IMPROVING

YOUR

PRESENTATION

SKILLS

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ADVANCING YOUR PRESENTATION SKILLS

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ADVANCING YOUR PRESENTATION SKILLS

OVERVIEW

Effective communication and presentation skills are vital for success today. No matter what position you hold, employees who are considered leaders are typically those who communicate their ideas effectively AND gain support and buy-in from others.

Every time you communicate you are selling yourself and the product, idea or message contained in the communication. You and the message are inseparable. You might as well consider yourself as being in sales. Although your reaction may be, "I'm not a salesperson!", we all are selling something when we communicate – our thoughts, feelings and/or behaviors; our department, its products or services. If you are communicating, you are selling.

The best presenters are true to themselves. Tell appropriate jokes if you are funny, lift people if you are inspiring, educate if you are informative. Above all, lead with your passion, be it "Blissed," "Blessed," "Pissed," or 'Dissed." Whether you present to one person or 1,000, seated or standing, in a formal or informal setting, face-to-face or in a webinar, attending to the skills covered in this manual will help you come across as confident and motivating.

What does it take to be an effective presenter? Three components: 1) delivery skills, 2) content and 3) interaction skills.   Delivery skills are the physical things you do to help or hinder people from understanding your message. Content is the message, the words and other communication tools. Interaction is how you engage your listeners or audience. Proficiency in all three areas makes one an effective communicator, and successful presenter.

The foundation of the approach described herein is that attending to the audience and their response is more important than the information you are presenting. The understood message is the response that you get, not what you think you said!

> A woman dined with the great English statesman Gladstone one night then with his rival Disraeli the next night. When asked to compare the two she said, "When I left the dinning room after sitting next to Gladstone, I thought he was the cleverest man in England. After dining with Disraeli, I thought I was the cleverest woman in England!"

TRUST & BELIEVABILITY

How do you measure your success as a presenter? If people take action as a result of hearing your information then you are on the right path. Every time we speak we are trying to get others to do something in response to the information we send. "Raising awareness" is never enough. At a minimum, we want them to acknowledge that they heard what we said. Additionally, we typically want them to use the information, communicate it to others, or implement it. If we want others to take action, they have to trust and believe in us.

In Silent Messages, Albert Mehrabian, retired professor of linguistics at UCLA. summarizes the extensive research literature on trust and believability. Study after study finds that people attend to three parts of a message to determine trust and believability: the verbal, vocal and visual. The verbal part is the words used. The vocal part is the sound of the voice. The visual part is the body language.

Which do you believe has the most impact?

TRUST & BELIEVABILITY

Verbal (words) _____

Vocal (voice) _____

Visual (body language) _____

= 100%

CORE DELIVERY SKILLS

First impressions are formed within milliseconds. The visual part of a message has the greatest impact: 55% vs 38% vocal vs 7% verbal. For that reason, effective presenters look and sound confident.

1. Posture

☞ Posture tells others a great deal about how comfortable you feel.

☞ To look comfortable and professional, place your feet a little less than hips-width apart with your arms resting down at your sides.   Your knees and shoulders should be relaxed, back straight.   Try to stay balanced, and do not to rock or sway! Maintain this posture consistently throughout your talk. You may feel stiff at first, but the more you practice the more comfortable it will become.

2. Movement

☞ Movement adds variety, and it also helps participants stay involved.   Movement done properly is a good thing.

☞ Make your movement purposeful. Do not move your feet until you know where you want to go.

☞ Start by looking at someone in your audience.   Move toward that person in an arc – a straight path is more confrontational. Move at a regular pace – not too fast or too slow.   Keep your eyes connected to that person until your feet stop. Stay put awhile. Too much movement can make you look nervous.

3. Gestures

☞ The secret to effective gestures is appearing to be natural. Use gestures that are similar to those you use when telling a story to friends and family. If your natural style is "big", then get "big". If you are naturally conservative, then use "less-big" gestures. The point is be yourself, but practice appropriate gesturing.

☞ Check to make sure that your hands are apart, and do not let them touch. You will gesture more that way. Avoid crossing your arms.

☞ Generate gestures from the shoulders, not the elbows. This makes them more open and varied.

4. <u>Facial Expression</u>

☞ Do not try to keep a perpetual smile on your face. A truly genuine smile goes a long way in building trust and believability.

☞ Regarding facial expressions, think passion. The more your passion for your subject shows, the more involved your audience will become. Passion = facial expressions, gestures and voice. These three delivery skills are directly correlated. The bigger you get with one, the bigger they all typically get.

5. <u>Voice</u>

☞ Although many people claim to dislike the sound of their voice, there are very few "bad" voices.

☞ Three qualities make a voice sound confident and professional. First is a deep, rich tone. Second, project loud enough so that everyone in the room can easily hear. Both tone and projection are enhanced by deeper breathing! Third is variety. Strategically vary your voice rhythm and volume. If you speak quickly, slow the rhythm to emphasize a point. If your voice is normally soft, speak louder at times. If your natural voice is monotone, using gestures and standing adds energy to your voice. By adding variety, you make it easier for others to listen.

6. <u>Pause & Clutter</u>

☞ Pausing is a critical skill - it differentiates the average presenter from the truly polished professional. Pausing is thoughtful to your listeners. Although silences may feel like an eternity to you, listeners see it as a welcome break and they often appreciate the opportunity to finish writing notes or formulate questions. Brief silences, 1-5 seconds, allow time for processing and digesting your information. Pauses should punctuate your words.

☞ Clutter is learned, unnecessary and unprofessional, regardless of how much you "naturally" do it! Instead of using non-words "uhm", filler-words "you know", or over-connectors "so anyway," you should pause, breathe and think about what you are to say next. Eye communication with audience members is the best way to stop clutter.

7. Eye Communication

☞ Think eye communication instead of eye contact. Eye contact is just a brief encounter. Eye communication is longer, more intimate, and really connects with listeners. This skill is vital for building trust and believability.
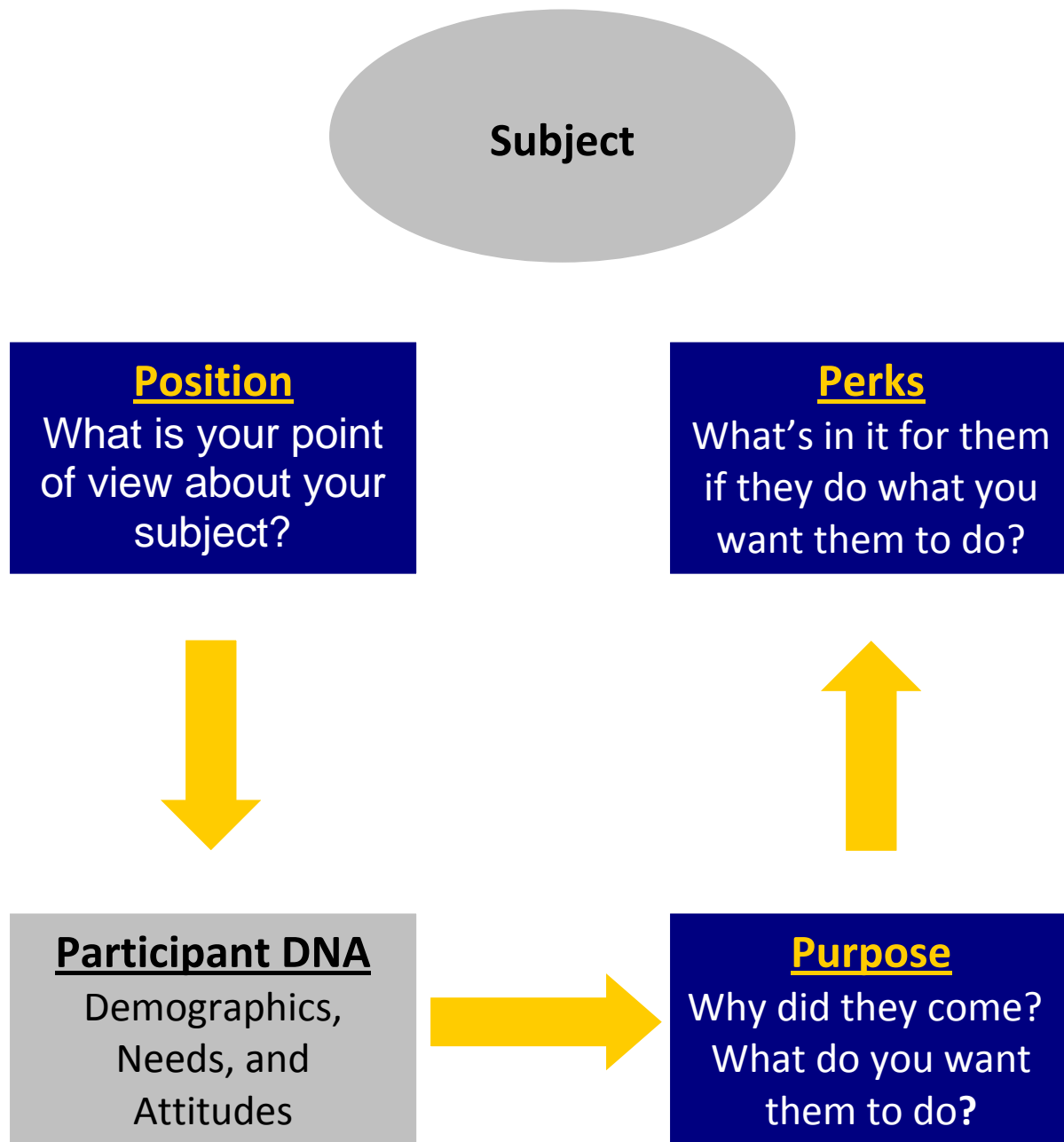
☞ Connect with each and every audience member's eyes for about one sentence. Your eyes need to remain steady. Pretend to have a series of one-on-one conversations with each of your listeners. Go from one person in your audience directly to another, without letting your eyes detour to the ceiling or floor. Be random in your approach and try to include as many people as possible.

☞ If your audience is extremely large, give eye communication to people in various locations throughout the room to create a "ripple effect" - everyone surrounding the person you choose will believe that you are looking directly at him or her. Top performers are very skilled at this. If you cannot see into the audience, use the same technique. Look at different parts of the room while keeping your eyes steady for one sentence at a time. The result will be the same.

Just Do It!

OPENING & CLOSING: THE 3P PERSUASION MODEL

Subject

Position
What is your point of view about your subject?

Perks
What's in it for them if they do what you want them to do?

Participant DNA
Demographics, Needs, and Attitudes

Purpose
Why did they come? What do you want them to do**?**

PRESENTATION WORKSHEET - TITLE:

PEARL	POSITION	PURPOSE	PERKS

PREVIEW: Tell 'em what you are going to tell 'em - Point 1, 2 & 3

POINT 1			
POINT 2			
POINT 3			

REVIEW: Tell 'em what you told 'em - Point 1, 2 & 3

POSITION	PURPOSE	PERKS	PEARL

Speech Writing with a Microsoft Word Outline

Title of Your Speech
Topic
Date of presentation

I. Introduction

A. Capture your audience's attention with a quote, anecdote, or personal experience

B. Build up to your case or the main reason for your speech

C. Summarize the main idea of your speech. Quickly state your three main points

1. First Main Point

2. Second Main Point

3. Third Main Point

II. First Main Point: Working with outline numbered text in Microsoft Word

A. You can move an outline numbered item to the appropriate numbering level

1. On the Formatting toolbar:

a. To demote the item to a lower numbering level

(1) click a list number

(2) click Increase Indent.

b. To promote the item to a higher numbering level

(1) click a list number

(2) click Decrease Indent.

B. You can use this procedure to help you plan your speech and organize your thoughts.

III. Second Main Point: Creating a Microsoft PowerPoint presentation from a Word outline

    A. About creating a PowerPoint presentation from a Word Outline

        1. PowerPoint uses the heading styles in your Word document

            a. Heading styles are applied when you use numbered outlines

                (1) Heading styles are already turned on for you in this template.

                (2) For example, each paragraph formatted with the Heading 1 style becomes the title of a new slide, each Heading 2 becomes the first level of text, and so on.

    B. Procedure.

        1. Open the document you want to use to create a PowerPoint presentation.

        2. On the File menu, point to Send To, and then click Microsoft PowerPoint.

    C. This procedure makes it easy for you to create a PowerPoint presentation based on the notes you've prepared for your speech in Word.

IV. Main Point 3: Creating an outline from an existing document allows you to build on work you've already done.

    A. If you use heading styles to create longer documents, you can see a document's organization in Outline view, and use it to prepare your speech.

    B. To learn more about Outline view, see Microsoft Word Help.

V. Conclusion

    A. Restate your three main points.

        1. First Main Point.

        2. Second Main Point.

        3. Third Main Point.

    B. Summarize the ideas you presented.

    C. Return to your introduction or conclude with a compelling remark.

DEVELOPING YOUR PRESENTATION

1. **5 Minute Attention-Grabber**: Start with a "**PEARL**" of wisdom to grab their interest right from the start…

   ☞ **P**icture
      - Use a visual aid that translates your ideas and thoughts into a simple picture
   ☞ **E**xample or story
      - Tell about a personal or business-related experience that supports your topic
   ☞ **A**nalogy
      - Compare your ideas with examples familiar to your audience – statistical comparisons, metaphors, etc.
   ☞ **R**eference, quote or audio
      - What someone else said or a phrase in a popular song that is relevant to your topic – use newspapers and industry publications to get ideas
   ☞ **L**augh
      - Do not be afraid to have some fun. Use <u>appropriate</u> humor – professional, yet warm and human. Make yourself the target of the humor.

2. **The Opening**: Use the <u>3P Persuasion Model</u> to open your presentation - motivates people to use the information.
   ☞ POSITION
      - What's your point of view, feeling, opinion and attitude toward your topic?
   ☞ PURPOSE/ACTION
      - Why are you making this presentation?
      - What action do you want people to take – what should they do with the information?
   ☞ PERKS/BENEFITS
      - What benefits will your listeners acquire by taking the action you request?

3. **The Preview**:
   ☞ Avoid going right into "data dumping" mode.
   ☞ Keep your presentation simple, clear and easy to follow by telling your audience what <u>three</u> points you will cover in your talk. This creates a logical flow and sequence to your message.
   ☞ Briefly stating the key points at the end of your opening, before you begin the body of your talk, acts as a table of contents for your listeners. It helps all stay focused.

4. **The Body**:
   ☞ Organize content around no more than three major points. The
      best presentations are limited to three key points with up to
      three supporting sub-points. While it can be tough to edit
      your talk down to three key ideas, keep in mind that less can
      be more when it comes to presentations, especially when
      retention is vital.
   ☞ Dazzle with data, illustrate with anecdotes. If discussing research, know the
      major shortcomings of presented studies. Unless you are certain otherwise,
      assume that many participants do not understand research methods. When
      presenting research findings create a build-up to the results but do not get
      lost in the details. Unless explicitly necessary, avoid presenting statistics –
      they quickly become boring.
   ☞ Use stories, anecdotes and client histories to illustrate key points. Keep them
      brief, know what to leave out, use audience prejudices and stereotypes to
      foster an expectation that is ultimately overturned.

5. **The Review**:
   Review the central theme of each key point at the end of the body of your talk, just
   before the close. An effective review is succinct; get right to the points.

6. **The Close**:
   Listeners tend to remember the first thing you say and the last thing you say. Never
   cut short your closing comments. Listeners expect and want a neat ending to your
   presentation. If you are running out of time, discard a sub-point.

   Restate the basic message of the training. An effective closing includes the 3P
   Model used in your opening.

   ☞ POSITION
      - Again state your position, how you feel about your subject. Your position
         should not change. It should be the same as you stated in your opening.

   ☞ PURPOSE/ACTION
      - Next, tell your listeners the purpose or action you want them to take. In your
         closing statement, you need to be more specific. After hearing all of the
         information, what specifically would you like them to do with it? For
         example, "Complete the analysis and e-mail the results to me by 3:00 PM
         next Friday."

   ☞ PERKS/BENEFITS
      - Review the perks mentioned in your opening statement, as well as any others
         that may help set your request for action into motion. Remember, the perks
         should be listener focused.

End with a PEARL to make your presentation more memorable – it is the icing on the cake! If you are pressed for time, a simple closing is sufficient, "Thank you for coming today and I appreciate your attention (and participation). I look forward to hearing how using ____ is working for you." Clearly let the listeners know you are finished.

AUDIO-VISUAL AIDS

Size

Matters!

The most ineffective presentations consist of reading a series of PowerPoint slides or handout bullets. How boring, and what a waste of time for listeners who can read! Use audio-visual aids to simplify information and provide an "anchor" for recalling the presented information later. Audio, video, graphics, marker boards, flip charts, handouts, etc. are a presenter's best friends! Lecture, even with PowerPoint, as little as possible but never for more than 15 minutes without an instructional aid. Add "Wows" – audio-visuals - to keep your audience engaged.

Creating Audio-Visuals and Handouts

Image and text size does matter, as does clarity, readability, and socio-cultural relevance.

☞ Communicate concepts/ideas with pictures - worth 1,000 words!

☞ Use graphs and charts to illustrate relationships and patterns.

☞ Simplify PowerPoint slides – one idea per slide and no more than three bullets.

☞ Think "Killer Bs" – big, bold, beautiful, brilliant and brief!

☞ Use consistent text, headers/footers, etc. on slides, handouts and other materials – think "brand." A mix of too many formats can be distracting and appear less professional.

Using Audio-Visuals

Do not forget that YOU are the presentation, not your PowerPoint slides or handouts, and people come to hear what YOU have to say.

☞ Talk to the audience members, not to the visual. If you must look at it, just glance. Pause to take a longer look - talk only to people!

☞ Once you reveal a visual, move away so that people can see. Don't hide behind or stand in front of your visual.

☞ Reading visual aids to the audience makes you look like you do not know the content. Let participants read them all by themselves. Remain quiet until you see more than half the group looks back to you for more. (Pause) This is your cue to begin speaking. Asking "someone" to read out loud provides added effect and involvement.

☞ Most importantly, be prepared. When it comes to technology, anything can go wrong. Planning, practice and foresight will increase the probability of things running smoothly. Double-check your equipment and have backups. You should feel comfortable enough with your material to know that if you had to give your presentation without any visual aids, you would be able to do so successfully. Remember, YOU are the presentation!

☞ Check and re-check sound and visual aid quality. Poor sound is one of the most common complaints. People tolerate poor visual/video more than poor sound quality.

☞ Keep video clips to 2 minutes or less. Tell the audience what to look for before and during the clip. Showing your mistakes on video is very effective as a "strategic pratfall."

☞ Graphics and sound effects are increasingly a "must." Use to draw attention to or underscore a point.

INTERACTION: ASKING & RECEIVING QUESTIONS

Interaction means involving your listeners. Effective presenters respond appropriately to audience input, questions and objections. Most importantly, they are able to get back on track without offending or discounting anyone: at a minimum validate hearing what was said and move on!

Asking and Answering Questions:

Few things grab listeners' attention more than being asked questions and pausing until an answer is forthcoming. Two-way conversations can dramatically change the dynamics in the room; capture fading listener attention; create greater buy-in; and decrease the burden of you having

to say everything. Nothing is more impactful than feeding off the DNA wisdom in the room. However, you must be equally prepared to respond positively to praise, confirmation, and congratulation as well as criticism, denial, and other challenges. How do you make two-way conversations happen?

- ☞ Set the stage early. From the outset, encourage participants to ask questions throughout the presentation.
- ☞ Check in frequently – "Any thoughts or questions before I move on?"
- ☞ Ask open-ended questions that require more than a "yes" or "no" answer.
- ☞ Create a safe atmosphere where listeners feel comfortable speaking – don't put any one individual on the spot.
- ☞ Ask follow-up questions to draw listeners out even more.
- ☞ Acknowledge and incorporate responses, supportive or not, into your presentation.

When you notice the attention of your audience start waning, immediately get out of lecture mode and start asking questions!

- ☞ Set the stage early. Form the outset, encourage participants to ask questions during the presentation – even if the person who introduced you (or someone else) asked that questions be held until the end.
- ☞ Check in frequently: "Any thoughts or questions?"
- ☞ Reward question asking. "Thanks for asking that question." "Great question." Give the asker credit, Thanks for reminding me to talk about…."
- ☞ Check back, "Did I get to the heart of your question?"

<u>Handling Difficult Questions</u>:
Difficult questions are those that appear hostile, challenging, emotionally charged and/or intimidating. The "natural" response may be perceived as overly defensive and reactive. Effectively handling difficult questions means helping the questioner express her/his point of view then rising above it by validating the person, not necessarily their opinion: paraphrase the stated opinion; say something like, "You make an important point;" then, "Thank you for bringing that up." When you see others agreeing with the questioner's point (head nodding, shouts of "You go girl!", etc.) add, "It looks like others agree with you." If the audience perceives you as argumentative or defensive, your credibility will suffer.

How do you remain calm, address the "hostility", and continue to get your point across while keeping the audience involved? Use effective delivery skills and respond with clear, concise and motivating content.

- ☞ Never answer a hypothetical question: "Suppose…, What if…, I'm wondering…, I can imagine…. Respond with, "Can you give me an example of what you are talking about or a specific case you've worked with?"

☞ Never answer a comment; after all it is not a question! Respond with "OK", "Thank you…" If you must, ask, "Did you have a question?"

☞ Suggest talking to the participant at the next break whenever: 1) you don't know the answer to a particular answer, 2) a person insists on repeated follow-up questions, or 3) strong disagreement is repeatedly expressed.

The Skills:

☞ Posture – Stay balanced and try not to move while answering the difficult question. Moving forward can signal aggression, while backing up can make you appear intimidated.

☞ Gestures – Keep arms relaxed at sides. Closing up can make you look defensive. Be careful not to make fists!

☞ Facial Expression - Try to look genuinely interested and withhold judgment while the questioner is speaking. It is important to listen without rolling eyes or looking disengaged.

☞ Eye Communication – Keep your eyes focused on the questioner while he or she is speaking. Address the first sentence or two of your response to him or her then continue your response by shifting your eye communication to another person – one sentence per person. This keeps everyone involved, especially when you make a lengthy answer. Consider checking back with the original questioner at the end of your response. "Did that answer your question?" Be aware that this invites more hostility if the questioner doesn't feel accurately heard or the concern is not adequately addressed, and going on too long drags down the rest of the audience.

The Response Technique:

 Common mistakes made when faced with difficult interactions include arguing, challenging the questioner, and dancing around the issue if an answer is not known. These responses can aggravate and escalate the situation. Avoid these pitfalls by communicating a genuine interest in, and understanding of, the questioner's issue/concern. When faced with an emotionally charged question:

☞ Listen intently and ask for clarification if you are confused.

☞ Summarize (paraphrase/reflection) the other's position, even it opposes yours. It is vital to show that you hear them and validate the participant's point of view. This does not mean that you agree, or disagree, with them.

☞ Answer as briefly as possible. This is not an opportunity for you to restate your entire presentation. Be cautious about using phrases such as "as I said earlier" - may

be perceived as assuming that the questioner was not paying attention and can come across as arrogant.

☞ Whenever possible, link the final part of your answer back to the <u>3P Persuasion Model</u> (position, purpose, perks). This bridge redirects the focus of your audience and increases the likelihood of ending the Q&A session on a positive note.

When your delivery skills are appropriate and you respond effectively to difficult interactions the benefits are tremendous. You defuse hostility and gain the respect and admiration of your audience. It demonstrates your confidence, flexibility and poise and consequently increases trust and believability with your listeners.

<u>The Struggling Audience</u>:

If you see more than one person with puzzled looks, frowns, or grimaces on their faces generally it is not because you gave them too little information. Rather, assume that they do not know what to do with the information you did give them.

☞ Do an exercise

☞ Illustrate with a video or role play

☞ Take a break!

BEGIN PRACTICING IN EVERYDAY LIFE

Building new skills takes time, practice and feedback. Coordinating the delivery of all of the skills while thinking about your presentation content, monitoring the presentation room environment, plus reading the reactions of your audience can be overwhelming. Start by practicing one delivery skill at a time during your everyday life. Make it your focus for 21 days – that is how long it takes to create a new habit. Once you feel comfortable using that skill effectively, move on to a new skill. Most importantly, be patient with yourself. Some skills come easier than others, but do not give up!

The best practice is to incorporate these skills into your everyday communications.

POSTURE

Practice good posture every time you sit or stand. It is a great way to get comfortable with the skill. When waiting for a bus or train, standing in a line, making copies at the copy machine or talking to a colleague in the hallway, notice the way you are standing. If you are leaning or have your hip out, straighten up. When seated, if you are slouching, adjust to good posture and see how long it is maintained. The duration will grow with practice.

MOVEMENT

When talking on the phone, stand and move around the room. Make eye communication with a target objects in the room and practice moving toward them while maintaining your eye communication until you stop moving. Walk at a normal pace – not too quickly or too slowly. Once you get to that spot, stay put awhile. Balance yourself; make sure you have good posture. After a sentence or two, find a new object then move again.

GESTURES

When your hands touch or your arms fold, get them apart, and keep your hands out of your pockets. Be aware of when these things happen, even when you are relaxing at home. Break the habit of closing up. Notice how you gesture when in a comfortable setting. Try to do the same in business settings. Do not be afraid to get "big" or exaggerated. With practice you will look natural and confident.

FACIAL EXPRESSION

Place a mirror by your telephone. Talk to your image as if it were the person on the other line. When you smile, notice how it affects your voice. Let yourself gesture; your face will tend to come alive as well.

VOICE

Read a book aloud or better yet, make an audio-video recording. Listen to the sound of your voice. Does it sound interesting? Read to a child. See how he or she responds to your words. Try bringing the words to life to make it an exciting experience the child. Use similar voice tone and inflection when conducting meetings at work. Monitor how the people you are speaking to respond.

PAUSING & VERBAL CLUTTER

Every time you record a voice-mail message, listen to your message before sending it. If there are non-words, filler words or too many connector words, re-record the message. Do not send the message until it is free of clutter. Do this for 21 days. You will notice a great improvement because you will automatically begin editing yourself in the moment. Put a "PAUSE" note on your telephone to remind you to pause during telephone conversations and while leaving voice mail messages.

EYE COMMUNICATION

Practice eye communication in low-stress group situations like lunch with friends, family mealtime, or hallway conversations with co-workers - one sentence per person.

Set up pictures of friends and family in different areas of a room. Every evening when you get home from work, before removing your work clothes, set a timer for three minutes. In that three minutes, talk to three pictures about three great things that occurred during your day. Pause for 1-3 seconds after each sentence. Shift your eyes then move toward a new picture and start a new sentence. This exercise will improve your eye communication, pausing and movement. It can also prove to be quite therapeutic!

Better yet, set up a video camera and review how well you did each of the skills! After 21 days, you will see noticeable improvement!! Don't believe it? Go back and look at your first day's video!!!

Use the Core Delivery Skills Self-Assessment chart (page 22) and enter the results on the Self-Assessment Scoreboard on the last page to chart your progress. Happy presenting!

ADDITIONAL RESOURCES

Hourly, half or full day consultations with:
- ➢ Joanne Miller, Presentation Consultant
     Joanne.Miller@ge.com

- ➢ George Braucht, Brauchtworks Consultation & Training
     george@brauchtworks.com

If you have an important presentation and would like individual consultations to perfect your talk, we can work on fine-tuning your delivery skills, preparing your content or livening up your PowerPoint. This is your private consultation, so you set the agenda.

Books

A Master Guide to Public Speaking. (1979). Montgomery, Robert L.

Loud and Clear: How to Prepare and Deliver Effective Business and Technical Presentations.
   (2008, 4th edition). Morrisey, George L., Sechrest, Thomas L. & Warman, Wendy B.

The Quick and Easy Way to Effective Speaking (1990) Carnegie, Dale.

Speak Up!: A Woman's Guide to Presenting Like a Pro (2008) Maxey, Cyndi &
   O'Connor, Kevin.

*You've Got to be Believed to be Heard: The Complete Book of Speaking… in Business
   and Life*. (2008). Decker, Bert

Practice Opportunities

Toastmasters – www.toastmasters.org - offers speaking tips, as well as information on
   locations of clubs.

Graphics and Sound Effects

Packages: Corel GALLERY
           http://office.microsoft.com/clipart

Web pages: CAUTION – Use up-to-date anti-virus software!
           www.frogstar.com/wav/effects.asp
           www.soundamerica.com/sounds
           www.moviewavs.com/movies
           www.google.com

Core Presentation Skills Self-Assessment Date: _____

Check one box that reflects your assessment of each of your core skills. Then, transfer the numbers to the scoreboard.

Posture	• Feet hips-width apart • Arms down at sides, hands out of pockets • Knees and shoulders relaxed Novice ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Master 1 2 3 4 5 6 7 8 9 10
Movement	• Purposeful, motivated by eyes • Deliberate pace • Non-confrontational, on an arc Novice ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Master
Gestures	• Natural • Originate from the shoulders, not elbows • Non-repetitive Novice ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Master
Facial Expression	• Smiling and relaxed • Warm and sincere • Passionate Novice ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Master
Voice	• Projection – easy to hear • Resonance – deep, rich tone • Variety – pitch & pace, not monotone Novice ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Master
Pause	• Verbally punctuate sentences • Use silence instead of "filler" (uh, um, etc.) • No over-connecting (and, so, but, therefore) Novice ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Master
Eye Communication	• One sentence or thought per person • Focused on people, not ceiling or floor • Randomly included as many people as possible Novice ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Master

Self-Assessment of Core Presentation Skills Scoreboard

Enter 1-10 for each core skill, add for total, and then place an X for the total in the corresponding location of the chart.

Date									
Master									
60									
50									
40									
30									
20									
10									
Novice									
Total									
Posture									
Movement									
Gestures									
Facial Expression									
Voice									
Pause									
Eye Communication									

Improvement Targets:

PowerPoint Skills Self-Assessment

Name: _____   Date: _____

Check (use mouse if completing this on a computer) one box for each item to indicate your current level of competence. **Complete <u>all</u> of the items,** insert corresponding numbers at the end of in each line, then tally each section average.

1. Overall experience with PowerPoint.. Never - - - - - - - - - - - - -Master
□ □ □ □ □ □ □ ____
1   2   3   4   5   6   7

<u>Basics</u>　　　　　　　　　　　　　　　　　　　　　　Never - - - - - - - - - - - - -Master

1. Create slides and add text .... □ □ □ □ □ □ □ ____

2. Insert graphics (pictures, clip art, etc.) .... □ □ □ □ □ □ □ ____

3. Apply a design template/theme .... □ □ □ □ □ □ □ ____

4. Modify slide content using layouts .... □ □ □ □ □ □ □ ____

5. Print handouts and speaker notes .... □ □ □ □ □ □ □ ____

6. Prepare to make the presentation .... □ □ □ □ □ □ □ ____
1   2   3   4   5   6   7

Total = _____
Section Average: Divide by 6 = _____

<u>Audio</u>　　　　　　　　　　　　　　　　　　　　　　Never - - - - - - - - - - - - -Master

1. Insert sound files and select how and when each plays .... □ □ □ □ □ □ □ ____

2. Set a slide element to trigger a sound .... □ □ □ □ □ □ □ ____

3. Guaranteeing that audio will play during a presentation .... □ □ □ □ □ □ □ ____

4. Play a CD and select only certain tracks.. □ □ □ □ □ □ □ ____
1   2   3   4   5   6   7

Total = _____
Section Average: Divide by 4 = _____

<u>Video</u>　　　　　　　　　　　　　　　　　　　　　　Never - - - - - - - - - - - - -Master

1. Insert video that starts and plays how you want it to .... □ □ □ □ □ □ □ ____

2. Play video full-screen video without it showing on the slide .... □ □ □ □ □ □ □ ____

3. Create buttons to run a movie .... □ □ □ □ □ □ □ ____

4. Ensure video plays when you present .... □ □ □ □ □ □ □ ____
1   2   3   4   5   6   7

Total = _____
Section Average: Divide by 4 = _____

Preset and Custom Animation

Never - - - - - - - - - - - - - -Master

1. Apply slide transition and object animation effects ....□ □ □ □ □ □ □ ____

2. Customize animations or create animation sequences ....□ □ □ □ □ □ □ ____

3. Animate a word, letter, or line of text, and pictures.......................□ □ □ □ □ □ □ ____

   1   2   3   4   5   6   7

Total = _____

Section Average: Divide by 3 = _____

Package to a CD

Never - - - - - - - - - - - - - -Master

1. Put the background on the package...□ □ □ □ □ □ □ ____

2. System requirements..□ □ □ □ □ □ □ ____

3. Steps for packaging and which options to use ....□ □ □ □ □ □ □ ____

4. Package all presentation files to a CD or folder............................□ □ □ □ □ □ □ ____

   1   2   3   4   5   6   7

Total = _____

Section Average: Divide by 4 = _____

Templates/Themes

Never - - - - - - - - - - - - -Master

1. Create a new template/theme ....□ □ □ □ □ □ □ ____

2. Modify background images, colors, and fonts ....□ □ □ □ □ □ □ ____

3. Modify title slides ....□ □ □ □ □ □ □ ____

4. Save customized templates/themes for future use ....□ □ □ □ □ □ □ ____

   1   2   3   4   5   6   7

Total = _____

Section Average: Divide by 4 = _____

Slide Design

Never - - - - - - - - - - - - -Master

1. Change slide background color or graphic ....□ □ □ □ □ □ □ ____

2. Use Slide Master, Handout Master and Notes Master ....□ □ □ □ □ □ □ ____

3. Save customized themes for future use..□ □ □ □ □ □ □ ____

   1   2   3   4   5   6   7

Total = _____

Section Average: Divide by 3 = _____

SmartArt™ Graphics

Never - - - - - - - - - - - - -Master

1. Use SmartArt™ that matches slide content...................................□ □ □ □ □ □ □ ____

2. Create SmartArt™ graphics ....□ □ □ □ □ □ □ ____

3. Edit SmartArt™ graphics..□ □ □ □ □ □ □ ____

4. Update diagrams created in previous PP versions ....□ □ □ □ □ □ □ ____

   1   2   3   4   5   6   7

Total = _____

Section Average: Divide by 4 = _____