. They are simply the road map for the presenter to be followed for making a presentation. Presentation notes can be prepared in form of power point notes, index cards or sheets of paper.

However, the type of notes to be used depends on the kind of presentation, and your own style. Index cards work well as a way to remind yourself of the key messages of your presentation or important facts, statistics and quotes. Because you can write much on the small cards, they are most effectively used to keep you on the track and jog your memory.



This format is appropriate in most situations. Writing notes on a sheet of paper is not recommendable, however, using the notes field on PowerPoint can be effective.

### HOW TO USE PRESENTATION NOTES

When using notes you should—

1. Never write in full sentences. Simply write key phrases or headlines. The point of notes is to push your memory.
2. Make sure your notes are easy to read, which means writing large enough.
3. Give a number to each card. Because if cards are dropped during presentation, the order can quickly be re-established.
4. Use lined or unlined note cards rather than lined paper. Because paper brings attention to the shaking hands during presentation if you are nervous.
5. Avoid reading the notes word-for-word, as if reading from a script. However, reading the word-for-word can be done if you are presenting legal or regulatory material.

### SHOULD WE USE NOTES IN PRESENTATION?

It is okay to use notes. But it is an important question of how we use them. We should use notes in the following manner.

1. There are exceptions, but for the most part we should not read notes word-for-word. This will give impression that we are not sure of our material or audience will raise questions about our expert status.
2. We should use key words only or key sentences or even graphics—or some combination of those.
3. We should not try to make a secret of using notes.

### SHOULD WE MEMORIZE THE PRESENTATION?

Should we memorize our presentation as a way of not using notes? The answer to this is an emphatic "NO".

Memorizing a presentation is simply not an option for the vast majority. For most people, it is a sure recipe for disaster. For one thing, it is just about impossible to remember everything, which all but guarantees that you'll come up blank at some point. That will leave you standing there, without a lifeline. What is more, even if you can memorize an entire presentation—and that is a big if—your delivery is likely to come off as stilted. It will be lacking in conviction and emotion, two other important ingredients of a successful presentation.

Instead, you should work to internalize your presentation, focusing on the ideas behind the words. As part of your preparation, become completely familiar with every part of your presentation. Practice aloud, until you are comfortable delivering your presentation without the use of notes. Rehearse as many times as you need to. That will clearly reduce your need for notes in the first place.

### MEANING OF SESSION PLAN

A session plan may be defined as a set of presentation notes in logical order for the presenter to follow to ensure that the objectives set for the presentation are achieved. A session plan includes other relevant information (other than notes) such as the presentation aids required, references and identified problem areas. A separate session plan should be used for each session, because each has its own objectives and therefore requires separate planning. Session plans (presentation plans) are useful tools for speakers in any field.

A well-designed set of notes may be used for legal purposes if situation arises.

### WHY USE SESSION PLAN?

A session plan shows us a starting point, a finishing point and all the stages we need to pass during the session of the presentation. Session plan is required on account of the following:

1. A session plan ensures that the presenter is heading towards the aim or objectives of the presentation.
2. The session plan also enables the presenter to check in advance that the sequencing of presentation is correct, the content is relevant and the presentation method is suitable.
3. The session plan is also a check list of the resources required for the presentation.
4. A session plan, as well as giving the presenter a logical list of information to be covered in a presentation and its appropriate sequence, it allows the presenter to indicate the timing for the presentation.
5. A session plan also allows another presenter to conduct the same presentation effectively as all relevant information is clearly set out.
6. A well-designed session plan also allows the presenter to revise the material again before the presentation and so saves a great deal of research times.



**HOW TO CREATE SESSION PLAN?**

A session plan should, ideally, have the following columns:

1. **Timing**—This column of timing indicates the running time of the session. It allows the presenter to pace activities throughout the session and finish on time.
2. **Content**—This column includes the list of all the things that have to be covered during the session. Generally key words are all that are required as memory joggers.
3. **Presentation Technique**—This column indicates whether the particular section of the session is to be of a lecture type show and tell, or perhaps participant discovery. This is generally used only for training-type presentations.
4. **Audience Activity**—The audience activity is a new concept for training situations. If the presenter lists the types of things that the participant will be doing during the session (listening, looking, practicing, etc.) it becomes possible to build in variety in advance.
5. **Presentation Aids**—The presentation aids required is the column for the presenter to note when presentation aids are required. It is also a good idea to have all of your aids numbered so that, if they get mixed up, you can put them back into sequence.
6. **Method of presentation**—technique to be adopted for presentation.
7. **Content of the presentation**—a specific list of contents should be chalked out by the presenter based on the need analysis.
8. **New Terms**—must be prepared clearly defined.
9. **Key questions to be asked**—lists the key questions that may be asked by the audience during the presentation.
10. **Resources required during the presentation**—must be decided in advance.
11. **Timing for the presentation**—total timing i.e. from starting point to finishing point.

When creating a session plan, consider the subject matter and identify those things that the participants "must know", "should know" and "could know". In other words, subject matter must be decided after need analysis of the audience at the time of structuring a session plan. For an effective presentation, following points must be considered while deciding the subject matter of presentation:

1. **The "must know" items**—These are the items that the participants must know in order to perform the task or duty required.

**Presentation Notes and Session Plans**

2. **The "should know" items**—The "should know" items are the things that may be needed if the participant is to gain a clear understanding of the essential information.
  3. **The "could know" items**—These are the items that may be desirable for clear understanding but are not essential.
- The trainer or presenter must keep in mind the participant's learning priorities.

**FORMAT OF SESSION PLAN**

There is not best format or style that may be used for a session or presentation plan. The best one for any presenter to use is one that is easily understood and which can be used effectively in the typical setting. Once presentation plan has been drafted, the best way to be sure you can improve it is to actually use it.

What should the presentation plan look like after the initial research has been carried out and the information sorted?

The sample presentation or session plan shown below may be used by any presenter who has some knowledge of computer. It may be used until you choose to devise your own.

SAMPLE SESSION PLAN		Sheet No.
Title	: How to use computer	
Written by	: Author's Name .....	
Date of written	: .....	
Objectives	: At the end of this session the participants will be able to :	
	1. State one reason for using the computer	
	2. Demonstrate the correct use of computer.	
	3. State when the computer is used.	
Presentation time	: 15 minutes	
Number of participants	: 6-10	
Entry level	: New employees	
Aids equipments	: 1. Sample computer machine	
	2. White board and markers.	
Potential faults	: Session not to be conducted at start or finish time of computer lab.	
Method	: Show and tell	



At the conclusion of the presentation, the presenter should modify the session notes if required.

It is very important that presentation plans must be revised or updated by the presenter if they are going to be used on a regular basis. This should be done as soon as the presenter is aware of need or when changes in technology occur which affect the specific presentation.

### QUESTIONS

1. What are presentation notes? Should we prepare presentation notes or memorize the presentation?
2. How presentation notes are prepared? Are presentation notes compulsory for a presenter?
3. What do you mean by session plan? Is the use of session plan in presentation essential?
4. What are the advantages of having session plans and presentation notes?  
\* [Hint : Why use session plans]
5. How will you prepare a session plan? Give a sample format.
6. Explain the items that must be included in a session plan. Prepare a sample presentation plan.



# Methods of Presentation

**"It takes one hour of preparation for each minute of presentation time."**

**—Wayne Burgraff**

## INTRODUCTION

Every presenter must realize that if the same method of presentation is used all the time, it may lose its effectiveness and can build a barrier to the learning. For example, a presenter who uses the lecture technique constantly might find that it is sometimes inappropriate or that some variety is needed. Similarly, as presenter who uses games and role-plays all the time have little success with that method.

The objective here is to define different methods of presentation very briefly and describe when or where they can be used effectively. It is important to note that these methods are not limited to classroom or boardroom. These methods can be used outdoors or in a social-type presentations. The methods to be discussed here are :

1. Fishbowl
2. Role-plays
3. Group discussions
4. Conference
5. Seminar
6. Workshop
7. Clinics
8. Brainstorming
9. Simulations

(These five are called group methods of presentation)



10. Games
11. Questioning
12. The Lecture
13. The demonstration
14. Videos/Films
15. Student Practice
16. Student Reading

The above listed methods of presentation has been discussed as under:

### FISHBOWL

A Fishbowl is a method of presentation that can be used for analysis of group process or as a monitor to the effectiveness of group discussion. We can say that a Fishbowl is a description of particular type of exercise.

**Process**—Under this method, participants need to be seated in two circles—a small inner circle and a large circle around it. The presenter generally selects an important or controversial topic and formulates several discussion-provoking questions. These questions are given to one person in the inner circle. It is the responsibility of those in inner circle to keep discussion going on the set topic.

In the outer circle, a number of observers are appointed to note things such as who is doing all of the talking, who is interrupting etc. The group members should be shuffled around so that all have at least one turn in the inner circle as a participant and a turn in the outer circle as an observer.

The draw back of this method is that this is a fairly complicated method and it would be advisable for new presenters or trainers to avoid a fishbowl until they feel comfortable with other simpler method of presentation.

### ROLE-PLAYS

Under this method of presentation, the facilitator or the group is involved in designing a simple script about a situation. Hence role-plays are situational examples.

**Process**—Normally, the only items required for a role-play are a script or an idea and one or more participants. The situations in which participants are allowed to act are related to workplace. Let the participants do most of the work because this will give them the commitment to follow the role-play. Let the group members use their imagination for the setting and try to get every one involved. Use different plays (participants) in the same situation for different ideas if needed. Once the role-players have been identified and the scenario has been played out, the role players, the rest of the group

members and the presenter carry out a critique of the role-play. They identify good and best points include suggestions and suggests any other possibilities.

The role-plays are normally followed by a group discussion, and time must be allowed for this very important part of the session. This gives everyone feedback on the process and highlights important points or issues raised by the group.

### GROUP DISCUSSION

**Group discussions** normally involve groups of five to twenty people with common interests in the subject area. They are conversational-style discussions where all of the individual members have equal rights and access to the subject. A group discussion must be under the control of a trained facilitator or group leader. The group leader must remain impartial in discussion but ensure that the group stays on the topic and that all participants do, in fact, have equal input.

**Group discussion** covers many methods of discussion and we will look at three of them briefly.

**Structured discussion** is a discussion between the participants to meet set objectives. It is usually better for the group to have input to the topics to be covered to meet the objective as this gives them more motivation. The motivation comes from the fact that they are basically responsible for setting the agenda.

**Open forum discussion**, an unstructured discussion, is basically a free-for-all with the facilitator as a go-between or referee. This type of discussion can be used to voice opinions or vent frustrations. One problem that can arise from this unstructured discussion is that the group may have one or two dominant people who tend to do all the talking. The facilitator should set ground rules before the discussion starts (or during it if necessary). One solution is to nominate an object in the room as the 'microphone'. Only the person holding the microphone may speak, and when it is passed on to someone else the new holder takes a turn.

**Panel discussions** are almost like a lecture in that they generally do not allow for a great deal of participant input. The panel is usually made up of a group of topic experts each with their own subtopic. The facilitator starts at a logical point and each expert builds on top of the previous expert, all of the topics being related. To be effective, this instruction method needs to be mixed with a question and answer method, or perhaps The requirement for the participants to do some preliminary work on the subject matter.



## CONFERENCES

**Conferences** usually involve larger groups. The numbers may vary from five to five thousand or more. The participants normally represent different departments or organisations, but all have a common interest or background.

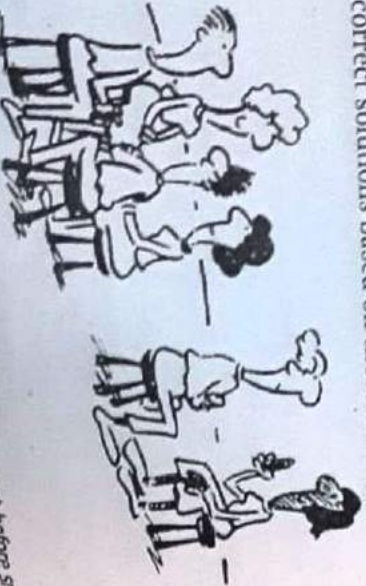


*Some conferences are simply venues for participants to exchange ideas or information.*

The activity of a conference is usually to look at problems within a specified subject area and endeavour to arrive at solutions to them by the end of the conference time. Some conferences are simply venues for participants to exchange ideas or information, or to find out about new technology in the industry that they represent.

## SEMINAR

**Seminars** involve groups of any size, again from five to five thousand or more, and are conducted for a group of people who have a common interest. Seminars are normally led by an expert in a topic area. In this form of presentation method, a problem may be defined and then given to the participants to rectify, under the supervision of the seminar leader. The seminar leader may also present relevant research findings so that the participants can discover the correct solutions based on those findings.



*Seminars usually begin with a presentation by an expert before small groups are formed for discussion.*

## WORKSHOP

**Workshops** may involve groups of any size, but again the group would have a common interest or a common background. A workshop is generally conducted so that the participants can improve their ability or understanding by combining study and discussion. Workshops tend to be user-driven, that is, the participants may influence the direction of the program at its very beginning. In a workshop attendees are generally prepared for a hands-on type presentation.

## CLINICS

**Clinics** are meetings where a small group of people with common interests examine a real-life problem. The group members diagnose and analyse the problem and then offer solutions. Clinics may be used to establish procedures as they are based on real-life situations and the participants generally offer working solutions based on their past experiences.

## BRAINSTORMING

**Brainstorming**, a form of structured discussion, is a method of instruction that is not used to its full extent. It has the advantage of using the participants' own thoughts, which leads to more ideas and greater participant motivation. The presenter must first introduce a topic or problem to the group and then it is up to the participants to give as many ideas or thoughts as possible. All ideas must be positive, no negative ideas are allowed. They are listed on a whiteboard or flip chart but not discussed straight away. The object is to get as many ideas as possible and it doesn't matter how absurd they are (ridiculous ideas are encouraged). When the group has been exhausted of ideas then you can go back and start discussing each idea. The group then decides which idea/s are best suited to the problem and applies the results.

Brainstorming with a group gives more, and generally better, ideas than an individual is able to provide. This is called synergy—the total is greater than the sum of the parts.

Developed by Alex F. Osborn, brainstorming is the oldest and best known technique for stimulating creative thinking. It involves the use of a group whose members are presented with a problem and are asked to develop as many potential solutions as possible. Members of the group may all be employees of the same firm or outside experts in a particular field. Brainstorming is based on the premise that when people interact in a free



and uninhibited atmosphere they will generate creative ideas. That is, as one person generates an idea it serves to stimulate the thinking of others. This interchange of ideas is supposedly contagious and creates an atmosphere of free discussion and spontaneous thinking. The objective is to produce as many ideas as possible in keeping with the belief that the larger the number of ideas produced, the greater the probability of identifying an acceptable solution.

Brainstorming sessions usually involve six to eight participants and run from thirty minutes to an hour. A one-hour session is likely to produce anywhere from 50 to 150 ideas. Typically, most ideas will be impractical, but a few will merit serious consideration. Brainstorming has given encouraging results in the field of advertising, in all branches of the Armed Forces, and in various Central, State, and local agencies.

### SIMULATIONS

**Simulations** are sometimes used for team-building exercises. They are not unlike role-plays but are more complex in their structure and require more participant input. With simulations, the group has to act in a team role, such as a team of consultants or a board of directors. With large groups it is advisable to break them into smaller teams with different exercises. This requires all of the team members to have an input into the exercise.

The groups are normally placed in a situation where they must get together and solve problems or build empires. It is normally a very descriptive exercise and may run for a number of months.

When the simulations have been completed, let the groups present their findings or results to all of the participants. Not only may someone pick up some good ideas, but it is also a conclusion to the exercise. In some simulations a lot of team effort is used and this presentation period is the group's opportunity to show how successful they were.

Simulations are also used for the individual trainee. Such exercises tend to be complex and generally expensive to set up. Examples of those involving an individual trainee may be flight simulators and driving simulators.

### GAMES

Games can be simple (joining the dots in the shortest time) or very complex (who can show a million rupee profit first?). Games are normally competitive and usually relate directly to the task involved.

5 9 7 2  
12 6  
3 13 23 25

*A wide variety of interesting, competitive games can be used in training situations*

If games are made to be competitive, they should not identify winners and losers but should identify a variety of thoughts and ideas and show how others may use them.

When games are used to develop or improve skills, they can be used at any stage during the course. Experienced trainers tend to keep their games for use after breaks. If you find a lively game that gets everyone involved and moving around, it may be worth designing your session so that this game can be used immediately after lunch.

There are many books now available that contain hundreds of proven games for different topics. If you design your own games and they are successful, share them with other trainers.

A game is an activity, illustration or exercise that can support the point the presenter, trainer or facilitator is trying to get across the audience or trainees. A game is normally brief, is not felt as threatening by the participants, requires all the participants to participate, is not complicated, is inexpensive, generally contains one learning point and is adaptable to a wide variety of situations.

A game may not always appear to have any direct relevance to the topic. It may only be when the experience is discussed later that the participant sees the relevance or the point the presenter wanted to make. If this discussion does not take place the attendees may never see any connection between the game and the subject matter, and the whole exercise is wasted.

### QUESTIONING

**Question and answer techniques** are now employed in most classrooms. The question and answer technique can be given a title of modified discussion. It involves some trainee participation and gives the presenter or trainer a good indication of whether the message is being received or not. It may indicate that some areas need to be revised or revisited.

The presenter should ask questions of the group often, making sure that they are relevant to the topic. The questions must be spread around the



group so that all of the trainees are participating. If people are having trouble answering the question, don't give them the answer. You can rephrase the question, prompt them, give them clues or get someone else in the group to assist them.

**Why do we use questions?** There are many reasons for presenters and trainers using questions in a presentation or training session. Following are the main reasons:

- (i) To find out if there is a presentation or the training need.
- (ii) To find out entry level of participants.
- (iii) To find out the facts.
- (iv) To create over-learning
- (v) To create active learning.
- (vi) To gain feedback.
- (vii) To solve problems.
- (viii) To check understanding.
- (ix) To use for revision.
- (x) To keep participant's interest.
- (xi) To stimulate thought
- (xii) To redirect discussion.
- (xiii) To involve the participants.
- (xiv) To check participants experience.

The presenter, who do not use questions, he is missing a lot of information and assistance from the audience.

**Type of Questions**—The types of question that can be asked may be grouped in following categories:

- (i) **Direct Questions**—Direct questions are those which are posed to a certain person in the group. These questions are not ambiguous and are usually designed to bring out the facts. Such questions may be used to check an individual's understanding of the subject matter.

- (ii) **Overhead questions**—Overhead questions are questions that we post to the whole group, without directing the question at anyone in particular.

- 'How can we apply this technique in the workplace?' (directed at the whole group).

Overhead questions are used to check group understanding. If no-one in the group volunteers an answer, you may have to rephrase the question or give a clue to the answer.

Alternatively, you can change the question into a direct question by nominating someone to answer it, using the 'pose, pause and pounce' technique:

- 'How can we apply this technique in the workplace?' (pause) 'Fred?' This type of questioning is probably the most effective for the new presenter to use.

- (iii) **Closed questions**—Closed questions usually require a yes/no answer or a single word response. They are quick but do not give much accuracy if the presenter wants to check knowledge. If you use closed questions, it's sometimes advisable to follow them with a 'what, when, who, where or how' question to check the participants' knowledge further.

- Facilitator: 'Should we always use sessions plans?' Participant: 'Yes' Facilitator: 'How?'

- (iv) **Leading questions**—Leading questions may be used to get explicit answers. Generally, a full description of the situation is given, followed by a question on the subject matter. This question can also include a clue to the answer.

- Let us imagine that you are standing in front of a class and they all appear to be restless. Which of the nine principles of learning could you apply to settle the group down? The nine principles are still shown on the whiteboard.

This type of question calls for a very specific answer. It may be used as a direct or overhead question and it should be Thought-provoking to check the participants' understanding of the material.

- (v) **Rhetorical questions**—Rhetorical questions are questions that do not require answers, but what good is a question without an answer? Rhetorical questions are normally used to get the audience thinking. It is not uncommon for presenters to begin their sessions by posing a rhetorical question to the group:

- 'What is testing?'

When you pose a rhetorical question to a group, do not pause too long after it or someone will start to answer and that defeats the purpose. The purpose of a rhetorical question is to get the group thinking about the subject matter.

- (vi) **Open-ended questions**—Open-ended questions request more information of the participant and normally require more time to answer. They usually start with a 'what, when, who, where or how'. Try to avoid questions starting with 'why' as 'why' questions tend to be too broad in their interpretation. It is commonly accepted that the 'why' is an umbrella for the more specific 'what, when, who, where or how'.

- 'What do you feel is necessary to accomplish this?'



The answers to open-ended questions may show that the presenter or trainer needs to jump in quickly to redirect the response to the required area of thinking. Sometimes open-ended questions can be used to start group discussion.

**Effective Questions**—An effective question should be designed with the following in mind :

- (i) The question should be short.
- (ii) It should have only one idea.
- (iii) The question should be relevant to the topic.
- (iv) It should create interest during the question and answer session.
- (v) The question should be in language that everyone can understand.
- (vi) It should require more than a guess to give an answer.
- (vii) It should lay emphasis on key points.
- (viii) The questions should be related to the previous knowledge.
- (iv) It should be a check of knowledge or understanding.

If you ask a question of the individual or the group, make sure that you know what the correct answer is.

When you get a response from a participant, it's a good idea to repeat the answer so that the rest of the group can hear the correct answer. Do not assume that because you heard the response everyone else did. Even if they did hear it, repetition provides overlearning.

When posing a question you must look around the group, not at anyone in particular. If you look at one person, it is an indication to everyone that the person you are looking at has been singled out to answer the question. When you get an incorrect reply, do not damage the person's self-respect by saying 'No', 'Wrong', 'Stupid', or, my favourite, 'Once again for the dummies'. What you should do is acknowledge the reply and then prompt the person for the right answer by giving clues or suggestions. Alternatively, you can pass the question to the group for discussion.

All questions should be designed before the session and should be written on your session plan so that they are not overlooked or forgotten. This will also assist anyone else who uses your session notes.

We often use questions to find out if the participant or trainee can relate the new material to previously known materials. Never use questions as punishment.

When you get answers, make certain that you acknowledge the participant. If you neglect to do this, the participants may withdraw their attention.

Questions may be designed to involve the quiet ones in the group so have some easy questions planned. By getting these right, self-confidence is built *and* this leads to greater participation.

If a question is asked you by a participant, try to get the group to answer it. This keeps them on their toes and thinking. If the group can't answer the question, try to revise it so that it can be answered by someone in the group. Give them clues or prompt them in the right direction. Make every effort to get the answer from the group. Rather than *tell* the individual or group, *ask* them.

### THE LECTURE

The lecture is often referred to as **talking to or talking at the group**; it is simply addressing an audience. To be effective, lecturers need to be on top of things at all times and to be interesting or amusing to the audience. They also need to use an appropriate number of analogies, the correct level of language for the audience and a logical sequence of ideas in the presentation. Many institutions in our education system still use the lecture, but with this method the students cannot contribute to the learning experience. However, one significant advantage of the lecture is that the presentation time can be judged to the minute.

For a lecture to be effective, the presenter needs to be aware of the audience at all times. The presenter's voice is particularly important, both in level and tone. Also, the material must be made meaningful to the group so that they will want to listen. It is also possible, and advisable, to use presentation aids in a lecture presentation.

Unfortunately, the lecture does not generally allow for any form of immediate evaluation, or for any two-way communication between the presenter and the audience.

### THE DEMONSTRATION

The **demonstration** allows the participants or students to observe what the presentation is about. Most demonstrations are limited to situations requiring motor skills, such as using a bundy machine or folding a serviette. But this need not be the case. Demonstrations could also be used for showing students interpersonal skills, such as interviewing and counselling.

A demonstration should follow a planned sequence—a verbal explanation, showing the item or skill, demonstrating the skill, student questioning and student practice.



Among the things to remember when using demonstrations are that you should break the task into bite-size pieces so that the student can progress through mini-goals rather than trying to achieve everything at once. When demonstrating you must ensure that all members of the group can see the demonstration. It is also a good idea to check that all of your equipment is in working order before the demonstration (to save embarrassment). Above all, make sure that there is ample time for students to practise the skill.

### VIDEOS AND FILMS

Videos or films may generally be used as support for the presenter but should not be used as the sole method of instruction. If trainees have difficulties with the material or have questions to be answered, they need someone to talk to.

Videos and films are usually used to reinforce the main points of the presenter's presentation. It may be desirable to use a video or film occasionally as a change of pace. If videos or films are used to support the presentation they must be introduced to the group and the group be made aware of what to look for. At the conclusion, the presenter must review the ideas and material covered and clarify any points that may not have been understood.

The presenter must preview any video or film before it is used. Check that it is relevant, covers the points required and make sure that it is not out of date.

A presentation should not be designed around the film content—the film should fit into the previously designed session. The film should complement the session.

### STUDENT PRACTICE

**Student practice** should be allowed for after every method of instruction. It is pointless to teach someone a new skill and not encourage them to use and perfect it. It is the presenter's and trainer's responsibility to encourage trainees to apply the skill. Under supervised practice students find out whether they can use the new skill effectively or not. The trainer also finds out whether he or she has reached the final objective of the student being able to perform the skill when out of the controlled atmosphere of the training room.

Audience or student practice on-the-job is where we finally observe behavioural changes. This is the most effective form of practice and ultimately the most important evaluation.

Positive feedback to students from this exercise is also likely to encourage them to want to know more and may encourage them to undertake further instruction in the area. They learn the effectiveness of training.

### STUDENT READING

**Student reading** can be used effectively or it may be a total waste of everyone's time and effort. Student reading before or during a course can be extremely relevant to group discussions and exercises. However, if there are one or two participants who for some reason do not do the set reading, it may mean that they do not know what is happening if the rest of the group decides to carry on. Alternatively, the group may have to mark time while the trainer brings these people up to date with a quick overview.

Students must be given an incentive to spend their own time reading course material. The presenter could perhaps tell them that there will be a quiz for them to do. Also, they should know that if they do not do the required reading they will be wasting not only their own time but the time of the group as well. A recent idea is to give the participants note pads which have structured exercises for them to perform while reading. An example of such exercises could be a series of statements with missing words or phrases that the participant must fill in. If the presenter uses a structured note pad, many other forms of assignment can be designed for the student to undertake while reading.

### SAMPLES OF A GAME, SIMULATIONS AND ROLE PLAYS

#### A GAME

A simple type of game for part of a presentation or trainer training course might be to see who can draw the straightest line on the whiteboard, the winner receiving 3 new whiteboard markers. This type of game is simple, non-threatening, has no losers and is inexpensive.

Discussion later would highlight the main purpose behind the game. This might be to let the trainees see that it is not as easy as it looks to draw a straight line on the whiteboard. The game could also motivate some of the trainees to improve their techniques on the whiteboard through practice.

#### A SIMULATION

We have probably all seen a tennis serving machine before. If you have not, it is a machine which is set up on one side of a tennis court and 'serves'



tennis balls out at different speeds and angles. Would not you agree that this is a simulation? Would not you also agree that using this serving machine is easier to organise than trying to get a group of tennis players for your trainee to practice with? Using this type of equipment would also allow for a greater variation of 'players' anyway.

After the training session using the machine, we would have a debriefing period which would give suggestions to improve bad returns. If the trainee encounters a large number of bad returns, they would not continuously lose the game using this type of simulation. Imagine how hard it would be to want to try to improve yourself if you kept on losing 'real' matches.

### A ROLE-PLAY

If we were training welfare workers, would not it be fair to assume that we would want them to counsel someone as part of their training? Of course we would. Would not it also be fair to assume that we couldn't just go out onto the street to find volunteers? Right again. This is where the role-play comes in. We would probably describe a scenario to the group and then ask a couple of the participants to come forward and act it out. After they had completed that task, and we had discussed the effects, we could then break the group into smaller groups and get all of them to role-play other similar situations. The concluding discussion should involve ideas for improvements, based on the role-playing experience.

### QUESTIONS

1. Define group methods of presentation i.e., group discussion, conference, seminar, workshop and clinics.
2. What are the different methods of presentation? Explain five of them.
3. What do you mean by question in the presentation? Is questioning essential?
4. Write a short notes on the following :
  - (i) Fishbowl
  - (ii) Brainstorming
  - (iii) Role-plays
  - (iv) Games
  - (v) Simulations
  - (vi) Questioning
5. Describe group methods of presentation. Also discuss the types of discussion that can be made during the presentation.
6. Define question-answer technique of presentation. Explain the types of questions that can be asked during the presentation.
7. What is questioning? How would you design effective questions?

## CHAPTER TWELVE

# Delivering a Presentation

"A theme is a memory aid, it helps you through the presentation just as it also provides the thread of continuity for your audience."

—Dave Carey

### INTRODUCTION

How many times have you stood in front of the mirror and thought, 'This is MY time. I will make it and make it big this time. Will I succeed? What will happen if I make a laughing stock of myself?' Relax, not only you but almost everyone faces a similar apprehension before making a presentation, be it to a small or a large group. If the size of the group is too small, say, four or five people, problems faced are different from those when encountering a group of say, 40 or 50 people. The best size (not always) of the group is 20 or 25 individuals.

While the content of your presentation is important, it is not always a case of what you say but how you say that strikes the chord and gets the audience to listen attentively to the presentation. You may have done a lot of research and come up with many concepts, but if the concepts, content and the text are not understood by the audience, the purpose is defeated and the time spent in research and analysis is wasted.

There are times unfortunately, when the manner in which we present detracts from the desired effect of the presentation. Sometimes, very rarely though, the content is so powerful that the manner of presentation becomes insignificant. For instance, as the head of the organization, if you announce a raise of 10 per cent, or as the head of an academic institution you announce an unexpected break for a week, the audience does not really care about



what you do with the techniques of delivering a presentation. The content in itself is so rich and audience-centric, that it overshadows all other essentials.

In other situations, it may happen that the presenter is so powerful in the delivery, that the content takes a back seat. The audience is inspired by the walk and the talk and is willing to forfeit concentration on the text. But this again is a rare phenomenon and does not happen all the time.

There may be a third situation in which the presenter is able to bond totally with the audience right from the start. This may be because of personal contacts, initial interaction, responses to queries or status of the presenter. The audience is willing to forgive and forget errors, if any, in the course of the presentation. The presenter is in complete sway over the emotions of the audience.

## ASPECTS OF DELIVERING PRESENTATION

OR

### HOW TO DELIVER A PRESENTATION

1. **Recheck the Content and Objective of presentation**—The objective here is to determine criterion for sequential arrangement of the material. After the material/content has been planned and structured but before the delivery, check the objectives of the presentation once more to ensure that all criteria for this event are successfully met and the interest of the audience can be sustained. The objective of presentation can be:

- (i) To inform
- (ii) To Persuade
- (iii) To Motivate
- (iv) To sell
- (v) To Teach
- (vi) To Train

Let us assume that you are working in the R&D department of a pharmaceutical company and have prepared a presentation on a new drug 'Megapix', to cure AIDS. The product is to be launched by your company in a month. Let us see how with a change in the objective the focus of the presentation and the manner of presenting will also change.

- (i) **To Inform**—As a manager in the corporate communications department, you may be asked to do an informative presentation to the media representatives on the new drug. In this scenario you will present the composition of 'Megapix', the potency, benefits and side effects, if any.

- (ii) **To Persuade**—As the manager, marketing, you may be asked to do a persuasive presentation to probably distributors, retailers and sales representatives. You will begin by talking of the benefits of 'Megapix', its comparison with other similar drugs in the market and the long-term benefits associated with the company.

- (iii) **To Motivate**—As the team leader, R&D department, you may be asked to motivate the marketing division people to promote the drug, 'Megapix', on which they have little confidence. You can begin the presentation by a discussion of the merits of 'Megapix', how proper sales can boost the market share of the company, how proper promotion can help the company create a place for itself in the domestic and international market.

- (iv) **To Sell**—As a medical sales representative, you may be asked to convince the doctors to prescribe the medicine to the patients. In a face-to-face presentation, you may begin your talk by showing the product and the literature and substantiating it by providing additional information on the merits of the drug and the process through which the authenticity of the drug was tested in the laboratory.

- (v) **To Teach**—As the head of the R&D department, you have been asked by the top management to instruct the fresh recruits of the department on the processes of the division. You could use the example of 'Megapix' in your methodology. In the presentation, you will present multiple perspectives, ways of approaching a problem and methods of deriving a solution. You will use the example of 'Megapix' to demonstrate the multiple runs over subjects before claims of success can be incorporated in the promotion of the product.

- (vi) **To Train**—As head of the training department, you may be asked to train the members of the marketing division to make presentations on the new drug, 'Megapix'. You will need to discuss strategies for making informative and persuasive presentations, using 'Megapix' as an example.

You will notice that with a shift in the objective, the focus of the presentation has also undergone a change. To keep the attention of the audience hooked on to the presentation, examine and reexamine the objective, to ensure interest, ascertain that your focus matches with that of the audience.



2. **Control over Self**—The game is about to begin ... have you all your cards in place? Do you have time to practice? For any game you play, practice and still more practice helps in perfecting the strokes and increasing the probability of success. It is a similar case with presentations. If you aspire to succeed in the game of making presentations, rehearse and then rehearse some more—the guru mantra for success.

Rehearsals are an effective way of exercising control over the self. Practice in front of a mirror. The mirror tells no lies. If you are objective and critical, you will be able to identify errors, if any, in the style of speaking or body language. So far, you may have assumed that you look very confident, have a perfect smile and gesticulate the right way. However, when you stand in front of the mirror and speak, the first thought that strikes your mind—'God can it really be me? I look awful! The 'look' in this case does not relate to the natural looks with which we all are endowed. 'Look' in this case refers to your movements, the way you smile and the manner in which you gesticulate. Can something be done? Yes, if you are critical and are willing to accept changes, much can be done to restore your image in first your own eyes and then in the eyes of the audience members.

**Note: Practice makes perfect.**

3. **Control Your Nerves**—Nervousness at the beginning of presentation increases for a couple of minutes after which it stops and does not increase any further. So do not let nervousness bog you down. This point "Nerves" has been discussed under the heading "difficult Situations and Nerves" in a separate chapter.

4. **Maintain Eye Contact and Smile Frequently**—Think of the days when you were a child and had been up to some mischief and had inadvertently been caught in the process. While acknowledging the crime, you would not maintain eye contact. You may also remember being reprimanded for not being able to maintain eye contact. The reason for emphasis on direct eye contact then and today is that it is a sign of confidence, honesty, and surety.

Lack of eye contact during a presentation sends an almost similar signal, 'that something has gone amiss', or 'the presenter is not confident'. These and similar other views begin to surface in the minds of the audience. Now then does one establish eye contact or for that matter maintain eye contact?

Let us get started. Arrive at the venue 10 or 15 minutes in advance. Note the seating arrangement. The names of the participants have probably already been put up on tent cards. Mentally divide the room into four corners—left, right, left-centre, and right-centre and imagine the seats are occupied. Practice for a few minutes shifting your eye to extreme seating positions in the room.

Finally, the audience has arrived and now begins the ordeal. Begin by looking at one person in the left group directly in the eye, sweep your glance over the rest of the group members and let your eye rest on one member of the left-centre group. Follow this strategy for all four groups in the first round. In the second round, look at another member directly in the eye and keep shifting your eye to other groups. After some time, the audience members may get used to your shifting your head in a particular direction. Change the sequence of looking at the groups. If you started with the left group, begin this time by looking at a group member in the right-centre and move your gaze in the clockwise or anti-clockwise direction. Remember that when you look at group members, your gaze must not focus on the forehead or rest below the chin. It must be a direct eye-to-eye contact.

Couple it with an open smile that reaches the eyes—overall impact—huge and unquantifiable. It is difficult to state what the smile should look like for you to bond with the audience. It should be simple and genuine. A smile is a reflection of the state of mind or the heart. It will only look and seem sincere if the individual is sincerely happy with the situation. Try an occasional smile at the audience members in the course of the presentation. Let it not be a broad smile that extends from ear to ear, but a genuine and sincere one with a faint trace at the corners of the mouth.

5. **Show Your Energy and Ability through Standing Posture**—Have you ever looked at your standing position? Do you slouch, have a hunch? Or do you stand tall and erect? If it is the last nothing can be better. If not, then begin work on correcting the posture.

Have you noticed there is something very strange about the human body? The minute it comes into contact with any object, like table, chair or podium, it automatically leans against the object for support. While in informal chat, it is acceptable to a certain extent, it is absolutely unacceptable in a presentation. Your role as a presenter is to energize the audience and keep them moving at a fast pace with you. If you begin to take support of other objects in the room, don't blame the audience if they also lean back and subsequently tune off!

For a straight and lean posture, balance your weight on both feet, stand erect with shoulders square, and face the audience. How long will a presentation last? Thirty minutes, 45 minutes, or probably an hour? Give it a shot, it is really not all that difficult to balance your weight equally on both feet. Shuffling or moving on the same spot, resting weight on one leg and then shifting it to the other leg, or resting the posterior on the table, while comfortable do not present you as a positive, energetic presenter.



Show energy and agility through your posture and movements. This does not mean that you keep moving throughout or remain fixed or glued to one spot. Main aim a balance between the moves and the stationary postures.

6. **Use Hands for Emphasis**—Use your hands sparingly—use them to emphasize a point. Every time you use your hands, ensure that the palms face upwards. Using palms facing downwards is not viewed positively, it is indicative of an overbearing person with the desire to suppress or subdue. Finally, do not point fingers at anyone in the audience. If you must use your hands to point to any one, use the full palm with all fingers pointing at the respondent. The palm in this case must again be facing upwards.

7. **Movements of the Presenter**—Can you actually remain glued to a point and deliver your presentation? No, don't even try that! You will look and feel like a robot, stiff, unrealistic and unnatural. The audience would like to see you look and behave normal.

For movement of any kind, you must have done sufficient research on the layout in the room. You must be familiar with the extent to which you can move left or right while remaining in the vision of the audience. Additionally, you must also have information on the chords and the wires in the room. Check if the wires of the audio visual equipment are taped to the ground. Check on the seating arrangement. If it is a U-shaped seating arrangement, your life has been made simple by the organizers. If it is in a classroom style with seats arranged in rows, try and get the arrangement changed. Now, you are comfortable with the arrangement and know how and where to move.

The projector may be fixed in the centre of the room. Begin the presentation by standing on the left side of the U-shape, welcoming the audience, and introducing yourself. After some time you may feel the need to move to the right side, take confident steps and move to the right, without blocking the projector or coming in between the projector and the screen. You can also move to the centre of the U-shape. When you want to move out of the centre of the U-shape, move in reverse gear. The initial research on the layout of the room will at this stage hold you in good stead. You can comfortably move around without knocking into anything or anyone.

9. **Improve Voice Modulations**—Sit back and reflect — who according to you is a good presenter? And why? What are the outstanding qualities that the presenter possesses? One of your many responses is sure to be the voice modulations and the inflections that the presenter brings to the floor. Isn't that what media anchors use for various programmes?

the quality of voice, the modulations and inflections, the tone, the emphasis, the pauses at appropriate junctures? Think of the radio programmes, in which you are not able to see the presenter, yet you remain tuned on to the system and the programme because of something inherent in both the content and the tone.

This analysis brings us to an interesting point — the need for voice modulations. Remember, the best of presentations and ideas in terms of content can put the audience to sleep if the voice is slow-paced and monotonous. The four components that enhance voice quality and aid in voice modulations are — energy, pace, pauses, and emphasis.

**Table : Enhancing Voice Modulations**

Energy	Vary your voice modulations between high, middle and low energy level.
Pace	Vary the pace of speaking.
Pauses	Incorporate pauses at appropriate places.
Emphasis	Emphasize points that you want the audience to retain.

(i) **Energy**—Energy in voice refers to the force that a presenter uses to present ideas. Audience members prefer to listen to an individual who has force and energy in the voice than one who makes a presentation in a flat voice, that is, without any voice inflections. There are three levels of energy: high, medium, and low.

Do not begin with high energy, if you are not used to it. It will be difficult for you to maintain and sustain the same level for the rest of your presentation. Begin at the middle level, shoot up to the high energy level, and then come down to the low energy level. It is not necessary to follow this pattern. You can follow any pattern, that is, alternate between the different energy levels. The variations in the energy level help sustain audience interest.

(ii) **Pace**—Do you speak fast or are you very slow? Are the listeners able to grasp what you are talking about or do they tune off? You have to gauge the level of acceptance of your presentation from the facial expressions of the audience. If they have a puzzled look on their face, it indicates that they have not understood a word of what you have said. Vary the pace of speaking. There are individual variations on how many words are pronounced per minute. The important criterion for measuring success is that the audience members are able to understand all that is being said and are able to enjoy it.



A good way to control pace in the practice stage, is to record your speech on the audio system, and then to replay it. This will help you to pick out weaknesses, if any, in the energy and pace of speaking.

- (iii) **Pauses**—Directly related to the pace of speaking is the use of pauses and emphases. Do you pause in the course of a presentation? Do you lay emphasis on the right words?

What is the importance of pauses? Where exactly must one pause? Pauses help the listeners to understand what is being said. If you start at a very fast pace and continue at the same pace, it is very difficult for the audience to understand the said content. When a point has just been completed, pause for a couple of seconds, look at all the audience members, and try to secure their consent through eye contact. Audience members need time to absorb the points before they begin to concentrate on the next point.

Pauses cannot be too long or too short, if they are too long, the audience may lose rhythm and get restless. If too short, the purpose is defeated. Again, it is difficult to state that 10 seconds is just right or too much and nine just right. When you face the audience and see them leaning towards you, absorbing and assimilating the content in the pauses, you know that you have been able to hit the mark. If you see the audience getting restless, it is a negative sign. You have not been convincing and effective in the use of pauses. Pauses also help determine the pace of speaking.

- (iv) **Emphasis**—Closely related to pauses is the technique of using emphasis on words. Emphasize select words in the presentation. The words that carry maximum weight must be emphasized. As a presenter, you are the best judge of the text that you will like the audience to concentrate on. However, at the outset, one can say that numbers and statistics capture the attention of the audience and need to be emphasized.

9. **Handling Audience Interventions**—Here is some positive news for you! Audience interventions are a sign of audience interest in the presentation. Your success can, to a great extent, be defined by the nature of audience interventions which are indicative of the fact that the audience has actually been listening to you. If it had tuned off, chances of there being any interventions would not have been possible.

- Interventions can be in the nature of :
- (i) Agreements
  - (ii) Additions
  - (iii) Objections

- (iv) Disruptions

(i) **Agreements**—Agreements are statements made by the audience members through which they indicate their acceptance of a point made by the presenter.

Every time there is an audience intervention you must respond to it. Thank the person and then proceed.

- (ii) **Additions**—Additions are strategies used by the audience to indicate acceptance of the presenter's point and follow-up with an additional point or anecdote.

In both these cases, that is, agreements and additions, the presenter must ideally thank the audience member for the contributions made to enrich the session.

- (iii) **Objections**—Problems arise when there are objections or disruptions from the audience and the presenter fails to exercise control over the audience. Objections are statements that indicate lack of conformity to or acceptance of statements made by the presenter. The audience member makes an objection, which may be followed by other members. To exercise control, you have to gently agree to disagree and resolve the issue in a peaceful manner.

- (iv) **Disruptions**—Disruptions are disturbances in the form of questions that are not always logical or structured and are designed to break the flow of the presentation. In such cases, dismiss the question or disruption, or detour and continue with your presentation.

The crucial stage in a presentation is the question-answer phase in which the audience members sort out their doubts by asking questions.

10. **Answering the Questions**—Audience questions are an important step in helping you to establish your credibility. The members of the audience are looking for an appropriate or accurate response from you as you are supposedly the expert of the topic, providing guidelines or analysis.

The four steps in responding to audience questions are:

- (i) Listen
- (ii) Affirm
- (iii) Discern
- (iv) Respond

Carefully worded and well thought out responses, at this stage will help you in establishing your credibility as a presenter. Do not be in a rush to answer questions. Listen very carefully to the questions, affirm or acknowledge the questions, try and figure out the worth, value, or merit of



the questions, that is, discern their importance and finally give an answer. Even if you feel that the questions are worthless and a waste of time, do not say so. Make the audience feel that the question is well thought of and worthy of your time and effort. Do not rush through the process. In your haste to give a response, you may use incorrect wordings which may turn the audience hostile.

When the audience raises simple queries, there is absolutely no problem. You can look terribly interested before framing a response. The two difficult types of questions that necessitate discussion are:

- (i) Multi-pronged Questions
  - (ii) Questions to which answers are not known
- (i) **Multi-pronged Questions**—The really tough questions are the abstract or *multi-pronged questions* and the questions to which you do not have an answer. Multi-pronged questions are those in which the audience member asks you to give a response to three or four related issues.

In case you do not wish to reveal the answer, you can give the answer to the first two *queries* and miss out on the third. However, the audience may be very keen to get the response from you and may repeat the question. In such situations, you have no option but to give the answer.

- (ii) **Questions to which answers are not known**—It may happen that the audience asks you a question to which you do not have an answer. Accept *human frailty* and acknowledge inability to answer the question at that particular moment. Begin by apologizing and respond in the following manner: 'I'm sorry I do not have an answer to this question but I can get back to you tomorrow.'

Another strategy that can be adopted is to throw the question back at the rest of the audience members in the following manner: 'What do you think is the best possible solution?' In 95 per cent of the cases, you will get an answer from some member of the audience. But this is a very tricky strategy as it may happen that no one in the audience has an answer and you are back to square one. For embarrassing situations of this kind, keep a couple of punch lines up your sleeve. In a situation where the audience does not have an answer to the question, you can say with an apologetic smile, 'All of us are sailing in the same boat.' However, the end result of this punch-laden question-answer session is not very productive. The audience is dissatisfied with your performance and all the effort that you had put in planning, designing, and presenting goes a waste.

### CHECKLIST FOR DELIVERING A PRESENTATION

<i>Do's</i>	<i>Don'ts</i>
Be prepared	Be unprepared
Practice for improving voice modulations	Speak in a monotonous manner
Stand tall and erect	Shift weight from one leg to the other
Maintain eye contact	Look continuously in one direction
Smile frequently	Give a very broad smile
Use hands for emphasis	Point a finger
Move from one side of the room to the other	Stand fixed to one spot
Breathe deeply to control the nerves	Drink water or anything cold before a presentation
Adapt the message	Use high flying statements
Thank the audience for their suggestions	Refute or argue on stage
Listen carefully to the question	Rush with the response
Paraphrase the question	Throw it back to the audience Show knowledge where there is none
Accept human frailty	

### QUESTIONS

1. What do you mean by delivering a presentation? How can you control over self?
2. As a presenter, how would you prepare yourself for delivering a presentation.
3. How would you improve your voice modulations during the presentation?
4. What type of body language should be while delivering the presentation?  
[Hint : Standing Posture, Eye Contact, Smile, Movement of Hands, Movement of Presenter]
5. Before delivering the presenter, you must recheck the objectives of making a presentation. What are those objectives?
6. What do you mean by audience intervention? How will you satisfy the audience in this regard?



## CHAPTER THIRTEEN

# Presenter Effectiveness

"There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave."

—Dale Carnegie

## INTRODUCTION

All the presenters or trainers are not the same. Their effectiveness or style of presentation is different from each other. So, in this chapter we will discuss the qualities that a presenters should have. In other words, this chapter will deal with presenter or trainer effectiveness or what we should have for in a good presenter or trainer.

## KEY POINTS FOR PRESENTER'S EFFECTIVENESS

OR

## HOW TO SHOW EFFECTIVENESS IN PRESENTATION?

Following are the key points that reflect presenter effectiveness:

1. The Presenter's Appearance
2. The Standing Posture
3. The Communicating with the Audience
4. Gaining the Attention of Audience
5. Creating Interest
6. Body Language
7. Good Habits

The above points are being discussed as under :

## Presenter Effectiveness

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1. **The Presenter's Appearance**—A presenter should look like a professional. But how a presenter can achieve this? The presenter can present himself as professional in the following manner :

(i) **Well Dressed**—The person giving the presentation should dress according to the situation and instruction being given. For example,

If you are going to give instructions to swimmers at a swimming pool, you could safely assume that you are not going to wear your Sunday dress. On the other hand, if you are going to give a presentation to a group of senior managers in a board room, you certainly would not be wearing shorts, singlet and sneakers.

In fact, you should not stand out from the crowd, but you should keep your dress standards higher than the rest of the group.

(ii) **Well Organised**—The presenter should also look organized. If you are going into a classroom boardroom or lecture theatre, have all material in neat and organized kit with things you want to use first. If you are going to carry all the material at least have it organized so that you can find things quickly if you need them.

2. **Standing Posture**—If you are going to stand as you present the session, you should be standing in the front of the group. Do not try to hide yourself behind the chair, desk or overhead projector. This can create a barrier to your communication and therefore to learning. Stand in front or to the side of any equipment so that the participants can see all of you if they want to.

If you do stand in front of your presentation aids, you must ensure that everyone in the group can see around you. If they can't, your body has become a physical and mental barrier to learning. Also, they may not let you know that you are obscuring their view, so it is up to you to notice.

If you're sitting in front of the group the same principles apply. Allow the group to see all of you. It shows the group that you're open to them and not hiding anything from them.

3. **Communicating with the Audience**—A good presenter can read the audience's body language. By looking at the participants faces you can usually tell if they do not understand what the instruction is about. You must also be aware that the audience can read your body language, so don't stand in front of the group with your arms folded and tell them that you are open to questions (unless you want to go home early).

It is important for the presenter not to interrupt a participant who is talking. A participant who is cut off may tend to keep quiet after that insult. Obviously, there are times when you do have to cut short a participant who



talks too much. If you don't, it can interfere with your communication to the whole group.

For effective communication to continue, the presenter must offer positive reinforcement to the participants during the session. This means acknowledging responses from the group to encourage more interaction. If you ignore any responses, you are likely to lose interaction. Sometimes a particular member may stop contributing after being ignored, even if they have the information you're after.

Presenters must be lively, enthusiastic and full of vitality. If we can display these qualities, it motivates the group to want to learn. If the participant is not motivated or interested in the instruction, learning may be very difficult, if not impossible.

Communication does not have to mean verbal communication 100 per cent of the time. Silent pauses during the instruction allow the main points to sink in. So you could plan to have some silent breaks during instruction immediately after the main points.

4. **Gaining attention of the Audience**—Various strategies can be used to capture the attention of the audience. These are as under :

- (i) **Narrating a Story**—Story telling is the most powerful device to capture the attention of the audience. However, it is important here that presenter must be able to relate it to the main objective of the presentation.
- (ii) **Scenario Description**—The scenario description stimulates the senses of the member of the audience and secures their attention. We can also say that a scenario description is like a movie clip, in which the viewer watches the action and movements of the processes in which story is being described.

- (iii) **Humour Jokes**—Humour may be used occasionally to gain the audience attention. When humour is used the presenter must be certain that it is effective and appropriate. Have you seen a presenter try to use humour to gain attention but lose the group's interest with a joke that didn't quite work?

The presenter must make certain that the topic of the joke is relevant to the topic and that the story is not too long as this can distract the participants. Humour must never be directed at any of the audience, must never use religion, must not refer to any nationality and must never be directed specifically at one sex. These censorship rules ensure that no one in the group is offended. If you offend one person in the audience the whole group may close ranks against you.

- (iv) **Facts and Figure**—Use facts and figure to capture the attention of the audience. Facts and figure must be new and not old. In instances, when the audience is familiar with the facts or figures used in the presentation, then make the analysis new.

- (v) **Questions**—Questions are powerful devices for capturing the attention of the audience. They can be used at any point in the presentation.

By asking questions of the group we can be reasonably certain that we are gaining the participants' attention. If questions are being asked no one wants to be the one who doesn't know the answer, so use it to your advantage.

With this motivating technique we need to follow a few rules. Keep the questions short and spread them around the group. Use 'overhead' type questions, that is, ask a question of the group, wait for a few seconds, and then, nominate the participant who is to answer. This technique is sometimes referred to as the 'pose, pause and pounce' method of questioning. Remember to give the participant praise for a correct answer. If you get an incorrect answer, get the group to help bring out the right answer.

5. **Creating Interest**—If visual aids are used by the presenter or trainer they must be made to attract and keep the participants' interest. When you put notes or phrases on overhead transparencies or on the whiteboard you should make them *mean* something.

By writing legibly and neatly on the whiteboard you can keep the participants' interest. If the writing is untidy or difficult to understand the audience may just give up. If you're an untidy writer on the whiteboard, chalkboard or flip chart, take some time to practise so that you can improve your style.

To create interest you can always link new material back to something the audience is familiar with—relating new knowledge to previous knowledge. Wherever possible the presenter or trainer should show that all of the subject matter relates to real life situations. If the audience can see that the information may be of benefit to them, the presenter is creating interest.

A couple of other things that will make it more interesting for the participants are the use of curiosity and the use of competition. It may be difficult to make the audience curious about your subject but think about it and then try it. A sense of competition can also provoke interest, but the participants should not be in direct competition with each other. They should be competing with themselves by trying to improve on their own previous performance.



6. **Body Language**—In the course of the presentation, while it is good to be natural, adoption and avoidance of certain gestures can change the impression of the speaker in the minds of the audience. Let us take a brief look at some of the positive gestures and try and incorporate them in the course of the presentations. Believe me, you will not be able to use them all at one shot. Practice and gradual adoption in daily communication will make these gestures part of your personality. Facing the audience, using these gestures will then not be problematic or difficult and will flow naturally.

Tips for displaying positive body sport :

- (i) Direct Eye Contact and Smile
- (ii) Movement of the Hands
- (iii) Movements of the Presenter
- (iv) Voice Modulations

(i) **Direct Eye Contact and Smile**—Lack of eye contact during presentation sends a signal, "that something has gone amiss" or "the presenter is not confident". This point has been discussed in detail in the previous chapter "Delivering a Presentation".

(ii) **Movement of the Hands**—Use your hands to emphasize a point. Every time you use your hands, ensure that the palms face upwards. Using palms facing downwards is not viewed positively.

(iii) **Movements of the presenter**—As a presenter, you should not stand fixed at a point. You will look and feel like a robot. The audience would like to see you look and behave normal.

(iv) **Voice Modulations**—This involves the following :

- (a) **Energy** in voice refers to the force that a presenter uses to present idea. Do not begin with high energy, if you are not used to it. Vary the energy level for maximum gain.
- (b) **Pace** of your speaking should be matched with the needs of the audience. Vary the pace of speaking.
- (c) **Pauses** help the listeners to assimilate what is being said.
- (d) **Emphasize** select words in the presentation.

7. **Good Habits**—Good presenters and good trainers should clean as they go. Before moving on to a new area in the session, clean the whiteboard of old material and remove any other distractions such as samples or other presentation aids. Clean up the classroom before leaving too. This will gain you some professional respect from the presenters or trainers in following sessions.

A good presenter should also start and finish on time. How do you feel when you're sitting in a room fifteen minutes after the session was supposed to start and the presenter hasn't shown up? How do you feel when the session is still in progress as your train is pulling out of the station?

A good presenter is also thoroughly prepared. This means having your objectives clearly stated, having the appropriate presentation methods selected, having a session plan and presentation aids prepared, and knowing where the spares are if anything burns out.

8. **Be Well-prepared**—A well-prepared presenter or trainer can increase the learning success rate for the participant if he or she thinks a little about it. By looking at yourself from the participants' point of view, you may wish to change a few things.

Look at your physical appearance. Do you look like a professional public speaker or educator? Think about where you're standing when you're in from of the group. Can everyone see you? Can everyone see your presentation aids? Do you look approachable or do you look threatening?

You must be enthusiastic about your material. If you're not enthusiastic about it the audience certainly won't be. Make the communication two-way and continuous. Reward your audience when they get it right.

Vary your methods of presentation to keep the participants interested. You need to be observing your audience continually, ready to regain their attention should it start to wander off.

Your participants would not learn just by being exposed to information. It is up to you as a professional public speaker or educator to encourage active learning and to create a learning atmosphere.

#### QUESTIONS

1. What do you mean by presenter effectiveness? How it can be reflected during the presentation?
2. How the presenter's effectiveness can be enhanced? Explain.
3. Write short notes on the following—
  - (i) Body Language
  - (ii) Gaining the Attention of the Audience
  - (iii) The Presenter's Appearance
4. Is body language of the presenter shows the presenter's effectiveness? If yes, How?
5. Is good physical appearance enough for laying impression on the audience? Explain.



# Difficult Situations and Nerves

"The audience only pays attention as long as you know where you are going."

—Philip Crosby

## INTRODUCTION

All presenters get difficult situations or participants in their sessions. A few presenters may get nervous during the presentation. In this chapter we will look at handling difficult situations and difficult participants along with controlling the nervousness. We will also look at a few methods that helps to overcome sweaty-palm syndrome. As well as tips for new presenters and trainer, you will find included in this chapter some suggestions that may be relevant to experienced presenters and trainers.

## DIFFICULT SITUATIONS

Difficult situations refer to those situations when the presenter uncomfortable. These situations are :

- (i) When audience remains quite silent.
- (ii) When the audience know everything about the presentation
- (iii) When the presentation is made to non-technical audience in technical language.
- (iv) When the session ends in wrong direction.
- (v) When there is personality problem between presenter and participant.
- (vi) When people involve in side conversation.
- (vii) When there is wrong response from the audience.

## Difficult Situations and Nerves

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- (viii) When there is personality problem between participants.
- (ix) When the things are moving too fast during the presentation.
- (x) When the things are moving too slowly during the presentation.
- (xi) When there are more vocal participants.

## DEALING WITH DIFFICULT SITUATIONS

The difficult situations and their handling can be done as under :

1. **The Group Remains Silent**—It may help to ask the audience why they are bombarding you with their silence; it may be that they have a good reason. Perhaps you are covering material they have already been presented with. Perhaps they don't understand what's being presented, or perhaps your presentation method needs to be revised.
2. **Things are Moving too Fast**—Sometimes the group will become enthusiastic very quickly. This is good as long as you are prepared for it. You can ask for greater clarification of responses, ask for other participants to comment on responses or simply pose more difficult questions to the individuals or the group.
3. **Things are moving too Slowly**—It is possible that the group is not motivated to listen to your presentation. There are other reasons as well, but the same solutions apply. Ask for participant comments by nominating people to reply. Deliberately misstating information can spark comments from the group but if it does not, it is time to wake them up. You must give them a reason to listen and to become involved. Try to build on things they already know. Do not speed your presentation up to get them moving, it would not work.
4. **A Talkative Participant**—This is quite acceptable as long as the situation doesn't get out of hand. One or two talkative participants can add to the total value of the session. It is only if they become distracting to the rest of the group that you need to step in. Before you step in, try to use their peers to quieten them down. If that fails, you can cut the speaker off and summarise what he or she has said and then move straight on. If nothing else works, talk to them during a break, thank them for their input, but ask them to slow down a bit so that others may participate.
5. **A Silent Participant**—It may be that this person came along with other member just to listen to the presentation. If you need them to participate, you might have to ask them some direct questions. Tread cautiously to start with by asking questions that can be answered fairly easily. If it happens to be a long-serving employee, it may be more relevant to ask them to share their experiences with the group.



6. **The Typical Know-all**—This person will know everything and they will correct, confront and contradict you. In most situations the group will sort this problem out for you. It is sometimes useful to get this person to take the notes. Another method is to put the know-all in your blind spot so that you may call on others more easily. This is called politely ignoring them. Do not get them offside, as their peers may feel for them.
7. **Sessions Getting Sidetracked**—Sometimes a discussion starts in the right direction but finishes up in the wrong place. The presenter must get it back on line. Perhaps ask the group if this is relevant to the topic or simply say that as interesting as it is, we only have enough time to cover the real issues. Make sure the group knows where they are heading to start with, then they can see when the discussion gets sidetracked.
8. **Personality Problems** (between participants)—Personality problems can distract everyone. If arguments start between participants, you must cut in quickly. Ask others for comments on the issue. Try to keep the personalities separated. If necessary, speak to them during a break and if the problem continues you may have to ask them (during a break) to keep their comments to themselves, or ask both of them to leave.
9. **Personality Problems** (presenter and participant)—Occasionally you will find that you have a personality clash with one of your participants. The professional public speaker must ignore this and continue treating the participant in a normal manner. Avoid letting the group see the problem.
10. **The Rambler**—Some participants just ramble on, and on, and on. When they pause it is possible to ask them which point their comments are referring to, particularly if they have an outline of the session. You may have to politely cut them off by thanking them and moving straight on to the next issue. Interrupt politely and summarise before they finish, and cover all of the points.
11. **The Arguer**—The participant who argues might also have to be placed in a blind spot. Most of the time the group will ask the arguer to quieten down so the session can move on. Use your breaks again to talk to the person, telling them that others are being disadvantaged by their continuous objections. As a final step you may ask them to leave the group.
12. **Complaints About Other Issues**—Make sure that the participants know that the session will not be able to solve the world's problems. If you get complaints about the organisation, let them know that they can not change policy. If you spend time exploring such complaints, you will be wasting the group's time on issues that can not be altered by them or you.

13. **The Side Conversation**—If you find that people become involved in side conversations, ask them to speak up so that the group can hear their comments on the issue. You will find that this polite, nonthreatening intervention will stop them from continuing. It may be that they can add some relevant information to the discussion.
14. **The Definitely Wrong Response**—Do not embarrass any participant by telling them that they are wrong. What you can do is to acknowledge that they are entitled to their point of view and that is one way of looking at the situation. You can also summarise their response using the correct information. Another way is to ask the rest of the group for their comments on that particular response.

### NERVES

Have you ever stood in front of a large audience and felt the gentle or violent tremor in the knot, a churning in the stomach and a flush on the face? Don't worry. You are not the only one who has faced this problem. Believe me, almost anyone who says that the audience does not create fear in the pit of the stomach, is untruthful. I am getting butterflies in my stomach. What should I do? 'I have forgotten all that I was supposed to be presenting!' 'I can not stand up. My knees are shaking!' and similar statements are often heard from presenters on the verge of facing the audience. Do not panic; it is natural and normal to be nervous. It helps in good preparation and better delivery. Knowing that you possess the potential of getting nervous before a presentation will force you to be meticulous in your preparation.

Let us begin by understanding the curve of nervousness before we look for remedies or solutions to combat the shortcoming. Nervousness during the presentation or jittery feelings take on a very steep incline that lasts only for a couple of minutes after which it is a plateau stage. In other words, nervousness at the beginning of the presentation increases for a couple of minutes after which it stops and does not increase any further. If these initial few minutes are controlled at the time of delivery, the rest is easy ... for the journey to success has already begun.

**Warning! Do not let nervousness bog you down. It is NATURAL to be nervous.**

Theoretically and conceptually it is easy to say, 'Well in a few minutes after beginning the presentation you will be fine, so relax and face the audience!' There are some strategies that can be followed to quell the nervousness in the initial few minutes. The first thing to do before beginning application of any of these strategies is to understand the feeling of



nervousness in the pit of the stomach—it is only when you recognize the emotion that you will try strategies to relax the taut muscles. Don't ever suppress the feelings of nervousness. The more you suppress, the more will they erupt with volcanic force. Let the feelings surface and come up. Recognize the statement 'Yes I am nervous'. The moment you realize the nervousness, it has escaped from the pit of the stomach and is now perched like a demon on your shoulder. It is so much easier for you now to throw the demon off your shoulder.

**Table : Strategies for Controlling Nerves**

1. Breathe deeply
2. Drink warm tea or coffee before the presentation
3. Eat something light before the presentation
4. Give yourself a pep talk
5. Imagine that the audience does not know anything

Begin the process of throwing the demon off your shoulder by breathing deeply. Put your hand on your stomach and follow the balloon mechanism. When you breathe in, the stomach must come out and when you breathe out, the stomach must go in. Sounds strange, but begin practicing and you will find it does wonders to the system.

When you are nervous there is a rush of adrenalin which makes the throat dry and parched. Drink tea and coffee with sugar before the presentation. Water, aerated drinks or anything cold must be avoided. Tea and coffee are stimulants and contain a necessary amount of caffeine to give you the desired stimulation and instant intake of sugar makes the insulin in the blood level shoot up giving you the desired stamina.

Always eat something light before the presentation. Preferably biscuits rich in glucose content. The 'butterflies in the stomach' feeling gets quelled and you are physically at rest and in a position to deliver the presentation.

**Warning! Do not go on stage on an empty stomach.**

You have tried all the strategies and find that none of them works and your knees are still unable to support you. Go to the rest room and give yourself pep talk. I am good are not I? I will succeed, would not I? What is there to stop me from succeeding? Boost your morale and your confidence and step out as a changed and confident you.

You have tried all the strategies and are still nervous. Adopt this last technique—without doubt it will help you restore your balance. Imagine that the audience has donkeys' ears growing out of them—the audience does

not know a thing and you are the expert and will provide expert details and comments on the issue under discussion. Remember, this technique is to be followed only in extreme cases. The moment you begin to feel that the audience is good for nothing and knows little, the attitude also changes. It becomes condescending and disrespectful and gets translated in the voice and manner in which questions are tackled. The audience is wise enough to understand this approach. Their response to your presentation then is equally condescending and disrespectful.

**HOW TO OVERCOME NERVOUSNESS?**

Let us look at some other methods in use that deal with the new presenter's nerves. By following these tips you may be able to overcome your own nervousness:

1. Be at ease and relax. Remember that the participants came to listen to you. They are not likely to begin by being negative.
2. Breathe deeply as you walk down the corridor to the group. When people feel nervous their breathing is generally too shallow.
3. As you walk down the corridor mentally rehearse the sequence of your presentation.
4. Arrive early so you can settle in.
5. Look professional. Dress the part and if you have course material with you make sure that they can see that you have done your prework. No need to hide it.
6. Try to anticipate audience questions. Having anticipated the questions, work out the correct responses.
7. Check all of your support equipment before the presentation so that you know everything is in working order.
8. Create a physical setting that you feel comfortable with. If necessary it can be changed later.
9. Use your session notes. You spent quite a bit of time preparing them, so use them effectively.
10. You need to be comfortable. Your notes should be in order and placed where you need them to be.
11. If you are using a microphone, you must try it well in advance to get used to it. Make sure that it is properly adjusted for your use.
12. Make sure that you establish your credibility during the beginning of the session.
13. Using your session notes, give the group an outline of the presentation. Let them know what is to happen and what is expected.



14. Motivate the group to listen to what you have to say. Give them a need to know.
15. Practise your presentation beforehand. You may feel a little silly doing it to the bathroom mirror, but practice does make perfect. It is generally worthwhile to practise the beginning of your presentation a bit more than the rest. If you are serious about improvement you may even use a video or tape recorder. (Don't use the video in the bathroom as the lens tends to fog up.)
16. Move around. Do not stand fixed to one spot in front of the group. Walk around, but not so much that you then become a distraction.
17. Warm up your voice before you start the presentation. Talk or sing to yourself. If that seems too silly, talk to the participants before the presentation starts.
18. Keep eye contact with everyone in the group, and do not single out one or two people only.
19. Pronounce your words clearly. Your audience needs to understand them all.
20. Make sure that you know what you are talking about. If you do not, find out quickly or get someone else to do it. Presenters and trainers do not need to be experts in the subject matter, but they do have to have more than a good knowledge of the subject.
21. Attend appropriate courses in presentation techniques or public speaking.
22. Remember that the average adult attention span is at most only around twenty minutes. Allow for breaks, they help you as well.
23. Find out in advance who the participants are and what backgrounds they have.
24. Admit your mistakes, but only if you make them. It may be of benefit to make the occasional mistake, this will let them see you as one of them. The mistake may also be used to check their understanding.
25. You must always appear to be enthusiastic, even when you are not. With practice, anxiety can be changed to enthusiasm.
26. Set up a video or tape recorder to see how you feel as a participant watching or listening to your session.
27. Develop your own style of presentation. Do not always try to copy others.
28. Get feedback from the participants. What you think you're saying may not be what they are hearing.
29. Do not read from the text, the participants can read the material in their own time. This also allows you to use your own words, which are generally easier for the group to understand.

30. Do not have heavy nights before a day of presentations. You need to be well rested and on your toes.

#### QUESTIONS

1. What are difficult situations? How would you deal with those situations?
2. Describe nervousness. As a presenter, have you ever faced nervousness. Explain the experience.
3. Have you ever stand in front of a large audience and felt nervous? Explain what you did in such a situation.
4. Explain difficult situations and methods of dealing with such situations.
5. "Anxiety or nervousness is a natural state that exists with presenters when they have to stand in front of a group". Explain this statement and list out the methods to overcome such anxiety.
6. Describe the various strategies for controlling the nervous.



# Motivation and Attention

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

—Jeff Devar

## INTRODUCTION

If a presenter or trainer wants his participants to learn, he should motivate them to listen him and ensures that he keeps their attention. If the participants realise that their needs will be met, they are usually eager to learn. Therefore, it is important for the presenter to motivate the individuals in the group to listen, learn or participate : Without motivation they would not do any thing. Once we have created motivation we sometimes still need to remind the participants of reasons for wanting to learn. By using these reminders, and the learning principles, we can keep the group's attention. We must know our audience in advance so that we can identify its motivators.

## WHAT IS MOTIVATION?

Motivation is the urge in the individual to have a need filled. The need or urge becomes more powerful when it is not being satisfied.

The more motivated the participants are, the easier it is for the presenter to present his or her information effectively. If the participants are not motivated to listen or learn, they are almost certainly wasting their time and yours.

Believe it or not, the presenter is responsible in most cases for motivating the participants. It does not happen automatically. But before we look at

some motivation techniques, we need to recognise that there are two types of motivation. The first type is where participants know that they must perform in the course or they may suffer severe consequences. This is referred to as a negative motivator. The second and more effective form of motivation is when the participants simply want to learn. This form of motivation creates a more pleasant learning atmosphere. Knowing the difference between these is more important for the trainer rather than the public speaker.

We will be dealing only with the second form of motivation as it is the one normally used. The threatening form of motivation is used in extreme situations where other methods may not work or have already failed.

## HOW TO MOTIVATE YOUR AUDIENCE?

There is no questioning that the old saying "You do not get a second chance to make that first impression" is very true here. From the very first moment you step out in front of your audience to begin your presentation, you have, on the average, between one and two minutes at the most to set the tone of your presentation. Many say you have even less time to capture their attention, motivate and hold it.

Keeping your audience motivated, listening, and actively involved and interacting with you is not an easy task at times. It does require some work on your part to accomplish this.

The biggest factor in motivating someone is, well there really is not one. The motivational factor to do or learn something, has to come from within the individual. No amount of words or explaining the advantages or disadvantages will motivate them.

There has to be a need on their part to learn or do something that will help them reach their predetermined goals. Our jobs as presenters, speakers, and trainers, is to provide them with the information necessary to hopefully, excite them to accomplish something or learn more.

As a general rule most of your listeners are already motivated to some degree. They have predetermined there is a need to come and listen or learn from you because it may help them achieve their goals. Following are the points that help to motivate the audience :

1. **Identify the Needs of Audience**—If we believe that motivation is the urge in the individual to have a need filled, it would be logical to say that we must identify his needs so that we could motivate him to listen. If your presentation is based on their needs, they will respond to it. Hence,



- the information should tie in with their needs. Therefore, needs must be identified to structure the material/content of the presentation.
2. **Encourage the Participants to Listen**—Before you can motivate any one, they have to listen to you. Regardless of what your session is about, you can always find some reason for encouraging the participants to listen. Once the reason has been stated it creates the motivation. However, to help your audience listen :
    - (i) *Be enthusiastic*—in studies done at Stanford University 15 percent of successful sales were the result of knowledge. But a whooping 85 percent were the result of good enthusiasm.
    - (ii) *Speak to the audience in their language.*
    - (iii) *Start your presentation by getting the audience to think right away.* This works even better if you get them engaged directly to your message. Hence get them involved in your message quickly.
  3. **Help the Audience Understand your Information**—Ok the participants are listening, but what, if they can not perceive your message? To help your audience understand your message, be sure to organize it in an easy to understand format. Keep your main points limited to three or four most will not remember too many points. Another way to improve your audiences perception of your material is to "Theme it".
  4. **Persuade the Audience**—They are listening and even understanding. Next you need persuade them. They need to accept what you are sharing as fact and believe it as such. The key ingredients to your believability are your credibility, your passion and your logic. When you mix these ingredients into your presentation your audience will be more likely to believe you and to be persuaded to your call to action - more on that in a moment. On credibility - always stand on firm solid factual ground - if your facts are questionable share that. Then share your position on why you are including the facts. This level of disclosure will keep you out of trouble and give the audience a level of comfort with you and your material. As for passion - well this comes back to being enthusiastic but it also speaks more towards reaching in and making them feel your words with appropriate stories and analogies.
  5. **Get the Audience Involved**—Here is a pivotal issue that we all tangle with - getting people to remember the information. Some key ways to get your material preserved in the minds of your audience are: Repeat, repeat, and repeat. Tell them what you going to tell them, tell them then tell them what you told them. Use visuals and get them involved in the material. People tend to remember, 20% of what they hear, 30% of

- what they see, 50% of what they hear AND see. But most importantly they remember 80% of what they hear, see AND do. Create an activity that gets the audience involved. An activity that will allow them to not only reach the same conclusions you are presenting. But it allows them to do it for themselves. While someone may argue your position - they generally will not argue there own.
6. **Give a Call to Action**—Get your audience to proceed with some action! So many times I listened to outstanding presentations and outstanding presenters that walked away from their speech without giving their audience a call to action. Do not walk away from your audience without giving them a call to action. Your listeners will be far more likely to take that action if you directly ask them to. They will be more likely to take action if you ask them to right away while they are still motivated by the following five 'P's you have built upon to get them to this point.
  7. **Educate**—Provide your audience with extensive information on your topic. This will empower participants to feel competent and knowledgeable. Support your points with stories. Stories help us to see through the eyes of other people.
  8. **Eloquence**—Deliver your speech with high energy, sincerity, inspiration and sense of humour. Vary your tone of voice, smile often and show passion for your subject matter. Make your body language reflect your comments.
  9. **Present Yourself as an Example**—Be the speaker who motivates the audience to admire and respect you. You have succeeded when people say, I want to be like him/her. Hold yourself accountable for excellence. Give audiences what they need, not what they want.

#### THE FIVE 'P's OF MOTIVATING AN AUDIENCE

- There are five 'P's in motivating your audience. Whether your audience is a room of fifty to five hundred, an employee or a prospective client, you need to take them through these five 'P's to motivate them.
1. Get your audience to **PAY ATTENTION**. First on the list is to ensure they are paying attention to you. In other words, they must listen to you.
  2. Make sure your audience can correctly **PERCEIVE** your message. The audience must receive the message in the same meaning in which you want to deliver during the presentation.
  3. **PERSUADE** the Audience to your side. In this regard, your credibility, your passion and your logic will play an important role.



4. Give participants a call to action so they can **PROCEED** in the direction you would like them to.
5. Design your information in such a way that it can be **PRESERVED** in audience's memory.

### HOW TO GRAB AND KEEP AUDIENCE ATTENTION

One of the most important challenges for a presenter is first grabbing and then keeping the attention of an audience. If the presenter is unable to do this, the presentation might not succeed, no matter how valuable the content might be. When a presenter is waiting for his turn and slyly looks over the crowd before having to step in, panic tends to overwhelm. This is a familiar feeling for many.

Audiences might seem intimidating or too chaotic at first but there are ways to grab and keep their attention. We must remember here that grabbing their attention is not enough. We must hold their attention during the entire length of our presentation. Here are some of the most commonly used methods for successfully getting and keeping audience attention.

1. **Asking a question**—You can ask a rhetorical question or something that involves everyone by getting him or her to think about the topic.

Such as :

- How many of you in this room have hated filling up tax returns?
- How many of you drive a German car?
- Are our competitors driving us out of the market?

You can wait a short time after the question to get some information about your audience, but do not wait too long as members of the audience feel stupid if no one knows the answer. Avoid open-ended questions and ask only questions that can be answered with a simple yes or no unless you are confident in skilfully using such questions. If you ask too general questions like "*What is the purpose of life?*" people might form an impression that your presentation is very general.

2. **State an impressive fact**—Begin with a shocking, unusual or impressive

fact connected to the theme of your presentation. Such as :

- We are going to be out of business in six months if we allow our competitors to outrun us like this.
- The demand in the market has doubled in the last three years and our market share has risen by only 1%.

3. **Tell a story**—Telling a personal story closely connected to the theme of your presentation is a great way to begin. People usually like to hear

personal stories, which are not too long or try to glorify the narrator too much.

Example:

*"Dear colleagues, before I begin I would like to tell you a short story about how our service got its name. Don't worry, it's not too long".*

A Tale from India—Three fish lived in a pond. One was named Plan Ahead, another was Think Fast, and the third was named Wait and See. One day they heard a fisherman say that he was going to cast his net in their pond the next day. Plan Ahead said, "I'm swimming down the river tonight!" Think Fast said, "I'm sure I'll come up with a plan." Wait and See lazily said, "I just can't think about it now!" When the fisherman cast his nets, Plan Ahead was long gone. But Think Fast and Wait and See were caught! Think Fast quickly rolled his belly up and pretended to be dead. "Oh, this fish is no good!" said the fisherman, and threw him safely back into the water. But, Wait and See ended up in the fish market. That is why they say, "*In times of danger, when the net is cast, plan ahead or plan to think fast!*"

4. **Cite a quotation**—Quotations are much used for presentations and they add a colourful touch to your personal style.

*"A short saying often contains much wisdom."* Sophocles (496 BC–406 BC)

*"No culture can live, if it attempts to be exclusive."*

Mahatma Gandhi

Though they may be impressive, quotations do not have much stock-value and could be forgotten quickly. So they should be augmented by other methods of gaining audience attention. Remember also that use quotations sparingly. If you use too many quotations, people start to think that you have nothing original to say as you are always borrowing other people's sayings.

5. **Narrate a joke**—Jokes are wonderful for relaxing the audience and setting a cheerful mood. Relaxed audiences tend to be more interactive. This might make the presenters work somewhat easier.

The joke must be appropriate. People have very different senses of humour and you have to be very careful with jokes. What might produce rolls of laughter from one audience might cause stunned silence in another.

Experiment with the joke first with people you know to check how it works and if poor language skills hinder understanding of the joke. It is very embarrassing if you are the only one who gets the joke and no one can laugh for the right reason. Some jokes to avoid are sexual, religious, ethnic and political issues as people are very sensitive in these areas.



One thing to be careful about is the cultural relativity of humour. In many cultures the locals crack jokes about many things and everybody rolls in laughter, but the moment a person from another culture or overseas head office makes the same joke, it can cease to be a joke and become a cultural affront.

6. **Go among the audience**—Presenters usually keep to the area in front, near the laptop or the transparency projector. This creates a comfort zone for many people in the audience. Some courageous presenters disturb this comfort zone of the audience by walking closer or going absolutely to one side. They use primitive instincts of the people in their comfort zone start waking them up. *"The presenter is so close and next he will even ask me something, so better be alert"*.

Attention-grabbing skills are important for establishing relevance to your audience. Most of the people in the audience are often not mentally present or with you when you begin to speak. Even if they are physically present there and are trying to look interested, in reality they are in their own worlds. They are thinking about work matters, planning the rest of their day, thinking about a problem of their own or just daydreaming. You have to bring them into your world and get them interested in your subject.

Attention-grabbing skills are your tool for helping the audience tune in to your subject. These skills for grabbing audience attention is not about your ego, you are just helping them to tune in when you have something worthwhile saying, and your audience feel that you are actually guiding them and helping them focus on your topic, they will appreciate this and reward you with eager attention and active participation. Then at the end you will feel elated as they clap to show their appreciation.

7. **You must have confidence**—If you do not believe yourself then nobody else will either. People will be able to pick up on your lack of self-esteem and would not even waste their time noticing you. A good way to pull this off is to always keep your head up and shoulders back. Great posture will make you look taller and slimmer.

8. **Make eye contact**—You must make eye contact. If you are in a room full of people, just keep scanning the room till your eyes lock with other people's eyes. Try your best to make this look natural and not robotic.

9. **Keep Smiling**—The thing you have to do to get attention is smile. Many people take for granted the fact that a smile can light up your whole face and make you more approachable. Now, I am not giving you the green light to start smiling at strangers and making a total jackass of yourself.

but always look like you're having a great time. An awesome smile goes a long way; a smile is the best accessory. Nobody wants to bother looking at, let alone approach, someone who appears to be having a bad day.

### GARY'S PRINCIPLES OF LEARNING TO MOTIVATE AND GRAB ATTENTION

Gary Kroehner has suggested nine principles of learning to create motivation. These principles will also allow to keep the group's attention during the session. Make sure that you use them effectively. These principles are as under :

1. **Recency**—The principle of Recency tells us that the things that are learned last are those best remembered by the participant. This applies in two separate areas of learning. Firstly, it applies to the content at the end of the presentation and, secondly, it applies to the things that are freshest in the participants' minds. For the first application, it's important for the presenter to summarise frequently and to ensure that the key messages are emphasised again at the end of the presentation. For the second application, it indicates that presenters should plan review sections into their presentations.
- Factors to be considered about Recency include:
  - (i) Keep each session of your presentation to a relatively short period of time, no longer than twenty minutes if possible.
  - (ii) If presentations are longer than twenty minutes, recapitulate often. This breaks the larger presentation into smaller presentations with a lot of endings so that you can summarise.
  - (iii) The end of every presentation is important. Recap the whole presentation, highlighting the key points or key messages.
  - (iv) Keep the participants fully aware of the direction and progress of their learning.
2. **Appropriateness**—The principle of Appropriateness says that all the information, training, training aids, case studies and other materials must be appropriate to the participants' needs. They can easily lose motivation if the presenter fails to keep the materials relevant to their needs. In addition, presenters must continually let participants know how the new information links with previous knowledge, so that we remove their fears of the unknown.
- Factors to consider about Appropriateness include :
  - (i) The presenter should clearly identify a need for the participants to be taking part in the presentation. With this need identified the



presenter must make sure that everything connected with the presentation is appropriate to that need.

- (ii) Use descriptions, examples or illustrations that the participants are familiar with.

3. **Motivation**—The principle of Motivation shows us that the participants must want to learn, they must be ready to learn and there must be some reason to learn. Presenters find that if participants have strong motivation to learn, or a sense of purpose, they will excel in their learning. Once motivation has been created the learning atmosphere opens up. If we fail to use the law of Appropriateness and neglect to make the materials relevant, we will almost certainly lose participants' motivation.

Factors to consider about Motivation include:

- (i) The material must be meaningful and worthwhile to the participant, and not only to the presenter.
- (ii) Not only must the participants be motivated, but also the presenter. If the presenter is not motivated, learning probably would not take place.
- (iii) As mentioned in the law of Appropriateness, the presenter sometimes needs to identify a need for the participants to be there. Presenters can usually create motivation by telling the participants that this session can fill that need.
- (iv) Move from the known to the unknown. Start the session at a point the participants are familiar with. Gradually build up and link points together so that everyone knows where they are expected to go in the learning process.

4. **Primacy**—The principle of Primacy states that the things participants learn first are usually learnt best, so the first impressions or pieces of information that participants get from the speaker are really important. For this reason it is good practice to include all of the key points at the beginning of the presentation. During the presentation expand on the key points and other associated information.

Also to be included with the law of Primacy is the fact that when participants are shown how to do something they must be shown the correct way the first time. The reason for this is that it is sometimes very difficult to 'unteach' participants if they get things wrong the first time.

Factors to consider about Primacy include:

- (i) Again keep presentations to a relatively short period of time; twenty minutes is about right as suggested with the law of Recency.

- (ii) The beginning of your presentation will be important as you know most of the participants will be listening, so make it interesting and put a lot of important information into it.
- (iii) Keep the participants fully aware of the direction and progress of their learning.
- (iv) Ensure that participants get things right the first time you require them to do something.

5. **Two-way communication**—The principle of 2-way communication quite clearly states that the information-delivery process involves communication with the participants, and not at them. Any form of presentation should be a 2-way communication. This does not necessarily mean that the whole session should be a discussion, but it must allow for interaction between the presenter/trainer/facilitator and the trainee/participant.

Factors to consider about 2-way communication include:

- (i) Your body language is also included in 2-way communication make sure it matches what you are saying.
- (ii) Your session plan should have interactions with the participants designed into it.

6. **Feedback**—The principle of Feedback informs us that both the facilitator and the participant need information from each other. The facilitator needs to know that the participants are following and keeping pace and the participants need feedback on the standard of their performance.

Reinforcement is also required with feedback. If we reward participants (positive reinforcement) for doing things right, we have a far greater chance of getting them to change their behaviour to a desired outcome. Be aware, though, that too many negative reinforcements may not have the final response required.

Factors to consider about Feedback include:

- (i) Trainees or participants should be tested frequently for presenter feedback.
- (ii) When participants are tested they must get feedback on their performance as soon as possible.
- (iii) Testing can also include the presenter asking frequent questions of the group.
- (iv) All feedback doesn't have to be positive, as some people believe. Positive feedback is only half of it, and is almost useless without negative feedback.



- (v) When a participant does or says something right, acknowledge it (in front of the group if possible).
- (vi) Prepare your presentations so that there is positive reinforcement built into it at the very beginning.
- (vii) Look for someone doing it right as well as looking for someone doing it wrong.

7. **Active learning**—The principle of Active Learning shows us that participants learn more when they are actively involved in the process. Remember the saying 'we learn by doing'?

This is important in the training of adults, particularly if we want them to retain information. If you want to instruct a group in writing reports, do not just tell them how it should be done—get them to do it. Another benefit of this is that adults are generally not used to sitting in a classroom setting all day, so the use of active learning will assist you in keeping them awake.

Factors to consider about Active Learning include:

- (i) Use practical exercises during the instruction.
- (ii) Use plenty of questions during the instruction.
- (iii) A quick quiz may be used to keep the participants active.
- (iv) If at all possible get the participants to do what they are being instructed in.
- (v) If the participants are kept sitting for long periods without any participation or questions being asked of them, it's possible for them to nod off or lose interest in the session.

8. **Multiple-sense learning**—The principle of Multiple-sense Learning says that learning is far more effective if the participants use more than one of their five senses. If you tell participants about a new type of sandwich filling they may remember it. If you show them the product they probably will remember it. If you let them touch, smell and taste it as well, there is no way they will forget about it.

Factors to consider about Multiple-sense Learning include:

- (i) If you tell participants about something, try to show them as well.
- (ii) Use as many of the participants' senses as necessary for them to learn, but don't get carried away.
- (iii) When using multiple-sense learning, make sure that the sense selected.

9. **Exercise**—The principle of Exercise indicates that things that are repeated are best remembered. The law of Exercise is also referred to as overlearning or meaningful repetition. By getting participants to overlearn or repeat new information we are increasing the possibility of them being

able to recall that information at a later time. Multiplication tables learnt at school are one example of the law of Exercise. It's best if the presenter or facilitator can encourage exercise, or overlearning, by repeating information in different ways. Perhaps the presenter could talk about the new process or item, then show an overhead or diagram, show the finished product and finally get the participants to carry out the required task several times. Exercise also includes intensity.

Factors to consider about Exercise include:

- (i) The more we get our participants to repeat something the more likely they are to retain the information.
- (ii) By asking frequent questions we are encouraging exercise or overlearning.
- (iii) The participants must perform the exercise themselves. Taking notes doesn't count in most cases, but it certainly won't do any harm.
- (iv) Summarise frequently as this is another form of exercise. Always summarise at the conclusion of a session.
- (v) Get the participants to recall frequently what has been covered in the presentation.
- (vi) The law of Exercise also includes giving the participants exercises to carry out.

It's often stated that without some form of exercise, participants will forget one-quarter of what they have learnt within six hours, one-third within twenty-four hours and around ninety per cent within six weeks.

#### QUESTIONS

1. Define motivation. How the audience can be motivated to listen?
2. Discuss the principles of learning that are useful for creating motivation and group's interest during the session of presentation.
3. How can you grab and keep the audience attention during the whole session of the presentation?
4. Explain the methods of getting and keeping the audience attention.
5. What do you mean by motivation and attention in presentation? Describe the various techniques of motivation.
6. Gary has given nine principles of adult learning. How these principles are helpful in motivating the audience and keeping their attention during the session.



# The Inspiring and Value-added Presentation

"No one ever complains about a speech being too short!"

—Ira Hayes

## INSPIRING PRESENTATION

### MEANING OF INSPIRING PRESENTATION

Let us start by considering exactly what is an inspirational speech or presentation. An inspiring presentation is prepared to persuade, or convince the listeners. This might involve optimistic and uplifting stories, or anecdotes, based on faith or real life situations taken from the lives of ordinary or famous people from history, sports, politics and Business World.

The objective of an inspirational speech is to provide the listener with the desire and confidence to pursue difficult goals to maximise their own potential. An inspirational speech is not an easy task and usually undertaken by professional speakers and politicians! But if you are amateur there are techniques to help you in this type of presentation.

### MAIN ELEMENTS OF WRITING AN INSPIRATIONAL SPEECH

The main elements to writing a successful and effective Inspirational speech are to convey your credibility as a speaker and your passion for the subject :

1. **Optimism**—Instil optimism to make the audience believe in what you are saying.
2. **Achievable Objectives**—Goals must be positive and the audience must believe that they are achievable.

## The Inspiring and Value-added Presentation

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3. **Passion**—Convey the subject with enthusiasm, passion and conviction to appeal to the emotions of the audience.
4. **Confidence**—Inspire the audience with a 'Can Do' approach.

### THE STRUCTURE AND OUTLINE OF AN INSPIRATIONAL SPEECH

What is a good structure, outline or good guidelines to writing an Inspirational speech?

1. **Your Opener**—The opening, ice-breaker or attention grabber.
2. **Introduction**—Tell them what the speech is about and what your main points will be.
3. **Credibility**—Establish your credibility by demonstrating expertise, evidence and knowledge of the subject - presenting facts, statistics or quotes together with any personal experiences to make the audience believe in what you are saying.
4. **Optimism**—Ensure that your message is full of optimism, the 'feel good' factor.
5. **Achievable Objectives**—State what the goals are and instil in the audience that they are achievable.
6. **Confirmation**—Confirm and repeat the main points.
7. **Alternatives**—Discuss the alternatives to strengthen your ideas further.
8. **Conclusion**—Try to 'Go out with a Bang' or end with a memorable punch line or positive statement.

### HOW TO PREPARE AN INSPIRING PRESENTATION?

In order to write an inspirational speech or to give an inspiring presentation, take the following steps :

1. **Create a vision**—The basic message of an inspirational presentation is "Do this and you will be a part of something more important and truly meaningful." But what does your audience want to be a part of? Finding a vision that explains this is the most critical. If your vision is on target, you will win, as audience will forgive almost anything else if you show them a vision that inspires them. But, if your vision is off the target, you will certainly fail. Therefore, your vision should be clear real and pragmatic so that your audience can understand its full meaning.
2. **Know your audience**—Sometimes finding an inspirational vision becomes essential if you take time to understand the hopes, their view points, goals, and dreams of your audience. One of the most important aspects of any great speech is knowing your audience. When you pinpoint the view of the audience, your words can inspire them.



3. **Pick the right theme**—Always pick the right theme. Preparing a speech always start with the theme and feel of the situation in which the speech will be given.
4. **Add anecdote or story in your speech**—Begin with a rousing anecdote or story. The best inspirational speeches are written with a continuing story line that brings the entire speech together.
5. **Use quotes**—Quote those who have come before you and inspired audiences in your area. The most famous inspirational speakers are the ones who hit the right note at the right time. Refer back to these great speakers when you sit down to prepare your speech.
6. **Right flow and rhythm**—Find the right flow and rhythm for your speech. In order to strike the right chords with your audience, and write an inspirational speech, you must read the speech as it is being written to find the right rhythm of your words. This helps you write in pauses for the most effective delivery.
7. **Try to connect with the material**—Try to connect to the subject matter of your presentation. You can inspire more people when you write about something that inspires you. Find your passion and you can find your inspirational words.
8. **Target a competitor**—If your audience faces significant competitor, inspiration can come from a vision that helps them overcome that competitor. The cry to beat an evil competitor can be a great inspiration.
9. **Help people**—The talks designed to give message of self-improvement can inspire people. For example, talks designed to inspire people to develop healthy lifestyles and encouraged for regular exercise are inspirational talks.

### HOW TO DELIVER AN INSPIRATIONAL SPEECH?

OR

### HOW TO GIVE AN INSPIRING PRESENTATION?

The following points are important in delivering an inspiring presentation:

1. **Identify your audience**—Do some research about your audience. Who are they, what do they know and care about? You will have to engage members of your audience individually, even if you're addressing a stadium full of people. So be prepared to talk to them about what they want to hear, not about random stuff you feel like talking about. Prepare your speech with this in mind: "Who my audience, what do they know, and what do they care about?"

2. **Write main points of your speech**—Write a bullet point outline of your speech before you actually write the substance. You need to have a logical guide that allows you to naturally flow in a logical progression. The write your speech, making sure that you allow for small pauses, questions from the audience if that is the type of speech you're giving, and taking into account your time limit.
3. **Learn your speech**—Learn your speech carefully. You do not necessarily have to memorize it, but you will probably do so without trying too hard, since you're going to be practicing a lot.
4. **Use emotions**—As you are practicing your speech, take note of particularly good moments at which you can introduce some emotion. Obama's speeches are captivating because he knows how to deliver them. If you study them carefully, you will see that they are peppered liberally with emotional moments, where the President's voice rises and falls, or he gently pounds the podium with a closed fist, etc. These displays of emotion will really engage the audience.
5. **Practice your speech**—Practice your speech in front of a mirror. Get your emotional displays right. Remember, you are not an actor, you are just giving a speech, so do not do anything melodramatic. Your mantra is: "be like President Obama".
6. **Make eye-contact**—Once you think you nailed it, get your friends to listen to it. Look them in the eye when you are delivering your speech - this is really important!
7. **Show confidence**—When the big day comes, walk confidently to the stage or podium, give everyone a smile while you are being introduced, thank the audience for coming to hear you, and deliver your awesome speech. Identify 3 or 4 audience members spread out through the crowd to whom you will be delivering your speech. Look them in the eye when you are talking. Invoke your emotional displays as you practiced. Speak clearly, breaking as necessary to take a drink of water. Elicit your audience's sympathy and empathy. Listen carefully to their questions and give thoughtful answers.

### VALUE-ADDED PRESENTATION

#### WAYS TO ADD VALUE IN YOUR PRESENTATION

Following are the ways which help in adding more value in your presentation:



1. **Solve a problem instead of peddling programs**—People know when they are being sold to and it makes them uncomfortable. Prospects invest their time in attending or listening to a presentation because they believe it will benefit them in some way. They do not attend to hear a thinly veiled sales presentation.  
Violating those expectations by promising one thing and delivering another constitutes a "bait and switch" that quickly turns prospects off. Prove to them they have made a wise investment by placing your focus on education instead, and you will find a more receptive audience.  
When you can solve a problem or remove some pain, you are positioned as a resource instead of a vendor. The problem you address should resonate with the audience's experience. That means you need to do some audience analysis as you prepare the presentation. Think about:
  - What questions does your target market ask most frequently?
  - What three challenges do they regularly face in business?
  - What are the top mistakes people in similar situations make?

When you have the opportunity to survey the audience in advance, you can customize your message even more and give them solutions that are immediately actionable.

2. **Provide value-based marketing materials**—The typical presenter hands out colorful brochures, slick flyers and glossy postcards about himself and the services he offers. These provide no value to the audience. That is why these materials have an extremely short shelf life.  
Instead, distribute white papers, special reports, published articles, checklists and tip booklets. These serve as resources the audience will use and keep. They also provide top of mind awareness after the presentation. One of the pieces I circulate includes a four-page resource guide on creating and using visuals. It contains a step-by-step guide to creating effective visuals, examples of different types of charts and an article on how to avoid the most common errors with PowerPoint presentations. I have seen it in client's offices five years after they received it. You add value through these collaterals when the information helps the audience save money, increase their available time or perform a task more efficiently.
3. **Get your presentation accredited to count for continuing education units**—Many professional organizations require continuing education to maintain professional designations. Partner with one of them to develop a presentation or course that meets these requirements. It provides value to the members of the organization and increases your demand as a speaker. Conduct some research to determine which courses

are mandatory and which are electives. Focus on the former so your course development efforts provide information people must have. Since most organizations require a certain number of professional education hours annually, this can help you develop ongoing repeat business.

4. **Offer a complimentary initial consultation for attendees**—If people are not quite willing to hire you yet, but will take the next step, an initial consultation can serve several useful purposes. First, it provides an added benefit from attending the presentation. You will be giving audience members another reason to believe they are getting a good return on their investment of time. Second, it provides an opportunity for each of you to explore the other's approach, working style and personality. You can probably determine during that initial conversation whether you can work together productively. Third, it gives prospects the opportunity to "try before they buy." It can increase their comfort level in hiring you and move them further along the sales process. Limit the offer to the first ten to respond. That way you can set boundaries for yourself and increase the sense of urgency. Don't worry about "giving too much away." Prospects will recognize your generosity and you'll build a relationship of trust.

5. **Partner with non-competing professionals that serve your target market to create an educational seminar**—For example, an attorney and an accountant might co-produce a seminar for small business owners on "10 Strategies To Collect Accounts Receivable in Tough Economic Times." A business broker and a banker might organize a seminar on "5 Essentials You Must Know Before You Buy a Business." Such cooperation allows you to share expenses, combine the power of your individual lists and leverage different perspectives on the same topic. You will need to agree on the desired outcomes and make sure the project is You will have to invest some time to incorporate these benefits into your presentations. It will require some thoughtful audience analysis, creativity in designing materials and determined follow-through with accrediting agencies and partners. But the return on that investment can be significant. When you add value to your presentations, you pull business in, rather than pushing it on, prospects.
6. **Add resources specific to your audience's needs**—Add resources specific to your audience's needs. These resources, whether through Internet links or names of other organizations that your audience can refer to, will help add value to the presentation. The audience will use these resources to further their knowledge about the topic you are



presenting. For small businesses, presentations are part of their marketing and their brand, so providing the audience with value will give them credibility and loyalty.

7. **Add your contact information**—Add your organization's contact information on the final slide. This will help your audience contact you should they have comments and feedback regarding your presentation. A typical contact information page will have the contact person's name, an email address, and a phone number. This is particularly important for small businesses.

#### QUESTIONS

1. What do you mean by inspiring presentation? How would you write an inspirational speech?
2. How the inspirational presentations are prepared and delivered? Explain.
3. What is value-added presentation? State the ways by which we can create more value in our presentations?
4. Explain the steps in preparing the inspirational presentations. Also define the steps taken for delivering an inspiring presentation.
5. Define the meaning of value-added presentation. Also discuss the ways for creating more value in our presentations.

#### CHAPTER SEVENTEEN

## The Presentation that Builds Trust

*"They expect a professional presentation, so they expect to see a 'professional.' Dress appropriately for the occasion, but don't be one of the crowd."*

—Wess Roberts

#### INTRODUCTION

Like any relationship, professional or personal, establishing trust, confidence and credibility is of the utmost importance. I claim that a good presentation builds trust, and it goes beyond just highlighting your context. Here are a few of my suggestions that are helpful in building the trust :

1. **Set expectations**—Make sure your clients understand the necessary inputs and outputs from the engagement. Make sure they understand their own role.
2. **It's all about execution**—Do what you say you will do. Develop a plan and show you are executing it again. This improves your client's transparency into your activities as well as shows your accountabilities.
3. **Present the good and the bad**—By nature a lot of us will 'sugar-coat' the bad things or make them small footnotes. Present the bad news and its impacts however, provide options, alternatives and recommendations.
4. **Be able to justify your work**—Be prepared to run someone through your thought process. I remember one instance where I had prepared reporting showing assets under administration a few hundred rupees short of the previous month. Naturally the lead accountant questioned my data. I told him about the process of developing the report and after



he saw the diligence and supporting numbers he agreed with my conclusion. Afterwards, he never questioned any of my work and was always satisfied with the results.

### HOW TO PREPARE SUCH PRESENTATION?

In order to prepare a presentation that builds trust, following steps must be taken:

1. **Analyse the Audience Risk**—The first step is to evaluate audience risk in accepting the presenter's proposal. In other words, ask yourself, "If my audience accepts what I propose, what do they risk?" All risks are not of financial nature. For example, switching to a new cell phone service with poor coverage can be inconvenient, buying a technology that becomes obsolete can cause technical problems. Think about the work that can happen to an audience that accepts your plan. Then think about how you can reassure them that this will not happen.
2. **Anticipate the Trust Level**—Trust building activity depends upon the audience's trust level. How many times should you plan on trust building activity? The answer varies greatly. Hence, plan your presentation after analysing and anticipating the trust level of your audience.
3. **Create Moments of Trust**—Personal trust between people takes time to develop, often months or years. During that time, trust is built up bit by bit through a series of small incidents or "moments of trust" where two people find or share common values, interests, experiences, successes, or feelings. Trust results from the cumulative effect of these "moments of trust" over time.

In the context of a 20-minute presentation your challenge is to compress the same process as described above into the limited time you have. This can be done if you plan a series of "moments of trust" within your presentation. As in real life, their cumulative effect can create a sense of trust, at least as it relates to you and your presentation.

Here are some typical "moments of trust," based on human nature, that have been used in presentations.

- (i) **People Trust What is Familiar**—Generally people trust about those things which are already known to them. In other words, they trust the contents if they are familiar with them. Hence, you should know your audience first—their interest level, their knowledge, their experience and expectations etc. If you get your audience to understand what you are proposing in the presentation with which they are already familiar and comfortable, you can earn a moment of

trust. Your presentation will build trust among the audience and they will listen to you attentively.

Josh Gorden said that he was selling a new technology, a Webcast, to an audience of technophobes. He pointed out that, "Do not be intimidated by the technology. Believe it or not, you already know about a Webcast." In this way he created a moment of trust among the audience.

- (ii) **People Trust What They Understand**—Your product or option may have some aspects about which your audience is confusing. If you can remove these confusions and help them understand, you can create a moment of trust during your presentation.

Ron Johnson, vice president of sales and marketing at Adtec Digital, brought an understanding of video compression to an audience for the first time. He asked everyone in his audience to take out a sheet of paper and write some numbers on it. Then he asked everyone to wad up the paper and throw it across the room. For a few minutes it was chaos as people in the back of the room threw their paper to the front and vice versa. Finally Johnson said: "Now pick up one of those paper wads, open it up and read it. What you just did is how video compression works. You took a message, compressed it, sent it, and now, when you opened your wad of paper you have just decompressed it."

There may be aspects of your product or option about which your audience is fuzzy. If you can be the one to clarify these and help them understand, you can earn a moment of trust.

- (iii) **People Trust What Seems Objective**—As Steve Payer began scripting a PBS documentary on the life of Ford Motor Company founder Henry Ford at the time of the Great Depression, he found conflicting facts about Ford's life. Initially, Payer considered Ford a controversial figure, as history recalls Ford during those years as a man violently opposed to the labour movement and who had both anti-Semitic and pro-Nazi sympathies. But Payer was surprised to find a survey of Americans taken at the time that chose Ford as the third greatest man that had ever lived, behind only Jesus Christ and Napoleon.

Payer scripted the story to include both sides, believing that by including what he calls "testimony against interest," or information that contrasts the presentations prevailing point of view, it would make the presentation stronger. Explains Payer: "If you are telling a story, particularly if you have an axe to grind, you would better be sure that you hear from the other side of it, otherwise people won't believe you. Including 'testimony against interest' makes your story legitimate and builds audience confidence in you."



If you give competitive options a fair shake (perhaps over a less important aspect), it can earn a moment of trust.

(iv) **People Trust What Feels Real**—Jerry White, cofounder of the Landmine Survivors Network, has the challenge of making the threat of landmines seem real to people without turning them off with stories of blood and gore. White started one presentation by telling the audience that before he personally was a victim of a landmine attack he, like his audience, had no idea what a landmine even looked like. After explaining how a landmine works, he passed a sample landmine through the audience to make his description very tangible and his point very real.

If you can find a way to make the point you are advocating seem very real to your audience, you can earn a moment of trust.

(v) **People Trust What They Personally Experience**—John Torrey, now director of NAFTA (North America Free Trade Agreement) Affairs at Yellow Transportation, took on a big challenge years ago while working at a large media company. He was assigned to get salespeople from different departments to cooperate on joint sales proposals. Up until then, there had been no communication between these departments, so salespeople were skeptical about joint sales proposals because they thought they did not have clients in common with other departments. Torrey was given a speaking slot at a companywide sales meeting to change that perception.

Torrey began his presentation with an exercise. He asked everyone in the audience to turn around in their seat and find someone from a different department with whom to pair up. Then he asked these pairs to talk and see if they or their departments had any clients in common. For the next five minutes, conversation buzzed through the auditorium. When Torrey asked for a show of hands to see how many had found accounts in common, about two-thirds of the hands went up. After that, no salesperson could ignore Torrey's program. They had all experienced finding mutual clients together.

If you can get your audience to experience part of what you advocate, you can earn a moment of trust.

(vi) **People Trust What Can Be Proven**—Said Henry David Thoreau, "No way of thinking or doing, however ancient, can be trusted without proof." If you can find ways to prove the major points of your presentation, you will earn moments of trust.

(vii) **People Trust What Is Guaranteed**—If your product or option comes with a guarantee, be prepared to discuss it. If there is no formal

guarantee, think about what you can share to assure results. You can earn a moment of trust if you can make your assurance stick.

## HOW TO DELIVER TRUST BUILDING PRESENTATION

A presenter giving the presentation that builds trust must consider the following points:

1. **Make a Good First Impression**—Before an audience can trust your presentation, they have to trust you. Be aware that your audience will evaluate your trustworthiness instantly. Rob Galford, president of Trusted Advisor Associates, says that within 30 seconds of seeing you they have already decided if they can trust you or not. Addis Galford, "After that, you have the next 19 seconds to either help people confirm it or disprove it, and it is easier to confirm than disprove."

In other studies where subjects reviewed a variety of people photos, respondents consistently picked as "most trustworthy" photos of people who most looked like themselves. It may sound superficial, but for better or worse, we tend to trust people who look, dress, and talk like ourselves. As Thomas J. Watson, Sr., founder of IBM, said almost 100 years ago "The essence of trust building is to emphasize the similarities between you and the customer."

Think about ways you can come to be seen as "similar" to your audience.

2. **Dress like your Audience**—Dressing worse than your audience will create a poor first impression, and dressing a lot better can create distance. When your audience first sees you, if you are dressed like they are, they will trust you more.

As David Zaus and Donna Downes of Zaus Downes Inc. planned a presentation that would include a CEO of a fortune 25 corporation, they invested in some extremely high-end clothing. Downes said: "Appearance can make a big difference. It's amazing. All of a sudden, you are wearing what they are wearing and they feel much more comfortable with you."

3. **Speak in Audience's Language**—Many audiences share a common language that binds them together. For example:

- (i) Chemical engineers share a language of technical terms.
  - (ii) Soccer enthusiasts share a language of sports terms.
  - (iii) Environmentalists share a language that implies a love of the earth.
  - (iv) A political action group can share the language of anger or passion.
- If you can speak your audiences "language," they will trust you more. You will fight for your option with passion. Your shoes are well cared for and polished.



4. **Prove your Trustworthiness**—Every audience evaluate the trustworthiness of a presenter. The audiences (not every audience) trust presenters only if

- (i) **You do not trash your competition**—You should avoid talking about a competitor.
- (ii) **You have experience in their industry**—You can find someone to say "How can we trust you unless you understand our industry."
- (iii) **You do not waste our time**—Audiences want to make sure that you respect their time.

Often your audience does not know themselves how they evaluate trust, they just do it. However, audience will trust you if

You will fight for your option with passion  
Your shoes are well cared for and polished  
You are extremely well prepared

They like you personally

You carry an expensive pen (Mont Blanc preferred)

There are many ways to evaluate trust. If you listen and watch your audience closely, they will tell you what you need to know. Bette Davis, the famous Hollywood actress from the 1930s, said, "Never, never trust anyone who asks for white wine. It means they're phonyes."

5. **Do not Expect Great Reception**—Gerhardt Schwantner, publisher of *Selling Power* magazine, says many presenters lose audience trust because they believe they are entitled to a great reception. Schwantner says: "It becomes an entitlement issue because you have invested the time, paid for a plane ticket, and prepared a PowerPoint presentation. After you have made that up-front investment, the feeling is that you are entitled to the meeting running on time, to all the members of your audience showing up, to everybody paying attention, and to everyone being interested. If you feel entitled to all of those things and they do not happen, you can get disappointed or frustrated. That can leak through in a negative, resentful, sulking attitude that kills your presentation. In my view, that kills more presentations than anything else."

6. **Watch your Self-interest**—Rob Galford, president of Trusted Advisor Associates, has a formula he uses to evaluate an audience's level of trust. It begins with three familiar elements—credibility, reliability, and intimacy—that, taken together, build trust. So far, so good. But Galford then advocates that the collective impact that these three will have on your audience is decreased and divided by the degree of self-interest your audience sees in you.

Galford's trust formula:

$$\frac{\text{Credibility} + \text{Reliability} + \text{Intimacy}}{\text{Your self-interest}}$$

Self-interest, when it shows up, can badly undermine all the other elements of trust that you worked so hard to establish.

## CONCLUSION

When an audience comes to trust you, the room feels different; the skeptical looks go away, what you say is accepted at face value, and questions become more about opportunities than about "what could go wrong."

A trusting audience is calmer, more accepting, and more willing to take a risk with you. When they have reached this point, it is time to ask them to take that risk. You may not see accepting your product or option as a risk, but audiences with big trust issues will.

As in many closes to presentations, this one will be a summary—a summary of reassurances. It is time to review the reasons they should accept your product or option, and then review all of the reassurances that came out, planned or unplanned, during the presentation.

Finally, and just before you ask them for the order, it's important to frame all of your reassurances with a statement that you are in this process for the long haul. In other words, after they say "yes," that you or your organisation will be there to support their decision. Your job is to make it understood that you're here for the long haul if something goes wrong.

Then simply ask them to accept what you have proposed. If they trust you and they trust what you have presented, they are likely to say, "Yes!"

## QUESTIONS

1. Describe the meaning of a presentation that builds trust. How would you prepare such presentation?
2. Discuss the steps in presenting a presentation that builds trust.
3. How can you build trust among the audience during your presentation? Explain.
4. What is trust building presentation? Discuss the step-by-step preparation.
5. Discuss the step-by-step giving presentation that builds trust.



## Presentation that Offers a Solution

The real art of conversation is not only to say the right thing in the right place, but to leave unsaid the wrong thing at the tempting moment.

—Dorothy Nevill, Writer

### INTRODUCTION

A solution-based presentation demonstrates a working relationship with your audience during the presentation process. Every audience that chooses a solution is also choosing a relationship with a solution provider. However, problem solvers are not chosen solely for their ability to find solutions.

The best way to become the problem solver of choice is to get inside your audience's problem and develop a plan that nails the problem cold. Then you can say, "Okay this is the plan, we came up with it using your input and it's everything you need. If you hire us to implement this it will get done right, or you can take a chance with someone else."

Selling a solution is often about diagnosing a problem for which you can then provide an answer. Many times you can do this by being an outside source of expertise that raises awareness to an opportunity. As Albert Einstein said, "Problems cannot be solved at the same level of awareness that created them."

Most of the solutions you have sold are for problems your audience did not know they had. If you wait around for organizations to realize they have a problem and call you, you will be waiting a long time. There is far more opportunity to solve latent or future problems than ones that have already been clearly identified.

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*A problem well stated is a problem half solved.—Charles Kettering (U.S. engineer, inventor; 1876–1958)*

*It's so much easier to suggest solutions when you don't know too much about the problem.—Malcolm Forbes (U.S. publisher, editor; 1919-1990)*

### HOW TO PREPARE A PRESENTATION THAT OFFERS SOLUTION?

Following steps must be taken for step-by-step preparation :

1. **Identify the Problem**—For individuals, talking about problems can be embarrassing. For organizations, admitting to problems that become public can mean trouble, if competitors talk about them to mutual customers. Michel Proulx, vice president of product development at Miranda Technologies, says, "You can't call someone up and say, 'What's your problem?' That never works. In fact, it turns people off."

While there is a natural resistance to sharing information about problems, if you can convince your audience that you can really help them with their problems and can be trusted to keep confidences, the floodgates will open. There is a basic need and desire to talk about problems with someone who can really help. "The place to connect with someone is at their problem space. 'They will easily forget what your product is, but they will never forget what their problem is,'" says Proulx.

2. **Define the Context**—Problem solving begins with your audience's context, or your audience's situation as it relates to your area of expertise. Michel Proulx describes context in many ways: "Context is what your customers do on a day-to-day basis in the area you want to solve the problem. It could be the area they are having trouble with. It could be the thing they are trying to achieve. It could be an application they are looking for."

3. **Ask Audience about their Context**—Before you present, you have to get people who represent your audience to talk to you about their situation. The more they talk, the more you will know, and the more targeted your initial presentation will be. If you have an established relationship and a proven track record, getting people to share will be easy. If not, do your homework and prepare to sell yourself in this first step. Proulx recommends starting with a casual conversation where you ask questions. He says, "A great way to get them to talk about their problems is to describe similar problems you have helped solve in the past."

If you cannot even have a phone conversation about this, try one of the following strategies that I have used:



### Presentation that Offers a Solution

- A back-and-forth e-mail exchange, where you ask questions
- A short visit at a trade show booth
- Using a secretary as intermediary, where questions are shuffled between you and the boss.

4. **Look for a Solution**—During your conversation about your audiences situation, you should be looking for a problem to solve. But do not limit yourself to just overt problems. As you hear about your audiences situation, listen for opportunities to problem-solve in any area you can play a part in. Besides overt problems, consider

- A way to accelerate growth
- A way to Transition to a new technology or system
- Improvement in possibilities
- A way to improve efficiency
- A way to bring in more customers or new business
- A way to help with cash flow
- A way to become more competitive
- A way to prevent a future problem your audience has not considered
- A way to save money immediately or over time
- A way to just looking for "problems" in the narrow sense of the word.

If you are just looking for "problems" in the narrow sense of the word, you will limit the solutions you can offer.

5. **Make Assumptions**—Once you know about your audience's situation you can start to combine it with knowledge of your capabilities and look for matches. Here is where you have to make assumptions. For example, while selling ad space, if I discover a company that has picked up a new, aggressive competitor I will make the assumption that they want to increase ad expenditures to fend off the new threat.

Try filling in these blanks to start thinking about assumptions you can make:

If they are going to \_\_\_\_\_ come  
they will need \_\_\_\_\_  
When \_\_\_\_\_ happens  
they will need \_\_\_\_\_  
To stay competitive when \_\_\_\_\_  
they will need \_\_\_\_\_

Assumptions can be powerful tools in the problem-solving process. When IBM first contacted Bill Gates, they did not share their secret plan to build a personal computer. But Gates made the assumption that IBM would not be calling a company with Microsoft's capabilities unless they were seriously looking to be a player in the personal computer market. With that assumption

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in mind, Gates conducted himself accordingly in his first meeting with IBM with great success; Gary Kindall did not.

6. **Prepare an Initial Presentation**—It is always easier to react to a proposed solution than to construct one from scratch. An initial presentation provides a sounding board by offering a solution as a work in progress. Solutions always require customization, and the best way to flesh out the details is to present one and see how your audience reacts. After your initial, exploratory conversations about your audience's situation, three scenarios, described below, can emerge.

(i) **A Single Solution Seems Obvious**—If one obvious solution emerges, present it. Douglas B. Leeds, president of the Tori Group, has a great approach to doing this. Leeds enthusiastically takes his audience step by step through the same process of discovery that led him to the solution he is presenting. Says Leeds: "Sharing my thought process gives them ownership in what I have concluded. It is so much more powerful than just making a recommendation." He concludes, "If my idea is the right one, it should be the logical, correct answer." There is a side benefit to this approach: While sharing it in the first person you build personal credibility. Says Leeds: "If I am successful, I have also presented myself as being professional and thoughtful. This puts me in a more authoritative position."

(ii) **Several Solutions Have Merit**—Presenting several solutions is a great way to go when there are several approaches that might work. Not only do you avoid putting all your eggs in one basket, but it also helps get your audience involved as they react to different elements in each one.

(iii) **Not Enough Feedback to Pick a Solution**—If you cannot get enough direction from anyone as to what solution you should prepare to present, do not be discouraged. Often these situations present the biggest opportunities. But your preparation needs to shift. You need to turn part of your presentation time into a probing session. Here are some approaches to consider.

7. **Focus on their Situation or Context**—According to Gary, I start by saying, "I am familiar with your organization and your situation. Does what I am about to tell you sound right?" Then, because I have prepared well, I describe my audiences situation in detail while scrupulously avoiding saying anything about my products or solutions. Talking about their situation is serious bait for getting feedback. Here you are, an out-of-towner, describing their neighbourhood. If you just focus on their



particulars, they will start to pipe up. They will agree with some of your observations and disagree with others.

Once I have them talking about their situation, I work in some questions. People like to talk about themselves and their situation, and by asking questions I give them the chance to do so. I ask:

- How do you think your situation will change?
- How has it changed?
- What problems do you have now?
- What problems do you anticipate?
- Who are your competitors?
- How is business?

I do all this without bringing up my product or any solution. If my audience asks for a product detail, I respond quickly but then steer the discussion right back to their situation. Other salespeople I have worked with hate this. They want to jump in and give their product pitch at the first sign of opportunity to close business. I find that the moment when salespeople are typically trained to start closing is often the same moment when the consultative part of the dialogue begins to emerge.

By returning to focus on my audience's situation I always get a bigger picture of their business. Selling solutions is not about catching a fish quickly so you can move on to catch the next fish. Solution selling is about understanding the bigger picture so you can fit your product or option into a larger solution. Keeping the dialogue on your customer's situation longer will help you catch a much, much bigger fish.

Then, you will start to see opportunities to apply your capabilities. If you come up with a solution in real time that solves a problem for the first time, there is great magic and theater in it. Your audience will find instant ownership of a solution that emerges from these conversations.

8. **Prepare a Summary of Number of Problems**—Gary says that after I have been presenting solutions in an industry for several years, I generally have a laptop full of presentations that describe different solutions my audiences have used. I use these presentations as base for new customers in the following way: I will pick the five solutions I anticipate a particular audience might like best. Then I tell that audience that I have five different presentations of solutions on my laptop and that I am going to give them a four minute summary of each, then show them the presentation of the solution in which they are most interested. I have used this approach dozens of times and have never actually showed any of these audiences the presentations on my laptop. Every time, the audience likes

a part of one solution and mixes it with parts of others to create a custom solution that is unique to their company's needs.

## STEP-BY-STEP PRESENTATION

Following steps are important in this regard:

1. **Get Deeper into the Audience**—The goal of the initial presentation is to probe for more information, demonstrate your capabilities, show that you did your homework, and motivate your audience to help shape a solution that becomes your final proposal.

In your initial presentation, your performance is as important as your presentation. While your audience does not expect you to get right away every detail about their situation, you must establish right away a rapport with them. Problem solving is not a tangible product, and the problem-solving relationship you offer is as important as the solution itself.

The initial presentation gives the audience a chance to "try on" that relationship. They will see how you think, and how you react to their feedback. They will see, in real time, if you bring (or don't bring) ideas, perspective, analysis, or insight to the table that has value. If you can't say anything that is totally on target, say something interesting, original, or something your audience has not heard before you will miss this opportunity.

2. **Showtime**—Since solutions only have meaning when put into a context Miranda Technologies' Michel Proulx suggests starting by describing the context and getting your audience to agree with your description. Proulx says, "In my presentations, 50 percent will be about context, 40 percent will be product detail, and 10 percent will be competitive positioning." Proulx is a legendary PowerPoint wizard who uses the medium to its fullest. For explaining context and applications he suggests using a "build sequence." This is a series of slides in which the first has very little on it, and each successive slide has the same content but with a bit more added to it. One slide could contain the situation without the proposed solution, and the next few slides could show that same view but with each one adding a bit more detail until we see the whole solution.

For Proulx, the best solution presentation unfolds as if he were a mind reader. "If we had the right intelligence before and we interpreted it correctly, we can often create a presentation that anticipates an audience's reaction. When they ask a question, I advance to the next slide, where the answer is explained. It's not ESP; it comes from forcing yourself to put the context and application first, so by the time you describe your solution it becomes a logical progression."



3. **Ask Audience to Describe Situation**—Proulx advises that when you misread context, go to the white-board and ask your audience to describe exactly what their situation is. Admit temporary defeat and ask for help. Later, if you have a library of presentations on your laptop, you can regroup, pick the one most appropriate, and get on with the show.

#### QUESTIONS

1. Define the presentation that offers solution. Discuss step-by-step preparation.
2. How the solution presentations are prepared? Explain.
3. How would you prepare initial presentation that offers a solution?
4. Describe the steps that are taken to present a presentation to solve the problem.
5. What is solution presentation? How the initial presentation is prepared?

## CHAPTER NINETEEN

# Presentation that Facilitates Decision-Making

"No one ever complains about a speech being too short!"

—Ira Hayes

## INTRODUCTION

So far, we have studied that how presentation changes minds of the audiences—presentation that involves the audience, presentation that creates excitement, and presentation that sells new idea. Similarly we have undertaken the study of inspiring presentation, presentation that offers a solution of a problem. All these types of presentations change the mind of an audience and call for making a decision.

The presentation that facilitates decision-making involves the presentation techniques that force the audience to make decisions about the situational problems or complex problems. The presentation offers a solution to the problem. Hence, the participants, after analysing the solution, make decisions whether to accept or reject that solution.

Decision-making facilitation is the final outcome of any presentation. If the presentation is not successful in persuading the audience for making some decisions (favourable), the aim of presentation is not achieved.

## STEP-BY-STEP PREPARATION

The preparation of the presentation that facilitates decision-making involves following steps:

1. **Decide what you want your audience to do**—The first step in creating a decision-making presentation is to decide what you want your audience



to do as a result of the presentation. The more clearly you define this objective the results will be better. As with all objectives, it should be quantifiable and measurable, so that you can tell if and when you have achieved it.

It is best if the objective can be fulfilled and measured shortly after the end of the presentation. In the corporate world a sales presentation may have an objective of selling the product or service, but this is rarely a good objective as the sale will usually happen weeks or even months after the initial presentation. You want to have an objective that will happen in the short term.

**2. Know your audience**—Now think about your audience. Who are they? Why are they coming to listen? What are they interested in? What level of knowledge do they already have? What problems do the face? Do they recognise this as a problem? What do they hope to gain from the presentation? Why should they want or need to help you achieve your objective?

The more you know about your audience the better, because an effective business presentation is rarely just about what you think or about what you want to happen. Effective presentations always see things from the audience viewpoint. They are about what the audience wants/needs to hear not about what you have to say.

**3. List everything you want**—List everything you want to talk about. Some people use mind mapping techniques, others will list brainstorm and some people just know what it is they want to say. However you do it, have a list of the topics and sub-topics of your talk. Try to identify three main topics or themes. The human brain copes with things in threes better than it does with lists of six or eight, and in most presentations you will only be able to get across three main points.

Using PowerPoint you can quickly and easily create bullet points for each topic and sub-topic and it is easy to re-order and cut and paste points. I am not suggesting you create your visual aids yet, just using the software to help organise your thoughts!

**Outline a problem**—People will rarely spend time or money on something if they do not believe there is a problem with it. The old saying "if it can not broke do not fix it" carries a lot of weight. To convince people that a change is required you need to highlight a problem with the status quo. Again this is where your audience research comes in. Having an understanding of the problems you audience face, whether or not they realise that they are facing them, is key to an effective presentation.

**5. Create a vision of success**—Having outlined a problem area the next thing to do is to paint a picture of how good it could be in the future. The more realistic you can make this vision the better. It is essential that your audience buy into this vision, that they believe it is achievable and that it is what they would like to happen.

**6. Summary of benefits**—Having covered all the detail of the presentation it is important that you provide a summary of the benefits that your audience are likely to gain from your approach or solution. NB: This is not a summary of the features but a summary of the benefits. The "what's in it for me" elements if you like. Each of these benefits should have come up during the previous section, this is just a summary.

**7. Call to join together**—Having identified all the benefits, you then want to make it clear to your audience that these benefits are only available if they work with you together. That it is a "win-win" situation. At this point you may also want to ask if anyone has any other suggestions for the way forward, so that the audience feel included in the decision making process.

**8. PowerPoint slides**—Now that you have all the presentation content worked out, it is time to start thinking about the visual aids that you will use to help put the message across. If you use PowerPoint (or similar tools) to organise your thoughts, DO NOT be tempted to use that as the bullet points of your presentation. Those bullets would be better used on your cue cards. The point of using visual aids is not to remind you what to say, it is to help convey the message to your audience and to build up strong mental images that will help them to remember what it is you are saying.

Visual Aids should be exactly what it says on the tin. They should be visual, i.e. pictures, images or graphics and they should help to strengthen the message. They are not the message itself.

**9. Practise your presentation**—Finally, all you need to do now, is practise your presentation. This is best done aloud, not just reading the slides in your head. If you have a video camera or a tape recorder available, try taping yourself and watching it back. The more you practise the better you will be on the day.

**10. Restate the vision**—As we near the end of the presentation you now want to restate your vision of success that your audience have bought into, so that you are leaving the audience on a high. Full of expectation of what can be achieved. Remember the old adage "tell them what you are going to tell them, tell them, what you told them", this is where you tell them what you told them.



11. **State call to action**—The final part of your presentation, after any questions have been answered, must be to state the call to action, which will enforce the objective of your presentation. This is your last chance to influence the actions of your audience after they leave your presentation so you must ensure that the leave with one clear aim in mind, which is of course to fulfil your objective for the presentation.

### STEP-BY-STEP PRESENTATION

Following steps must be taken for making a decision-making presentation:

1. **Organise information concisely**—Organize information as concisely as possible. This means providing an overview or summary sheet at the top of your materials, which lets board members grasp the new idea and thrust of your presentation in a single brief reading. Customize the full outline to fit the details of your approach. With a one-page summary and a two-page outline, you have provided board members with a complete overview of the problem, your research and your suggested solutions. Materials that follow can expand on topics in the order of your summary. This lets readers grasp the full idea in a brief reading and will also help organize your presentation to fit the time allocated by the board. If given a few minutes, review the summary; with a longer time, review the outline. With lots of time, you are prepared to deal with specific issues in detail. This shows both your ability to work cooperatively and your respect for other business the board needs to conduct.
2. **Present ideas in different forms**—Present ideas in a variety of forms. Public speaking coach Patricia Fripp observes that some people remember what they hear, but most people remember what they see. If your idea involves resource reallocation, additional staff or improvement of market share, consider presenting this information with graphs, charts and diagrams. Software such as Microsoft PowerPoint or the variety of graphic programs present graphic information in polished form. Provide print support for graphics, so that audiences can review graphs and charts later.
3. **Answer the questions**—Anticipate and answer logical questions in your presentation materials. Provide cost estimates, sample training schedules or other data to support the projected success of your idea. In this area, anticipating questions is very different from defending your idea from attack. Avoid defensive strategies such as commenting that many people think the idea would not work or classifying logical questions as objections.

4. **Respond questions promptly**—Respond to unanticipated questions promptly. Thanking the questioner for his insight and admitting that you do not have all the data or details in that area can be accompanied by a promise to have answers within a week or other logical time frame. Follow through and meet the deadline. Inform all board members of the answers, not just the questioner. This shows your responsiveness to concerns and your desire to communicate efficiently.
5. **Be flexible**—Prepare to respond flexibly to suggestions. Identify areas where your idea can be easily, modified and areas where that will be difficult. This puts you a step ahead in responding to objections or concerns.
6. **Provide enough supporting information**—Provide enough supporting information to permit decision-making. Especially with new ideas, members of the board will want to review information at their own pace before making a commitment. This review process may yield additional questions or concerns. Materials need to offer a complete expression of your idea without being so overwhelming that they impede the decision-making process. For example, readers need the three cost estimates you obtained, along with the company names of possible survey conductors; but, at this point, they are not prepared to wade through a full spectrum of questions the surveys might contain or your detailed correspondence with each conductor. A brief paragraph about their success and time frame is adequate; a detailed history of each company gets in the way of a basic decision about whether or not to conduct a survey.
7. **Thanks the audience**—Finish your presentation by thanking the audience for taking time to consider your idea, regardless of its initial response. With luck, you'll be the with ideas and will be glad for a cordial welcome.

### SOME OTHER KEY POINTS

In addition to the above steps, following key points/steps may also be considered for making a presentation that facilitates decision-making:

1. **Make the presentation relevant**—One of the most common mistakes people make is to use a generic presentation. They say the same thing in every presentation and hope that something in their presentation will appeal to the prospective customer. I have been victim to this approach more times than I care to remember having been subjected to many "canned" PowerPoint presentations. The discussion of your product or service must be adapted to each person, modify it to include specific points that are unique to that particular



customer. If you use PowerPoint, place the company's logo on your slides and describe how the key slides relate to then-situation. Show exactly how your product or service solves their specific problem. This means that it's critical to ask your prospect probing questions before you start talking about your company.

2. **Create a connection between your product/service and the prospect—**In a presentation to a prospective client, I prepared a sample of the product they would eventually use in their program. After a preliminary discussion, I handed my prospect the item his team would be using instead of telling him about the item, I placed it in his hands. He could then see exactly what the finished product would look like and examine it in detail. He was able to ask questions and see how his team would use it in their environment.

Also, remember to discuss the benefits of your products, not the features. Tell your customer what they will get by using your product versus your competitors.

3. **Get to the point—**Today's business people are far too busy to listen to long-winded discussions. Know what your key points are and learn how to make them quickly. I remember talking to a sales person who rambled at great length about his product. After viewing his product and learning how much it would cost I was prepared to move ahead with my purchase. Unfortunately, he continued talking and he almost talked himself out of the sale. Make sure you know what key points you want to discuss and practice verbalizing them before you meet with your prospect.

4. **Be animated—**The majority of sales presentations I have heard have been boring and unimaginative. If you really want to stand out from the crowd make sure you demonstrate enthusiasm and energy. Use voice effectively and vary your modulation. A common mistake made when people talk about a product they are very familiar with is to speak in a monotone -causing the other person to quickly lose interest in your presentation.

I recommend using a voice recorder to tape your presentation. This will allow you to hear exactly what you sound like as you discuss your product. I must profess to being completely humiliated when I first used this tactic. As a professional speaker, I thought all my presentations were interesting and dynamic — I soon learned that my stand-up delivery skills were much better than my telephone presentation skills.

5. **Use showmanship—**In *The Sales Advantage*, an example is given of a vending sales person laying a heavy sheet of paper on the floor, saying,

"If I could show you how that space could make you some money, would you be interested?" Consider the impact of this approach compared to the typical approach of saying something like, "We can help you make more money." What can you do to incorporate some form of showmanship into your presentation?

6. **Use a physical demonstration—**A friend of mine sells sales training; he often uses the whiteboard or flipchart in the prospect's boardroom during his presentation. Instead of telling his client what he will do, he stands up and delivers a short presentation. He writes down facts and figures, draws pictures, and records certain comments and statements from the discussion. This approach never fails to help his prospect make a decision.

7. **Lastly, believe in your product/service—**Without doubt, this is the most critical component of any presentation. When you discuss solutions, do you become more animated and energetic? Does your voice display excitement? Does your body language exhibit your enthusiasm? If not, you need to change your approach. After all, if you can't get excited about your product, how can you expect your customer to become motivated enough to buy?

#### QUESTIONS

1. What do you mean by the presentation that facilitates decision-making? How is it prepared?
2. Discuss the steps for making a presentation that facilitates decision-making.
3. Discuss the points that are necessary to be considered while preparing decision-making presentation.
4. How would you persuade the people for decision-making through presentation? Explain.
5. Write short-notes on the following :
  - (i) Step-by-step preparation
  - (ii) Step-by-step presentation.



## Presentation Aids

"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

### MEANING OF PRESENTATION AIDS

Presentation aids are, strictly, aids to your presentation or to the learning process. They are not a crutch for the presenter or instructor to lean on, or something that we feel we must use all the time.

Presentation aids are something that the presenter or trainer can use, with or without words, which facilitate the students' learning. Visual aids are things that the participants can see. Research has indicated that the average participant will remember only about 20 per cent of what they hear and that they remember between 50 per cent and 80 per cent of what they both hear and see. When we listen, our mind appears to be very selective about what it remembers. It seems to pick up only the things that it is interested in and ignores the rest of the information.

However, if we combine some form of visual aid with the talking, it seems to reinforce keywords in the mind. We must take advantage of these aids as this can increase the participants' power of recall by 250 per cent to 400 per cent.

If the presentation aids are used in a simple and logical manner, it not only makes the session easier for the participant but also for the presenter. Another thing that makes it easier for the speaker is that it ensures some consistency in repeat presentations. Presentation aids also allow other

### Presentation Aids

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presenters to assist as they too can 'read' what has to be covered. (Obviously they would combine the session notes with the presentation aids to get the whole picture.)

Presentation aids can also create interest in the subject. If the aids are presented properly they should catch the participants' attention and get them into a learning frame of mind. What we do need to be aware of though is not to become a facilitator of presentation aids. If people only come along to watch the show they probably won't be learning anything. Be wise and be selective.

When you use presentation aids, make sure that all of the participants can see, hear, touch, smell or taste whatever it is you want them to.

Most professional speakers or trainers use a variety of presentation aids or training aids to keep the audience interested.

Not all presentation aids need to be expensive. As most presentation aids are visual aids, they need to be tidy in appearance and generally attractive. They need to be able to hold the audience's attention and get key points across.

### THE PURPOSE OF VISUAL AIDS

- (i) They arouse and maintain interest.
- (ii) They simplify instruction.
- (iii) They accelerate learning as more senses are involved.
- (iv) They aid retention if a strong impact is created.

### TYPES OF PRESENTATION AIDS

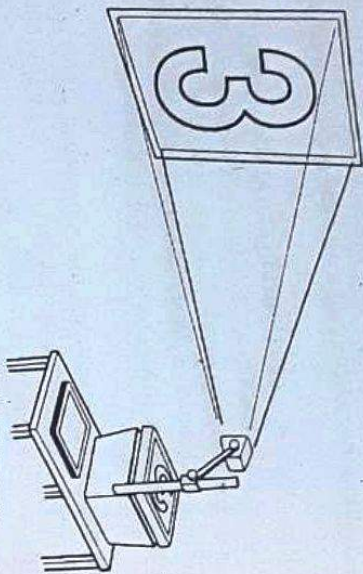
Following are the various types of visual aids :

#### OVERHEAD PROJECTOR

The overhead projector is now one of the more commonly used presentation aids. It is an electronically operated machine with a light source at the base which is reflected up to the projection head. From the projection head the light is projected to a screen or wall. Between the light source at the base and the projection head we place a transparency (a clear film) containing the information we want the audience to see.

When using an overhead projector for the first time, make sure that you're comfortable with it. This means that you should be in an empty room practising with one and becoming proficient.





*The overhead projector is a very useful training aid*

When using an overhead projector, all presenters should check whether:

- the room is too light
- the projector is in focus
- the transparency is the right way round
- the lettering is large enough
- everyone can see the screen
- you need a pointer
- you have a sheet of paper for revealing bits at a time
- a spare globe is available.

If you move the overhead projector during your presentation you will need to refocus it if you place it in a slightly different position.

#### TIPS FOR USING AN OVERHEAD PROJECTOR AND TRANSPARENCIES

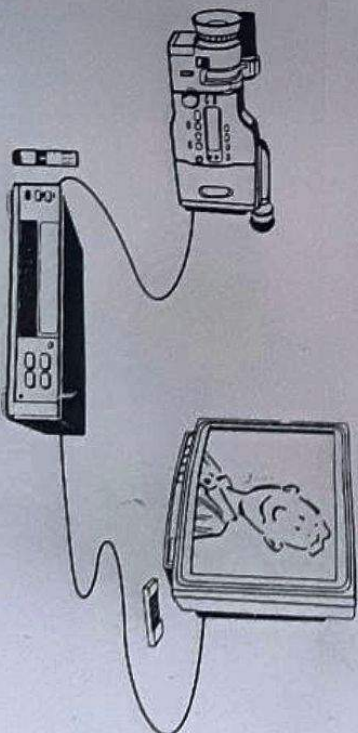
- Check the focus before the presentation starts.
- When placing the overhead transparency on the projector, place it the right way up so that you can read it while looking at the audience.
- Place the transparency squarely on the top plate.
- Ensure the projector is level so that the cooling fan operates at optimum level.
- Don't switch the projector off completely until the cooling fan stops.
- Keep eye contact with the audience, don't look at the screen.
- Turn the projector off when changing transparencies.
- Use a pointer on the transparency to show details.
- Mask sections of the transparency not required (revealing techniques).
- Turn the projector off when talking of something different to that being projected.

- Don't leave the projector turned on for extended periods.
- Have all of your transparencies in the correct order.
- Let the projector cool down before moving.
- Have a spare globe handy (some machines have spare globes built in and can be operated from a switch on the unit).
- Don't place your hands on the glass or lenses.
- Don't clean lenses with solvents, you may melt them. Use a soft tissue soaked in warm soapy water.
- Practise with the projector before using (some are slightly different from others).
- The projector can also be used to silhouette items, keys, etc.
- Use colours on your transparencies for greater interest.
- Keep transparencies simple and legible.
- Have the overhead projector serviced regularly.

#### VIDEOS

Video systems are relatively new in the area of public speaking and training. They are generally more appropriate for training situations than public speaking. When we refer to Video we are not talking only about video tapes, but we are also referring to the use of video cameras for presentation and training purposes. Currently, four types of video are available:

- U matic (20 mm wide tape)
- VHS (12 mm wide tape)
- Beta (12 mm wide tape)
- Video 8 (8 mm wide tape).



*A video camera can be used for on-the-spot filming in the classroom and prerecorded tapes can be most instructive too*



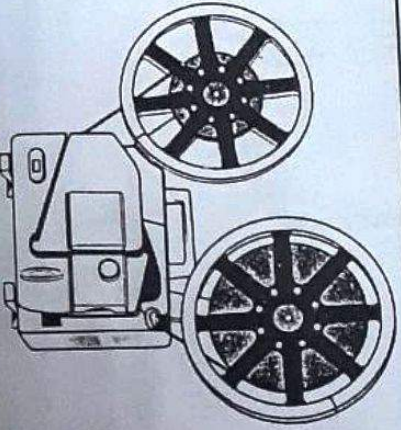
Most of the videos we purchase for training are the same as the 16 millimetre or 35 millimetre films we purchase or hire. The advantage of having them on video tape though is that we have a much smaller package to carry around and, more importantly, we can usually use them in a lighted situation. This allows the participants to make notes if they wish to.

Using the video camera is possibly one of the most enlightening experiences your participants can have. When you tell individuals that they fiddle with their pens too much when they are counselling someone and they don't really believe you, all you now have to do is replay the tape and let them see for themselves.

When using the video camera and player there are a number of things to consider. Listed below are the ones that the new presenter must be aware of:

- Preview recorded tapes before the session.
- Use only one prerecorded tape for the session.
- Ensure you have enough power outlets.
- Make sure all the participants can see the screen.
- Make sure there is a minimum of reflection on the screen during playback.
- Rewind all tapes when finished.
- Turn the monitor off when not in use.
- Keep the lens cap on the camera when not in use.
- Don't zoom or pan too much with the camera.
- Try to capture non-verbal signs of the role-players.
- Allow time for the tapes to be reviewed by the group.
- Be thoroughly familiar with the equipment.
- Try to have spares standing by (just in case).

### FILMS



*If you intend using a 16 mm film projector be sure that you are practised in its operation*

Films used to be very popular with trainers. As the result of problems associated with carrying large film containers from class to class and carrying heavy projectors around, we now see them being replaced with videos.

The 16 millimetre film can be an extremely effective training aid. Normally, these films are narrated by a well-known personality or an expert in the field and have a lot of impact.

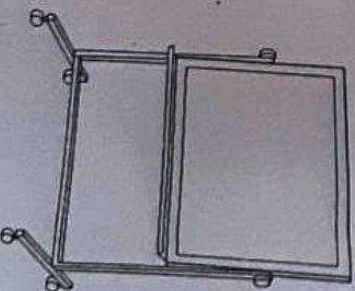
Projectors for 16 millimetre film aren't easy to set up and the presenter or an assistant must enter the training room well before the session to prepare for the screening.

To use a film projector effectively, make sure you read the instruction booklet or get someone to show you how to use it. If you get someone to show you, these are the things that you should be asking:

- Where should I set it up?
- How do I load it?
- How do I rewind the film?
- How does it pack up?
- Where is the spare globe?
- When can I preview the film?
- Can I try it now?

### WHITEBOARDS

As new training rooms are being built the chalkboard is gradually being replaced with whiteboards. In fact, it is rare that any venue has a chalkboard. A whiteboard is a smooth white-surfaced board which can be written on with special whiteboard markers. The white surface is much nicer to look at in contrast to the darker coloured chalkboards.



*The mobile whiteboard can double as an overhead projector screen*

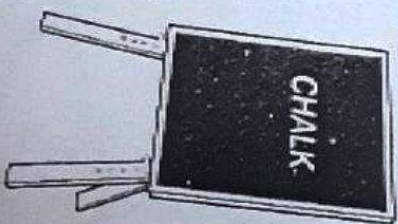


Whiteboards are generally mounted on portable wheeled frames, which allows us to have a portable training room. This portability makes it an attractive proposition for the management of most organisations. They can also be mounted on walls as a permanent fixture or set up on a portable frame.

As with the use of most presentation aids, there are a number of things to remember when using the whiteboard:

- Have the whiteboard positioned so that everyone can see it.
- Write large enough for everyone to see it.
- Write legibly (if you can't, practise).
- Put the cap on the marker when you're not using it (they dry out very quickly).
- Use a variety of colours.
- Use the eraser provided to erase with.
- Plan your board layout before you start writing.
- Don't put too much on the board.
- Never talk to the board. Write, then turn and talk.
- Practise drawing straight lines, circles and letters on the whiteboard as often as possible.
- If you use the whiteboard as a projection screen, make sure that the reflection off the screen is not directed at anyone in the group. (Check the back of the screen, it may have a matt projection finish.)
- Don't bang the tip of the whiteboard marker on the board, it pushes the tip back into the casing and makes it useless.

### CHALKBOARDS



*Chalkboards are still popular and can be used very effectively*

**Chalkboards** are not a very common sight in training rooms any more. The principle here is to have a matt-painted surface which can be written on using a piece of chalk. Gone are the days of having chalk dust everywhere, as we can now purchase dustless and squeakless chalk.

There are a few tricks you can use with a chalkboard. Some of them are detailed below:

- Plan your layout before you start writing.
- Don't put too much on the board at once.
- Always erase with the duster provided.
- Use coloured chalk to highlight.
- Make fast, firm strokes with the chalk.
- Never talk to the board. Write, then turn and talk.
- Hold the chalk between your thumb and the first two fingers with about 1-2 centimetres of chalk projecting.
- Rotate the chalk as you write to keep a good writing point.
- Use templates to assist with the drawing of diagrams.
- Using a diagram on a large sheet of paper, go along the lines punching pin holes. Hold the paper up on the board and tap it with the duster. When you take the paper away simply join the dots for a professional diagram. All this is done before the group comes in.
- Use an overhead projector to project your diagrams up on the chalkboard. Then copy them before the group comes in.
- Practise drawing straight lines, circles and letters on the chalkboard as often as possible.

### FELTBOARDS

**Feltboards** or blanket boards may be used for the display of any prepared materials. If you have a series of diagrams that you wish to use, stick some coarse sandpaper on the back of them. The sandpaper will attach to the felt surface.

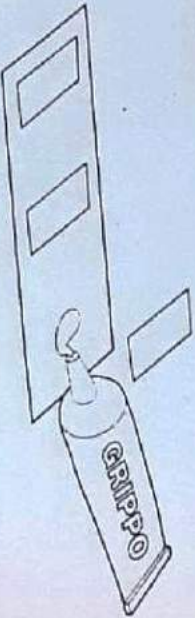


*If you prepare training materials well in advance, the feltboard is an ideal way to display them*



## MAGNETIC BOARDS

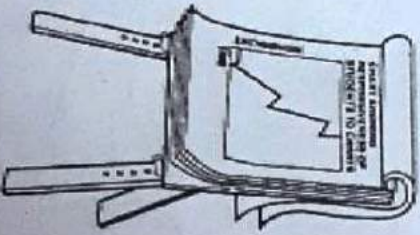
**Magnetic boards** are usually a painted sheet of steel. The boards themselves are not magnetic but the things we stick on them are. Again, if you have a series of diagrams that you wish to present, it's a matter of sticking magnets on the back of your diagrams. Magnets like the ones we use to hold notes on refrigerator doors are ideal and can now be purchased quite easily. Sometimes you may find that your whiteboard is also a magnetic board.



*Try using a magnetic board to set up posters or other training material*

## CHARTS AND POSTERS

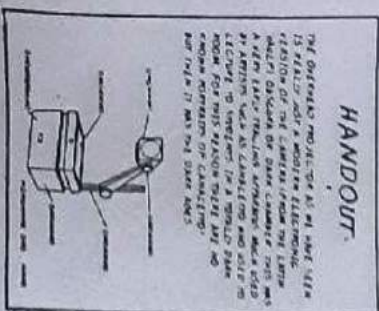
Prepared **flip charts or posters** can be used effectively. With prepared flip charts you may have a lot of standard information that would take too long to write up on a board. With posters you may find that there is something printed that directly relates to the specified subject. When you are finished using these items, remove them before they become a distraction to the group.



*Flip charts can be prepared long before the training session*

## HANDOUTS

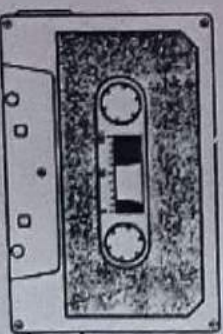
**Handouts** are an ideal presentation aid if we use them correctly. Don't give your handouts to the participants at the beginning of the session unless you want them to read the notes right away. If you want the participants to work through the notes with you, tell them as you give them out. It is common for the handouts to be given at the end of the session.



*Printed handouts can save the trainees a lot of time*

If the handout covers most of your presentation, tell the participants at the beginning of the session. This practice will allow the participants to give you their undivided attention, as they will not have to make their own notes.

## TAPE RECORDERS



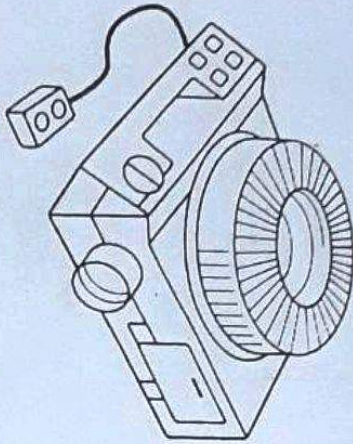
*Even the most basic equipment can be effective as a training aid if it is used imaginatively*

**Tape recorders** are not commonly used in presentations because most speakers say that a participant will not sit and listen to a tape recording, but it is up to the presenter to use this presentation aid effectively. It doesn't



always have to be a tape of someone speaking. What about using it for sound effects, or playing music? If we are to give a presentation on Tchaikovsky, would not a prerecorded tape of Tchaikovsky's Symphony No. 6 in B minor be applicable? (Perhaps it could be used as an introduction.)

### SLIDES



*Slide presentations can be kept up to date easily, or varied for different groups*

A **slide** presentation can be used as an excellent break from the routine. Slides are easy to plan and keep up to date but as you do need a darkened room with a slide show, keep it brief. It's also possible to use a slide/tape presentation. A recorded sound tape is used and is synchronised with a series of slides. This allows the presenter to plug in, push the button and enjoy the presentation or pass additional comments over the top of the narrator. The slide/tape presentation does require special equipment to prepare and to playback.

### ESSENTIALS FOR GOOD VISUAL AIDS

1. They need to be simple and easy to understand.
2. They need to be brief and concise.
3. They need to stress essential points.
4. They need to be the correct size and clearly visible.
5. They need to be interesting.
6. They should have the right colours, spacing, etc.
7. They must be applicable to the subject.

### \*ADVANTAGES AND DISADVANTAGES OF PRESENTATION AIDS

Let's look briefly at some of the advantages and disadvantages of the presentation aids discussed.

#### OVERHEAD PROJECTOR

##### Advantages:

1. Lets the speaker face the group at all times
2. Instant placement or removal of information
3. May be used in normal lighting conditions

##### Disadvantages:

1. Costly to purchase
2. Bulky to transport between locations
3. Requires extra preparation

#### FILMS

##### Advantages:

1. Most are professionally produced
2. Visually dynamic and portray action
3. Overcomes the problem of inaccessible places

##### Disadvantages:

1. Tend to be quickly outdated
2. Expensive to purchase
3. Need to be used in dim light

#### VIDEOS

##### Advantages:

1. Most are professionally produced
2. Can be used under normal lighting conditions
3. Generally can be hired on a short term

##### Disadvantages:

1. Can be expensive to purchase
2. Requires special equipment for use
3. Different types of format

#### CHALKBOARDS

##### Advantages:

1. Inexpensive to purchase
2. Consumables easy to obtain
3. Can use a variety of colours

##### Disadvantages:

1. Tends to get messy on hands and clothes
2. Not common in different locations
3. May require a lot of prework



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### WHITEBOARDS

Advantages:

1. Generally portable
2. Consumables easy to obtain
3. Can use a variety of colours

Disadvantages:

1. Expensive to purchase
2. Pens dry out quickly
3. Slippery to write on (unless practised)

### FELTBOARDS

Advantages:

1. Inexpensive to make
2. Easy to make portable
3. Can use existing artwork and can be reused

Disadvantages:

1. Not common
2. Wind can blow artwork off board
3. Some people think they are for children

### MAGNETIC BOARDS

Advantages:

1. Relatively inexpensive
2. Able to use existing artwork and can be reused
3. Can improvise if needed (use a filing cabinet)

Disadvantages:

1. Not common
2. Magnets lose their magnetism
3. Some people think they are for children

### CHARTS AND POSTERS

Advantages:

1. Improved colour and quality
2. Easy to carry around
3. Allows material to be prepared and reused

Disadvantages:

1. Tend to damage easily
2. May become a distraction if not moved
3. May require a lot of prework

### HANDOUTS

Advantages:

1. Inexpensive to produce
2. Can provide background material not covered
3. A permanent reference to trainees

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Disadvantages:

1. May require a lot of prework
2. Can be a distraction if not timed properly
3. May contradict what the speaker is saying

### TAPE RECORDERS

Advantages:

1. Tapes inexpensive to purchase
2. Very portable
3. Adds variety to the presentation

Disadvantages:

1. May require a lot of prework
2. Cannot be used too often
3. Player system may be expensive

### SLIDES

Advantages:

1. Simple to use and high entertainment value
2. Presenter able to set the pace
3. Easy to edit to bring up to date or alter

Disadvantages:

1. Time consuming to produce
2. Requires darkened room
3. Cannot show motion

### CONCLUSION

Not only do presentation aids make the learning process easier, but they make it more enjoyable. Do not be afraid of applying creativity to your presentation. Also do not be afraid to adopt someone else's ideas either—it is a compliment after all.

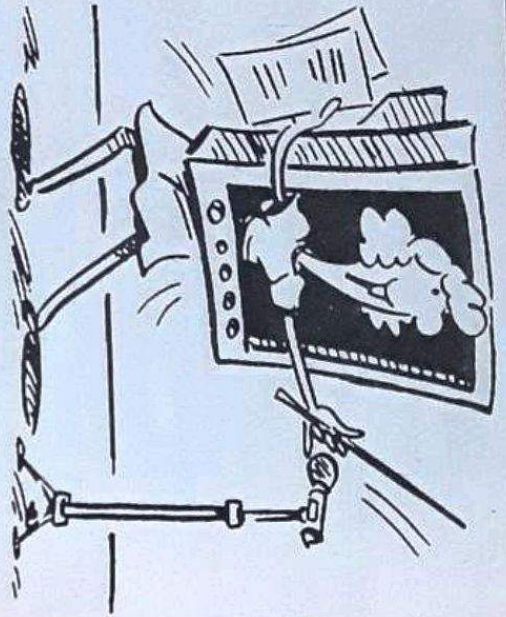
We can see that there are a great number of presentation aids available and a good presenter has a working knowledge of all of them. Use as many of them as possible so that you are familiar with all of them. You never know when you may have to fill in for someone else who uses different types of aids.

Presentation aids improve learning significantly if they are used with imagination and contain relevant information.

Presentation aids assist us in communicating our knowledge and ideas to the audience. We should continually be looking at ways to improve or update our presentation aids. We could also think about combining some of our aids to necessary.

All of our presentation aids must be presented with a sense of purpose. The participant must be able to see the purpose and relevance.





*The presenter who is always looking for new ways to communicate probably uses presentation aids creatively*

Possibly one of the best presentation aids we have is the individual participant. We haven't discussed the possibility of using our audience members as a presentation aid. How do you think, you could use them effectively?

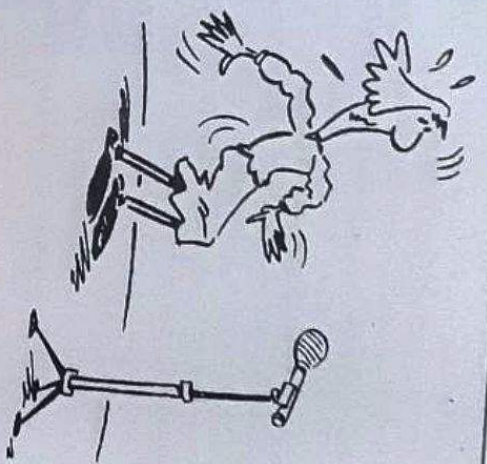
### USING A MICROPHONE

A microphone used correctly can be a great bonus to someone giving a presentation to a large group of people. But one used badly can be a disaster.

A microphone is no guarantee of audibility. Think about the times you have spent standing at railway stations trying to understand what's being said through the dozens of speakers all linked together. Was that your train they just called or were they trying to find a missing child?

Faulty adjustment, weak batteries and poor use can make them unbearable. They can also get knocked over and people can trip over the cables. The microphone that slides slowly down the stand forcing the speaker to bend over it ever lower and lower is well known to many comedians.

Most people have a fear of using microphones, but there's really no point in giving a presentation when only half of the people present can hear you. When installed and used correctly, the microphone system can be a valuable resource for a speaker in a large room or hall trying to address a large group of people.



*Microphones are not difficult to use—all they require is a little understanding and some practice*

A cordless microphone gives much more freedom of movement. It is held in the hand instead of being on a stand, and has no cable coming from it.

A lapel microphone is clipped to your lapel, tie, shirt or dress. It allows you full use of your hands. These are generally cordless.

You will need to choose a microphone to suit your own style. If you talk with your hands a lot you probably won't feel comfortable using a hand-held cordless unit. You would probably prefer to use a standard-type unit or a lapel microphone.

If you like to move around a lot while giving your presentations, a standard (or fixed) unit probably won't suit you. You would probably prefer to use a cordless hand-held unit or a lapel microphone. If possible, you need to experiment with each of them to see which suits your style best.

Regardless of which type of microphone you are using, make certain that you test it before starting your presentation if you can. Sometimes this will be someone else's responsibility and sometimes yours.

Testing is best done with someone helping you. Ask the other person to stand normally and talk into the microphone with his or her usual voice while you move around the room. What you need to do while walking around is to set the correct volume for the system, and select the best place for the microphone to be positioned, if it is fixed on a stand. Listen for any dead spots between speakers if there are two or more being used. Also listen for any feedback. Feedback is the squealing noise given when the microphone



gets too close to the speaker (very distracting). After that has been done, swap positions with your helper and get them to check.

The position from your mouth of fixed microphones will vary but, as a general rule of thumb, the microphone should be somewhere between 10 centimetres and 50 centimetres from your mouth. You will have to experiment with this. The microphone should be just below your chin and pointed slightly upwards. If you are one of several speakers you probably won't have the chance of setting it up perfectly for yourself beforehand, so make sure you know how the microphone adjustments work so that you can alter the microphone to suit yourself as unobtrusively as possible.

When testing the microphone don't use the old 'testing, one, two, three' approach. Use the microphone as you would with your presentation, and actually start the presentation. Your assistant is then in a great position to tell whether he or she can hear you, and importantly understand what you're saying.

#### TIPS FOR USE

- Handle microphones with care, they are delicate and expensive.
- Get there early to test it.
- Do not blow into the microphone or tap it to test if it is turned on. This can cause damage.
- When testing a microphone use your 'script' and speak exactly as you will later on.
- When using a fixed or standard-type microphone keep within its range while giving your presentation.
- With a fixed microphone have it adjusted to your correct height. Don't stretch or bend, have it adjusted properly. Find out how to do this before starting.
- Speak across the microphone, not directly into it. This will avoid the popping of 'p's' and the sizzling of 's's'.
- Microphones will pick up every noise, so be careful of what you might mutter to yourself, thinking nobody can hear you.
- Don't cough or clear your throat into a microphone. If using a fixed microphone, turn your head away from it. If using a lapel microphone, put your hand over the top of it.
- If you are using a lapel microphone, make sure you put it on well before you start.
- Ensure that it has a fresh battery. They don't last terribly long!
- With lapel microphones also ensure that they aren't muffled by your clothing, or rubbing against them.

#### QUESTIONS

1. Describe in brief, the various types of presentation aids.
2. Is the use of presentation aids essential for making a presentation effective? If yes, why?
3. What do you mean by presentation aids? Discuss the functioning, advantages and disadvantages of overhead projector.
4. Write short-notes on the following:
  - (i) Videos
  - (ii) Films
  - (iii) Whiteboards
  - (iv) Overhead Projector
  - (v) Chalkboard.
5. Discuss the merits and demerits of different types of visual aids in presentation.



## Situational Presentation and Getting Ready

"It takes one hour of preparation for each minute of presentation time."

—Wayne Burgraff

### INTRODUCTION

After reading this book you may be still hesitant, and nervous you need practice and still more practice to be able to come up to an expected level. Some situations and examples are provided in this chapter which will serve as good points to begin with.

This chapter, in addition to the above, provides you with a number of checklists that may be appropriate for you as a public speaker. Most of the material being presented in this chapter is a summary of information that has already been presented in previous chapters.

### EXAMPLES OF SITUATIONAL PRESENTATION

Following are the examples and situations if exhausted once, you can devise more and perfect the art of effective speaking:

1. You are travelling, by train. Your co-passengers, comprising a family of husband, wife and two kids, have been littering the compartment floor with foodstuff and rubbish. Ask them to refrain from it.
2. You are driving on the road on a two-wheeler; when your vehicle is hit by a car trying to overtake you from the left. Though the driver stops, he

- refuses to pay compensation for the dent in your vehicle's body. Convince him to pay for the damage.
3. The bank teller is ready to close the counter though there is still some time to go till closing time. Persuade her to get your cheque encashed before she leaves.
  4. Your classmate had borrowed your notes for reference, and now seems to have misplaced them. Ask him to return them to you at the earliest, intact.
  5. A senior colleague is in the habit of interrupting group discussions with personal accounts. Put the message across that such behaviour is not appreciated in teams.
  6. Your friend and you often dine out together. Both of you get along well; however, lately you have realized that you often end up footing the bill. Broach the subject with her.
  7. Your manager has asked you to submit a report in one day's time. The data, however, is not available and it would take several days to compile the information. Ask for more time to complete the report.
  8. You are driving a car on a busy road. The car in front of you gives a sudden break, and your vehicle rams into it, denting the rear fender. Though it is obviously not your fault, the driver of the other vehicle demands that you pay for the damage. Stress your stand and do not give into his demand.
  9. The neighbour's dog frequently gets into your garden and pulls out the plants. Talk with your neighbour about it.
  10. You have booked a ticket through a travel agent for an overnight bus journey. When you board the bus, you find the seat broken. How would you handle the situation?
  11. Mention to your colleague that you do not like her habit of talking about other people when they are not around.
  12. You and your colleague often have to work together on projects that require working on the computer. She is not conversant with the software, and refuses to learn. As a result, most of the system's work comes to you. Convey to her that she ought to pick up the required skills.



13. The new project you have been assigned to requires help from a senior colleague. He is not known to be friendly with newcomers. Approach him for help.
14. A friend had borrowed a large amount of money from you six months ago. Now he seems to have forgotten all about returning it. Raise the issue with him.
15. A new recruit in the organization, you realize a senior colleague has been withholding from you information that you would require to accomplish the assigned tasks. Talk with him about it.
16. You have hosted a party in a renowned restaurant, and the food turns out to be substandard. Talk to the manager about this.
17. A friend has had a death in the family and seems to have withdrawn into herself. Talk with her to move on in life.
18. A pure vegetarian, you find a piece of bone in the vegetable Chow Mein you had ordered at a restaurant. Talk to the manager.
19. A close friend has invited you to a party at his place. However, you have an examination the next day, and will be unable to make it. Explain your position to him.
20. The vegetable vendor at the local market has apparently overcharged you for your regular supply. Talk to him about it.
21. On a hiking trip, ask for a lift from a passing car on the highway.
22. Lodge, a complaint with the complaint cell of a local department store, for defective goods.
23. The quality of food in the mess is not up to standard. As the students' mess coordinator, speak with the mess supervisor regarding bringing about improvements.
24. Your colleague has asked you for help with a project she is working on, but you will not be able to help her due to lack of time. Politely explain your stand.
25. There is a party to celebrate the successful completion of a major project by your team. As the team leader, make a short speech on the occasion.
26. Convince your friend to read your favourite book in fiction.
27. Midway through a major project, you need to take two days off for a medical check-up. With the deadline soon approaching, ask your project leader for leave.

28. The tailor has messed up the suit you had ordered. Ask him to alter it, at no extra cost.
29. Visualize yourself at a hill station on a winter morning. Build up an imagery of the environment.
30. You have earned a well-deserved holiday after a lengthy project. Now your senior wants you to carry some routine file work to complete during your vacation. How would you refuse?
31. You are working on your friend's computer, and accidentally delete some of her files. Break the news to her.
32. A senior colleague keeps the ring volume of her cell phone very high, even during meetings. Talk to her as to how distracting it is for others in the room.
33. Convince your non-vegetarian friend to turn vegetarian.
34. How would you explain Newton's law of gravity to a six-year old child?
35. While on a long bus journey you find an elderly person smoking constantly. Ask him to stop.
36. You come to hear that one of your colleagues has been discussing about you with other people, while you are not around. Tell her that you do not like it and she should refrain from it.
37. Imagine yourself staying in a hostel with very strict rules. You need to stay late for a friend's party. Convince the hostel warden to allow you to stay out beyond the stipulated time.
38. A friend often borrows your bike, but returns it without filling the petrol. Refuse to lend it to him the next time he asks for it.
39. Your boss wants you to work over the weekend on a project which you know you have not been officially assigned to. Assert yourself, and politely refuse to do the work.
40. Your boss has called you for a meeting to discuss a problem in the ongoing project. However, he seems distracted and is apparently not giving you his full attention. Draw his interest back to the issue at hand.
41. You have made a terrible mistake for which the company had to incur a heavy loss. The top management is furious and has asked for your resignation. How would you pacify the top management and ask for one more opportunity.



42. Your boss is a coercive type of manager who doesn't listen to any ideas at all. You have some ideas, which when implemented, would definitely increase the productivity. How do you convince your boss so that he implements your ideas?
43. You are known to be empathetic and a good listener. Most of your time in office is spent in listening to the problems of other people. How would you correct this situation so that you have ample time to concentrate on your job?
44. An ambitious project has been assigned to your company. You spring on the opportunity and take full responsibility for it. Later you realize that you cannot do full justice to it because of some serious family problem. Your Boss is banking on you to deliver the results and the deadline in fast approaching. How would you communicate your inability to deliver the goods on time?
45. Your boss has given an interview in the newspaper where he has made a complete fool of himself. How do you explain to him that he is in dire need of a proper public relations officer?
46. You have a colleague who has an ego problem. He is not receptive to the ideas of others and tries to impose his viewpoint on the group. You have to persuade him to act not as a team leader but as a team member.
47. You are a project manager in an IT firm. You are meeting with one of your prospective clients. He is demanding for faster completion of project (say eight weeks) but you know it can't be completed before 12 weeks. You have to convince the client and get the project.
48. Convince your superior that the plagiarized report is actually your own work.
49. Motivate a junior employee to put in four hours of extra work without getting paid for it.
50. Your client is terribly annoyed as you were unable to provide the goods at the stipulated time. Defend your company.

### CHECKLISTS

Following are the checklists that may be helpful for you as a public speaker :

### CHECKLIST 1

OUTSIDE WORKSHOP CHECKLIST
COURSE TITLE _____
COURSE DATES _____
Number of participants _____
Book venue _____
Request nominations _____
Invite speakers _____
Design topic list _____
Prepare session notes _____
Design program _____
Write fact sheet _____
Book/order equipment _____
Book/order materials _____
Prepare handouts _____
Handouts printed _____
Prepare presentation aids _____
Prepare certificates _____
Book transport (speakers) _____
Book transport (participants) _____
Check nominations _____
Book accommodation _____
Advise supervisors _____
Confirm speakers _____
Confirm participants _____
Distribute fact sheet _____
Distribute pre-course materials _____
Organise participants' needs _____
Confirm accommodation _____
Purchase consumable items _____
Organise coffee/tea, etc. _____
Organise meals _____
Invitations to management _____
Pick up films, videos, etc. _____
Prepare name tags _____
Check stationery _____
Other _____
Other _____
Other _____
Double check everything again _____



## CHECKLIST 2

SESSION CHECKLIST	
SESSION TITLE _____	_____
SESSION DATES _____	_____
Are my session notes legible?	_____
Are my session objectives clear?	_____
Do I know who the group is?	_____
Do I have a motivator for the group?	_____
Am I building on previous knowledge?	_____
Is the session content the right size?	_____
Do I have the right number of points?	_____
Is the sequence of points logical?	_____
Are the presentation aids relevant?	_____
Are the handouts clear?	_____
Are the presentation aids appropriate?	_____
Are the presentation aids all operational?	_____
Is there plenty of participant activity?	_____
Have I planned to link forward?	_____
Have I included a session summary?	_____
Is my session evaluation suitable?	_____
Have I rehearsed my session?	_____
How many principles used?	_____
— R?	_____
— A?	_____
— M?	_____
— P?	_____
— Z?	_____
— F?	_____
— A?	_____
— M?	_____
— E?	_____

## CHECKLIST 3

THE DAY BEFORE CHECKLIST	
COURSE TITLE _____	_____
COURSE DATES _____	_____
Is the training room ready?	_____
Do I have extra markers, etc?	_____
Is the equipment set up?	_____
Is the seating arranged as required?	_____
Is all of my equipment ready?	_____
Can everyone see me and the equipment?	_____
Am I still familiar with the material?	_____
Do I know where all of the spares are?	_____

## CHECKLIST 4

THE BEFORE YOU GO IN CHECKLIST	
COURSE TITLE _____	_____
COURSE DATES _____	_____
Get there early	_____
Recheck my equipment	_____
Set up my presentation aids	_____
Organise and place my notes	_____
Warm up my voice	_____
Mentally recall the sequence of events	_____
Breathe deeply	_____

## CHECKLIST 5

DURING YOUR PRESENTATION CHECKLIST	
COURSE TITLE _____	_____
COURSE DATES _____	_____
Do I avoid speaking softly?	_____
Did I avoid mumbling?	_____
Did I avoid speaking slowly?	_____
Did I avoid speaking too fast?	_____
Did I avoid a monotone presentation?	_____
Did I avoid pacing?	_____
Did I avoid frequent coughing?	_____
Did I avoid indecision?	_____
Did I avoid fiddling?	_____
Did I avoid other nervous habits?	_____
Did I avoid talking to the board?	_____
Was I well prepared?	_____
Was I animated?	_____
Was I enthusiastic?	_____
Did I summarise frequently?	_____
Was there two-way communication?	_____
Was my appearance suitable?	_____
Did I use all of the nine principles?	_____
Did my audience achieve the objectives?	_____



## CHECKLIST 6

QUESTION AND ANSWER CHECKLIST	
COURSE TITLE -----	-----
COURSE DATES -----	-----
Do I encourage questions?	-----
Do I anticipate the correct questions?	-----
Do I practise the correct response?	-----
Do I use eye contact to involve the group?	-----
Do I repeat the question so it is heard?	-----
Do I repeat the question for clarification?	-----
Do I listen carefully?	-----
Do I allow other participants to answer?	-----

## CHECKLIST 7

COMMUNICATION CHECKLIST	
COURSE TITLE -----	-----
COURSE DATES -----	-----
Did I speak to the participants?	-----
Did the participants speak to me?	-----
Did the participants speak to each other?	-----

## CHECKLIST 8

NERVES CHECKLIST	
COURSE TITLE -----	-----
COURSE DATES -----	-----
Did I breathe deeply?	-----
Did I mentally rehearse before going in?	-----
Did I arrive early?	-----
Did I look professional?	-----
Did I try to anticipate questions?	-----
Did I check all of my equipment?	-----
Did I establish my credibility?	-----
Did I use my session notes?	-----
Did I motivate the group?	-----
Did I move around?	-----
Did I practise my presentation?	-----
Did I know what I was talking about?	-----
Did I use the self-fulfilling prophecy?	-----

## GETTING READY FOR MAKING PRESENTATION

In summary, following points must be considered while making a presentation:

1. The *funneling process* simplifies the presentation process because information is funneled down through the following steps:
  - A. *Determine the action you want your audience to take. You will be trying to change an attitude and impart some knowledge to your listeners.*
  - B. *Define your audience.* Know your audience well by understanding the skills, knowledge and attitudes. Everyone in your audience is a human being and wants to belong, be respected, be liked, be safe, to succeed, to find romance and to be inspired.
  - C. *Brainstorm to determine your needs, your audience's needs and any third-party needs.*
  - D. *Focus these various desires by working them into three or four written objectives.* Many presenters write out a mission statement that sums up the presentation and what it will accomplish. Purposes might be to inform, to instruct, to persuade or to entertain the audience.
  - E. *Test your objectives mentally by putting yourself in the audience's shoes.* Are my objectives clear, do I know what and how to accomplish it, and why I want to accomplish it, did I use action words and did I give my audience a good reason to listen?
2. Keep it simple. Go for the goals you can achieve in the real world, not in the ideal world.
3. Your objectives are signposts, not the destination of your presentation. Create clear objectives at the outset, then deliver them in your presentation.
4. The following are secrets to developing your presentation:
  - A. Start with the top three objectives you developed using the funneling process.
  - B. Define your limitations with the following questions:
    1. *How much time will you have to prepare?*
    2. *How much time will you have to speak?*
    3. *What kind of room will you be speaking in?*
    4. *What is the financial budget: large, small or non-existent?*
    5. *What equipment will you have available?*
  - C. Build a *Three Dimensional Outline* with four headings: time, what, why, and how. This lets you see the *big picture*.
  - D. Decide on, then apply, a logical sequence to your presentation. For example, past to present, priority or material in order of importance, advantages and disadvantages, and categorical.



- E. Keep your pace fast and your ideas simple.
- F. Identify and secure the best tools your budget will allow.
- G. Brainstorm and review your material with other developers if possible.
5. Effective rehearsal means making the best of your preparation time to become comfortable, relaxed and in control, both mentally and physically. It also means anticipating and avoiding troubles before they happen.
6. Walk through each step of your presentation, imagine your successful introduction of each step and point, and go through to the end each time.
7. Write three to seven key phrases on each 3X5 card. Organize the cards in the chronology of your presentation. This allows you to form a mental picture of the cards. Practice as often and in front of as many as you can.
8. Use video tape if you can. Note how well the words and transition flows, how comfortable you appear with the materials, your posture, pronunciation and word speed and how you can make it all better.
9. Rehearse with the equipment you will use (flip chart, overheads, etc.).
10. Before the presentation, try to get into the actual room to get acquainted with it.
11. Nervousness comes from the fear of the unknown. Clarify the sources of your nervousness and you can conquer it. The following are steps to go from nervous to natural:
  - A. Know what you're talking about. Be prepared.
  - B. Be yourself. Don't try to be someone you're not.
  - C. Psyche yourself up - use positive self-talk. You're audience really wants you to succeed.
  - D. Work with your body's physical reaction to nerves (stretch, deep breathes).
  - E. Bond with your audience. Keep them on your side. Get there early and greet your audience. Start off by grabbing their attention. Let the audience know what's in it for them. Make eye contact with a few friendly faces.
12. The first three minutes are different from the rest of your presentation because your audience's attention is naturally high. Most audiences spend the first three minutes sizing up the presenter. You've got just one chance to make a good first impression, and your first impressions are lasting impressions.
13. *Show respect and build rapport.* Make your audience your partner. Respect their time, show you're prepared. Empathize with your audience. Meet as many attendees as possible.
14. *Grab the audience's attention and run-with it.* The hook is an attention grabber. Know and use the different types of openers - current event, humorous, pictorial, anecdotal, pertinent quote, real-world situation, etc.

15. You can kill your opening if you apologize, use an unrelated or inappropriate anecdote, use a long- or slow-moving statement, or start late.
16. Use appropriate words and gestures to get the audience committed to stay involved.
17. A few years ago, UCLA did a study and found that the success of a public presentation depends about 7 percent on the *words* that are actually spoken, about 38 percent on the *tone* in which it is delivered, and 55 percent on *body language*. In other words, about 93% of a good presentation is something other than the words the speaker chooses.
18. Make sure your posture is not at odds with your message. Stand up straight, look participants in the eye, be relaxed, use appropriate gestures, be decisive and smile.
19. Know the tensions that every audience member feels and work to ease those tensions during your opening.
20. Audiences tend to respond much more to a speaker's presence than to resume credentials. You will be judged based on depth of knowledge, personal experiences, level of preparedness, enthusiasm during the presentation, appearance, and language - both body and verbal. Credible qualities include integrity, expertise, empathy and awareness of your own power.
21. *Tell the truth.* Commit and adhere to a time-requirement up-front. Make a note when you say you will do something, then do it.
22. *Tell why you have the right to talk to them.* The more relevant the introduction, the higher your credibility. Share personal experiences with your audience. Let them know why you are speaking to them.
23. *Connect with the audience.* Be natural, sincere, enthusiastic and spontaneous. Work the entire room; don't fall into the trap of speaking to just one or two people. Identify with someone the audience admires. Let them know you that you understand. Dress like your audience dresses.
24. Always be willing to share information on your background and other qualifications with the audience.
25. It's not enough to possess the qualities of a credible person - you must demonstrate them, both directly and indirectly, as soon as you take the front of the room.
26. The *tone* of your presentation is the sum of everything you do. The tone you establish determines how the audience perceives you. Create a conversational tone. Enjoyable atmospheres are exciting, entertaining, engaging, relaxed, lively, direct, fun, inviting, and loud. Less enjoyable atmospheres are serious, reserved, solitary, formal, slow, wordy, showy, closed-off and quiet.



27. A lot of little things are really big things, such as eye contact, word choice, body language, appearance, openness, humour, enthusiasm, music, breaks and activities.
28. *Quality audiences love conversational, open, accessible, knowledgeable, confident, entertaining, funny, excited to be there, and humility.*
29. *Quality audiences hate lecture-oriented, reserved, aloof, a show-off, a braggart, dull, rude or insulting, perfunctory (I've done this all before), and arrogance.*
30. "No matter how busy you are, you must take time to make the other person feel important!" *Mary Kay Ash.*
31. Have a conversation with even the largest of groups. Try to talk with, not at, your audience. Use everyday conversational language; avoid big words. Ask questions *immediately* and listen to the answers. Get the audience involved, even if it means having them stand and shake each other's hands. Place nothing between and your audience - avoid lecterns, podiums, and risers when possible. Mingle with and actually walk into the audience. Use participants' names whenever possible. Smile, use humour and tell stories.
32. Avoid words that leave no room for dissent such as always, never, certainly, at no time, forever, and positively. Instead, use often, usually, seldom, likely, rarely, once in a while, and most likely.
33. An offended or alienated audience member is not an inspired one. Avoid stereotypes. Don't describe people by their looks, age, race, ethnicity, or clothing. Don't say *girl* when you mean *woman*. Try to use examples that equally employ both genders. Avoid tired old expressions that carry a negative connotation like *old-wives tale*. Don't assume certain jobs go with a certain gender business man, salesman, etc.
34. "When we do more than we are paid to do, eventually we will be paid more for what we do." *Zig Ziglar.*
35. *Become known as a presenter who delivers that little something extra.* Give value - do more than is expected. Know your audience's wants, needs and desires. Establish expectations early in the presentation. Define what the presentation is and isn't. Under-promise, over-deliver. Create winning opportunities for your audience. Always hold a little back in reserve, and have several aces in the hole to surprise the audience.
36. When using name tags, print the first name in large print, and the last name smaller. Never misspell a name! If a participant's name badge says William, don't call him Will or Bill.
37. There are two levels to create winning opportunities for your audience: A. *Level one* is those moments that simply occur. B. *Level two* are those moments you create to make your audience a hero.

38. *Remain flexible.* Most audiences don't expect much flexibility from presenters. Surprise them by being the kind of person who can meet them halfway.
39. Give your audience a dose of business entertainment to wake them up - then give them booster shots throughout the presentation to keep them interested.
40. Know when and how to use the following business entertainment crowd pleasures: music, games, stories, audio-visuals, breaks, and freebies.
41. The average adult has an attention span of between five and seven minutes. The average presenter speaks at 120 to 200 words per minute while the average listener comprehends between 600 and 800 words per minute. This gives your audience's collective mind plenty of time to race ahead of you.
42. The adult attention span is *increased* and learning *enhanced* by:
  - A. An uninhibited environment.
  - B. Creative approaches to solving problems.
  - C. Allowing mistakes to be made.
  - D. Constructive and timely feedback.
  - E. Experimental learning (that is, doing instead of hearing).
43. The average adult retains:
  - A. 10% of what he reads.
  - B. 20% of what he hears.
  - C. 30% of what he sees.
  - D. 50% of what he hears and sees.
  - E. 70% of what he says.
  - F. 90% of what he says and does.
44. The room is the most overlooked of all your tools. The right size room for the audience size counts. The shape is important so everyone can see you. Know where lighting, heating and cooling controls are. Use comfortable chairs when possible. Use a microphone for more than 50 participants. Arrange seating wide and flat rather than narrow and deep. Avoid windows as a general rule. Keep refreshments on hand either inside or just outside the room.
45. Visuals should be simple, legible, neat, consistent, unified, colorful. Use bulleted points and sentence fragments, combine pictures, symbols and key words, and make graphics related to the subject matter.
46. Overheads and slides should support your presentation, not replace it. They should have no more than five points and five words per point (5x5 rule).
47. Handouts should contain statistics, graphs, examples, comparisons, quotations, and expert testimonials.



48. Learn to use *Verbal Surveying* and *Targeted Polling* for obtaining honest, usable audience feedback. Audiences are full of information that will help you manage your presentation.
49. Continually build excitement from one section to the other. Use transitions between all important ideas you present. Use transitions to introduce new ideas or topics. Keep them short and sweet. Sum up before moving on.
50. Stick to your schedule but remain flexible.
51. Give clear concise directions. Break instructions into clear, briefly defined steps. Anything more than five steps will confuse the audience.
51. *Verbal surveying* is a method that makes sure the entire room is benefiting from the presentation. Cover such topics as your audience's comfort, the quality of your content, the pace of the presentation, whether they are being entertained, and whether they are retaining the information being presented.
52. *Targeted polling* is where you select a few individuals and ask them questions throughout the presentation. Take notes on how they respond to your material.
53. *Managing your audience* means seeing things from their point of view. A confused audience is difficult to manage. When you ask them to do something, make sure you've given them clear directions. Become a skilled handler of questions.
54. You'll keep your audience focused by letting them know where they've been and where they are headed.
55. You will increase your audience's retention rate by summarizing exactly what's important about what you've told them.
56. You'll heighten the audience's interest by reducing confusion.
57. The key to effective summarization at the close of your presentation is to summarize *throughout the day*. Introduce key points, explain them, discuss them, recap key points, give a transition and introduce new key points.
58. The *Vary Important Points (VIP)* - method is where the participants receive a booklet called a *VIP note taker* where they can write down the points they found most important. At the end of each segment, ask for a few examples of important points from participants. The VIP method will increase retention, increase audience buy-in, puts audience members in charge, and makes audience members heroes.
59. At the beginning of the presentation, ask for your audience's expectations. At the close, return to the flip chart and confirm you've met their expectations.
60. Presentations should end with a bang! Some attention-grabbers for closings are questions that challenge participants and leave them pondering a course of action, quotations that form.