

PRESENTATION SKILLS



Name

Overview

Presentation Skills provides you with the essential information and skills needed for you to excel as a presenter.

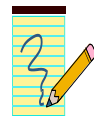
This program will improve the quality of your presentations through better use of your voice, eyes, gestures, posture, and movement. You will develop a presentation framework that ensures audience members know the goals and objectives of your presentation. This format will assist you in generating immediate interest in your presentation while also giving you a framework to use your creativity and skills to maintain the audience's interest.

Presentation Skills is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

Course Objectives

Our goal is to build greater personal skill and confidence in your ability to present information and yourself by focusing on the areas listed below.

- *Understanding the Two Key Roles of Effective Presenters*
- *Developing Your Voice*
- *Using Eye Contact, Gestures, Posture, and Movement for Maximum Impact*
- *Preparing Concise, Hard-Hitting, and Memorable Presentations*
- *Defining Meaningful Objectives for Presenter and Audiences Alike*
- *Creating Opening Statements that Grab the Audience*
- *Designing the Body to Support Your Objectives and Opening Statements*
- *Using Flip Charts, Overhead Projectors, and Podiums Effectively*
- *Successfully Closing the Presentation*
- *Handling Questions from the Audience*
- *Giving Group Presentations*



Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Presentation Skills. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.

Administration



One of the most overlooked roles of a presenter is the administrative role. Too often, the entire focus is on the presentation, and very little time or thought is given to the logistics, preparation, or organization of the presentation.

In small groups of three people, discuss each administrative topic listed and add to the list. Don't limit your thinking to obvious situations. Understanding this role increases the likelihood of it being applied again when you leave the training. Use the spaces provided below to write your additional suggestions.

1. Arrange breaks and start/stop times.
2. Keep the presentation on schedule.
3. Distribute necessary materials.
4. Use a flip chart or overhead to capture information.
5. Prepare the room - Set-up flip charts, overhead projectors, screens, tables, podiums, microphones, chairs, etc.

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

The Effective Presenter



After understanding the administrative role, your next role is being an effective presenter. Outlined below are two categories for you to consider. In your small group, talk out-loud about each category and develop some of your own insights. Many of the insights provided in the workbook and in your group discussions are what you will be working on in the workshop.

Effective Delivery Techniques

1. Good appearance.
2. Pleasant and varied voice.
3. Positive body language.
4. Excellent eye contact.
5. Effective gestures and movement.
6. _____
7. _____
8. _____

Effective Preparation

1. Objectives clearly stated.
2. Strong opening and close.
3. Well organized.
4. Correct level of detail.
5. Effective visual aids.
6. _____
7. _____
8. _____

Developing Your Voice



When you deliver your presentation, your audience not only hears what you say, they also observe how you say it. Your presentation is both visible and audible. Outlined below and on the following page are different examples of the voice. In your small group, discuss each one and provide a work-related example. Also, try to identify the areas where you believe you are strong, and the areas where you believe you could use improvement.

What Kind of VOICE Do You Have?

1) Is it monotonous? A flat, non-inflected voice that “can put an audience to sleep,” or lose a person’s attention and interest.

2) Is it harsh? A raspy, grating voice that tends to grind on the nerves of listeners.

3) Unfriendly? A cold antagonistic tone that puts people “on their guard.” Their defensive attitude will put you in a difficult situation if you expect to persuade or influence the audience in any way. A warm, friendly sounding voice helps put the audience at ease.

4) Do you talk too fast or too slow? Try to vary your rate of delivery so that you can range from a deliberate rate of speech to a rapid-fire delivery.

- *Good presenters are particularly distinguished by their extensive use of changes in delivery rate*

Developing Your Voice – Continued

5) Do you talk too quietly? Too loudly? Both louder and softer speech can let the audience know you are saying something particularly significant, or that the present mood is different from an earlier one.

- A change in volume for different syllables determines the meaning in words. (*conflict* or *conflict*, *project* or *project*)
- Emphasis on a single word clarifies the meaning of expressions. (That is our *greatest* strength.)
- Increased volume on word groups or expressions places significance on them.

6) Do you put a smile in your voice? “Think” a smile. This will help give your voice a friendly, almost musical quality that will make it pleasant to hear.

7) Do you have an expressive voice? Learn to raise and lower your voice, put meaning into words, add emphasis where needed, alter inflection, pace, and pitch.

8) Do you control the pitch? Pitch shifts within an expression can add greatly to the meaning. Your voice has a definite relationship to the musical scale. Find your place on that scale, in your natural tone, then you can deliberately raise or lower your pitch.

- Read the following: “*Of the people, by the people, for the people.*” Did you change your pitch at each phrase?

Skill Practice

This is your first opportunity to practice skills in this program. You will work in groups of three to five people. This is a voice exercise, so your emphasis is to practice the areas of the voice you just reviewed in your previous exercise.

The person practicing the skill is to stand in front of their group and answer the question below. Hopefully, you can respond to the question fairly easily so you can concentrate on sending a confident and controlled voice. Don't be overly concerned about your choice of words. The primary focus is your voice. However, if there are key words you want the audience to remember, be sure to emphasize them. Your time limit for this exercise is two to three minutes.

The remaining people in the group who are listening to the person practicing are to act as coaches. When you are coaching, observe the person practicing the skills and make some notes to provide coaching feedback. Use the Coaching Checklists on pages 8 and 9 as your guideline.

Skill Practice Question

1. What is the “value” of your job in this organization?

- Make sure you focus on the word “value.” Some additional words you can use to act as a catalyst to help you in your mini-presentation are; significance, impact, importance, consequences, benefits, advantages, ramifications, worth, results, savings, etc.

Rules

The rules help keep the skill practice on-track and increase the likelihood the practice session will be worthwhile.

1) When completed, keep quiet. This rule is for the person practicing the skill. The tendency for many people once the practice session is completed is to rationalize, make excuses, and so on. Leave your egos outside the workshop. Once you've completed your 2 to 3 minutes of practice, keep quiet. It's your coach's turn.

2) Listen to your coach. As the person practicing, you may not agree with the coaching suggestions. You may not even like the people coaching you. None of that matters. What does matter is how your coaches saw the 2 to 3 minutes. Take the coaching as an opportunity to improve.

3) Do 3 to 5 repetitions. This is where you really become skillful. It is based on sports, theatre, and music. To become skilled in any of those endeavors takes a lot of practice in a repetitive manner. Repetition means you do the same exact skill practice again and again

Skill Practice - Continued

based on the coaching. Only after you have mastered one of the situations, should you move to another. After the person practicing has completed his or her repetitions, then you can switch roles.

Skill Practice Coaching

1) Tell the person practicing what you believe he or she did well. Say this first so you do not forget. Be specific. For example, if you like the fact that the person practicing inflected his or her voice on key words, say so. Don't assume anything. There is nothing too mundane or trite in coaching a skill practice. Everything helps.

When you tell the person practicing the words you liked, say the actual words. Tell the person practicing specifically the phrases or questions, word for word, that you liked. This is done so the person practicing knows exactly what worked, and hopefully can use them again in practice as well as actual presentations when he or she leaves the workshop.

2) Tell the person practicing what could use improvement. Think about what might make the practice session better from your perspective. Give the person practicing your suggestions. The time to experiment and make mistakes is in practice, not on the job. So don't be afraid to give your honest insights.

When you give suggestions, be specific. For example, if you want the person practicing to vary the pace, or try to emphasize different words, show him or her what you mean. Vary the pace of your voice so he or she knows exactly what you mean. Also, give him or her the new words to try. Don't just tell the person practicing to change the words. Give him or her the replacement words. Remember, you're in a coaching role providing insights to help the person practicing improve. So any insights you provide need to be specific for that to happen.

Coaches shouldn't allow the exercise to go longer than about 2 to 3 minutes. There should be plenty to coach in that time frame. As a reminder, once the exercise is completed, the coaches provide their insights using the Coaching Checklists. The person practicing then goes again and attempts to repeat what he or she did well while also incorporating any coaching suggestions.

The repetitions are critical. If you follow the rules, and the coaches provide their insight, the exercises will go well for you.



Skill Practice Coaching Checklist

Does the Person Practicing:

- Vary the Rate of His or Her Speech?
- Have an Appealing Sound?
- Sound Confident?
- Alter His or Her Volume and Pitch Appropriately?
- Speak in a Clear Manner?
- Add Emphasis When Necessary?

What Went Well?

What Could Use Improvement?

Does the Person Practicing:

- Vary the Rate of His or Her Speech?
- Have an Appealing Sound?
- Sound Confident?
- Alter His or Her Volume and Pitch Appropriately?
- Speak in a Clear Manner?
- Add Emphasis When Necessary?

What Went Well?

What Could Use Improvement?

Skill Practice Coaching Checklist



Does the Person Practicing:

- Vary the Rate of His or Her Speech?
- Have an Appealing Sound?
- Sound Confident?
- Alter His or Her Volume and Pitch Appropriately?
- Speak in a Clear Manner?
- Add Emphasis When Necessary?

What Went Well?

What Could Use Improvement?

Does the Person Practicing:

- Vary the Rate of His or Her Speech?
- Have an Appealing Sound?
- Sound Confident?
- Alter His or Her Volume and Pitch Appropriately?
- Speak in a Clear Manner?
- Add Emphasis When Necessary?

What Went Well?

What Could Use Improvement?
