

Presentation Skills

Individual and Group

Objectives

Define a purpose for a presentation

Create presentation content suited to audience needs

Create impact through design and structuring

Understand various elements of effective delivery

Learn how to engage audience

Work on individual action plan

Five Features of a 'Killer' Presentation

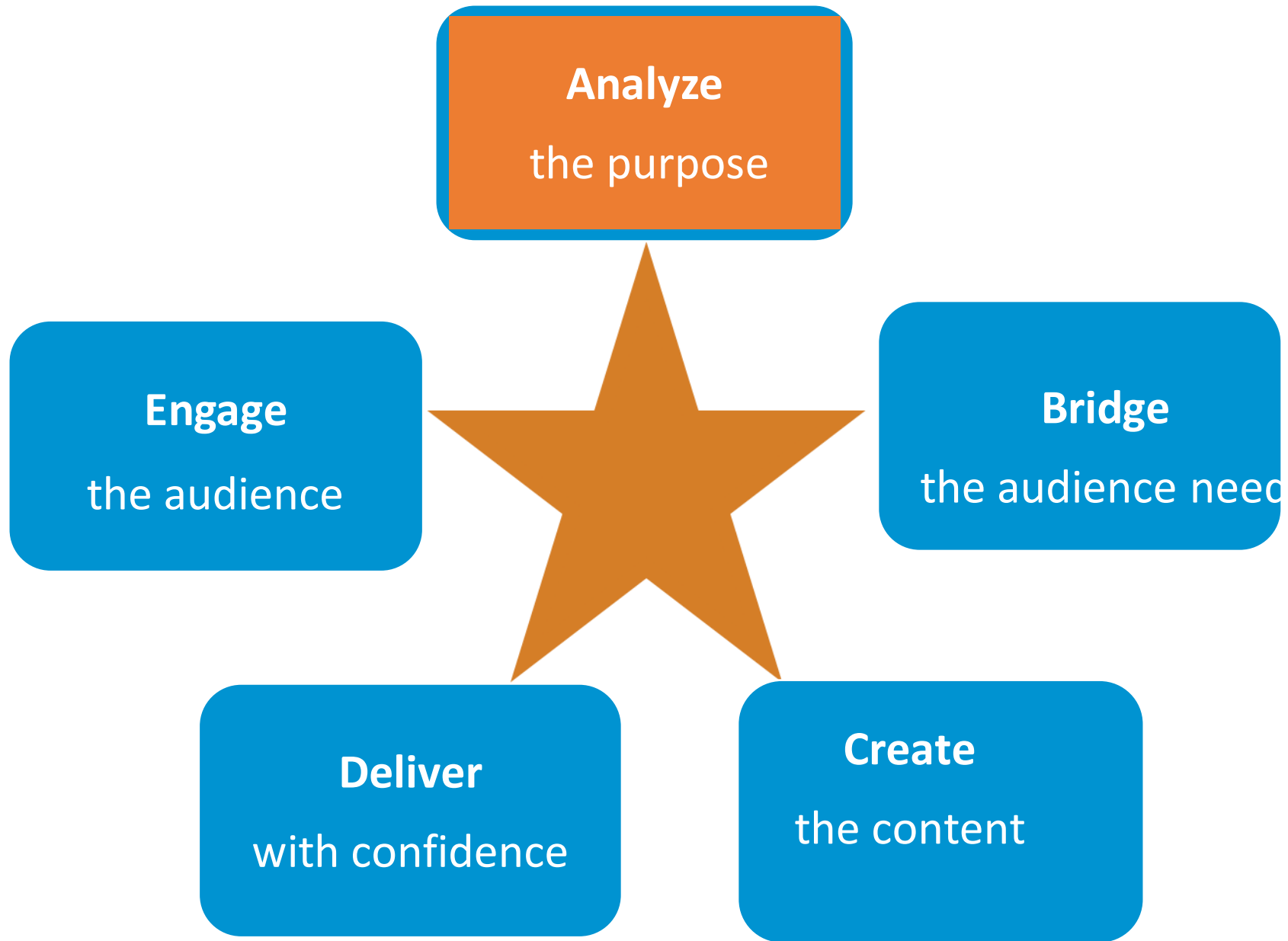
- No clear point
- No audience benefit
- No clear flow
- Too detailed
- Too long



STAR Model - ABCDE







Analyze The Purpose

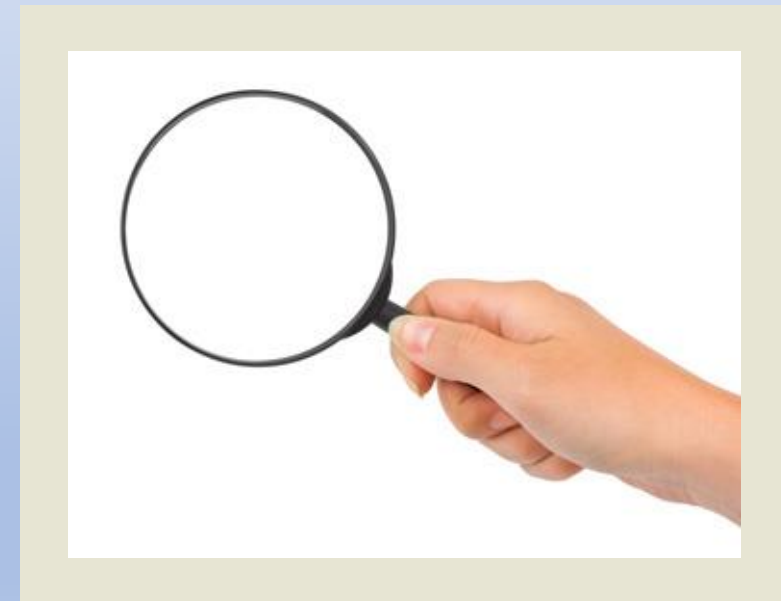
Presentations can be used to:

INFORM

- The goal is to deliver facts
- There is no attempt to change behavior, attitudes or beliefs

PERSUADE

- The goal is approval
- Support or a change in behavior, attitudes or beliefs



Making Your Point Clear



What is your Purpose?

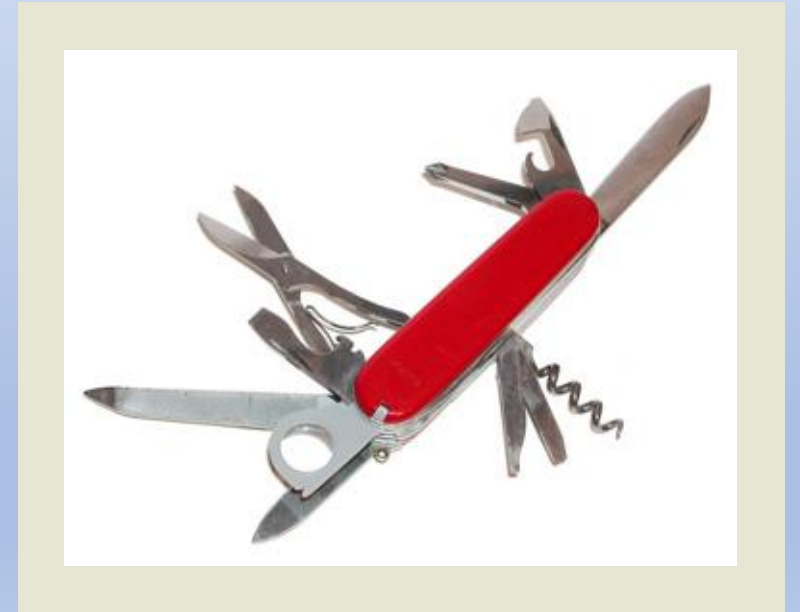
Inform

Persuade

Convince

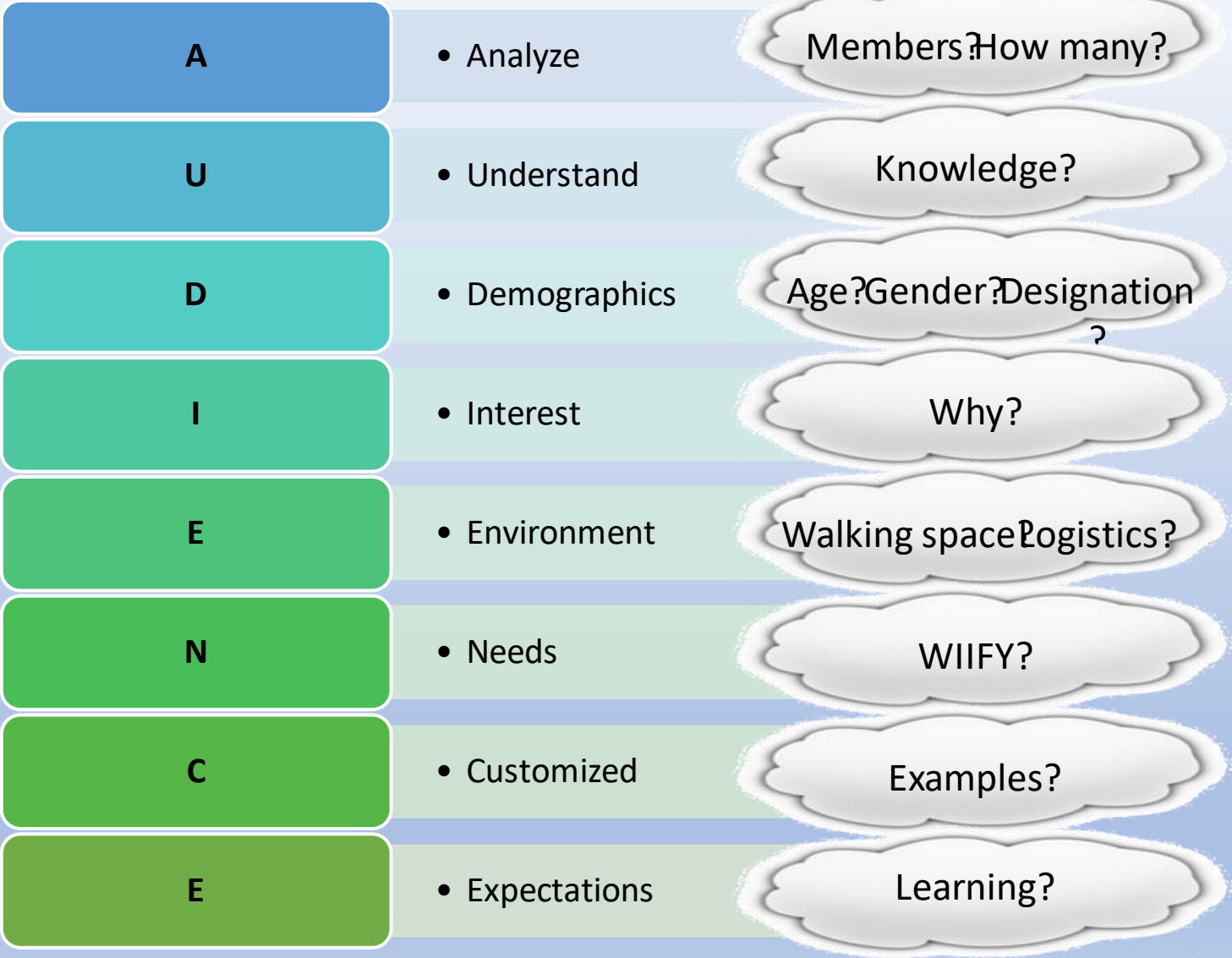
Define the Purpose

- Decide what you want the audience to know, feel or do
- Brainstorm ideas for communicating your message
- Identify Specific Objectives
- Be Clear, Memorable and as Brief as Possible





Understand The Audience



Bridge to Audience Needs

Develop your presentation in coordination with the characteristics of your audience:

- Job positions
- Values, needs, constraints
- Knowledge of the topic
- Technical expertise
- Key interests and needs
- Potential objections to your message



Influencing Your Audience

Bridge with the Key Factors:

- SUCCESS
 - Credibility
 - Personal presentation
 - Tone and style of communication
- COMPETENCE
 - Show your knowledge
 - Collect logical Data
 - Logical reasoning
- ETHICS
 - Emotional Appeal
 - Genuineness
 - Enthusiasm



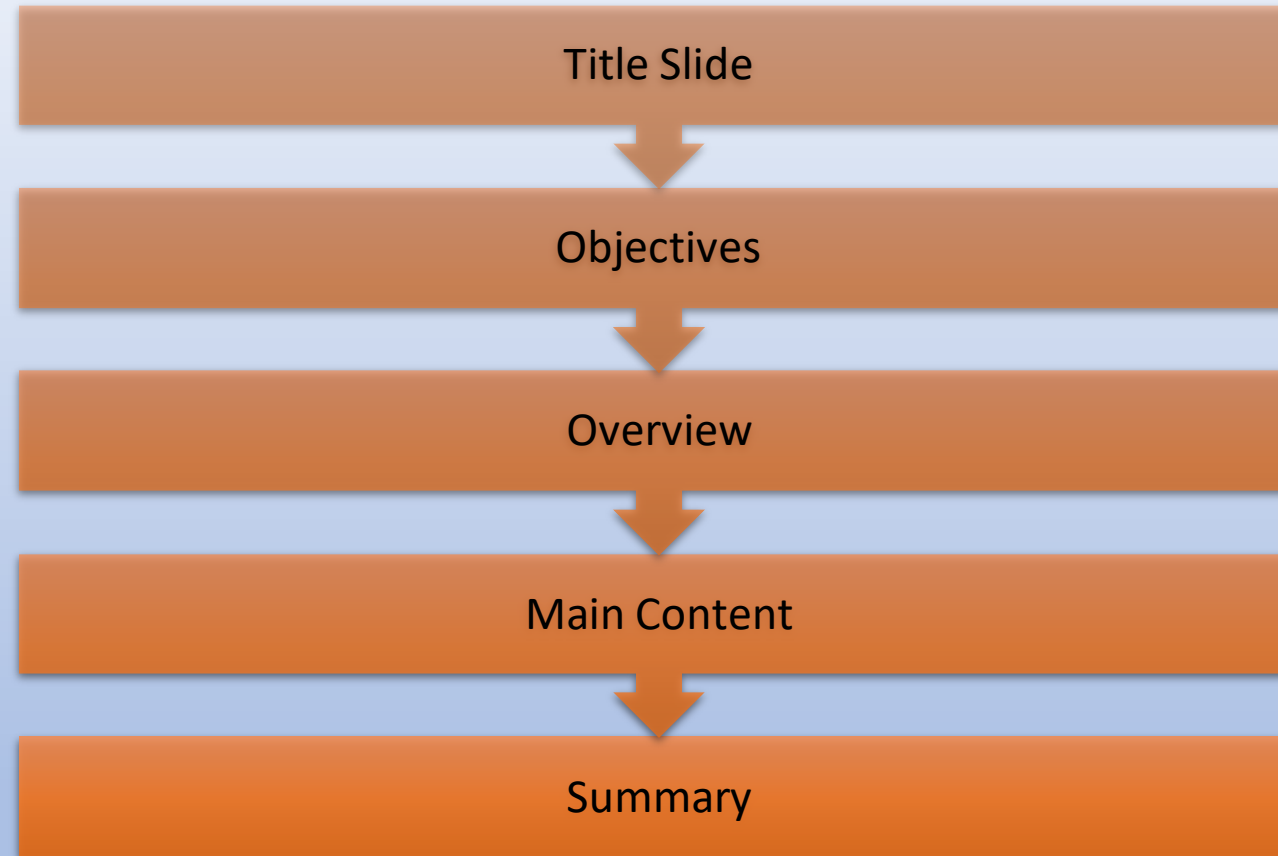


Create the Content

- Prioritize your content
- Eliminate content that is not directly related to your goal
- Create a logical basis for sequencing your presentation Credibility
 - Chronological
 - Topical
 - Categorical
 - Problem – Solution
 - Compare – Contrast
 - Ideal – Reality
 - Feature – Benefits
 - Old – New
 - Advantages – Disadvantages
 - Goal – Roadmap
 - Objections - Answers



Developing a Flow



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The WIIFY Factor

This is important to you
because...

What does this mean
to you? Let me explain.

Why am I telling you
this? Let me explain.



Create the Content

- Limit 3 to 6 Items on One Key Concept per slide
- Have effective transition statements
- Provide examples wherever possible
- Engage audience through questions if appropriate
- Limit Animation and “Builds” to avoid Distractions
- Use size 20 point or larger font size and don’t mix fonts.
- Bring Hard Copy Backups - Equipment can fail
- 4 Bs of content
 - Brainstorm
 - Budget
 - Buffer
 - Bunch



Creating Impact with Design



Use bullet points

Font size 16-18 Body and 24-30 –Title

Avoid too much animation

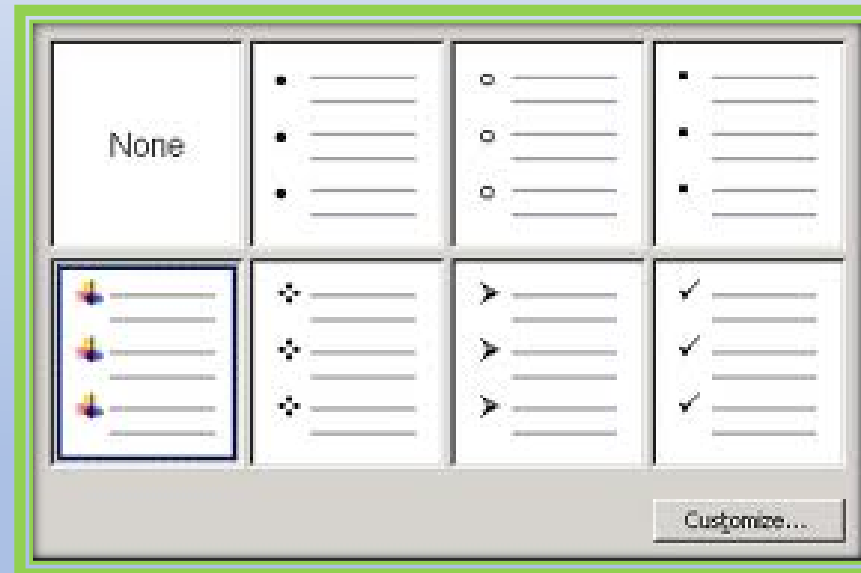
Avoid using all CAPS

Don't use acronyms

Use graphs appropriately

Bullet Points – Less is More

- Bullet v/s long sentences
- Bullet patterns
- Sub Bullets



Bullet Points v/s Long Sentences

- A bullet point is not a sentence

- Reveal the key data only

- Decisions about strategy occur in the presidents office.
- **The president makes the strategies**

- Please implement the utilization of a quality monitoring tool.
- **Please use the quality form**

- To delete your existing password and create a new one, start by going to the My preferences section.
- **Go to the My Preferences section to create a new password.**

Bullet Patterns

- Begin with a noun or verb (parallelism)
- Use the same tense for each verb
- Capitalize each bullet point
- Use the 6X6 guideline

To be promoted you need to:

- Adhere to the four quarter curriculum
- Score 85% or above in the assessment
- Complete a Lean/ GB project



Parallelism With Bullets

- Memory has been enhanced
- Improved Speed
- More Flexible Than Before
- Extension of Warranty

- Enhanced Memory
- Improved Speed
- Greater Flexibility
- Extended Warranty

Sub Bullets?

- Avoid sub bullets as much as possible
- Limit yourself to one sub-bullet level
- Indent sub bullets
- Avoid using the symbol “-”

- Enhanced Memory
216 to 520 GB
- Improved Speed
256 Kbps to 4 Mbps
- Greater Flexibility
- Extended Warranty

What's Wrong Here?

A local community college professor decided to fight back. “The price of books for are students is just getting higher and higher and, combined with the rising cost of tution, its killing these kids,” said Peter Jason, Ph.D. “Remember, students are one of the poorest groups of people in America. Almost half of them have at least won part-time job. In fact, one of my students has three jobs. She is a part-time sails clerk at a clothing store three days a weak, then works three evenings a week as a pizza cook, and on weekends she does manicures at a beauty salon. And she still manages to have a high GPA and go to skool full-time.”

Textbook prices are traditionally hi. Adding to that problem, many college instructors change textbooks ear after ear; they either upgrade to a new edition or switch to an entirely different textbook. This further hurts students because if an instructor no longer uses a particular textbook, that book has no resale value.



Spell Check

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Using Images in PowerPoint

The Different types of pollution are:

- Air pollution
- Water pollution
- Noise pollution



Air Pollution

**Different
Types of
Pollution**



Water Pollution



Noise Pollution

Images: The Assertion – Evidence Method

- A short sentence that states the point
- An image that provides visual evidence of the point

Public speaking is one of fears

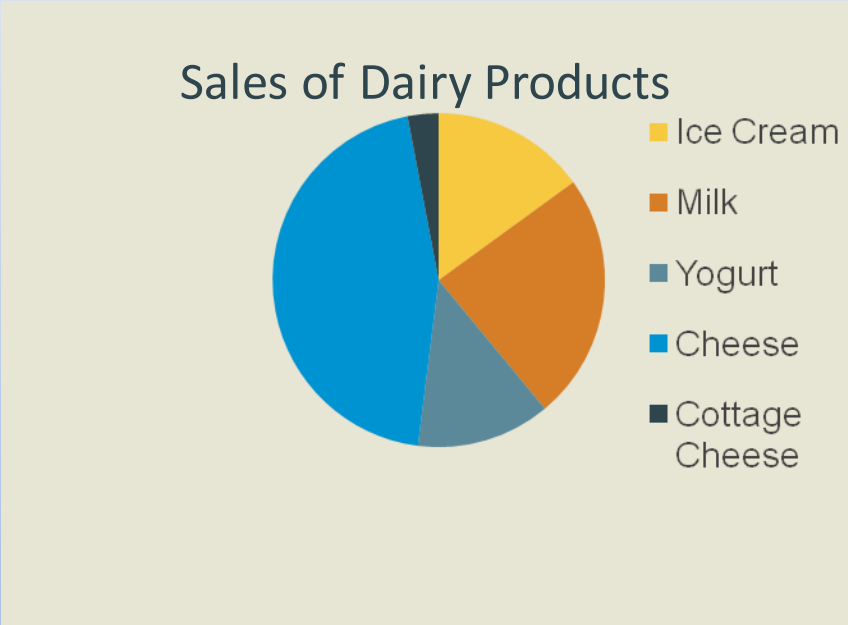


Charts & Graphs: which one is better Left or right ?

Charts and graphs can visually display complex information.

Which of these best presents sales data :

SALES OF DAIRY PRODUCTS	
Product	% of Sales
Cheese	45%
Cottage Cheese	3%
Ice Cream	15%
Milk	24%
Yogurt	13%



Use handouts to provide the details for complex information

Just AVOID – Too much Data

ADULT LEARNERS ARE UNIQUE

Adults learn best when their uniqueness as learners is considered. Adult learners learn best when their beliefs, emotions, values and needs are considered.

An instructor should display awareness of the adult's needs and try to satisfy them rather than imposing his values and needs on the learner.

GAIN THE TRUST OF ADULT LEARNERS

Supporting content goes here,
supporting content goes here,
supporting content goes here,
supporting content goes here

RESPECT THE EXPERIENCES OF ADULTS

Adults learn best when my pervious learning experiences are considered. Learning situations should build on previous learning.
Adults learn best when they have some control over the learning experience.
Adults must be given time to alter their perceptions.

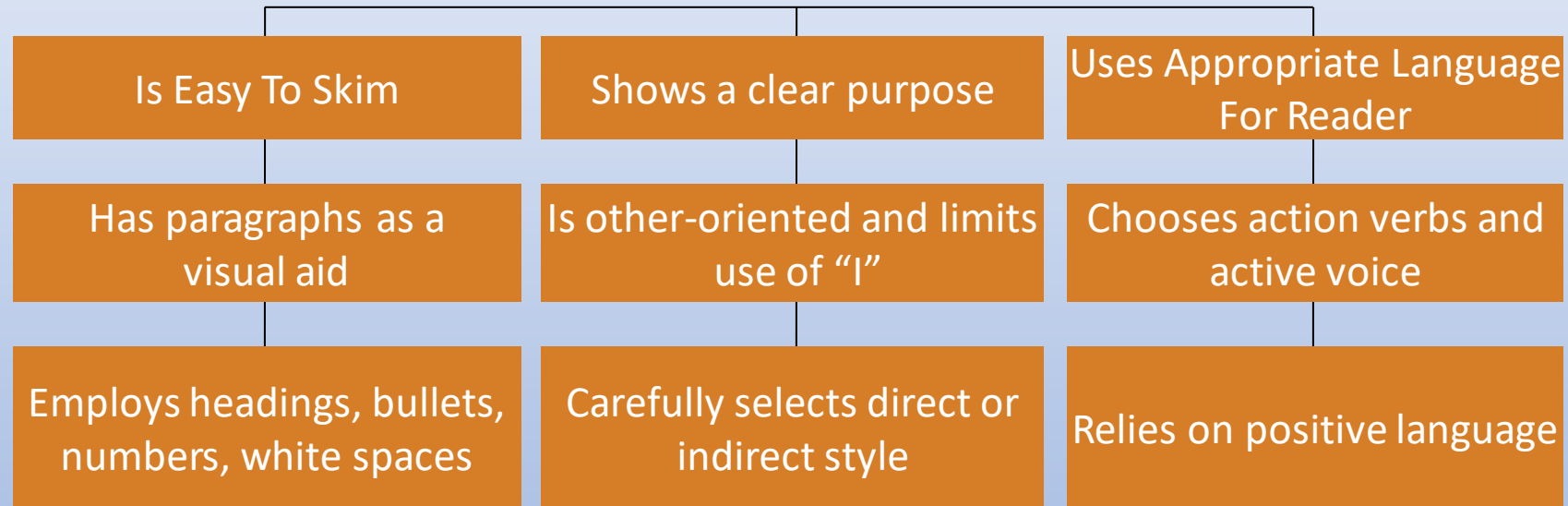
WORK TO HOLD THE INTEREST OF ADULTS

Adults learn best when involved in the learning process.
Adults will lose interest in consistent lecture.
Adults learn best if the content is meaningfully presented.
To involve adults, use real world examples and problems.

Headings – What is not Right here....??

Quick Tips for Best Results

You get results when your business writing



Graphs & Diagrams

- They emphasize the significant aspects of data
- They simplify the complexities of numbers
- They depict trends which otherwise is revealed only after close scrutiny
- They are used to compare two or more data
- They are used to extrapolate and interpolate data
- Pictures are more easily remembered than numbers





Deliver with Confidence

The 3 Key Elements for D are:

- Body Language
- Voice Control
- Projecting Confidence



Body Language

- Posture/Stance
 - Stand straight but relaxed
 - Keep feet pointed at the audience
 - Distribute weight evenly on both legs
 - Keep shoulders oriented toward the audience
- Facial Expressions
- Eye Contact
- Hand/Body Movement



Body Language – Hand & Body Movement

- Feet aren't roots, don't stand in one place
- When using a lectern don't hide behind it or hang onto it
- Walk around the lectern, stand beside it or in front of it
- Eliminate barriers between you and the audience by moving closer to the audience
- 4-8 feet of the closest person in the audience is a comfortable distance
- Move with a purpose
- Keep gestures natural and uninhibited by anxiety. Gesture of illustration
 - Gesture of numbering and sequencing
 - Gesture of location
 - Gesture of focus
 - Cross hands (closed)



Show enthusiasm, let them know you believe in your material

Body Language – Eye Contact

- Look into the eyes of the audience, even if all you can see is the front row
- Avoid looking at a particular spot on the back wall, floor, ceiling, screen, etc.
- Hold eye contact 1-3 seconds - Don't focus on one person too long
- Avoid eye darting around the room – pace eye contact with your next thought
- Don't just look at the audience, see the audience. Seek out individuals
- As distance between speaker and audience increases, a larger circle of people will feel your “eye contact.”



Shows confidence, control and makes emotional connections

Voice Control

- Tone
- Pause
- Clarity
- Pitch
- Volume
- Speed





Opening

- Attract audience interest
- State your purpose
 - Illustrations
 - Humor
 - Anecdotes
 - Quotations
 - Analogies
 - Shocking facts
 - Challenges
 - Stories



Examples

Factoid:

‘Within any given year, close to 1 million people start a small business in the United States. Sadly, at least 40 percent of those businesses fail within the first year. Eighty percent of them will be out of business within five years, and 96 percent will have closed their doors before their tenth birthday.’

Retrospective/Prospective:

“In the past we gave customer service. Today we aim at customer delight. In the past it was about providing a service or a product but today it is about providing an experience.

Engage the Audience

Show energy and enthusiasm through:

- Body language
- Voice control
- Impactful language

Asking Questions:

- Open Ended
- Close Ended
- Follow up



The Beginning.....

Gaining Attention by:

- Making a Desire statement
- Making a Challenging and Striking but Factual Statement
- Creating A Rapport: Telling a humorous story
- Using more of “We” Than “You”
- Creating of Friendly Atmosphere
- Being Enthusiastic



The Middle.....

Maintain Attention by:

- Keep Stressing the Relevance of What Is being Discussed with the Participants
- Make the Presentation Visually Interesting
- Use Description and Incorporate Stories, Anecdote to Make the Message Live
- Involve People
- Generate Attention Through Your Interest
- Obtain Acceptance



The Conclusion.....

- Summarize Main Points
- Recommend action
- Thank the audience

Make Them Believe in Your Inputs By:

- Use Clear, Precise Language
- Make Explanations Clear
- Do not Make Assumption
- Use Powerful Visual Aids



The Closing

- Summary
- 'Thank You' slide with presenter information

Thank You
Name: someone
Email: someone@upes.com
Phone: *****

Elements of Effective Group Presentations

I 4 Key steps

Presentation Analysis – Know your subject

- Identify the purpose of your presentation
- Identify what your subject or topic should/will be
- Make sure you can show how your topic relates to the audience

Audience Analysis – Know your audience

- Consider the audience demographics (age, gender, culture, etc.)
- Use appropriate examples that can be understood by your audience
- Use the appropriate vocabulary, but watch using jargon
- Make sure you can properly pronounce every word in your speech

Group Analysis – Know your individual and group strengths and weaknesses

- Confident Presenters do well with introductions and conclusions
- Detail oriented people can handle the discussion points.
- Fast thinkers are good at handling questions

Practice, Practice, Practice – aim for group cohesiveness



II Create ONE presentation

- A. Work together to have ONE introduction, body, and conclusion for the presentation
- B. One person compiles the slides from everyone into one slideshow
 - Use only one template/slide style for the entire presentation
 - Everyone works on their slides and sends/gives them to the one compiling
- C. Everyone must contribute (i.e. research, proofreading, etc.)
- D. Keep a group mindset – Say “we found ...” not “I found ...”
- E. Work together to build a strong supported case
- F. Create smooth transitions – between slides AND between group members
 - Explain how the next topic is relevant to the previous one
 - If first time the next speaker has talked, introduce the speaker and his/her topic
 - Sometimes an easy way to transition is to acknowledge the overlap in topics/points



Appearance

III Appearance of all group members matter

- A. Try to dress similar – does not have to be identical.
- B. Consider professional attire (i.e. slacks, button-up shirt, etc.)

IV. Delivery Tips

- A. As part of opener/introduction , introduce the group members
- B. Include a preview slide of what will be covered
- C. When practicing, use your visual aids to check for typos or needed changes
- D. Rehearse as if an audience is present
- E. Share constructive feedback
- F. Do not hold your speech notes while speaking. Place them so you can see them
- G. Face the audience not the projected slides, no one wants to listen to your back
- H. Make sure your nonverbals match what you are saying and do not divert attention
 - Smiling during a sad story will hinder message you are trying to give
 - Wild hand gestures can be very distracting



GUIDELINES FOR PLANNING A GROUP PRESENTATION



- While every group (and every project for that matter) is unique
- Follow the given guidelines :
- **STEP #1: ORIENTATION**
Group members need to learn who everyone is— exchange names, phone numbers, addresses, etc. and keep a record of this information.
Discuss what the group is expected to do — don't assume that the requirements of the group project are clear to everyone.
- More often than not, people are not always sure about what the group is expected to do.
- **STEP #2: DIVISION OF LABOR**
Divide the project up into a series of smaller steps or parts.
Put the parts of the project into a time sequence — in what order must each step or part of the project be done?
Agree on a time table — when must each part of the project be finished?
Agree on who is responsible for each part of the project.
Agree on what each person must **PRODUCE** for their part of the project by the agreed upon deadline.
- **BE SPECIFIC** — everyone in the group must agree to turn in something tangible to the group at a stated time.
Agree about what to do if people in the group “get behind” and won't be able to meet a deadline.
Agree upon a schedule of meetings —

Most groups think all they need to do is divide up the work, meet five minutes before the presentation, and “whip it together.”

You can do it this way, but the approach rarely works!

- **STEP #3. ASSESSMENT** Use some of your group meetings to review what members have accomplished up to that point.
 - Have group members provide feedback about each other's work — is the material provided by the member what the group needs, is something missing, what else needs to be done?
 - Set new expectations and deadlines as appropriate — group's usually discover as the project moves along that the original time table and division of group member responsibilities needs to be modified.
 - Take the time to do that so that the work doesn't all pile up at the end.
 - Pay attention to possible gaps in the group's work — are there important topics or tasks that the group is overlooking?
- **STEP #4. PRESENTATION PLANNING** Once the research on the project is fairly far along, the group needs to turn its attention to the question of HOW to orally present the material the group gathered.
- **MANY GROUPS MAKE THE MISTAKE OF WANTING TO TALK ABOUT THE PLAN FOR THE PRESENTATION TOO SOON.** Wait until the group has a pretty good idea of what they'll be talking about.
 - Decide on a presentation format
 - Determine who will serve as the presentation moderator
 - Decide on audio/visual aids for the presentation
 - Make decisions about physical arrangements for the presentation
 - Practice
 - Work to improve delivery skills of group members



- **Questions and answer session**

- The questions and answers session after the main presentation can be a source of anxiety as it is often difficult to predict what questions will be asked.
- But working within a group setting means that individually you do not have to know everything about the topic.
- When anyone from the audience asks a question, the presentation moderator can refer a speaker who has the relevant knowledge to provide an answer.
- This avoids any hesitant pauses.

- **Ending the presentation**

- A good ending usually consists of the presentation moderator thanking the audience.
- If there is another group afterwards, they should transition to the next group.

- **Practice the presentation**

Rehearse with the group multiple times to make sure:

- The structure works
- Everyone is sticking to their timing.



Action Plan



What's wrong here?

