



Partners



T.I.K.C.I. Tools to Improve Key Competencies of Instructors

PRESENTATION SKILLS



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1. PRESENTATION

This information is designed to enable participants to hone their influence strategies and help create the component parts for an effective presentation. Participants will be exposed to how the top 1% of highly persuasive people gain and keep influence, and they will also define what constitutes an improved scenario for them personally and as a team.

2. OBJECTIVES

The objectives of this information are to provide the participants with:

1. Plan a structured talk – relate the content to the objectives. Introduce self and topic, and organise the information on a logically structured manner.
2. Present a structured talk – eye contact, interaction, check for understanding, relate to audience, body language, appropriate use of voice.
3. Plan a demonstration – relate the demonstration to training objectives. Identify key points.
4. Facilitate group sessions.
5. Promote participation by learners in group discussions.

3. INFLUENCE AND PRESENTATION SKILLS

3.1 WHAT IS A PRESENTATION

The presentation is a process in which a content of a subject is exposed to an auditorium or other place; the usual presentation seeks to inform and give insight to a person of a topic.

The presentation is an essential tool that guides whoever works on developing a successful exhibition. Whenever we do a presentation, it shows us individually or corporately, and says who and how professionals are. In many cases, the future success of a project depends on a good presentation. Presentations are the medium of choice for communicating concepts, issues, objectives and results.

A presentation is the theme of an exhibition highlighting the core concepts and keeping the audience's attention.

The presentation technique is used to report, analyze problems, make decisions, educate and train, and facilitate group dynamics.

So, an instructor who seeks to train learners incorporated to the company should have good presentation skills that allow him/her to transfer knowledge. This knowledge gives them the opportunity to work and develop in the company like a worker.

3.2 STRUCTURE OF A PRESENTATION IN FIVE PARTS

3.2.1 Pre-introduction

When you start a presentation it is common that not all members of the public be vigilant, therefore you should not go directly to important issues that we want to transmit because many will not receive this information.

If the situation allows, better avoid starting with formalities (greetings, acknowledgments, curriculum) because we have the risk to lose those who are aware.

At this time you should open with something that catches attention easily and predisposes to hear the following, which is where we try to convey the message. What is different, the new, the offender, the politically incorrect, which breaks with the customs and all that goes against the status quo and the established is what you can use to capture the attention of the public.

The "shocker" we release will depend on several factors among which are the mainly public nature, the personality of the presenter and the context. In view of that we'll see if this "shocker" should be more emotional or analytical.

Some techniques to open a presentation with impact are:

- Asked rhetoric or not rhetoric: Puts people to think from the beginning or even interact.
- Quote: Make a line of thought and adds a touch of credibility to our talk. It is advisable not to use very trite quotations and ensure that the quote comes from someone with whom the audience can identify.
- Striking fact: Wake listener's curiosity.
- Controversial phrase: Shake the public.
- Cartoon: It is the most effective way to keep the attention of people because we are designed to learn by listening.

These resources should be relevant to the central theme.

3.2.2 Introduction

The real reason of this part is to tell listeners the sequential outline of the talk. This allows them to get an idea of what to expect and in what order, and keep track of (conscious or unconscious) of the time. Uncertainty about the structure can cause impatience, especially when the audience feels that the speaker begins to elongate more than necessary.

3.2.3 Main

It is the most extensive of the talk and what the people come to listen. It is important to have a strong message which must be accompanied by support sections. It is also advisable to plan well the transitions from one topic to another, linking one concluded with the introduction of the next.

3.2.4 Summary

Find a reminder of the key points that have been discussed. This allows the public to refresh the initial sections and take with them the substance of the paper.

3.2.5 Conclusion

The people hold the ultimate listening; therefore, it is advisable to remember somehow in the end the main message of the talk.

The conclusion should not come unexpectedly. It must be obvious to the audience that you are entering the conclusion. The speech must be summarized in a few lines in order for the presenter to make sure that the audience has retained the main points. So the conclusion must carry the most important points and ideas in order for the audience to remember them.

Secondly, there is the presentation of a short conclusion, that is to say, the message that logically comes out of the ideas developed in the speech. It can be expressed with a short sentence, a “rhetorical question”, a quotation, a prediction for the future and in many other ways. The most important thing is to use your imagination and you will

come up with alternative strategies that can raise your presentation above the audience and leave a lasting impression on them.

Thirdly, the presenter should thank the audience for attending and invite them all to give opinions, suggestions and alternative solutions to the problem presented. Finally, the audience could be invited to ask questions or open a discussion.

Here some guidelines to help you to obtain a **strong conclusion of your presentation**:

1. Restate your main point. As you begin and end with the same idea, you should be able to present your main point in other words in order to keep the attention of your audience until the end.

2. Summarise the general concept. Recite a brief list of the central support details that will help your listeners to retain them. Research shows that an audience will forget 85% of what it hears within 24 hours, so give them extra help with a copy of your presentation.

3. Offer a principle. Your final observation may be packaged as "the moral of the story," a moral imperative, a spiritual directive, or a social necessity. But the principle may be a natural outgrowth of your speech, or it may point the audience in a more wide-ranging direction.

4. Tell a story. Finishing with an anecdote or a funny story, reading a well-known poem or a contemporary song is always a good option, similar to the beginning of the presentation.

6. Use technical support. When closing your presentation, show on the overhead your slogan, motto, principle, or presentation title to help the audience to retain the important information.

Whatever you do, use your closing moments to influence your listeners to do what you want them to do with the high point of the presentation.

3.3 PREPARE THE PRESENTATION

Before you perform filing is necessary to take into account the following points:

1. Awareness
2. Research and development
3. Preparation of material
4. Preparation of physical facilities
5. Psychological preparation

3.3.1 Awareness

First of all you should be aware of the professional capacity to address the issue, if you have the experience and knowledge needed to address the presentation or to provide the training necessary to the learners.

3.3.2 Research and development

Think about your audience, your aims, their expectations, the surroundings, the facilities available, and what type of presentation you are going to give (lecture style, informative, participative, etc).

What are your aims? To inform, inspire and entertain, maybe to demonstrate and prove, and maybe to persuade.

You need to always check new sources of information to be updated and also look simple and understandable examples on exhibition themes. A bad example may damage the presentation and in the case of learners in practical training in the company may not acquire the skills that the instructor tries to provide the learners with.

3.3.3 Preparation of material

First you make a list of the topics and subtopics of the presentation to be placed in a general plane thereof for the preparation of supporting material for the exhibition and the equipment we consider appropriate to use.

Preparation of screens or slides:

It is known that people in an exhibition entirely verbal without visual supported maintain a 60% retention less than in one with audiovisual support. So the use of audiovisual material helps us to:

- Reducing exposure time.
- Support for understanding.
- The attention of the audience.

Preparation of material for users

From the audiovisual material prepared is appropriate to give a copy before the exhibition so the persons or learners that they want can take notes.

3.3.4 Preparation of physical facilities

The physical facilities play an important role for successful exposure and should be considered to eliminate all possible distractions: the place where it will provide the presentation or lesson, temperature, lighting, ...

3.3.5 Psychological preparation

It is necessary that the instructor or exhibitor be aware of the auditor's professional capacity in order to address the topic of his presentation and answer the questions that may be asked in a proper level and way; for this he must ensure that his knowledge is adequate or to have any of his colleagues to assist him when he thinks that it is necessary.

You have to practice and prepare the presentation so nothing will go wrong.

3.4 INFLUENCE WITHOUT AUTHORITY

3.4.1 Influence in action

A good speaker must establish connection with his or her audience. It is important that they feel like he/she is talking to them sincerely. There are several ways of achieving this. Maintaining eye contact, listening to questions/comments and responding to their reactions are all important elements.

Efficient presenters know very well how to listen to their audience. By doing so, they make sure that the audience have understood the lecture and show how important the understanding is for them. Most people ask questions from a genuine interest. Last but not least, a good lecturer must keep their cool if a questioner disagrees with him.

By building rapport with the audience, special attention should be paid to the information and emotional needs of our audience

- What is relevant to them?
- What do they already know?
- How do they feel about our topic?

The key elements of the presenter when approaching the audience are:

3.4.2 The voice:

Your voice is one of the greatest natural treasures:

- Speak clearly and loudly enough to be heard.
- Use the intonation, if you speak in a monotone way, listeners can find the session monotonous.
- Speak at a steady pace. If you speak too fast, learners cannot understand what you say. If you speak too slowly, you run the risk of losing the attention of the audience.
- Do not try to cover your accent, speak naturally, but clearly.
- Do not worry if you forget your words, pause for a moment and remember your point or objective.

3.4.3 The Body

Body language is crucial for a presenter. Throughout the presentation you must display:

- **Eye contact.** With eye contact we transmit a range of complementary messages to our verbal message that enrich our conversations to indicate, among other things, the level of interest and rapport that exists between those who are interacting.

The presentations are an amplified conversation in which, ideally, we look across each of the members of the public to make them feel as if we are speaking individually. Therefore, a natural and effective eye contact with everyone present is essential for the talk to get the desired results.

There are many benefits we get with that eye contact with the audience, because we transmit them:

- **Credibility:** Maintain eye contact with the audience conveys that we are legit. Invite to continue listening to our presentation.

If, however, we break eye contact when we begin to answer a question from the public, it will give you the feeling that you lied. Not looking directly to the public can wake a high degree of distrust.

- **Self-confidence:** If we can safely look at the audience we can keep the feeling of self-confidence and authority to the message is well received. Sometimes when we do not look at the public in the face we can give the sensation of feeling inferior or intimidated by their presence and this may give the impression that we're not sure what we are trying to convey. So our message is lost.

- **Proximity:** Looking at the audience into the eye helps us to interact "one to one", individually and doing that every audience member will serve importance. This serves to reinforce the message that we emit, making it appear that we conduct a personalized message.

Looking people into the eyes helps closer links and we get closer emotionally. It facilitates the understanding of the verbal message and creates complicity.

How to make eye contact with the audience

The key is to find individual talks. Look into a person's eyes and not withdraw the contact for a few seconds to finish the sentence or idea, or to have felt a connection with the listener. Then move to another person in a different area of the room and also establish eye contact with it. And so, repeat the exercise until you have covered the entire room. This technique is relatively easy to implement in small groups.

In large groups (over 50) you can generate a similar sense to consider choosing key people in the audience, for the interest, enthusiasm ... they can show.

- **Gestures:** Gesture means the movement of the face, hands or other body parts with those expressed various affections of courage. Along with the face, hands are the part of the body which most meaning (or affects mood) added to our conversations. With hands we show our emotions and we make a number of mimics that unwittingly enrich what we say with words.

When we unleash our body and we don't repress consciously our way of gesturing, the hands say a lot about our personality, our mood and how we feel at that moment. In some cases indicate security, honesty and closeness. In others, reveal an edgy, negative or defensive attitude.

When we speak in public ideally we have to speak and look natural but there are certain gestures that, by its negative connotations, jeopardize the consistency that is required with the verbal message.

Some of the gestures that we should avoid with hands and arms while we talk in public are:

- **Hide hands:** either behind our back or in our pockets: do not show our hands to the public can transmit dishonesty or an attempt to hide information.

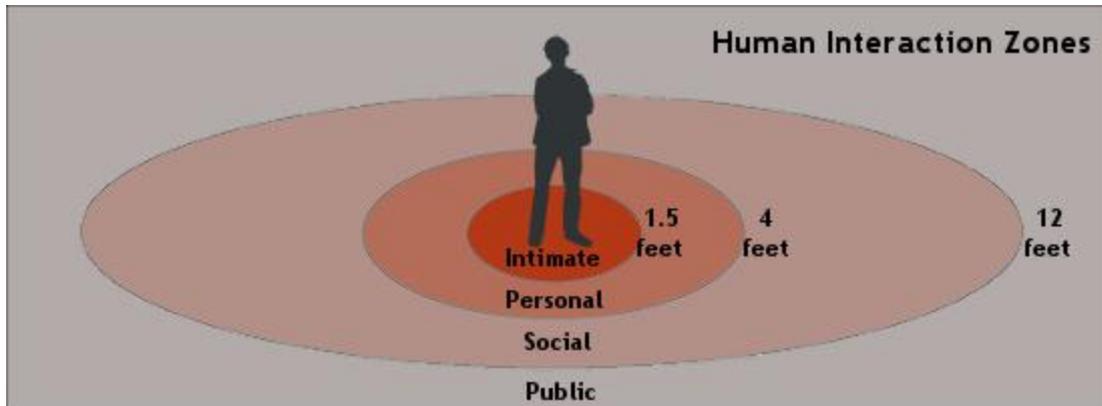
- **Fold our arms:** unconsciously it is denoting protect our vital organs to be defensive. Similarly, fold our hands in front of the body, as if we cover with them, can be sign of insecurity.
- **Palms down:** show hands with palms down imposes authority and generally can give a feeling of antagonism with the partners.
- **Report:** close hands and mark with a finger is one of the most unpleasant gestures possible, comparable to a symbolic blow. In addition, the fist close can be classified as hostile.
- **Touching your face:** the majority of gestures in which we take the hands to the face (mouth, eyes etc.) can be associated with doubt, uncertainty, insecurity, anxiety or conceal information.

The reading of these signs and body language in general must be contextualized and gestures should be read together to avoid erroneous conclusions. However, any of the previously mentioned, used in a very obvious way or on key points in our presentations, can jeopardize our credibility as speakers and, consequently, the effectiveness of the message that we are sending.

Also, to accommodate a natural gesticulation, it is necessary to have your hands free (if it is possible). To hold notes, a pen or any other object with which we play unconsciously can distract the audience, and subtract naturalness and fluidity to our gestures.

- **Posture and proximity.** The way you stand and move contributes a lot to a successful presentation. If, for example you stand upright facing the audience and lean sometimes towards them you convey care and you give them the sense that you are willing to answer any queries that may occur. It is also a good idea to walk around the room so as to improve interaction, eye contact and give everyone a chance to ask questions and speak.

In general, the farther your audience is from you, the larger and more pronounced your gestures need to be.



Picture: Human interaction zones

Edward T. Hall in his main paperwork describes 4 zones of space among people:

1. Twelve feet or more is **public space**.
2. Twelve feet to four feet is **social space**.
3. Four feet to a foot and a half is **personal space**.
4. And a foot and a half to zero is **intimate space**.

The exact dimensions of these zones vary a little from one culture to another, but all cultures have them. In most speaking situations, your goal should be to reduce barriers between you and your audience. Get out from behind your initial position. Move closer to the audience. Ask them to sit in the seats near the front. The closer you are to your audience, the more personal your presentation feels for them. In establishing a few rules for the effective choreography of a speech, several key insights from research on non-verbal communications will help.

- **Emotional Connection.** Some paths are more effective and more commonly used to connect emotionally. Let's see some of them from which you can create the pathos of your presentation:
 - **Words.** Some words are emotionally neutral, while some others are emotionally charged. E.g.: What emotion does the label "martyr" evoke instead of the label "terrorist"?

- **Analogies and Metaphors.** Analogies, metaphors, and other figures of speech not only make your speech more interesting, but often allow you to make an emotional connection by tapping into emotions already felt by your audience.

- **Stories.** Stories are often the quickest path to the greatest emotional connection with your audience. Carefully crafted stories allow you to evoke any of a wide range of emotions. This may explain why stories are often the most memorable components of a speech.

- **Humour.** Humour is closely related to storytelling because you usually arrive at humour through stories. Nonetheless, humour merits special mention. Humour in a presentation evokes emotions such as joy and surprise, and often triggers secondary emotions such as calmness and friendship. If your audience is laughing, they are having fun. If they are having fun, they are happy to be listening to you and they are attentive.

- **Evoke curiosity.** When your audience feels an emotion, they are motivated to act. In a similar way, if you make your audience curious through your marketing materials, they are motivated to act. How does one act on curiosity?
 - Show up to the presentation.
 - Pay attention.
 - Take notes.
 - Engage with the speaker and follow along.



So, make your audience curious. Include a bold claim or a startling statistic. (Of course, you need to follow up in your presentation.) Focus on the benefits to be realized by your audience, and their curiosity will attract them to your speech.

Another important trait of an efficient presenter is how to be a good listener. Thus, give everyone a chance to speak their opinions and express their queries so that interaction can be accomplished. In that way, everybody will have met their needs.

3.5 EIGHT KEY INTERACTIVE COMMUNICATION AND PRESENTATION TIPS

The following eight behaviours associated with active listening skills will increase the efficiency of interactive communication in groups and presentation skills. Look to these behaviours as guides:

1. **Make eye contact.** How do you feel when somebody does not look at you when you are speaking? If you are like most people, you are likely to interpret this as aloofness or disinterest. We may listen with our ears, but others tend to judge whether we are really listening by looking at our eyes.
2. **Exhibit affirmative head nods and appropriate facial expressions.** The effective listener shows interest in what is being said. How? Through nonverbal signals. Affirmative head nods and appropriate facial expressions, when added to good eye contact, convey to the speaker that you are listening.
3. **Avoid distracting actions and gestures.** The other side of showing interest is avoiding actions that suggest your mind is somewhere else. When listening, do not look at your watch, shuffle papers, play with your pencil, or engage in similar distractions. They make the speaker feel you are bored or uninterested. Maybe more importantly, they indicate that you are not fully attentive and may be missing part of the message that the speaker wants to convey.
4. **Ask questions.** The critical, active listener analyzes what he or she hears and asks questions. This behaviour provides clarification, ensures understanding, and assures the speaker that you are listening.
5. **Paraphrase.** Paraphrasing means restating what the speaker said in your own words. The effective listener uses paraphrases like: "What I hear you saying is..." or "Do you mean...?" Why rephrase what has already been said? Two

reasons! First, it is an excellent control device to check on whether you are listening carefully. You cannot paraphrase accurately if your mind is wandering or if you are thinking about what you are going to say next. Second, it is a control for accuracy. By rephrasing what the speaker has said in your own words and feeding it back to the speaker, you verify the accuracy of your understanding.

6. **Avoid interrupting the speaker.** Let the speaker complete his or her thought before you try to respond. Do not try to second-guess when the speaker is finished, you will know it!

7. **Do not over talk.** Most of us would rather speak our own ideas than listen to what someone else says. Too many of us listen only because it is the price we have paid to get people to let us talk. While talking may be more fun and silence may be uncomfortable, you cannot talk and listen at the same time. The active listener recognizes this fact and does not over talk.

8. **Make smooth transitions between the roles of speaker and listener.** When you are a learner sitting in a lecture hall, you find it relatively easy to get into an effective listening frame of mind. Why? Because communication is essentially one-way: The instructor talks and you listen. But the instructor-learner dyad is atypical. In most work situations, you are continually shifting back and forth between the roles of speaker and listener. The effective listener, therefore, makes transitions smoothly from speaker to listener and back to speaker. From a listening perspective, this means concentrating on what a speaker has to say and practising not thinking about what you are going to say as soon as you get your chance.

3.6 AFTER THE PRESENTATION

3.6.1 In connection with the public or learners

After the presentation or lesson is important to maintain a dialogue with the public or learners, so that the audience express their views, questions and answers on an individual and personal way, getting closer, familiarity and discretion with the instructor or speaker.

3.6.2 In relation to the work team

This stage is very important for the speaker and his collaborators as it allows everyone to express their views and make the contributions they deem appropriate, that in order to minimize the weaknesses and errors and enhance the effectiveness and quality of the presentation or lesson taught.

Besides this you can use additional tools to assess perceived by the public or learners.

3.6.3 Creating and giving presentations/lessons - step by step summary

1. Define purpose
2. Gather content and presentation ideas
3. Structure the subject matter
4. Develop how to present it
5. Prepare presentation
6. Practice
7. Plan, experience, control the environment
8. 'Dress rehearsal' if warranted

4. LEARNING TASK

The learning task is a practical exercise each instructor can follow to evaluate oneself after reading the course material. The learning task assists instructors by applying in practice the knowledge learned and improving their presentation skills.

First decide on the topic of your next presentation and plan the structure as instructed in this material. Follow the nine steps outlined in this material to prepare your presentation. Secondly, create and offer the presentation to your audience. Follow the eight steps listed in the material. Thirdly, practice the presentation and film yourself with camera or mobile device with camera. Play back the entire presentation and reflect on your presentation skills. Write down strengths and weaknesses and then repeat the presentation once again to improve.

Tip: When providing the presentation to one or more trainees or in front of an audience you may ask one colleague to film your presentation. In addition ask direct feedback from your audience right after the presentation. Use their feedback to improve in future presentation.

5. Glossary of Terms

Modeling/demonstration: Trainer demonstrates how to do a lab or experiment before having the learners try it on their own.

Paraphrasing: Working on specific skills to orally retell or summarize what happened in a story.

Peer Tutoring: Having learners work in pairs with one learner tutoring the other learner on a particular concept.

Prediction: Having learners predict what is going to happen in a story based on a title, headline, illustration, or initial sentence/paragraph.

Reciprocal peer tutoring (RPT) to improve math achievement: having learners pair, choose a team goal to work toward, tutor each other on math problems and then individually work a sheet of drill problems. Learners get points for correcting problems and working toward a goal.

6. Teaching Materials

- <http://online.businesslink.gov.uk/bdotg/action/search?resultPage=1&expression=communication>
- <http://www.nibusinessinfo.co.uk/bdotg/action/search?resultPage=1&expression=communication&r.l1=1073858783&r.i=5001419326&r.t=EVENTS&site=191>
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8. TIKCI Materials

Materials for download: <http://www.tikci.eu/corp/materials.aspx>