

Presentation Skills

by

Prof.Dr. Ahmed Fahmy Galal

Faculty of Commerce

Cairo University

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THE IMPORTANCE OF PRESENTATIONS

*Presentations are an important communication medium in businesses , associations , and educational settings . They provide an opportunity to **share** a great deal of information in a very short time. Sources vary on how many presentations are given every day-some estimate 25 to 33 million . Individuals from every walk of life find they are being called upon to share information with others in a group . And ,yet , few have been empowered with an inborn ability to be an effective speaker .*

Presentations are a crucial part of meetings , and an effective presentation will have an impact on the success of meeting outcomes .

If presenters and meeting leaders can become more effective , personal and company productivity should increase . In today's competitive world , increased productivity is vital . The persuasive power of high-impact presentation can be what makes the difference in your success.

Q&A

Q : Why is it important to be able to deliver effective presentations ?

A: Effective presentation is vital in order to motivate your audience to believe in the merit and importance of your message . One of the most admired leadership skills that a manager can possess is the ability to stand in front of an audience and speak convincingly and apparently effortlessly

SOME LEARNING PRINCIPLES

- **Whole or part** learning
- **Spaced** learning
- **Active** learning
- **Feedback**
- **Over learning**
- **Reinforcement**
- **Primacy & recency**
- **Meaningful material**
- **Multiple-sense** learning
- **Transfer of learning**

1. Whole or part learning

After defining training objectives , you must decide whether to present the knowledge or skill in logical , easily acceptable parts or as a unified whole , taking into account the abilities of the trainees , the decision rests largely with the subject matter itself .

The trainees prefer to deal with a series of separate segments , rather than a large unified block of material . When dividing the material into segments , you should ensure that

- i) The segments are not too large .
- ii) The segments have a logical sequence .
- iii) Work from the known to the unknown .

Sometimes we find that the parts or segments are highly dependent on each other , where the skill or knowledge would have to be taught as a whole . However , most training models are based on the concept of part learning .

When you have divided material into segments based on logic and “ Known to Unknown ” ,check that .

- i) The segments are not so large that your particular group of trainees cannot handle them .
- ii) The segments are not so small that your particular group of trainees becomes demotivated .

2. Spaced Learning

Learning that is spaced at reasonable intervals is usually superior to massed (or crammed) learning if you want long-term retention of the material . this principle derives from the phenomenon of “ incubation “ The brain needs time to assimilate one group of facts before accepting the next group . In addition , spaced learning creates regular review and revision sessions , which slow the rate at which trainees forget the material .

3. Active Learning

If trainees are actively involved in the learning process (instead of listening passively),they will learn more effectively and become self-motivated . Active learning is often described as “learning by doing “ . Provide ample opportunities , both in the sessions and throughout the program , for the trainees to actively practice the skills and knowledge they are learning .

4. Feedback

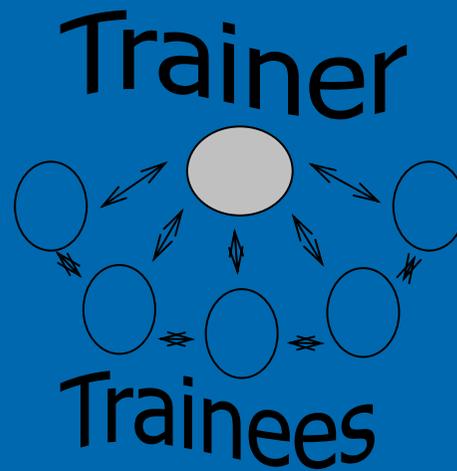
This principle has two aspects . **First** , the trainees need feedback on how they are progressing . Feedback can be simple or not so simple , from explaining why an answer is correct or incorrect to commenting on a trainee's performance of an activity or discussing the results of an examination . No matter how simple or complicated the feedback , provide it as soon as possible. The more immediate the feedback , the greater the value .

Second, you need feedback on your own performance as a trainer .

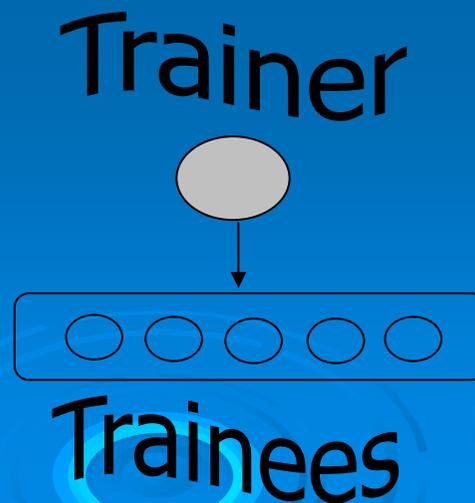
- Is information being received and understood ?
- Do they have any doubts or questions ?
- Is any trainee not paying attention ?
- Has the session become boring ?
- Should I build more active learning into the session ?

Therefore , try to use two-way communication every session ,

Like this :

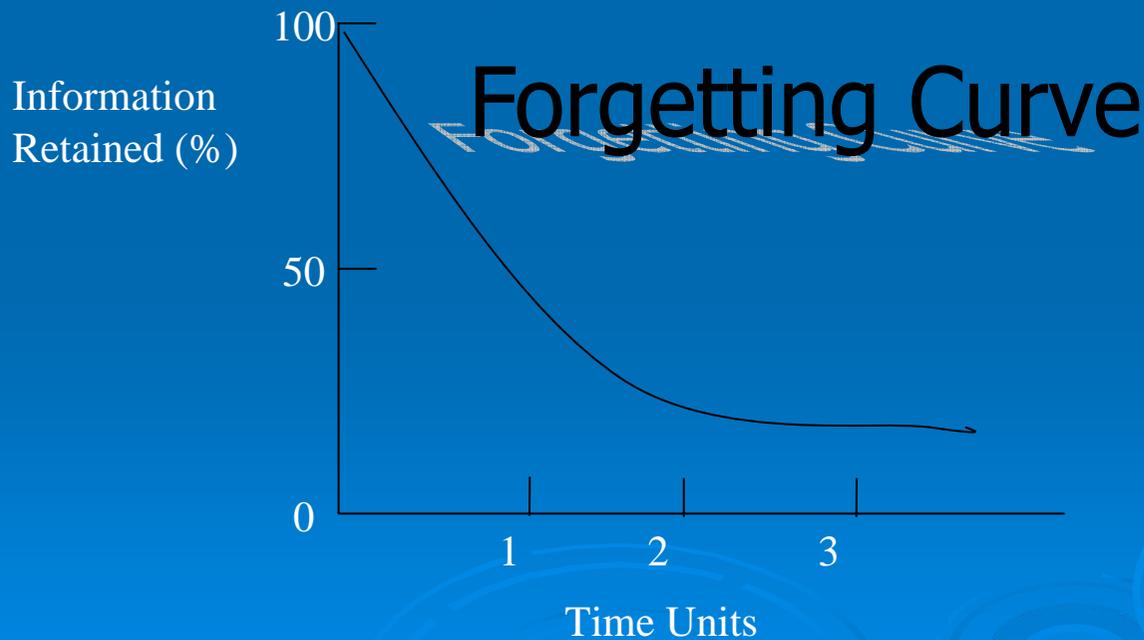


Not like this:

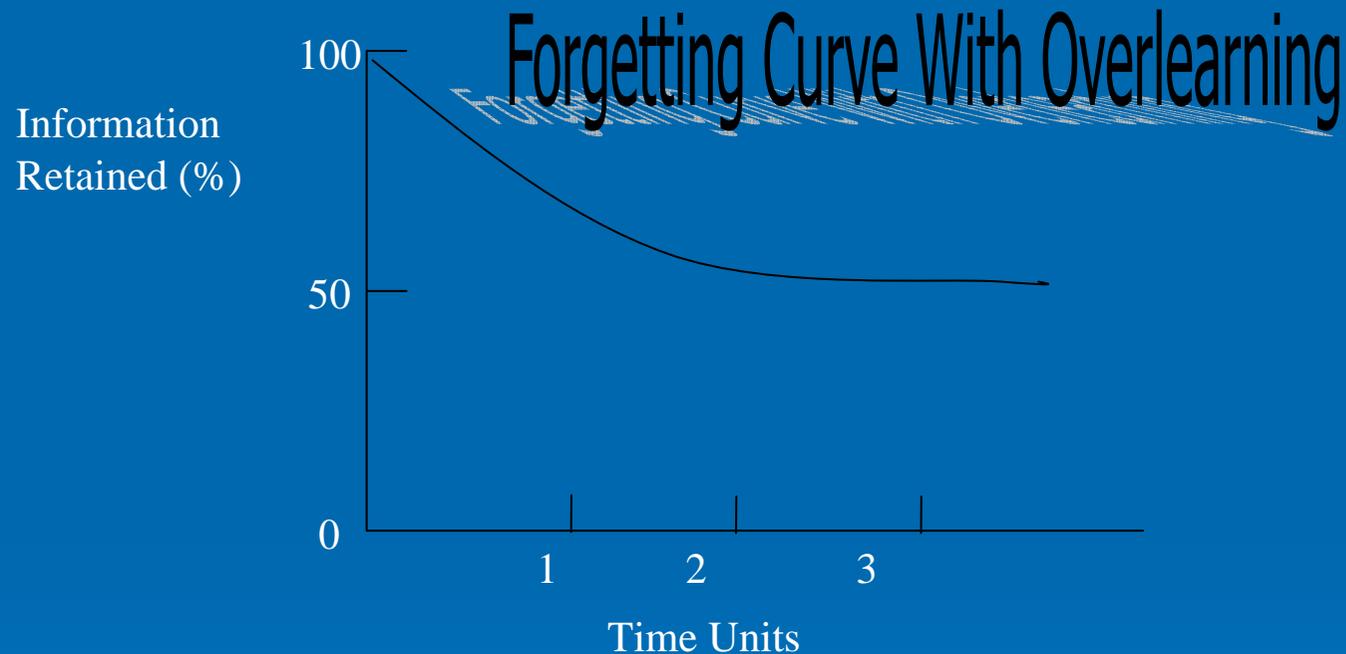


5. Overlearning

Over time people gradually forget what they have learned. The following graph illustrates the "forgetting curve" The time required to forget varies from learner to learner and from topic to topic , but the general form of the curve is always the same .



If you apply overlearning , you can alter the curve significantly . Stated simply , overlearning means learning until one has perfect recall-and then learning it some more . The result is a marked decrease in the rate of forgetting



In other words , Forgetting is significantly reduced by frequently attempting to recall learned material . Note that repetition by the trainer , while having some value , does not maximize recall . To achieve maximum retention , you must actively involve the trainee in the repetition .

6. Reinforcement

Learning that is rewarded much more likely to be retained . This is quite evident in everyday life , but it is such a basic idea that many trainers overlook it when conducting a session . A simple " yes , that's right " or recognition for attempting to contribute can mean a great deal to a trainee .

Punishment , for a fact , only teaches the trainee that his or her response was wrong . Punishment gives no guidelines about which responses would have been correct . Reinforcement , on the other hand , specifically confirms the response .

7. Primacy and Recency

Given any sequence of facts , trainees will tend to remember what they heard *first* and *last* . What they heard in the middle they often forget . Therefore , emphasize and reinforce facts that are in the middle .

One explanation for primary and recency is that material seen or heard *early* will be remembered better because it does not have to compete with material preceding it . Material /seen or heard late does not have to compete with material following it. Material in the middle has to compete with both preceding and following material and is therefore remembered less well .

8. Meaningful Material

When presented with new information, we unconsciously ask two questions :

- Is this information valid when I compare it with experiences I've had in the past ?
- Will this information be useful to me in the immediate future ?

The first question emphasizes the notion of moving from the “ know to the unknown ” as well as the fact that we tend to remember material related to what we already know . This is why you must assess the trainee’s current level of learning when you plan a training program . The second question emphasizes the fact that the trainees want to know that what they are about to learn will be useful to them in the near future .

In this way meaningful material links the past and the future and promotes two beneficial effects :

- Security when trainees move from the known to the unknown
- Motivation – because the information will be useful in the near future .

9. Multiple - Sense Learning

Authorities suggest that of the information a person take in , approximately 80 percent is obtained through sight , 11 percent by hearing , and 9 percent by the other sense combined . Therefore , to achieve maximum input to the trainees , you must use two or more of the senses . Usually you can use sight and hearing , but do not ignore the other senses . Touch may often be the crucial sense . For most learning , however , sight provides most information to trainees , and we consequently emphasize visual aids .

In addition, if the trainees senses of sight is not used for learning purposes , it isn't just turned off . It frequently becomes an active source of distraction for the trainee.

10. Transfer of Learning

The amount of learning that trainees transfer from the training room to the workplace depends , mainly , on two variables :

- i) The degree of similarity between what was learned in the training program and what occurs at the workplace
- ii) How easily the trainees can integrate into the work environment the skills or knowledge gained in the training program .

The presence of these two variables stresses the importance of referring continually to the workplace when looking for ideas on how to present information or skills and when designing activities and tests for the training session .

PLANNING

- Audience Profile
- Time Factor
- Establishing Objectives
- Content & Subject Matter
- Designing The Presentation
- Facilities

" If the speaker won't boil it down , the audience must sweat it out " - Raymond Duncan

Technical professionals speaking on technical must give special consideration to the **composition of the audience** Two critical factors are the technical level of the presentation and the intended purpose of the speech .

Audience profile

Q&A

Q : How cant I investigate the needs of audience ?

A: When planning and delivering your presentation , the most important thing to bear in mind at all times is the audience . If you fail to consider them carefully , you will fail as a speaker .

If possible , telephone someone you know who will be a typical member of the audience and ask him a series of questions . What is the extent of his knowledge about your subject ? What is he expecting to gain from being there ? Why is the presentation being given at this time ? What is the atmosphere affecting the presentation ? What "parlance " does he understand and use in his work environment ?

Developing an audience profile means becoming familiar with your intended audience. During this critical phase of the planning consider the following suggestions :

- Get a sense of who your audience is by asking their education , background , and experience .
- Find out about your participant's interests and abilities .
- Determine the gender and cultural mix of the audience .
- Identify any issues or topics that should be avoided when addressing your audience .
- Find out whether any members of your audience serve as special resources .
- Survey your audience to find out about their preferred learning styles .

Expectation

Whatever the level of involvement in training or educating adults , one thing can be guaranteed : you will be faced with a heterogeneous group . Part of your task is , mould this heterogeneous unit into an effective and working group so that they go away having learned something and in a positive frame of mind

When one analyzes the heterogeneity of the group in such terms as intelligence level , motivation , skill , experience , culture , etc . , one wonders how any group can ever become an effective unit and the task facing the facilitator is daunting and sometimes appears overwhelming .

The task of welding a heterogeneous group into an effective learning unit is one of the great challenges and this is why , when success is achieved , training and working with adults is such a rewarding and stimulating experience . It is the role of the trainer to have some awareness of the delegates' expectation and here are some common elements :

1. They often expect to be taught in the old-fashioned way .
2. They expect the trainer to display the appropriate professionalism :
 - *Knowledge of the subject .*
 - *Knowledge of , and possession of some skills , in teaching and facilitation .*
 - *Standard of dress .*
3. They expect to be made to work .
4. They expect to be treated with dignity .

TIME FACTOR

The time before a presentation consists of both long-and short-term range . Long-range planning refers to day , weeks , or months you have available to devote to preparation . Short-range planning involves the task needed upon your arrival at the presentation location .

Long-Range Planning

The first consideration involves how much time is available before the schedule is so full you cannot devote attention to your Presentation . On the other hand , you may not be able to put a complete multimedia presentation together for an event that is two days away-even if you have the entire two days to work on the presentation .

Short-Range Planning

Being able to visit the room where the presentation will take place , before the time of the presentation , can help lessen your anxiety . Many conferences are so tightly schedules that very little time is allowed for special arrangements immediately before each presentation . In this case , plan your presentation to require minimal adjustments .

ESTABLISHING OBJECTIVES

Q&A

Q : How Do I establish my objective for the presentation?

A : First decide if you are trying to inform persuade or report on the subject of the presentation . A clear objective founded on what the audience to retain as your message will save a considerable amount of preparation time , through focus on the key issues .

So imagine two people discussing your presentation just you have delivered it . One of the two people arrived late after your presentation and asks , " How was the presentation ?" The other person replies , " Terrific " " How so ? , asks the latecomer . " well , what the speaker said was ... " Now write down in 15 words or less what you would like the essence of the sentence to be .

The style of message you need to convey and the commitment it need to generate will determine your objective .

Every presenter should determine the goals or objectives for a presentation . The success of a presentation is measured by whether these established objective are met .

Goals or objectives can also be thought of as purpose . It may be to inform , teach , sell , motivate , or persuade the audience . Actually , a presentation my include more than one purpose .

Another way of stating purpose (s) of a presentation is to consider problems to be solved as a result of the presentation.

CONTENT AND SUBJECT MATTER

" The first rule for speaking well is to think well."

- Mme . De Lambert

Q&A

Q : What is the most effective way to develop ideas for a presentation quickly

A : Firstly you need to gather your ideas together . Let your mind " free wheel " by writing a single word or phrase on paper or a white board , then add facts , events or ideas associated with that point in a cluster around the first word .

Then record another important idea in the same way . Draw lines between the ideas to show their connections .

Q : How do you convert

A :To structure your presentation , it is helpful to organize your ideas into a horizontal plan . To build up a horizontal plan , take a large piece of paper or utilize your white board to sort your ideas under three major headings . Introduction , Development and Conclusion .

Under the Development headings include the four or five main section sub-headings you intend to use as the framework for developing your presentation . Then take all into the appropriated sections .

Although you may have too much information at this stage , you will have a notion of what you would like to say at each stage of presentation . Inevitably some ideas could be utilized under one or more headings and this visual agenda enables you to move them into the considered best position.

Next mark the points of greatest and least importance to your objective . Eliminate any that , on reflection , are of insufficient relevance . Then rewrite your horizontal chart , arranging the lists in a sequence that is logical in terms of your objective and which supports development of your strongest points into a purposeful them . Use a colored pen to mark where you will use a visual aid to project explanation of major points .

One must know his or her subject Well and must be delivers in an organized fashion that is intended to accomplish certain results . A speaker's knowledge has usually been obtained in bits and pieces, more often than not in random order . A speaker needs to be selective about what is conveyed and the order in which offered to be able to transfer some of this knowledge to the listeners .

You need to educate yourself thoroughly in the content and subject matter of your presentation . That includes gathering library research , consulting subject matter experts , consulting subject matter experts , surveying learners , analyzing corporate files , and so forth . During this phase , consider the following six suggestions :

- Review training goals and objectives to better focus your research directly on training content .
- Think of ways to conduct your research effectively .
- Select an effective and appropriate instructional approach .
- Draft a presentation plan that has goals or objectives , suggestions for introducing the topic , an outline of the presentation content , and outlines for participant activities .
- Develop a catchy title for your presentation that reflect its purpose .
- Always rehearse

DESIGNING THE PRESENTATION

1. Introduction

- To gain interest : grabbing audience attention .
- To gain current knowledge : ask few questions and you should made basic inquiries about audience before the session .
- To orient : explain decision title and relate it to their current relevant knowledge .
- To preview the session *some presenters don't preview decisions to have some power over audience .*
- To motivate : creating the need to learn .

2. Body

- The E (Explanation) Step : *telling or leading the audience to discover new facts or to use questioning techniques to elicit information from them .*
- The A (Activity) Step . { mainly in the lecture } : *it is an additional advantage specially in the lecture to reinforce the message (learning by doing) .*
- The S (summary) Step : *bringing all pieces together and tie up loose ends .*

3. Conclusion

- Review or recapitulate : going over the main items of the topic ; *stressing important or key points* .
- Test : *to ensure that learning has taken place (oral or written test or requiring some audience to demonstrate)* .
- Link : *two subsequent parts (sessions)*
- Clarify : *allow time for question to clear up any misunderstanding or problems* .
- Finish



FACILITIES

The Most dynamic presenter can fail in poor prepared facilities . Even when the presenter is aware of the participants' background and has comprehensive instructional plans , the presentation may still fail if , for example , it is delivered in an overcrowded , hot room consideration of the physical environment is crucial part of the planning process .

Here are some suggestions for establishing a comfortable environment :

- Determine how big the facility should be to accommodate your audience .
- If you require break-out rooms , arrange for the appropriate number .
- Make sure all rooms are accessible to all participants .
- Try to make the room comfortable .
- Determine your lighting requirements .
- Determine what type of support media you're going to need

PREPARATION

- ❑ Manuals and Handouts
- ❑ The Image Makes the Difference
- ❑ Addressing Anxiety
- ❑ Climate & Services

" No person not inspired can make a good speech without preparation"

--Daniel Webster

Q&A

Q : How should I prepare effectively ?

A : Before you can develop your presentation , you need to identify the exact circumstances and conditions in which you will be operating . You can do this by analyzing your objective for the presentation , the audience needs you will be addressing , the physical location and the length of the presentation .

It is a rare individual who can deliver a compelling presentation extemporarily . A certain amount of preparation is usually required , and the fewer speeches one has made the more preparation will be required instead of worrying about facing an audience , one should spend the time getting ready .

MANUALS AND HANDOUTS

Manuals and handouts are tools . Link all good tools , they have to feel right in the hand of the user and they have to fit the job to be done . They should be attractive and easy to use . Don't be tempted to put everything you can think of into a manual or packet of handouts . Trainees don't want to bother to read a lot of extraneous information , and you don't want to tempt them into throwing it all in the trash . Manuals and handouts should be appropriate tools for learning .

When you use manuals and handouts during lessons , be specific about what you are referring to , and give the trainees enough time to find their manual , ask questions , and take notes . Don't make using the manual a burden . Suggest how it can be helpful to them back on the job as a reminder of training or as a source of important information .

The Following information will be helpful if you have to design your own trainee manual . It suggests the minimum you must do to create a useful tool for your trainees . If you're lucky , you'll be able to use a training manual that's already in existence . In that case , all you'll need to do is check through it for proper sequence and possibly dated material in case you need to alert students to problem areas.

Basics of Designing your Own Trainee Manual

- 1- Keep it simple but classy.
- 2- Don't crowd the pages .
- 3- Make it useful .
- 4- Label accurately .

Using Handouts Effectively

Handouts are usually copies of course-related information that has appeared in the form of newspaper or magazine articles , or tables and charts . Handouts are important but independent materials ; that is they are not part of the essential written material of the course . Handouts should be complete and legible .

Using handouts requires some preplanning and setting up so that " stage business " doesn't get in the way . Keep a stack of each type of handout on your instructor's table , and pass out each one at the appropriate time in the lesson . Don't hand them all out at once. You can use handouts as vehicles for breaking up into small groups , giving each group a different handout to analyze and to report back to the whole group later.

The secret to successful use of handouts is to use them as stand-alone documents that are introduced at meaningful points in a lesson to enhance or change its direction . Always make them attractive and easy to use .

THE IMAGE MAKES THE DIFFERENCE

Presentations have one or more objectives to inform , teach , motivate , or persuade , In fact , almost anything you wish to communicate in the form of a presentation will have some element of persuasion in it . If you want your audience to accept you and the ideas you share , you need to be prepared –both personal and professionally – so the image you create will get the results you want

You , as a presenter , have the opportunity to improve the image you wish to project you an audience .

Apperance

An audience will immediately begin to form an impression of you the moment you enter the room. While many aspects of physical makeup cannot be changed, the style of clothes you wear will contribute to your image.

Think about the formality of the presentation situation when you select the clothes you wear. Think about how your audience might dress. If in doubt about your attire, be conservative. Your grooming and physical hygiene reflect how you feel about yourself. Be sure you reflect a caring "together" image.

Attitude

Your enthusiasm and positive attitude will be contagious . If you lack enthusiasm , you cannot expect your audience to readily expect your audience to readily accept your ideas and be enthusiastic . The image you project will suffer .

Mannerisms

Mannerisms should show you are decisive and in control . The audience should see you assurance . If you are uncertain of yourself , nervous mannerisms will give away your lack of self-confidence .

Preparedness

Being prepared is a way of wining an audience and influencing their decisions

Confidence

Confidence shows an audience that you believe in yourself and whatever it is you are representing to them .

Visuals

The Visuals or audio-visual media you use in your presentations will also contribute to your image . They will help the audience form an opinion of your personal characteristics and credibility .

ADDRESSING ANXIETY

- Know your material .
- Practice , practice , practice .
- There's no hurry
- Allow for your nervousness .
- Maintain perspective , but solicit feedback .

Be prepared . Have all your materials in the classroom , organized and ready for trainees to use . Be sure lights , heat , air conditioning , and machines (projectors , VCRs , Tape recorders , Computers) work , be sure table tops are clean and no trash is lying around . Be sure you have enough spaces so that you can put your teaching materials within easy reach .Be sure you have blackboard space or clean flipchart pages and markers if you need them . Be sure you have course evaluation forms for the trainees to fill out at end of class .

CLIMATE & SERVICES

- Music
- Breaks

DELIVERY

- Discussion
- Demonstration
- Communication
- Keeping A Group's Attention
- Getting Trainees To Participate
- Humor AS A presentation
- Tips for Staying Out of Trouble
- Tips On Marinating Interest

DISCUSSION

The discussion method is an excellent means of covering the essential points of a session and meeting objectives while allowing individuals to ask questions , raise issues , etc . , with every else in the group .

When leading a discussion you should ask questions which serve to provide a general exchange of ideas or facts . It is also a good way of drawing out conflicting opinions .

When using the discussion method keep it under control and on the subject and guillotine it at the right time . In other words , you must ensure that pertinent matters are emphasized and that time is not monopolized by any particular topic or individual . To manage a discussion successfully the leader needs an astute sensitivity to the group and its dynamics , which are very different skills and approaches from those required for lecturing and demonstrating .

“ I haven't had time to do any preparation , so I'll run this morning's session as a discussion . ” This comment is not uncommon . But it reveals misconception about what a discussion is and is not . A discussion is far from being an easy way out . It must be planned , and the planning must be done with care . The greater degree of unpredictability in both the content and the process of a discussion requires you to :

1. Anticipate and think through all the issues that could be generated in this discussion
2. Decide how you can use the issues toward achieving your training objective .

When you apply the theory-or skill-session model , the structure of the body segment incorporates feedback to the trainer . However , when you use a discussion technique , you substitute a discussion for the body segment , and during the discussion you must consciously search for behavioral feedback so that you can judge whether the trainees are moving toward the session objective . Preparing and running an effective discussion is therefore at least as difficult as planning and running more formal session .

Another misconception is the idea that a discussion tends to wander , with no clear objective . Let's dispel this idea immediately . A trainer chooses to use a discussion as a training technique because the trainer thinks it will help to achieve a specific training objective . You use a discussion to promote learning . Not to relieve the tedium of other training techniques .

When Should You Use A Discussion ?

1. When your training objective incorporates either thinking and reasoning critically , exhibiting independent thinking , or improving communication and / or social skills .
2. When benefits may be gained through trainees ' " discovering " content for themselves .
3. When the group size is appropriate .
4. When you want to monitor individual progress .
5. When you want to form or change attitudes .
6. When trainees have some knowledge of the topic .
7. When content covered per unit time is not critical .
8. When you are skilled in leading discussions .

Each time you consider using a discussion as a training technique , assess the training situation in relation to these factors .

DEMONSTRATION

Often the way to get your point across is to actually show or demonstrate what you mean . This can be done by a demonstration per se or as a reinforcement or follow-up to a lecture . The way in which one tackles it may depend on the complexity the more you will have to build the demonstration into the lecture so that students can actually watch as you demonstrate . This requires extensive use of actual items or visual aids .

The demonstration method is useful because it

- Attracts and holds individuals' attention ;
- Is easily understood ;
- Is convincing – it is ' here and now ' and imitation is a powerful way of learning ;
- Ties theory and practice

The drawbacks of demonstration are :

- Things can go wrong .
- It is often difficult to ensure that everyone can see what you are doing .
- Everyone has to be present .

During the demonstration you should :

- Describe your objectives and procedures clearly ;
- Show each step slowly and carefully m relating past experiences to future steps ;
- Check on your effectiveness and their understanding by asking questions ;
- Encourage participants to ask questions
- Supplement with literature , models or other visual aids ;
- Summarize key points ;
- Show other applications of the skills or process just presented

Follow-up each demonstration

- Give participants the opportunity to practice the skills or process just demonstrated
- Give individual / group help during practice sessions .
- Raise and recognize success – a greater motivator and confidence builder !
- Help individuals recognize the application of what has been learned to their real-life situations .

COMMUNICATION

1. Verbal

You do not have to be brilliant orator possessed of inspirational qualities to become a competent trainer . Undoubtedly , some are better at communicating than others . The object of the communication process is clarification , not amplification , and with this objective in mind we should remember *KISS-KEEP It short and simple* . jargon , unless appropriate to the audience , should be eliminated .

Here are few simple tips to help you improve your verbal communication skills when actually presenting :

- Be relaxed .
- Smile at the audience .
- Maintain good eye contact with the whole audience .
- Be well-rehearsed .
- Be confident
- Be credible ,
- Be enthusiastic
- Be appropriately dressed
- Be audible : speak up ; vary the pitch and avoid monotone ; avoid the tendency to speak too quickly .

- Interact with the audience if appropriate .
- Be clear .
- Use clear , concise terminology , appropriate for the audience .
- Use your hands and arms to emphasize points .
- Use appropriate humor .
- Remember everyone is nervous before presenting but remember nervousness is not as obvious to the audience as to the presenter .
- Vary the pace .
- Speak for an appropriate length of time .

- Deal with questions by
 - Anticipating beforehand
 - Listening with full concentration
 - Acknowledging the questioner with something like , “ Thank you . I’m glad you raised that ” .
 - Answering as fully as possible .

Do Not

- Flannel – if you do not know , admit it .
- Put a questioner down .
- Argue .

2. Non-Verbal

The study of non-verbal Communication (NVC) or body language is a recent phenomenon and researches have noted and recorded almost one million non-verbal cues and signals . Mehrabian found that the total impact of a message is .

7 per cent verbal (words only)

38 per cent (including tone of voice , etc .)

55 per cent non-verbal .

Birdwhistel estimated that the average person speaks for a total of 10-11 minutes per day and that the average sentence takes only about 2 ½ seconds . He endorsed the finding of Mehrabian ,saying that the verbal component of face-to-face conversation is 35 per cent and that 65 per cent of communication is done non-verbally

It is not suggested that , as trainers , we should become experts in the field of NVC . But we must aware that body language can communicate attitudes to which the group will undoubtedly respond . By aware of the importance of NVC we can be come much better communicators .

Conversely , we must also be aware of the messages that the individuals in the group are sending us , and which may necessitate a change in style , pace , activity , etc .

Here are some few tips to help you develop your ability to communicate by increasing your awareness of body language.

Do

- Have an open posture
- Smile
- Maintain eye contact
- Look at the person
- Sit forward , if seated
- Have a relaxed appearance
- Have open palms
- Arms outspread
- Have legs uncrossed

DON'T

- Cross your arms
- Frown
- Look away or stare at one person
- Point with one finger
- Slouch in a chair , hide behind a desk or place your feet on desks or tables
- Appear tense and anxious
- Clench your fists
- Have hands in pockets
- Chew your pencil

KEEPING A GROUP'S ATTENTION

1. Focus the class' attention on yourself from the very beginning .
2. Tell your students what they will be able to do at the completion of training .
3. Learn each student's name .
4. Give praise when students do something right .
5. Keep the pace lively ; don't let anyone get lazy or sleepy .
6. Give breaks after hard lessons or long periods of sitting .
7. Don't lecture for more than ten minutes at a time .
8. Make and remake eye contact with each person in the class .
9. Move around the classroom .

10. Vary the pitch of your voice occasionally .
11. Use humor directed at yourself .
12. Repeat important points and at the same time writing them down .
13. Talk in short sentences and use everyday words .
14. Rephrase new technical information in simpler terms .
15. Use colored markers , slides , transparencies , to add interest to plain words in print .
16. Don't be afraid to rearrange seats or to break the group into small groups .

GETTING TRAINEES TO PARTICIPATE

Teaching a group of students is a lot more fun and a lot more effective if you encourage participation during lesson . People in groups also tend to feel more responsible for their own and everyone else' learning and to be more committed to action when the group is highly participatory . Creative juices are set flowing and problem – solving behavior is encouraged by the stimulation that active groups provide .

Here are some guidelines for getting your trainees to participate during lessons :

- Direct questions to specific people by first name early in your teaching and often later on .
- Use two basic types of questions – “ closed ” answerable by yes or no , and “ open ” requires elaboration .

3. Immediately relate any good idea that a trainee comes up with to his job and to others in the class .
4. At transition points between topics , get a trainee to help wrap up the idea discussed and how to use these on the job .
5. Listen to your students .
6. Encourage feedback from your students and accept it graciously .
7. Give feedback to individual students about how they are performing .
8. Give the class time to work on problems and to do exercise .
9. Get close to your students .
- 10.If handouts and manuals are used , refer to them often and encourage the students to follow along .
- 11.Never put down or embarrass a student .
- 12.Always think in terms of alternative to lecturing .
- 13.If flipcharts or a board is used , get trainees to help you .

HUMOR AS A PRESENTATION TOOL

Humor is just one more set of skills that can be learned and practiced . Here's what you should do :

- **External aids.** Look for cartoon that illustrate your point and can be transferred onto overheads or PowerPoint .
- **Props** .
- **Fun facts.** There are several books that provide historical events for each calendar day .
- **Other people's material** . Watch what other executives are doing and saying , and write down their opening remarks , quotes and comments .
- **Rehearsal** . With material in hand , rehearsal and practice is crucial . Practicing in front of friend is a good way to spot potential embarrassments .

TIPS FOR STAYING OUT OF TROUBLE

1. Be sure that the training goal is enough of challenge to the group.
2. Remove any fear of punishment for doing poorly in training .
3. Be sure training begins at the right mental level for the group .
4. Maintain an attitude of facilitating .

Q&A

Q : How can you ensure the presentation runs to time ?

A: Firstly utilize your horizontal plan to allocate a proportionate amount of time for emphasis of each major section . Next speak the section aloud , timing it . You can then prune the points marked of least interest to include your priorities . Within the blocks of time permitted .

Q : What should be included in the introduction ?

A: Here I suggest you utilize the mnemonic intro as a checklist.

Your introduction must arouse the interest of your audience and should explain why they need to listen . It must incorporate the courtesies of explaining the length of time you will talk and when they can respond with question . The objective should be clearly stated from the outset , indicating what commitment you want from your audience . Openings that arrest attention often could include : a relevant quotation , and impactful statement that arouses curiosity , or a human-interest story or analogy that " paints a picture " of the purpose of your presentation .

Q : How do you project the main points of your presentation?

A: The adoption of a " three-point system " should ensure your major points are delivered memorably . (1) Make you point clearly ; (2) explain your reason and reinforce it ; (3) bring it to life with an illustration .

Illustrations with names of people , places , companies and conversations , hold the audience's attention .

Q : What spoken techniques can you adopt to add emphasis to key messages ?

A: Always take the crucial point at the beginning of the sentence – listeners cannot refer back . The employment of a deliberate pause , followed by a change in a voice tone or a visible gesture , often adds a special emphasis to the delivery of important points .

Deliberate repetition works well for emphasis . Winston Churchill was masterful in this technique : - " We need to be firm . We need to be vigilant . We need to be bold " .

Many people like to hear speakers talk to beat of three words , phrases and growth . Of quality and commitment . Of success and celebration . "

Sentences that offer parallels invite the audience to anticipate and equate ideas : " That the lonely could find companionship . That the bereaved could find comfort . That the sick could find health .

We learn nursery rhymes and song lyrics easily because of words that rhyme . So alliteration within important statements helps audience memory retention : " We had three choices :- automate , emigrate , or evaporate !"

Q : How can you provide quality spur-of-the-moment answers to questions ?

A: First summarize your answer in one sentence , then elaborate two key points to support your answer and an illustration to make the points memorable . Direct your answer to the entire audience.

Q : what is the best way to close a presentation ?

A: It essential to end on a strong note because what you say last is often remembered first . In making your closing remarks , it is important to summarize your main points so the audience will remember your key messages .

Powerful closes include : pointers to the future or calls for action or build up to a climax , perhaps with an appropriate reference to historical events or with a poem or anecdote . For example : " As I see it , we are all in this together . We're at a decision point as a group and as individuals . We can sit and think . Or we can band together and act . I prefer to act . How about you ? "

Presentations are like airplanes because they are at their most dangerous when either taking off or landing ! So it is vital to rehearse these sections very carefully because your audience is more likely to remember what you said first and last .

Presentation Day

- **Arrive early**
- **Get to the point .**
- **Make a personal connection .**

TIPS ON MAINTAINING INTERSET

1. Movement

- **keep Moving While you talk .**
- **Avoid Playing with object during your presentation**
- **Keep the Attention of the Audience on the Subject –Not the speaker**
- **Do Not Become a Swordsman with the Pointer**
- **Do Not Hide your Visual Aids**

2. Performance Rate

- Vary the Pace of Your presentation
- Don't Become a track-Star During Your Talk
- Participants' Styles

3. Discussion & Innovative Techniques

- Storytelling
- Humor
- Personalization
- Q&A
 - Be Prepared to Handle Objections

4. Syndicate Groups

- Conduct Small Group Activities
- Encourage Completion among Trainees

5. Communication

- Voice
 - Use Your Voice Effectively
 - Do Not Read
- Incorporate Trainees ' Names into Your Discussion
- Showmanship
- Nonverbal
- Effective Hand Gestures
- Don't Be A Leaner
- Show Enthusiasm
 - Be Aggressive