

**HOW TO DEVELOP AND DELIVER DYNAMIC
PRESENTATIONS**



**INSTRUCTOR GUIDE
1.5-DAY COURSE**

I-RDQ[®]

HOW TO DEVELOP AND DELIVER DYNAMIC PRESENTATIONS

Copyright © 2008 TreeLine 2008
Published by HRDQ
2002 Renaissance Boulevard #100
King of Prussia, PA 19406

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Version 2.0
Last updated May, 2008

ISBN 978-1-58854-267-0

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Stage 1—Prepare

Type of Activity	Segment	Time
	Introduction	15
	Audience profile	25
	Clarify your objective	10
	Compose the message	15
	Framework—Part 1	45
	Framework—Part 2	40
	Use “listener language”	20
	Formulate questions and prepare answers	10
	Create audiovisual aids	15



Reading



Written
Exercise



Facilitate



Group
Activity

Course timing

Chapter Two: Stage 2—Present



Reading



Written Exercise



Facilitate



Group Activity

Type of Activity	Segment	Time
	Platform skills	55
	Picking up audience cues	15
	Q&A (question and answer)	40
	Final pointers on presenting	10

Chapter Three: Stage 3—Post-Presentation

Type of Activity	Segment	Time
	Follow-up	10
	Evaluations	10

Day Two (Half Day)

Type of Activity	Segment	Time
	Videos and discussions	Half Day

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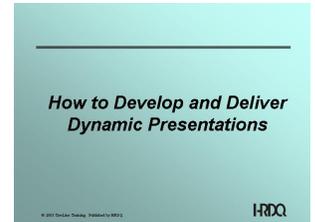
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Course objectives

Successful completion of this course will increase your knowledge and your ability to:

- ◇ Incorporate the four “musts” for a presentation high in audience appeal
- ◇ Complete an “Audience Profile” that gives you necessary information and insights to tailor your message to your audience
- ◇ Define the objective of your presentation to keep your efforts on target
- ◇ Keep the interest and the attention of an audience with a well-paced presentation that meets the demands of today’s listener
- ◇ Select the most suitable forms of audiovisual support and develop well-designed audiovisual aids for optimum impact
- ◇ Prepare for and skillfully respond to questions
- ◇ Identify types of post-presentation follow-up that may be applicable to fully satisfy your objective
- ◇ Collect audience feedback and conduct self-evaluations, and apply the results to plans for further improvement
- ◇ Avoid the most common complaints about presentations often expressed by people in an audience



Chapter One



STAGE 1: PREPARE

Ask: How many of you have ever viewed a presentation where it was clear the presenter was ill-prepared? What effect did that have on your impression of the presenter?

Four steps to prepare

- Consider key factors
- Clarify objective
- Compose message
- Create audiovisual aids

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“Clicker culture” refers to the vast majority of people in our culture—and in the audience to whom you present—who have been conditioned by media (TV, movies, video, computers, radio) to tune in and out when they decide something is not worth listening to in their opinion.

“Clicker culture”

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The average “sound bite” is 15–20 seconds and getting shorter. If your presentation doesn’t get and keep their attention, they’ll “click and change channels.” They may be physically present but mentally elsewhere.

To spark interest, keep attention and be persuasive—your message must be ...

“Musts”

To the audience, it must ...

- Matter *and be*
- Meaningful
- Memorable
- Motivating

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Introduction

“Chance favors only the prepared mind.”

— Louis Pasteur

Every presentation represents a chance to influence people, to promote your products and services, to motivate employees, inform the public, garner support for your ideas, and gain visibility that can advance your career.

To make the most of the opportunities a skillful presentation offers, a presenter must be very well-prepared.

Set yourself up for success at the “speaking” part of the presentation process. Do this beforehand by:

- ◇ Considering key factors: Audience, setting, time, and subject
- ◇ Clarifying your objective
- ◇ Composing the message
- ◇ Creating audiovisual aids

Key factors

Audience

The attendance of an audience does not ensure their attention. While preparing and presenting, keep in mind the “clicker culture.”

“Musts”— to be effective to the audience, a message must:

- ◇ Matter
- ◇ Be meaningful
- ◇ Be memorable
- ◇ Be motivating

Activity

Working with a partner, complete the “Information” section of the “Audience Profile” for the group attending this training presentation. (For future use, a duplicate of this worksheet is in the appendix.)

Audience Profile	
INFORMATION	
Organization:	
Topic:	
Profile date:	Presentation date:
Info. from:	Completed by:
# Attending:	Occupation:
Position/levels:	
Education:	
Gender mix: ____ F ____ M Age range:	
Their goals:	
Interests:	
Issues:	
Buying criteria:	
INSIGHTS	
Reasons for their attending?	
What do they already know about this topic?	
What else do they need to know?	
Trends affecting their industry/profession:	
Presentations from competitors? Who?	
Who makes or influences decisions?	
Terms/references appropriate to this audience:	
Other factors to consider:	

You can gain additional information and insights about an audience by reviewing their organization chart, annual reports, newsletter, catalogs, related industry publications, etc.

Ask: As a presenter, what do you do with the information you gather from the "Audience Profile?"

Answer: Tailor your presentation to the audience you're addressing.

Ask: What are some ways you might tailor a presentation to *this group*? Answers will vary depending on the nature of the training audience. Listen for points such as examples used and style of presenting.

Direct attention to the first question under "Insights."

Ask: Why would you want to know the reasons for their attending?

Answer: If people are attending by choice, they're there because they want to be—likely receptive. On the other hand, if their attendance has been mandated, a presenter is likely to meet with resistance. It helps you prepare to reduce resistance at the outset.

Offer ideas:

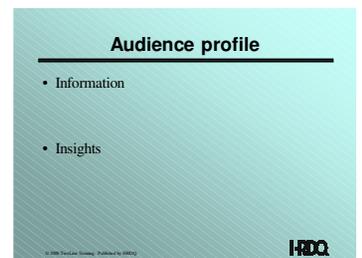
Use an opener that immediately engages the audience (signals that you acknowledge them and value their experience).

Take care not to come across as the only "expert" in the room.

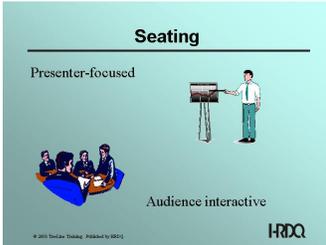
Use humor (if appropriate).

Amend the content of your message to speak to the benefits early on in your presentation.

When possible, arrange for refreshments, and make a point of showing up early to meet people face-to-face, smile, and shake hands (it shows you're human).



Refer participants to a duplicate “Logistics & Supplies” worksheet in the appendix.



Setting

The environment in which a presentation occurs affects both audience and presenter. As a presenter, you may not always be able to choose the setting and seating arrangements, but you do always want to be aware of what to expect and prepare your presentation accordingly.

- ◇ Whenever possible, check out in advance the location where you’ll be presenting.
- ◇ Whenever you can, arrange for a location that provides comfort for your audience and the absence of distractions for you (e.g., disruptive noise factors, interruptions from telephone calls).
- ◇ Always adapt to the norms of the setting and the expectations of an audience in that setting. Is the setting formal, informal, or casual? Is the presentation internal (to personnel within your organization) or external (to customers, prospective clients, the public)?
- ◇ When you choose seating arrangements, be guided by the size of the audience, the size and layout of the site, and the type of presentation.
- ◇ For presenter-focused presentations (i.e., you will be the speaker, and you want the audience attention focused on you): With a large audience, theater-style seating is typical; for a small group, the norm is conference-style seating with the presenter at the head.
- ◇ For audience-interactive presentations (i.e., you will function more as a facilitator, and you want interaction from the audience and/or among members of the group): Preferred seating is classroom-style, horseshoe or u-shape, or buzz-style seating that conveniently accommodates break-out groups.
- ◇ Complete a “Logistics & Supplies” worksheet.

Time

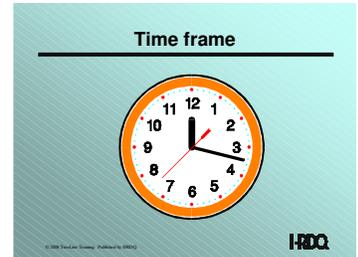
To ensure that you don't run out of time or go beyond the scheduled time when presenting, try the following steps.

- ◇ Confirm the time frame for your presentation and stick to it.
- ◇ Determine the “net” time you have to present: Net being the amount of time remaining after you deduct for questions, interaction, and breaks.
- ◇ Prepare less material than it would take to fill the net time for your presentation; this allows for ad libbing, questions that take longer than expected, people returning late from breaks, a presenter who precedes you running over their allotted time, and similar situations.
- ◇ Example: You're allotted a one-hour time frame for your presentation. Deducting 15 minutes for a Q&A (question and answer session), your net time to present will be 45 minutes. Prepare material to fill 30–35 minutes. Best-case scenario: You'll finish right on time. Worst-case scenario: You'll finish a few minutes early—which most listeners prefer.
- ◇ After preparing your presentation, practice timed trials.

Presenters often find they have more material than time in which to present it all.

- ◇ Don't feel compelled to tell people everything you know. Tell them what they need to hear to be persuaded to accept and act on your message.
- ◇ Trim the information on your subject to fit the time available.
- ◇ Identify beforehand what you can cut on the spot if the need occurs.
- ◇ Tailor the presentation of your subject to the audience and the setting.

Emphasize the “net” time. Potential pitfall: Making the mistake that you have more time than you *actually* have to present.



Emphasize that the underlying purpose of every presentation is to persuade. Refer to examples.



Potential pitfall: Often, presenters set unrealistic objectives. Don't try to accomplish too much in one presentation. Be realistic.

Debrief: Elicit a couple examples of objectives from the group. Listen for clarity. Offer coaching suggestions if appropriate.

Clarify your objective

The overall purpose of presenting is to persuade.

The specific purpose of any given presentation is to achieve the presenter's objective.

Your objective

- ◇ Clearly and specifically state what you want the audience to be persuaded to do. For example:
 - to buy our product
 - to fund the project
 - to use the system
 - to follow the procedure
 - to learn the material
 - to approve the budget
 - to give better customer service
 - to consider me promotable
- ◇ Provide focus for you as you research information, collect material and choose what to use.
- ◇ Guide and govern everything you do when you prepare and present your message.

Preparing your objective

- ◇ Keep it realistic in relation to the audience and the time available.
- ◇ Keep it audience- and action-oriented, i.e., know what you want them to do.

Activity

Instructions: Select the topic of a presentation you will work with throughout this training.

Topic: _____

Next, imagine an audience to whom you will present this topic. In the space below, write a statement of your objective.

Objective: By the end of my presentation, this audience will ...

Compose the message

Follow this three-step approach to preparing the content of a presentation.

Three-step approach to preparing content

1. Framework: Outline the chief components.
2. Flesh it out: Select supporting materials and develop the narrative.
3. Formulate probable questions and prepare answers.

Framework

The chief components of a presentation.

Presentation order	Preparation order
Opener	Body
Body	Close
Close	Opener

Preparing the body of a presentation

First, determine the key points of your message according to the “Rule of Three.”

- ◇ Every great message contains at least one, sometimes two, and rarely more than three key points.
- ◇ Choose the pertinent points you most want people to remember.
- ◇ Choose those points that will best serve to lead the audience to your objective.

Organize in a logical sequence

- ◇ Chronological order
- ◇ Spatial arrangement
- ◇ Problem — solution
- ◇ Progression of points

Compose the message

- Framework
- Flesh it out
- Formulate questions

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Analogy — the three “hangers” illustrate: These are not the only points in your presentation, but they are the ones that are key to understanding your message. Onto these three you “hang” everything else.

Rule of three

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Importance of “Rule of Three”:
Makes your message more memorable. The brain stores and recalls in twos and threes. The Rule of Three also makes it easier for you to organize and remember.

Provided it makes sense, it’s best to organize key points in an order that puts the priority point last. End on a high note with something especially memorable or motivating for the audience.

Logical sequence

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Instruct participants to leave "Supporting material," "WTMTY" (What This Means To You), and "Transition" blank for now. Let participants know there is a duplicate worksheet in the appendix.

Framework	
Key Points	Supporting Material
	WTMTY
	Transition

Framework—Part 1

Instructions: Write one to three key points you'd present for the topic you previously selected.

Objective: By the end of my presentation, this audience will:

Key point 1	Supporting material

WTMTY: _____

Transition: _____

Key point 1	Supporting material

WTMTY: _____

Transition: _____

Key point 1	Supporting material

WTMTY: _____

Transition: _____

Mnemonics: Make your message more memorable

A mnemonic is a language device that jogs the memory.

- ◇ Alliteration
- ◇ Acronym
- ◇ Basics (the ABCs, 3-R's)
- ◇ Repetition

Instructions: Review the key points you listed on the “Framework—Part 1” worksheet. See if you can reword them to make use of a “memory jogger.”

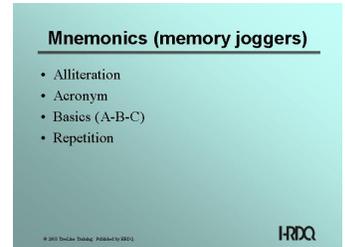
WTMTY: Make your message matter

Relate a “what this means to you” (WTMTY) statement for each of the key points of your presentation. WTMTY is a statement of the value of the presentation to the audience, such as:

- ◇ A real benefit for you is ...
- ◇ Our clients have discovered they gain ...
- ◇ You’ll find you can reduce ...

Instructions: Add a WTMTY statement for each key point on the “Framework—Part 1” form on the previous page.

Define and give examples of each or elicit from participants.



Elicit key points from the group. If you're sufficiently acquainted with this technique—and think fast on your feet—offer to help someone word their key points using a “memory jogger.”

Alliteration: Slides 5 and 10.

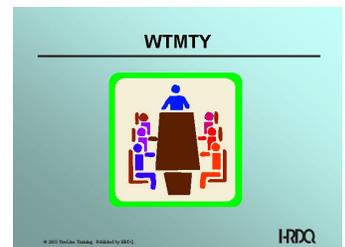
Acronym: Garbage in, garbage out (GIGO).

Basics: ABCs of management: A=attitude, B=behavior, C=consequences (from Ken Blanchard).

Repetition: Repeat key words or patterns of phrasing.

Remember the first “must”? It must matter to the audience. Related clearly and specifically to the needs and the interests of the audience, WTMTY statements satisfy this “must.”

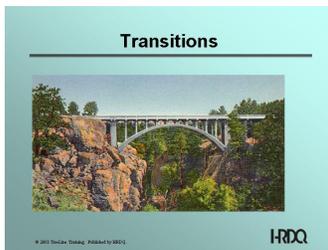
Debrief: Elicit one or two examples from the group.



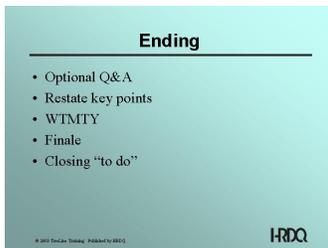
Illustrate on slide: Write Pt. 1 on left side of bridge and Pt. 2 on right.

Emphasize: Transitions are a small piece; presenters often neglect them. Don't. They're important because they add a sense of organization to a presentation, guiding listeners from one point to the next, alerting them that you're moving on.

Note: Demonstrate the effect.



After covering the parts to an ending and types of endings, demonstrate an example of a good ending.



Transitions: Make it easier for people to follow along

To alert the audience that you're "switching gears" and to lead your listeners from one key point to the next, use a simple bridging statement.

- ◇ Now that we've considered A, let's go on to B.
- ◇ These policies make up one factor; procedures make up another.
- ◇ That sums up X. What about Y?

Instructions: Add transitions between each key point on the "Framework—Part 1" form.

Ending

The conclusion to a well-constructed presentation consists of four parts:

1. A brief restatement of the one, two, or three key points of your presentation.
2. A summary of WTMTY — the value to the audience.
3. A "finale" in the form of a striking statistic, motivating story, memorable quote or humorous anecdote that echoes the overall theme of the presentation or conveys a significant point you most want people to remember.
4. Closing "to-do" item.

Never close a presentation with a Q&A session. If you wish to include it, do so after the restatement of key points, but before the WTMTY, finale, and closing "to do."

The closing "to do" is intended to prompt the audience to take action that will result in the achievement of your objective. Common "to do's" include:

- ◇ Reiterate — a dominant theme or concept on which you want the audience to reflect.
- ◇ Encourage or direct — the audience to use or to do something.
- ◇ Ask for approval — e.g., of the order for your product or service, of the proposal you've presented, of the funding you've requested.

Activity

Instructions: Using the “Framework—Part 2” form from the next page, jot down an idea for the finale and closing “to do” for the presentation topic you previously selected. (A duplicate of this worksheet is in the appendix.)

Bear in mind the principles of frequency and recency: People remember best what they hear repeatedly and last.

Framework—Part 2

Ending	
Optional Q&A	
Restatement of key points	
WTMTY	
Finale	
Closing “to do”	

Beginning	
Opener	
Preview of key points	
Optional introductory bio	
Transition to body	

Beginning

A well-constructed presentation begins with:

- ◇ An opener (always the first thing you communicate)
- ◇ A brief preview of the one, two, or three key points
- ◇ A transition into the body of the presentation

The opener (sometimes called a “hook”) is one of the most important aspects of a presentation because it’s the point at which you initially capture audience attention. If you don’t do it here, you may not do it at all.

- ◇ Prepare the opener last, giving your mind time to process possibilities.
- ◇ Prepare several, try them out, and use the one with the best effect.
- ◇ Be creative (within the bounds of professional credibility). Creativity awakens interest and attention and will help to distinguish your presentation from those of others.

Types of openers

- ◇ Engaging or humorous anecdote
- ◇ Striking declarative statement
- ◇ Startling statistic
- ◇ Evocative scenario
- ◇ Rhetorical question
- ◇ Authoritative or inspiring quote
- ◇ Creative audio or visual aid

Never open with:

- ◇ A long, tedious introduction
- ◇ An apology
- ◇ A joke (not the same thing as humor)
- ◇ Anything not suitable or relevant to the audience, the setting, your subject, or your style

Activity

Instructions: Using the “Framework — Part 2” form, make note of an idea for an opener for the topic you selected earlier.

Analogy: A presentation is like a three-course meal with appetizer, main course, and dessert. People aren’t likely to hang around for the main course if the appetizer doesn’t appeal to them. Emphasize the importance of the opener.

Review the various ways in which a presentation can be opened. Then ask: “What questions do you have?” Often, people will want an example of one or two of these openers. Be prepared to demonstrate each type.



Flesh out the framework

For content that will be convincing, use audience-relevant supporting material that substantiates your key points.

Supporting material includes:

- ◇ Quantitative — factual results of research, survey statistics, numeric data
- ◇ Qualitative — examples, stories, analogies, authoritative quotes
- ◇ Participative — audience involvement
- ◇ Audiovisual aids

Build balance into your presentations. Use various types of supporting material to appeal to both kinds of thinkers.

- ◇ Concrete left-brain thinkers
- ◇ Conceptual right-brain thinkers

Activity

Instructions: Turn back to the “Framework — Part 1” worksheet. Jot down a few ideas for material you can use to support the key points of your presentation.

“On average, people listen for only three seconds out of every ten.”

*— Roger Axtell, *Do's and Taboos of Public Speaking**

Use “listener language”

- ◇ Correct: Check your sources to ensure material is accurate and current; refrain from misinformation, exaggeration, ambiguities, and global statements (e.g., “everyone,” “always”). Use words that accurately express what you mean to say.
- ◇ Concise: Apply KISS (Keep It Short and Simple).
- ◇ Conversational: Refrain from technical or specialist jargon and unexplained acronyms.
- ◇ Courteous: Refrain from slang expressions or bias.

Attach meaning to “dry” data

- ◇ Relate statistical information to human experience
- ◇ Reduce gargantuan numbers to “checkbook” thinking

Incorporate material with “audience appeal”

- ◇ Acknowledge the audience
 - Recognize the experience and the perspectives of people in the audience; use terms and references relevant to them.
- ◇ Involve people
 - With every presentation: Periodically pose rhetorical questions, and describe scenarios with which the audience can relate and engage mentally.
 - With interactive presentations: Pose direct questions, engage the audience by inviting their questions and comments and, if appropriate, include audience activities.
- ◇ Stories
 - Well-told, well-timed stories have high impact; they make a message more memorable, evoke emotional response, and “connect” people in the audience and with the presenter.
- ◇ Humor
 - Caution: Keep it appropriate to the audience, setting, and subject. Appropriate humor makes the presenter appear “human” and approachable, improves audience receptivity and retention, and puts people at ease and creates a comfort level.

Ask: As a presenter, I’m doing most of the talking today. You’re sitting down doing most of the listening. Which of us has the tougher job? The correct answer: They do. Listening, especially for any extended period of time, is difficult work. Moral to the story: Make it easy and pleasant for your audience to listen to you.

“Listener language”

- Correct
- Concise
- Credible
- Conversational
- Courteous

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Exercise to do with the audience: Ask: How would you correct this statement using “listener language”?

“Listener language”

Given the unrelentingly chaotic conditions of contemporary times, many businessmen and their wives are overwhelmingly stressed. RMT, a sociopsychologic-cognitive repatterning, through the shifting of paradigms, manifests amelioration of stress inducers.

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Acknowledge the audience

- Terminology: references
 - Salespeople like yourselves find ...
 - What does this mean for technicians like us?
 - Team leaders in service industries ...
 - Department heads of government agencies ...
- Supporting material: evidence and examples

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Options to make the point about the power of stories and humor:

- Demonstrate an example of each, or refer to your previous use of these techniques in this course.
- Play an audio vignette of a great story or use of humor.
- Ask: Of the presentations you’ve attended as someone in the audience, what’s a story or use of humor you remember?

Answer: Include the point in the content of your presentation with something such as, "I'm often asked this question."

Formulate questions

- Anticipate

- Prepare answers

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Formulate questions and prepare answers

Effectiveness as a presenter lies not only in what you choose to say and therefore prepare, but it lies also in how you respond to questions from the audience. Anticipate questions that are likely to be raised.

- ◇ Commonly asked questions. These usually concern issues of cost, time, and effect. For example:
 - How much does it cost?
 - How long will it take to ...?
 - How will this affect us?
 - What will be the results of ...?
 - What will change? What are the long-term ramifications?
- ◇ Previously asked questions. Once you've presented the same topic on several occasions, you find people often ask the same questions from one presentation to the next.
- ◇ Input from others. Do a trial run of your presentation for your manager or some of your peers, and solicit questions from them. Consult with subject matter experts who have experience presenting the topic and who can tell you the questions that typically occur.

Activity

For one of the key points you previously wrote on the "Framework—Part 1" form, write one probable question and your answer to it.

Question: _____

Answer: _____

Two common audience complaints are: The presenter was disorganized or the presentation was too ... (long, technical, dull). Consistently apply the skills and techniques in this chapter to avoid these complaints.

Create audiovisual aids

Audiovisual aids are just that—aids—meant to support a presentation, not supplant the presenter. There is not one “best” kind of audiovisual aid. Use the form best suited to the type of presentation, the setting, and the size of audience (and sometimes, available equipment). Following are various types of audiovisual aids from which to choose:

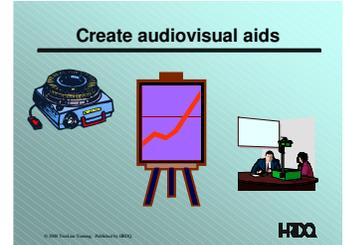
- ◇ Flip charts
- ◇ Overhead transparencies
- ◇ Conventional slides
- ◇ Computer-driven slide presentation
- ◇ Multimedia
- ◇ Sound-effects recordings
- ◇ Visual boards
- ◇ Demonstrations, models, props

Prepare visual aids to:	Not to:
Refer to	Read from
Spark interest	Use as a crutch
Clarify	Confuse with crowding or clutter
Reinforce visually	Reiterate verbally
Be colorful and creative	Display drab and dull
Be readable, even to the person farthest away	Cause frustration for those who can't see them clearly
Project professionalism	Be perceived as “slick”

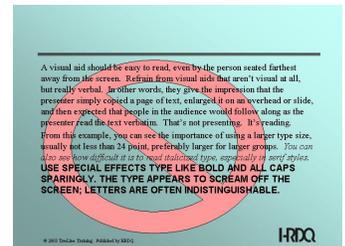
Activity

Instructions: For one of the key points you outlined on “Framework—Part 1,” come up with an idea for a prop you could use to visually express the point and impress it on the minds of people in the audience. Write your idea here.

Nowadays, many people are mesmerized by the high-tech media—but, it isn't always the best choice for all settings, nor for all types of presentations.



After reviewing the major points illustrated on the slides, refer the group to the “Checklist for audiovisual aids” located in the appendix. Ask them to look it over and invite questions.



Point out an overlooked visual aid that can be very effective is a simple prop. Demonstrate with an example. This is a “wrong-way” of formatting a slide.

Debrief the activity by asking participants to share their ideas.

