



Present It!

Ebook - SAMPLE PAGES





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How to use this ebook

This ebook has an open learning format, which means it is self-instructional. In simple terms that means it's up to you when and where you study and for how long at a time. Everything that you need to know is contained in the pack. We are well aware that everyone learns at a different pace and in different ways – we have provided you with the tools – now it's up to you!

You choose the place, you choose the pace!

One thing we do recommend - complete at least one section of the ebook at a time – that way, the information you are dealing with will make more sense. The entire ebook should be completed in around **12 hours**.

You may want to remind your Line Manager that you will be studying with this pack and discuss the objectives outlined on page 6. They may be able to suggest more specific learning needs, to add to these objectives. You may want to agree dates with your line manager, both during and after completion of the workbook to generally review your progress and:-

- Discuss any issues
- Provide you with support
- Provide a measure of how well the learning objectives have been satisfied
- Review any further learning objectives that come to light

If you need any help to complete this ebook, in the first instance ask your Line Manager for support. It is important to get them involved in your learning.

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Symbols in this Self Development Course

The pack contains clear instructions, and symbols have been used to represent various activities:



Learning Objectives (section or whole pack)



A paper exercise or activity for you to complete



An on job activity at work



Consult line manager, your work team or a colleague



End of Section Quiz

"You don't have to be sick to get better."

ANON

Aims & Objectives

Aim

The aim of this course is to provide you with the knowledge and skills required to deliver high quality presentations.

This will result in benefits for you such as improved performance, enhanced feelings of self esteem, better self-confidence and improved influencing skills.



Course Objectives

At the end of this course, you will be able to:

- ❖ Apply a coping strategy to deal with fears and apprehensions about delivering a presentation
- ❖ Deal with last minute nerves prior to the presentation
- ❖ Structure, plan and prepare a clear and effective presentation
- ❖ Design an impactful introduction, using the I.N.T.R.O. theme
- ❖ Design a professional ending to the presentation
- ❖ Layout notes, by means of highlighted script and cue cards
- ❖ Understand the importance of visual aids
- ❖ Design clear, simple, effective visual aids to support your speech
- ❖ Understand the importance of body language
- ❖ Exhibit positive body language that supports the presentation
- ❖ Understand the factors of the voice that affects the delivery of the presentation
- ❖ Apply the 3 steps to assertive behaviour to handle difficult questions from the audience
- ❖ Deliver presentations confidently in a controlled environment



Section One: I'm a Presenter? Get Me Out of Here!



Section Objectives

At the end of this section, you will be able to:

- ❖ Apply a coping strategy to deal with fears and apprehensions about delivering a presentation
- ❖ Deal with last minute nerves prior to the presentation



Activity: Think about how you *feel* about delivering a presentation. Do you consider the feeling to be positive (+) or negative (-)? Why do you feel that way? List your thoughts in the table below.

| My Feelings | + / - ? | Why I Feel This Way? |
|-------------|---------|----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Dealing With Nerves

One ‘feeling’ that is mirrored by almost all presenters, no matter what their experience level, is nerves. So, let’s look briefly at coping mechanisms that may help.



Activity: Ask a selection of colleagues and your line manager about how they cope with nerves when delivering presentations. Add in your thoughts too.

Please turn over for some suggested responses.....

**“If you’re not nervous, you should start worrying.”
HEAD OF PEOPLE DEVELOPMENT, ASDA**

Hints and tips used in the past include:

- Take deep breaths, both before starting presentation, and at slide change
- Have a copious supply of water available (not sparkling – it makes you break wind at the wrong time!)
- Think of something nice prior to starting e.g. making love; the audience clapping at the end; a loved one; a favourite food
- Think of the audience in a familiar but embarrassing setting e.g. sitting on the loo!
- Smile a lot as the audience walks in – people tend to smile back!
- Talk to some audience members at the front
- Learn your first two minutes off-by-heart. It'll get you off to a good start
- Don't hold your notes, particularly if A4 sheets. The hand acts as a lever – any shaking of the hand is magnified by the paper and, at the extreme ends, the movement is visible
- Number your cards/sheets to easily identify them
- Staple or tie sheets/ note cards together, so that if you do drop them, or if there is a draught in the presentation room, they won't get out of order



Activity: Think back over some presentations you have attended in the past which were delivered by team colleagues. Did they look nervous? If they didn't, ask them if they were actually nervous.

Most people actually *feel* more nervous than they *look*. In other words, it doesn't look anything as bad as sometimes it feels to us. It's a little bit like the graceful, serene swan gliding calmly over the peaceful lake. Take a look at their legs beneath the surface, and they're paddling like fury! We don't see any of that.

Congratulations! You've reached the end of Section One.

Review of Section One



By now, you should be able to:

- ❖ Apply a coping strategy to deal with fears and apprehensions about delivering a presentation
- ❖ Deal with last minute nerves prior to the presentation

Section 1: Summary Quiz



How well have you mastered these skills?

Try this short quiz to find out. Suggested answers follow the quiz. If there are any points you are unsure about, refer back to the relevant section and then try the questions again.

1. What was the mnemonic for ‘Areas of Control’?

2. What do the letters stand for?

3. Name 5 ways of reducing nerves before or during a presentation.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Turn over for the answers

Planning the Contents

Imagine that your presentation is entitled “How to inspect a second hand car to avoid being ripped off”. You are a keen car mechanic in your spare time and it’s a 10-minute presentation to a group of people who have recently passed their test. They are considering buying a second hand car for the first time. Questions and Answers will then follow.

A logical planning process could include:

Step 1

Brainstorming possible topic areas



Step 2

Identifying relevant/ related topics



Step 3

Flesh out topic areas



Step 4

Creating a logical structure



Overall Structure

In terms of overall structure of your presentation, a good guide is:

| | |
|-----------|---|
| Beginning | “Tell ‘em what you’re going to tell ‘em” |
| Middle | “Tell ‘em” |
| End | “Tell ‘em what you’ve just told ‘em” |



1. Which part of this structure have we planned out so far in this fictitious presentation of the second hand car?

2. Does the above structure mean that we’re telling them the information three times?

3. What implication will this structure have for your presentation planning?

Turn over for some suggested responses

1. The 4-step process has helped us to map out the **MIDDLE** of the presentation.
2. Yes and no! What we do in the beginning is to give them an overview of the topic areas we will cover (in addition to a number of other things that we'll come back to later in the course). The middle part covers the topic areas in detail. The End should emphasise the 2 or 3 things you want them to remember, even if they forget everything else about your presentation.
3. You've probably generated too much information to fit into the presentation time. You need to cull again! Based on a 10-minute presentation, the first 2 minutes or so are about setting the scene, and at least the last minute is taken up with the ending. So 3 minutes of material will probably need culling – that's 30% of your presentation time!

In the next section we will look at the content of the 'Beginning' and the essential ingredients of the end part of a presentation.

The First Two Minutes



Why is the first 2 minutes of a presentation so important?

Ending of a Presentation

Once the main body of the presentation has been delivered, there are a number of things we may need to get across as part of the ‘end’ phase.



Activity: What elements do you think ought to be included in the ending to a professional presentation?

Turn over for some suggestions

“There are two things that are more difficult than making an after-dinner speech: climbing a wall which is leaning toward you and kissing a girl who is leaning away from you.”

SIR WINSTON CHURCHILL

An ending to a professional presentation could include:

- Brief summary slide with main points – to be remembered if all else forgotten
- Your contact details
- Sources of further information e.g. book references; website addresses
- What next / Next Steps/Action Plan
- Positive note e.g. *“Thanks for listening”* or *“I really appreciate your time in listening”*
- Any questions

“If you are leaping a ravine, the moment of take-off is a bad time to be considering alternative strategies.”

JOHN CLEESE

Data Projector

| Tips on Use | Things to Watch Out For |
|-------------|-------------------------|
| | |

Test out the visual aid. Ensure that you are familiar with its use. In particular, make sure you're comfortable with how to:

- Switch the projector on and off
- Display a slide
- Focus the image
- Magnify the image
- Go back to a previous slide (letter 'P' or <BACKSPACE>)
- Blank the screen (letter 'B' or 'W')

Observer Checklist

As an Observer, your role is crucial in helping the Presenter understand what they did/said, and how they might change their behaviour as a result of your feedback.

The checklist overleaf is designed for you to capture what you observe. Try to capture the exact words used or the exact behaviour observed.

Example 1

Used very positive phrases to sell the message e.g. *“What this will enable you to do is.... ”*

Example 2

Aggressive body language – stands with hand on hips, feet apart – points a lot with finger – frowns – no smiles - looks very serious.

“Criticism may not be agreeable, but it is necessary. It fulfils the same function as pain in the human body. It calls attention to an unhealthy state of things.”

SIR WINSTON CHURCHILL