



# Presentation Skills

GLOBAL COURSEWARE

# Getting Started

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No matter which role you are assuming, this workshop will help you become more efficient and proficient with the skills of providing information to others.

# Workshop Objectives



- Perform a needs analysis and prepare an outline
- Practice verbal and non-verbal communication skills
- Overcoming nervousness
- Develop and use flip charts with color
- Utilize white boarding for reinforcement



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*It takes three weeks to prepare a good impromptu speech.*

*Mark Twain*

## MODULE TWO

# Creating the Program

A basic outline and some minor research would then be utilized to help create the basic program that will assist you in developing greater Presentation Skills.

# Performing a Needs Analysis

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Audience?

Tasks?

Gaps?

Outcome?

# Writing the Basic Outline

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- Handling a Call
- Documenting Call Resolution



# Structuring the Information

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- What do you know about your **audience**?
- Ask yourself this question: “What is the **aim** of my presentation?”
- What happens **afterwards**? What outcomes should be expected?



# Researching, Writing, and Editing

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- Researching
- Writing
- Editing





# Presentation – Basic Outline

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Greeting

Introduction

Main Body

Conclusion

# Practical Illustration



- Performing a Needs Analysis
- Writing the Basic Outline
- Structuring the Information
- Researching, Writing, and Editing
- Presentation - Basic Outline

# Module Two: Review Questions

1. What purpose does a needs analysis serve?

A. Validates your finalized content before you move on to editing

B. Helps you to understand your audience and provides you with the answers to a few basic questions

C. Resolves the gaps that are found in experts, average, and poor performers

D. Designates where to add headings for an introduction and completes workshop objectives

# Module Two: Review Questions

2. What does a needs analysis measure?

A. The cost and benefits of a project

B. Only the poor performers in a work process

C. What skills employees have and what they need

D. What will need to be researched, written, and edited

# Module Two: Review Questions

3. Which question would not be answered by the results of a needs analysis?

A. What module titles are needed for a memorable opening?

B. What is the audience with the problem or need for change?

C. What tasks and subtasks does an expert perform to complete a work process?

D. What gaps exist between experts, average, and poor performers of a work process?

# Module Two: Review Questions

4. In the simple method of a needs analysis, which action is part of the process?

A. Answering questions

B. Supervising the process

C. Delegating tasks and subtasks

D. Both A & B

# Module Two: Review Questions

5. By grouping the tasks that fit together logically and creating headings that reflect the goal of the subtasks, what is developed?

A. The research

B. The outline

C. The editing

D. The writing

# Module Two: Review Questions

6. Where should you add headings for an introduction and workshop objectives in an outline?

A. On the cover

B. The end

C. The middle

D. The beginning

# Module Two: Review Questions

7. When researching, if information gaps exist, what should be done next?

A. Go back to the supporting content required to build the program

B. Create a template so your material is consistent from the beginning

C. Return to your expert performers and ask questions

D. Edit out that section, as you do not have the information required

# Module Two: Review Questions

8. When writing, what should you aim for?

A. Levity

B. Brevity

C. Length

D. Word count

# Module Two: Review Questions

9. What is the final step before moving onto editing?

A. Create a template so your material is consistent

B. Return to your expert performers and ask questions

C. Assign a preliminary time length to each module

D. Make sure to validate your finalized content

# Module Two: Review Questions

10. What are the 3 A's to consider when structuring your presentation?

A. Assume, Ask, Anticipate

B. Audience, Aim, Afterwards

C. Ask, Assimilate, Accept

D. Acquire, Ask, Afterwards

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*I never teach my pupils; I only attempt to provide the conditions  
in which they can learn.*

*Albert Einstein*

## MODULE THREE

# Choosing Your Delivery Methods

Once we have a good foundation and grasp on the basic methods we will delve into more advanced methods.



# Basic Methods

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- Lecture
- Discussion
- Small Group learning experiences
- Case Study

# Advanced Methods

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- Role play
- Problem solving
- Virtual presentations





# Basic Criteria to Consider

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- List all possible learning methodologies
- Identify possible delivery options for the learning methodologies
- Identify the organizational, presenter, facility, and resource parameters

# Practical Illustration



- Basic Methods
- Advanced Methods
- Basic Criteria to Consider

# Module Three: Review Questions

1. If you must lecture occasionally, which strategies should be used?

A. Strategies that keep the objectives and information vague

B. Strategies that make the delivery less interactive

C. Strategies that make the delivery more interactive

D. Strategies that don't fill the allotted time for the lecture

# Module Three: Review Questions

2. What method provides direction toward specific learning goals and a high degree of participant involvement?

A. Small Group Experience

B. Lecture

C. Discussion

D. Research

# Module Three: Review Questions

3. Which statement is not true about using dyads in a small group experience?

A. Pairs provide unlimited options for simple interactive experiences

B. Using dyads manages the attention span

C. Using dyads manages the extent of influence and the focus of the goal

D. The learning experience is relatively detached

# Module Three: Review Questions

## 4. What are triads useful for?

A. Producing definitions and establishing priorities

B. Decreasing the focus and experience opportunities

C. A measure of intimacy is still retained, but a single viewpoint can be contributed

D. Removing an ongoing support system

# Module Three: Review Questions

5. What is the definition of a case study?

A. An educational talk to an audience, especially to students in a university or college

B. The action or process of talking about something, typically in order to reach a decision or to exchange ideas

C. The presentation of detailed information about a particular situation, often problem solving

D. Work done by a group in collaboration

# Module Three: Review Questions

6. Work done by a group in collaboration

A. Large groups

B. Small groups

C. Groups of twenty or more

D. All of the above

# Module Three: Review Questions

7. Which statement is not true of role plays in presentations?

A. A role-play can be used to solve a participant problem

B. Role-plays can be used in small groups but not a large group

C. Role-plays give people an opportunity to practice a skill

D. A role-play allows members to expand their awareness of varying points of view

# Module Three: Review Questions

8. Why are problem solving exercises becoming increasingly popular in training presentations?

A. Because problem solving exercises cover the basic delivery methods

B. Because they are useful for producing definitions, establishing priorities, or providing an ongoing support system

C. Because problem solving exercises allow participants to act out a behavioral role

D. Because they allow participants to gain “real world” experience that often provides direct transfer back to the job

# Module Three: Review Questions

9. Which is not a phase during a problem-solving exercise?

A. Defining the problem and generating data about it

B. Develop the characters

C. Generating potential solution

D. Selecting and implementing a solution

# Module Three: Review Questions

10. What does VARK stand for?

A. Visual And Reading Knowledge

B. Virtual Assistant Regional Knowledge

C. Visual Audio Reading/Writing Kinesthetic

D. Virtual Audio Reading/Writing Kinesthetic



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*Good communication is as stimulating as black coffee, and  
just as hard to sleep after.*

*Anne Morrow Lindbergh*

## MODULE FOUR

# Verbal Communication Skills

Without the ability to verbalize your ideas and opinions there is very little chance of having a successful presentation.



# Listening and Hearing: They Aren't the Same Thing

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# Asking Questions

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- Open Questions
- Clarifying Questions
- Closed Questions
- Phrasing



# Communicating With Power

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Pitch

Volume

Quality

# Practical Illustration



- Listening and Hearing: They Aren't the Same Thing
- Asking Questions
- Communicating With Power

# Module Four: Review Questions

1. Why are communication skills needed?

A. To be able to create a template

B. To be able to decide between a case study or a problem-solving exercise

C. To be able to meet organizational requirements

D. To be able to provide an excellent presentation

# Module Four: Review Questions

2. What requires concentration so that the brain processes meaning from words and sentences?

A. Hearing

B. Listening

C. Lecturing

D. Speaking

# Module Four: Review Questions

3. While the normal adult rate of speech is 100-150 words per minute, what is the rate the brain can think at?

A. 200-300 words per minute

B. 400-500 words per minute

C. 500-600 words per minute

D. 900-1000 words per minute

# Module Four: Review Questions

4. What type of question is helpful in a presentation

A. Open questions

B. Clarifying questions

C. Closed questions

D. All of the above

# Module Four: Review Questions

5. Which are not leading words in an open question?

A. How many

B. When

C. How

D. What

# Module Four: Review Questions

6. Which is an example of a clarifying question?

A. Who will lead the meeting?

B. How do you feel when you hit a home run?

C. You said you liked apples more than oranges, why is that?

D. Do you know how to open the emergency exit door on this aircraft?

# Module Four: Review Questions

7. What is good advice when directing a question to an individual?

A. Stimulate two participants to think and respond

B. Provide participants the opportunity to respond voluntarily

C. Avoid putting any one person on the spot

D. Tap the known resources of an “expert” in the room

# Module Four: Review Questions

8. What percentage of the message received by a listener is governed by the tone and quality of your voice?

A. 38%

B. 47%

C. 73%

D. 99%

# Module Four: Review Questions

9. What is a good tip for improving the quality of your voice?

A. Speak through your diaphragm, not your throat

B. Avoid a high-pitched sound

C. Smile as much as possible when you are speaking

D. Speak from your stomach, the location of your diaphragm

# Module Four: Review Questions

10. What is not an example of a type of remark that will endear you to the audience from the moment the program starts?

A. A dramatic story

B. A reference to an antiquated and uncommon news story

C. A rhetorical question

D. Adventure, either past or present



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*The most important thing in communication is hearing what  
isn't said.*

*Peter F. Drucker*

# Non-Verbal Communication Skills

Understanding your body language and other physical cues is very important when you are presenting material in front of an audience.



# Body Language

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Nonverbal communication is the process of communication through sending and receiving wordless messages.

# Gestures

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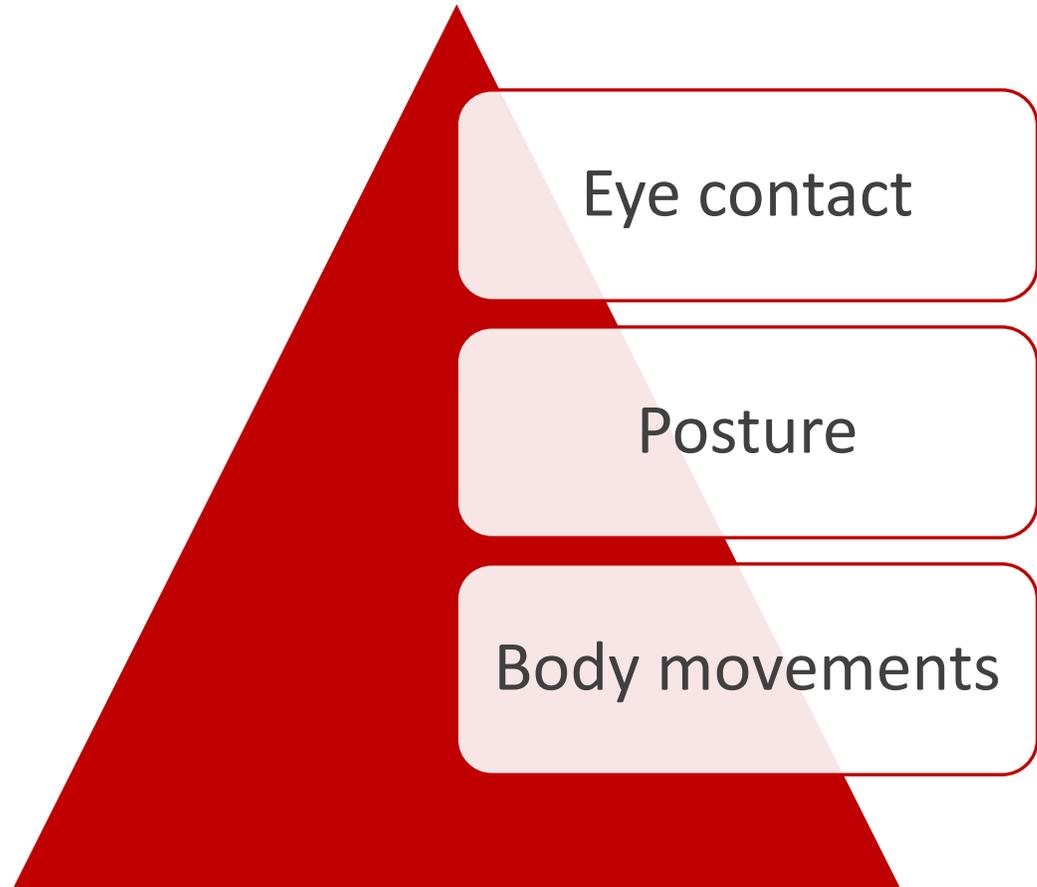
- Make most gestures above the waist.
- Use both hands to convey power.





# The Signals You Send to Others

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Eye contact

Posture

Body movements

# It's Not What You Say, It's How You Say It

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- Stand up tall; posture affects breathing, which affects tone.
- Smile; it warms up the tone of your voice.



# Practical Illustration



- Body Language
- Gestures
- The Signals You Send to Others
- It's Not What You Say, It's How You Say It

# Module Five: Review Questions

1. What is just as important as verbal skills?

A. Lecturing skills

B. Skills in being still and silent

C. Non-verbal skills

D. Speaking skills

# Module Five: Review Questions

2. Which statement is not true of non-verbal communication?

A. It is the process of communication through sending and receiving wordless messages

B. It is the single most powerful form of communication

C. It requires concentration so that the brain processes meaning from words and sentences

D. It cues you in to what is on another person's mind, even more than voice or words can do

# Module Five: Review Questions

3. What is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people?

A. Written words

B. Body language

C. Face to face conversation

D. Video conferencing

# Module Five: Review Questions

4. What is the challenge with gestures?

A. To make gestures support our written words

B. To make gestures decrease the anxiety of public speaking

C. To make gestures support the speaking, reinforcing ideas

D. To make gestures the same as our body language

# Module Five: Review Questions

5. What is not a basic rule for using gestures?

A. Hold your forearms parallel to the waist, with your elbows about 3 inches from the side

B. Make your hands part of your forearm, opening them, with your fingers slightly curved

C. Use both hands to convey power

D. Make most gestures below the waist

# Module Five: Review Questions

6. Which gestures are effective when speaking?

A. Gestures of direction

B. Gestures of feeling

C. Gestures of intensity

D. All of the above

# Module Five: Review Questions

7. What percentage of the signals that we send to others is non-verbal?

A. Over 75%

B. Under 50%

C. 50% to 60%

D. 10%

# Module Five: Review Questions

8. As a presenter what should match your non-verbal communication?

A. Your gestures

B. Your writing

C. Your words

D. Your body language

# Module Five: Review Questions

9. What tone of voice should be used when giving a presentation?

A. Upbeat and warm

B. Out of control and vague

C. Soft and gentle

D. Loud and alarming

# Module Five: Review Questions

10. What is not a good tip for improving your tone of voice?

A. Practice speaking in a slightly higher octave

B. Make sure you are breathing from the diaphragm

C. Stand up tall; posture affects breathing, which affects tone

D. Get feedback from a colleague or family member about the tone of your voice



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*You can teach your body confidence. And your body is your most powerful tool.*

*Karen Hough*

# Overcoming Nervousness

Preparing yourself mentally may alleviate some of the anxiety, but knowing your audience and preparing likewise will alleviate much of your pre presentation nervousness.



# Preparing Mentally

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Receptive  
visualization

Programmed  
Visualization

Guided  
Visualization

# Physical Relaxation Techniques

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- Breathing Exercises
- Meditation
- Progressive Muscle Relaxation (PMR)
- Visualization





# Appearing Confident in Front of the Crowd

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- Have a full “dress rehearsal”
- Get a good night’s sleep
- Know your audience - ask questions about who will be attending

# Practical Illustration



- Preparing Mentally
- Physical Relaxation Techniques
- Appearing Confident in Front of the Crowd

# Module Six: Review Questions

1. What is normal when giving a presentation?

A. Over-confidence

B. Feeling completely calm and relaxed

C. Missing the presentation because of severe anxiety

D. Nervousness

# Module Six: Review Questions

2. What is an example of when nervousness can strike in a presentation?

A. After the presentation has finished

B. If you have captured the audience's undivided attention

C. At the beginning of the presentation

D. When your memory serves you well

# Module Six: Review Questions

3. What is the definition of visualization?

A. The quality or state of being nervous

B. The process and act of speaking or giving a lecture

C. The action or practice of meditating

D. The formation of mental visual images

# Module Six: Review Questions

4. Which of these is a step of receptive visualization?

A. You might ask, "Why can't I relax?", and the answer may flow into your consciousness

B. Visualize again a scene in detail, but this time leave out important elements

C. Imagine a goal you want to reach, or a healing you wish to accelerate

D. Scan your body, seeking tension in specific muscles. Relax those muscles as much as you can

# Module Six: Review Questions

5. Which of these is a step of guided visualization?

A. Wait for your subconscious to supply missing pieces to your puzzle. Your scene could be something pleasant from the past

B. Use affirmations. Repeat short, positive statements that affirm your ability to relax now

C. Relax, clear your mind, sketch a vague scene, ask a question, and wait for a response

D. Imagine a goal you want to reach, or a healing you wish to accelerate

# Module Six: Review Questions

6. How many times a day should you use visualization to decrease your nervousness?

A. One

B. Two

C. Three

D. Four

# Module Six: Review Questions

7. What is a benefit of breathing exercises?

A. They increase nervousness at first, and then decrease nervousness later

B. They can be done almost anywhere and have a calming effect

C. They cause short, shallow breaths in their upper chest

D. They are proven to improve memory and intelligence

# Module Six: Review Questions

8. Which statement is not true about meditation?

A. Meditation techniques include prayer, the repetition of a mantra, and relaxing movement or postures

B. Most meditation techniques involve increasing self-awareness, monitoring thoughts, and focusing

C. Meditation is a way of exercising mental discipline

D. Meditation usually focuses on areas of the body where tension is commonly felt, such as the head, shoulders, and chest area

# Module Six: Review Questions

9. What is defined as a technique of stress management that involves mentally inducing your muscles to tense and relax?

A. Breathing Exercises

B. Progressive Muscle Relaxation

C. Meditation

D. Visualization

# Module Six: Review Questions

10. What is a tip for maintaining confidence when you're "on"?

A. Stay up late the night before a presentation to practice

B. Practice your visuals, but not your words

C. Have a partial "dress rehearsal"

D. If you're traveling to a site outside of town, try to arrive early in the evening and locate the site



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*It's a visual world and people respond to visuals.*

*Joe Sacco*

# Creating Fantastic Flip Charts

During a presentation, the use of flip charts serves to inform participants, record information, and focus attention on a topic.



# Required Tools

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If you are bringing pre-written charts to an off-site presentation, you will also need some type of container to protect the pages.

# The Advantages of Pre-Writing

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- Confidence
- Appearance
- Time





# Using Colors Appropriately

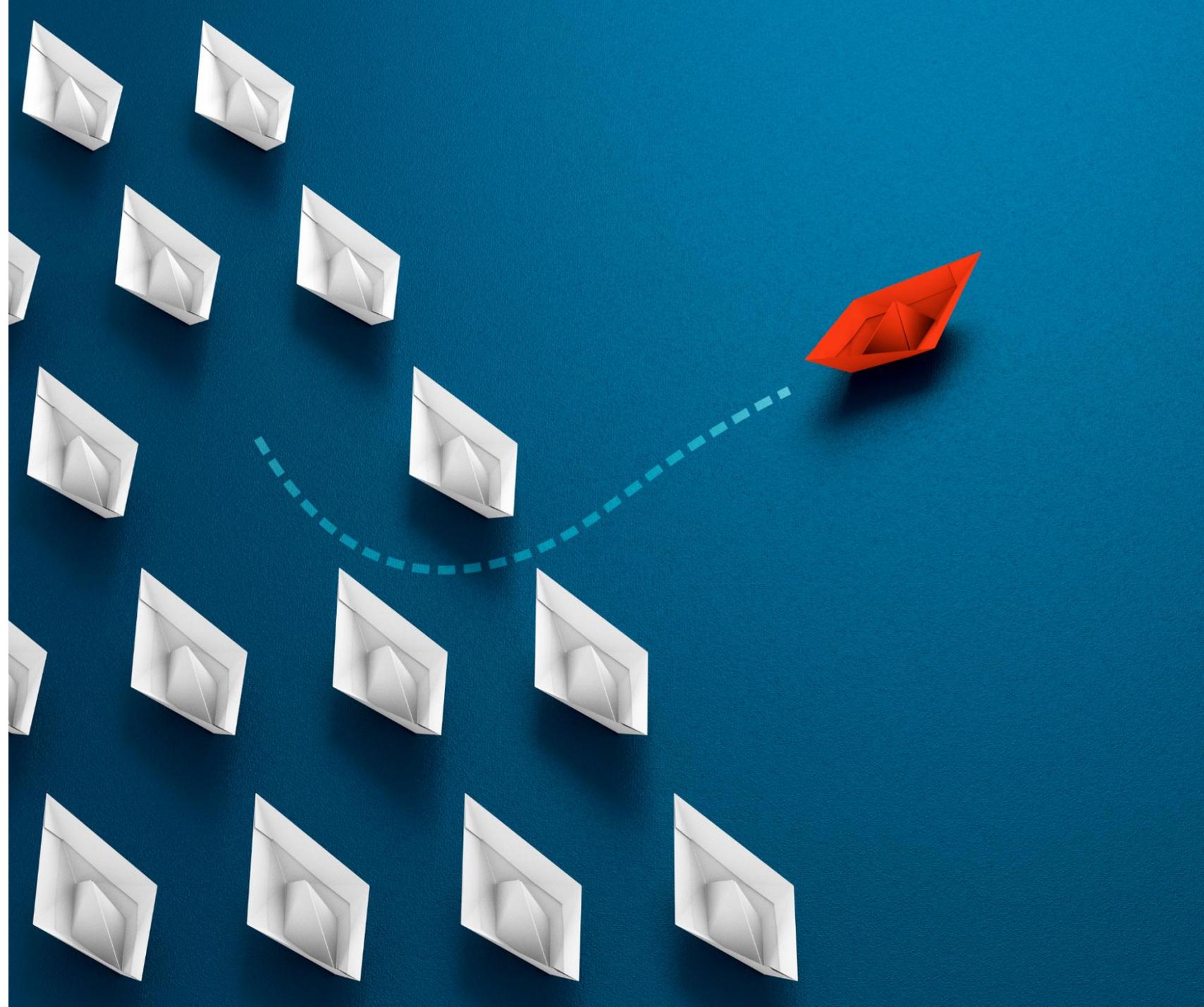
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Good use of color can make the difference in the dynamics of a presentation -- and participants' acceptance of the content.

# Creating a Plan B

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- Make paper handouts of the most critical information on the charts
- Take pictures of the chart pages, and have the images with you on site



# Practical Illustration



- Required Tools
- The Advantages of Pre-Writing
- Using Colors Appropriately
- Creating a Plan B

# Module Seven: Review Questions

1. What is a benefit of using flip charts in a presentation?

A. Focusing attention on a topic

B. Helps you relax and clear your mind

C. Encourages participation and interaction

D. All of the above

# Module Seven: Review Questions

2. Which statement about the use of flip charts is not true?

A. The use of flip charts serves to inform participants

B. They represent a complex, high-cost learning aid

C. They add versatility to a presentation

D. Flip charts allow the presenter to use creativity to enhance the learning process

# Module Seven: Review Questions

3. If you are bringing pre-written charts to an off-site presentation, specifically what will you need to bring to protect the pages?

A. Sticky notes and a straight edge

B. Some type of container

C. A flip chart easel

D. A few sets of colored markers

# Module Seven: Review Questions

4. What is a good reason to pre-write your flip chart content?

A. Confidence

B. Appearance

C. Time

D. All of the above

# Module Seven: Review Questions

5. What is not a tip for pre-writing flip chart content?

A. Always print. Never use handwriting

B. Consider using a straight edge to stem tendency to write “downhill”

C. Use effects, transitions animation, and sound very sparingly

D. If you are using charts in a sequence, number them

# Module Seven: Review Questions

6. What can make the difference in the dynamics of a presentation and participants' acceptance of the content?

A. Good use of handwriting on flip charts

B. Good use of writing on flip charts while speaking

C. Good use of color

D. Good use of visualization

# Module Seven: Review Questions

7. According to the Optical Society of America, what color is the most pleasing?

A. Green

B. Blue

C. Black

D. Orange

# Module Seven: Review Questions

8. What is a rule about making color combinations more effective?

A. Avoid orange and blue together

B. Red and yellow should only be used as accent colors for bullets

C. Blue, green, and brown offer the greatest visibility

D. Never use pink

# Module Seven: Review Questions

9. If you're flying with your materials or shipping them, what could go wrong?

A. The flip charts could get lost or damaged

B. You could forget what you planned to say at the start of the presentation

C. The flip charts could have missing information on the pages

D. You could become distracted while giving the presentation

# Module Seven: Review Questions

10. What is not a task for creating your Plan B?

A. If you will be returning to the site, consider leaving a set of your charts with a trusted colleague until you return

B. Keep documents on your computer organized by course, reflecting the content and order sequence of each flip chart

C. Take pictures of the chart pages, and have the images with you on site

D. Memorize the most critical information on the charts



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*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*

## MODULE EIGHT

# Creating Compelling PowerPoint Presentations

Visuals created in PowerPoint and projected on a screen are often easier to see in a large room than information displayed on a flip chart.



# Required Tools

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- Microsoft Office PowerPoint software
- An LCD or DLP projector
- A projection screen

# Tips and Tricks

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- Overall Appearance
- Fonts and Color
- Preparation
- Computer





# Creating a Plan B

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While technology allows you to make great enhancements to a presentation, it also offers more opportunities for technical trouble.

# Practical Illustration



- Required Tools
- Tips and Tricks
- Creating a Plan B

# Module Eight: Review Questions

1. What is the definition of Microsoft PowerPoint?

A. A word processor developed by Microsoft

B. A spreadsheet application that features calculation, graphing tools, and pivot tables

C. A commanding tool for creating visual screens for a presentation

D. A database system from Microsoft

# Module Eight: Review Questions

2. What is a benefit of using Microsoft PowerPoint?

A. Makes it easier to display images, charts, or graphs possibly too complex for a flip chart

B. Publishes and maintains blogs from Office Word

C. Connects your documents to business information

D. Tables, queries, forms, and reports build upon each other and make up the heart of a database application

# Module Eight: Review Questions

3. Which is a tool you'll need to create and use a Microsoft PowerPoint file to support your presentation outline?

A. A handwritten flipchart, with all the pages filled out ahead of time

B. An LCD or DLP projector

C. Microsoft Office Access software for Microsoft Windows or Macintosh OS

D. A Windows or a MAC computer equipped with the minimum hardware and software specifications for your version of Microsoft Excel

# Module Eight: Review Questions

4. Optionally, what may you wish to add to your toolkit when giving a PowerPoint presentation?

A. Storage media such as a USB memory stick or CD-R disc

B. An extension cord

C. A laser pointer for emphasis during the discussion of a PowerPoint slide

D. All of the above

# Module Eight: Review Questions

5. Which of these is a good suggestion regarding the overall appearance of your PowerPoint presentation?

A. Limit each line of text to no more than 3-4 words

B. Use effects, transitions animation, and sound very sparingly

C. Allow only 11-12 lines of text per slide

D. Display only three major concepts on each slide

# Module Eight: Review Questions

6. Which of these is not a helpful tip in regard to font and color in a PowerPoint presentation?

A. Use colors that work well together, such as green or pink on a dark blue background

B. Use simple sans serif fonts such as Helvetica or Arial for readability

C. Select a point size of 32 or larger for titles, and 20 points for body text

D. Check the readability and visibility of your fonts and color choices with the lighting in the room in which you will present

# Module Eight: Review Questions

7. Which of these is a helpful tip in regard to your computer in a PowerPoint presentation?

A. Check your equipment, computer settings, and room lighting in advance

B. Before your presentation, turn on screensavers, instant messaging, and email notifications

C. Make sure that your computer's power management console will automatically shut the system down after a set amount of time

D. All of the above

# Module Eight: Review Questions

8. What is a good tip for developing a template in a PowerPoint presentation?

A. Develop several templates and use them all for a consistent look and feel

B. Develop a template but do not use it in the presentation

C. Develop a template and stick to it for a consistent look and feel

D. Develop a template and keep it fresh by changing up the format on each slide

# Module Eight: Review Questions

9. When creating a Plan B, what should you copy your PowerPoint file onto?

A. A word processor

B. A smartphone

C. A hard drive

D. A USB unit

# Module Eight: Review Questions

10. Which of these is a helpful tip when creating a Plan B?

A. Make one or more backup copies of your PowerPoint file on your computer at home

B. After the presentation, download and install the free Microsoft PowerPoint Viewer available at [www.microsoft.com](http://www.microsoft.com)

C. If all else fails, write your key points on a note card

D. Bring sufficient printed copies of your presentation for participants. If logistics prevent that, plan to have at least one copy available for photocopying on site



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*Technology makes it possible for people to gain control over everything, except over technology.*

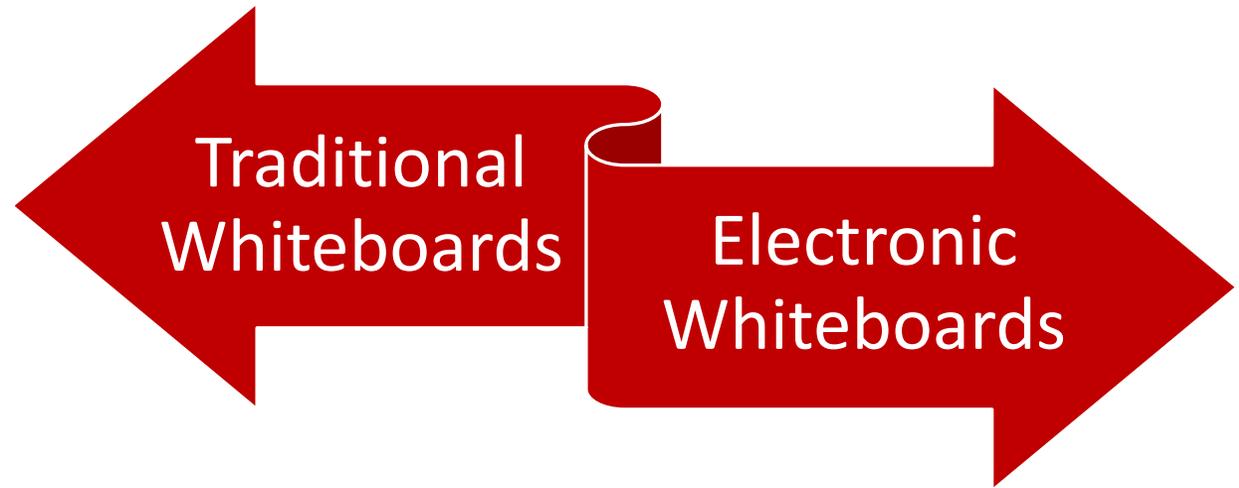
*John Taylor*

# Wow 'Em With the Whiteboard

The use of a whiteboard helps to promote interactivity during a presentation.

# Traditional and Electronic Whiteboards

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# Using Colors Appropriately

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- Blue, black, and green offer the greatest visibility
- Avoid purple, brown, pink, and yellow for any type of general printing





# Creating a Plan B

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Regardless of which type of whiteboard is used, key content should be available in a handout master or on flip chart pages as a backup.

# Practical Illustration



- Traditional and Electronic Whiteboards
- Using Colors Appropriately
- Creating a Plan B

# Module Nine: Review Questions

1. Which statement is true of whiteboards?

A. A whiteboard is the name for any glossy-surfaced writing board where permanent markings can be made

B. Like the predecessor chalkboard, there is chalk dust, and markings just as long as they would on a chalkboard

C. Whiteboards have been around since the 1920's, and are now vastly improved and more affordable compared to early models

D. The use of a whiteboard helps to promote interactivity during a presentation

# Module Nine: Review Questions

2. What is a benefit of using a whiteboard?

A. They can easily be moved from site to site

B. They are only available in free-standing frames

C. They are useful for recording the results of small group exercises or spontaneous information arising in a discussion

D. They are typically small in size

# Module Nine: Review Questions

3. How much do traditional whiteboards typically cost?

A. Under \$100

B. Between \$100 and \$1,000

C. Less than \$100 or up to \$1000

D. Over \$1000

# Module Nine: Review Questions

4. What looks like a traditional whiteboard, but is a unique combination of hardware and software?

A. An electronic whiteboard

B. A PowerPoint presentation

C. A flipchart

D. A chalkboard

# Module Nine: Review Questions

5. What is not a use of an electronic whiteboard?

A. Operating any software that is loaded onto the connected PC, including web browsers and proprietary software

B. Using software to electronically capture text or marks written on the whiteboard

C. Controlling the PC

D. Translating text into cursive writing

# Module Nine: Review Questions

6. Which colors offer the greatest visibility on a whiteboard?

A. Blue, green, and brown

B. Blue, black, and green

C. Black, green, and orange

D. Blue, black, and brown

# Module Nine: Review Questions

7. What is the most pleasing color on a whiteboard?

A. Blue

B. Black

C. White

D. Green

# Module Nine: Review Questions

8. Which is a color to avoid with any general printing?

A. Green

B. Black

C. Yellow

D. Blue

# Module Nine: Review Questions

9. What is a good tip for creating a Plan B with a traditional whiteboard?

A. If your presentation is longer than one day, plan to make a backup of your work on notecards

B. Have extra markers on hand, because they tend to dry up easily

C. Before the presentation, download and install the free Microsoft PowerPoint Viewer available at [www.microsoft.com](http://www.microsoft.com)

D. Keep only one marker on hand for consistency

# Module Nine: Review Questions

10. Which of these is not a helpful tip for creating a Plan B with an electronic whiteboard?

A. If you are working with an electronic whiteboard and encounter technical issues, you can show a previously created PowerPoint presentation through a projector

B. Plan to carry at least one copy of the PowerPoint handouts for duplication if needed

C. You can always quickly jot down key points on a flip chart

D. If your presentation is longer than one day, plan to make a backup of your work from the computer to a USB flash drive in the event that they are erased overnight



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*A good video can make all the difference.*

*Brian May*

## MODULE TEN

# Vibrant Videos and Amazing Audio

Audio and video are very much a part of our everyday lives, so they are accepted, and even expected media in a presentation.



# Required Tools

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While perhaps less formal than the others, this solution is much more portable if your presentation is delivering off-site.

# Tips and Tricks

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- Purchase online video
- Personally-created video
- Professionally produced video from a production company





# Creating a Plan B

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- Test everything before the presentation
- For higher-end productions, have a technician on standby, if possible

# Practical Illustration



- Required Tools
- Tips and Tricks
- Creating a Plan B

# Module Ten: Review Questions

1. Which statement is not true of audio and video in a presentation?

A. Video and audio both represent a two-way communication to participants

B. Audio and video are very much a part of our everyday lives, so they are accepted -- and even expected media in a presentation

C. They are attractive options for a presentation because they provide learners with more dimensions by which to receive information

D. The opportunity to use them as part of learning exercises or in the ensuing discussions adds value to the presentation

# Module Ten: Review Questions

2. What is a way to obtain video material?

A. Borrowing off-the-shelf video designed for training presentations

B. Creating your own media splicing together video from websites online

C. Hiring a professional video production company

D. Becoming a professional video production company

# Module Ten: Review Questions

3. What will influence the direction of the video?

A. Your media budget

B. The amount of available time  
and preparation

C. Your comfort and skill level with  
video

D. All of the above

# Module Ten: Review Questions

4. What can be used as a standalone option, as part of the video, or even created by the participants?

A. Audio

B. Website

C. PowerPoint presentation

D. Flipchart

# Module Ten: Review Questions

5. What is an example of some type of player that can help you use audio and video in your presentation?

A. USB memory stick

B. Word processor

C. Microsoft Excel

D. Flipchart

# Module Ten: Review Questions

6. For audio and video, what is optional, but recommended for more than the smallest room and group?

A. A device on which to play audio and video

B. Speakers

C. A projector

D. A projector screen

# Module Ten: Review Questions

7. Which solution is much more portable if your presentation is delivered off-site?

A. Speakers

B. A projector

C. An electronic whiteboard

D. A smartphone

# Module Ten: Review Questions

8. Which of these tips is helpful when using purchased off-the-shelf video?

A. Create a storyboard using PowerPoint, a word processor, or paper before you record

B. Check reviews of the media online

C. Do a practice run before your final recording

D. Ask for a client list, and check with several of them

# Module Ten: Review Questions

9. Which of these tips is not helpful when using professionally produced video from a production company?

A. Maintain frequent two-way communication during the project

B. Carefully create a request for proposal, and interview several companies

C. Do a practice run before your final recording

D. Plan to dedicate an in-house resource person to work with the production company

# Module Ten: Review Questions

10. If none of the technology of your other backup plans work when giving your audio and video presentation, what is a good plan?

A. Substitute a role-play with you and selected participants

B. Reschedule the presentation

C. Adlib and fill in the time by giving a lecture

D. Wait for a technician to arrive. Your participants will understand the wait time



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*A sense of humor is a major defense against minor troubles.*

*Mignon McLaughlin*

# Pumping it Up a Notch

Bringing your presentation to the next level is something you can accomplish after feeling comfortable with all of the previous topics discussed.



# Make Them Laugh a Little

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- You think the joke or lines are funny
- You can repeat the piece confidently and comfortably
- Your choice is not offensive to anyone (gender, race, age, disability, politics)

# Ask Them a Question

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- To diffuse a difficult or uncomfortable situation
- To fill a long pause
- To get a feel about the mood in the room





# Encouraging Discussion

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Much of the discussion during your presentation will be structured to fit with the learning exercises.

# Dealing With Questions

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- Q&A Sessions
- Restating Negative Questions
- Off-topic



# Practical Illustration



- Make Them Laugh a Little
- Ask Them a Question
- Encouraging Discussion
- Dealing with Questions

# Module Eleven: Review Questions

1. When is 'bringing it to the next level' something you can accomplish?

A. At any time, at any comfort level

B. It is necessary in every presentation

C. After years of practice

D. After feeling comfortable with all of the previous topics discussed

# Module Eleven: Review Questions

2. How does using humor improve your presentation?

A. It increases productivity in small group activities you will assign

B. It helps pass the time for the participants

C. It shows the audience that you are all on the same level

D. It makes the audience align with you while also sending the signal that you are in charge

# Module Eleven: Review Questions

3. What is one of the four criteria that the content of your joke should meet?

A. Your friends think the joke is funny

B. You can repeat the piece confidently and comfortably

C. Your joke is only offensive to one or two groups of people

D. The best jokes are ones without punchlines

# Module Eleven: Review Questions

4. Which is not a good tip for collecting and using humor?

A. Tell jokes that have a deeper, more serious meaning

B. Jot down jokes as you hear them in everyday life

C. Match your humor to the demographics of the audience

D. Don't be afraid to poke fun at yourself

# Module Eleven: Review Questions

5. If a joke or delivering humor with words isn't within your comfort level, what is a good option?

A. Practice telling jokes regularly in time for the presentation

B. Doing something wildly unexpected to shock the audience

C. Sharing a lighthearted cartoon

D. Learning a complex magic trick

# Module Eleven: Review Questions

6. When is not a good time to ask the audience a question?

A. To diffuse a difficult or uncomfortable situation

B. In order to shorten the learning experience

C. To get a feel about the mood in the room

D. To fill a long pause

# Module Eleven: Review Questions

7. If a remark or question is made during a discussion that is off topic or something that should not be dealt with at the time, what can you do?

A. You can always add it to the parking lot and refer to it the next morning

B. You can always add it to the parking lot, and return to it during the wrap-up to bring closure

C. You can always stop the presentation to attend to the question

D. You can always ignore the question. It is imperative to always stay on topic

# Module Eleven: Review Questions

8. During a Q&A session in a large room, what should you be prepared to do?

A. To follow the exercise in a fun, light way

B. Consistently redirect questions back to the audience

C. To repeat each question

D. To rephrase the question negatively if possible

# Module Eleven: Review Questions

9. How can "Why have so many of his staff displayed chronic absenteeism?" be restated positively?

A. "Why have so many of his staff not displayed any absenteeism?"

B. "Why have so few of his staff displayed chronic absenteeism?"

C. "Someone remind me of the definition of absenteeism."

D. "Let's explore what we can do to reduce absenteeism in the team."

# Module Eleven: Review Questions

10. How can you leverage experience in the room?

A. Call upon someone and keep the discussion moving on afterward, as you are in charge

B. Bring up topics that will encourage the experts in the room to start up a discussion

C. Restate a negative question in a positive way

D. Ask an open-ended question to draw out the experts in the room

# Wrapping Up

Although this workshop is coming to a close, we hope that your journey to improve your Presentation Skills is just beginning.



## Words From the Wise

*Learning is a treasure that will follow its owner everywhere.*

**- Chinese Proverb**

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

**- Philip Crosby**

*Sometimes questions are more important than answers.*

**- Nancy Willard**