



# **Module 3**

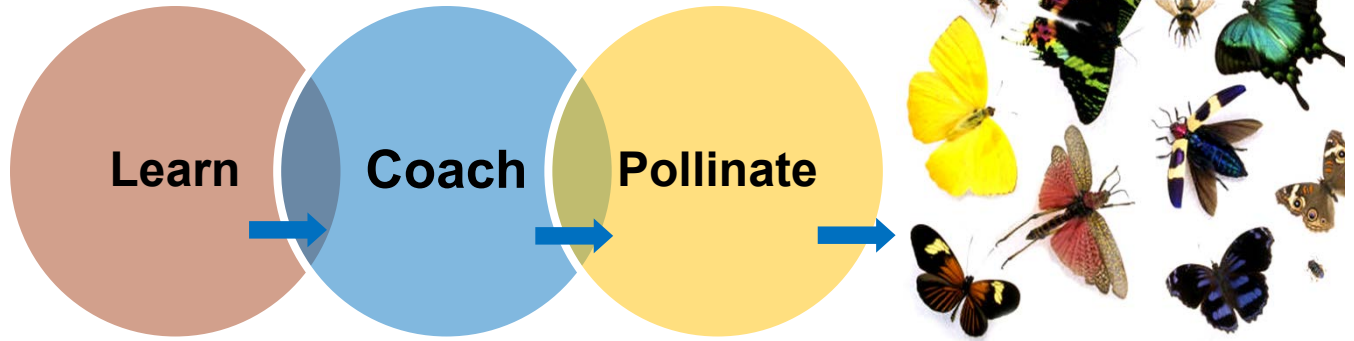
## **Unit 2**

### **Presentation Skills**

**Teaching with Primary Sources at Governors State University**

**TPS Facilitator: Susan Lynch**





## INTRODUCTION

The purpose of this lesson is to identify positive presentation skills and assess your personal strengths and weaknesses in using them. The benefit of learning these skills allows you to actively engage participants in their own learning. It is important to incorporate adult learning theories and positive presentation skills into your lessons to engage and motivate your participants to want to learn more!

In the last lesson you learned about the process and components of a basic needs assessment. In that lesson, you selected appropriate interventions to close performance gaps. One such solution might be to present lessons for your clients. As such, this module guides you through implementing appropriate presentation skills and techniques to deliver engaging training sessions.

## OBJECTIVES

At the end of this lesson participants will be able to:

- Utilize a variety of presentation skills and techniques to ensure a high level of participant engagement;
- Adapt and deliver an effective presentation using a Build and Deliver module; and,
- Identify personal strengths and weaknesses in delivering TPS presentations and professional development and create an action plan for improvement through practice and feedback.

## OUTLINE

How Prior Modules Relate to Presentation and Facilitation  
Presentation Skills and Techniques  
Build and Deliver Modules, Library of Congress  
Identification



## HOW PRIOR MODULES RELATE TO PRESENTATION AND FACILITATION

As you learned in the Needs Assessment module, there are training and non-training interventions. Whenever your trainees have a lack of knowledge and skills, then you want to implement training interventions. While training interventions might include how-to guides, books, websites, and other self-study devices, frequently the intervention requires stand-up training. To deliver stand-up training effectively, a coach needs effective presentation skills.

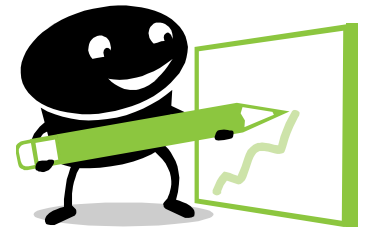
### Exercise:

What makes a memorable presentation? Brainstorm ideas and complete the worksheet that follows.

3/2/1 = three minutes on your own, two minutes with a partner, one minute as a group.

# Qualities of a Superior Presentation

Brainstorming / note taking sheet



## PRESENTATION SKILLS AND TECHNIQUES



**Utilize a variety of presentation skills and techniques to ensure a high level of participant engagement**

Training Activities:

**A. Debrief: Qualities of a Superior Presentation**

Worksheet: Qualities of a Superior Presentation

Insert: Qualities of a Successful Presentation

**B. Video**

Record positive and negative examples found in video

Share findings with group

**C. Key Qualities for TPS-GSU Coaches**

Skills analysis, current and desired

Review Ten Tips to Improve Audience Engagement

**Voice:** Using Your Voice Effectively to Reach Your Audience  
How do you use your voice to make your point?



Modulation:

Speed:

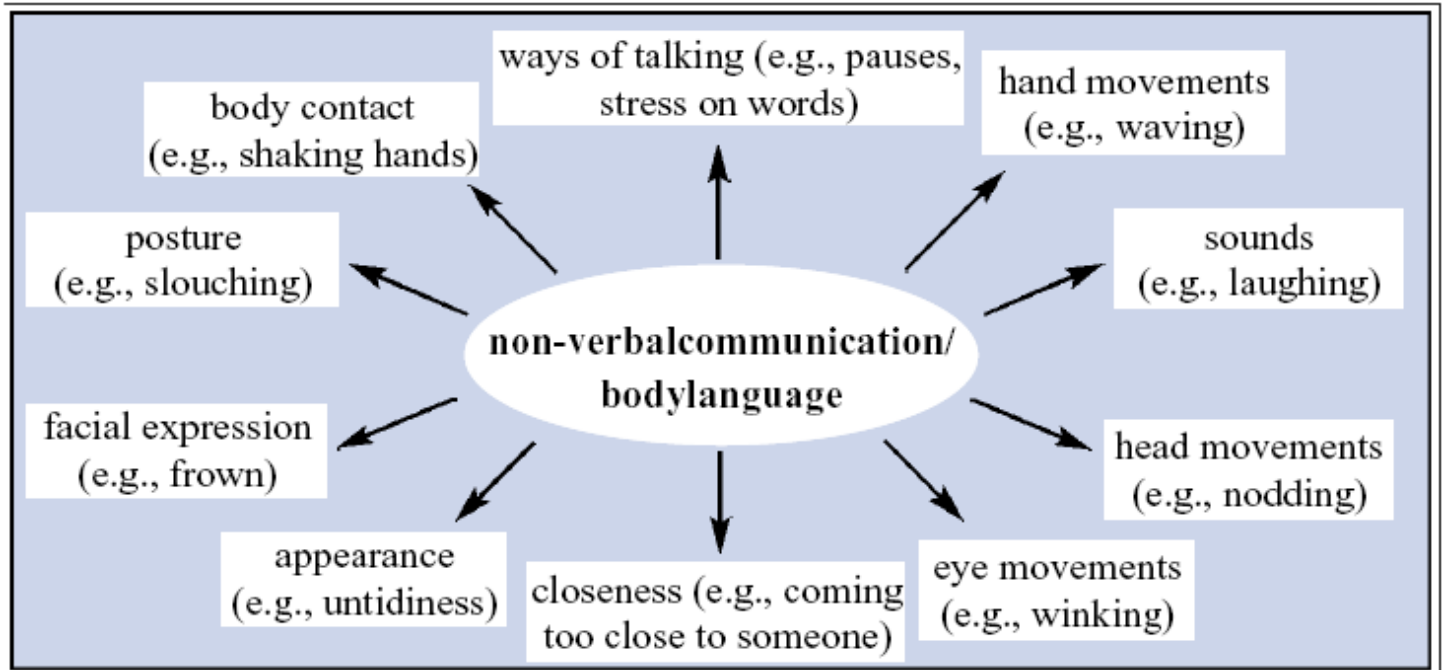
Pronunciation:

**Body Language:**

What non-verbal clues are you sending right now?

TORSO	ARMS	HANDS AND FINGERS	FEET AND LEGS
<p><b>LEADING WITH ARMS (SOMEONE):</b> Means we don't sit straight with them.</p>	<p><b>FINGERTIPS SPREAD ARMY ON A SURFACE:</b></p> <p>A display of confidence and authority.</p>	<p><b>THUMBS UP:</b></p> <p>A good indication of positive thoughts.</p>	<p><b>JUGGLING/KICKING FEET:</b></p> <p>Indicates discomfort.</p>
<p><b>LEANING TOWARD SOMEONE:</b> Means we like or agree with them.</p>	<p><b>ARMS AWAY:</b></p> <p>Establishes dominance or communicates there are "others."</p>	<p><b>STERLING: (INDEXING TO INDEXING)</b></p> <p>A powerful display of confidence.</p>	<p><b>CROSSED LEGS:</b></p> <p>Indicates we are comfortable.</p>
<p><b>SPREADING OUT:</b></p> <p>A sign of comfort becomes a territorial or dominance display when there are others (others being distressed).</p>	<p><b>ARMS BEHIND THE BACK:</b></p> <p>Says "don't draw near" — keeps people at bay.</p>	<p><b>NECK TOUCHING:</b></p> <p>Indicates emotional discomfort, doubt or insecurity.</p>	<p><b>THE POINTS UPWARD:</b></p> <p>Suggests a good mood.</p>
<p><b>CROSSED ARMS:</b></p> <p>Suddenly crossing arms tightly is a sign of discomfort.</p>	<p><b>ARMS BEHIND THE BACK:</b></p> <p>Says "don't draw near" — keeps people at bay.</p>	<p><b>NECK TOUCHING:</b></p> <p>Indicates emotional discomfort, doubt or insecurity.</p>	<p><b>THE POINTS UPWARD:</b></p> <p>Suggests a good mood.</p>

Add notes to the following chart showing positive and negative connotations for various examples of body language.





## TPS-GSU Coaches Academy – TPS Level III Training

TPS-GSU Coaches to think about:

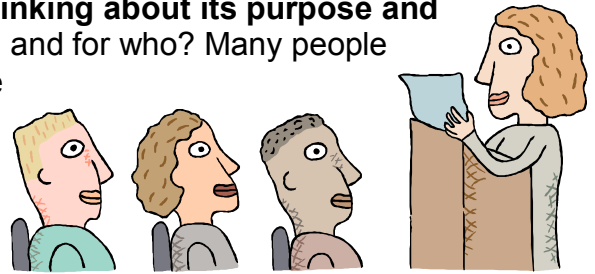
- Posture
- Gestures
- Eye contact
- Pace
- Organization of material
- Effective use of visual aids
- Presentation skills
- Answering questions
- Appearance- appropriate for situation

Review and consider the competencies and behavioral objectives we've covered so far. Next, complete the worksheet below noting your Professional Development and Coaching experiences as well as resources that you bring and your initial learning goals for the days. These resources and goals will be shared, reviewed, and added as you work with other learners and facilitators throughout the days.

<b>Presentation / Facilitation: Resources I Bring</b>	<b>Presentation / Facilitation : Learning Goals</b>

## Presentation Skills - 10 Tips to Improve Audience Engagement

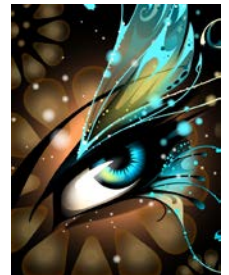
1. **When preparing for a presentation start with thinking about its purpose and your audience.** Why are you doing a presentation and for who? Many people start with creating a great tool, but forget about the purpose and the audience they are speaking to.



2. **Taylor your presentation to what it is you know about your audience.** Do people already have pre-

knowledge on your topic or is there a need to start with the basics. Is the topic of your presentation something people feel passionate about or do they not really see the need.

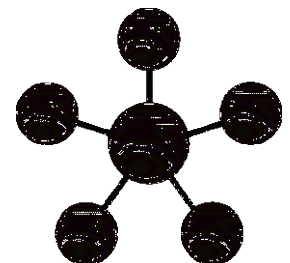
3. **If you are using a presentation, try where possible to replace text with visuals.** People will remember your concepts better if you have not only talked about it, but you have included graphics or pictures.



4. **Engage your audience from the start and throughout by asking them questions.** This tip can help you in multiple ways. You may not always have information about your audience in advance; asking questions from the start helps you to get to know your audience. Asking questions stimulates people to think about your topic and brings variation in the flow of your presentation. Depending on the size of the group, your confidence and the duration of your presentation determines what type of questions you ask. Are you asking open questions, stimulating discussions, closed questions; or, do you want people to respond by a show of hands only?



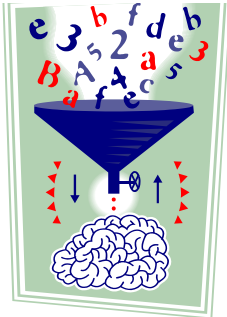
5. **Structure your presentation so that you audience can follow you better.** Tell your audience what you are going to tell them, tell them, and tell them what you told them.



6. **Increase your audience engagement by including personal stories.** Build in variation between facts, figures, and stories. People tend to remember stories better, especially if they relate to your topic. Stories can be anything from a personal experience, to something you read in the newspaper.

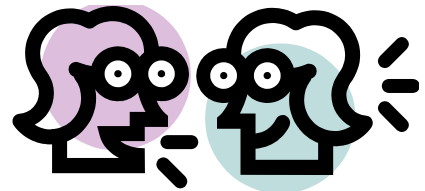


7. **Be aware of your own body language.** If you tend to move around a lot and use your hands while presenting, have your hands down and stand still when making a statement. Your body language will then reinforce what it is you say. This can also work the other way around. If you tend to stand still and not make many hand gestures, use your hands when making a statement. This difference in body language impacts on how much people remember.

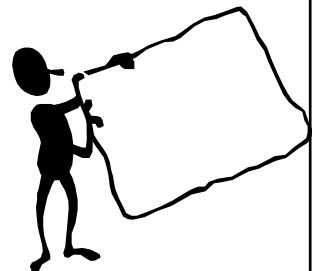


8. **Don't assume everyone remembers information in the same way as you do.** To improve the engagement of your audience try and build in diversity on how you share information. Your brain receives 2 million bits of information each second, most of which we don't recognize. That means, in 5 seconds, that is 10 million bits of information. People only remember 7 (plus or minus 2) out of the 10 million.

9. **You may come across challenging behavior. Be aware of how you analyze people's behaviors, which is often based upon your own assumptions.** People come to your presentation and have other things going on that do not have anything to do with you or your presentation. Validate your assumptions by looking into three things that happen that may validate what you thought. Somebody may come across as uninterested in your topic because they are folding their arms and legs. Another explanation of this body language might be that this person is simply cold. People having side conversations may suggest they are uninterested but in a global audience they might be checking the meaning of your words.



10. **Ask people for feedback about your presentation so that you can continuously improve your delivery.** Some people might be natural speakers but becoming a presentation expert comes with experience too.



<http://www.eduvation.nl/presentation-skills-10-tips-to-improve-audience-engagement/>

## BUILD AND DELIVER MODULES, LIBRARY OF CONGRESS

### **Adapt and deliver an effective presentation using a Build and Deliver module**

Employ best practice group process techniques to facilitate group activities and maximize individual participation in groups.



Training Activities:

- A. Model Build and Deliver – Inquiry Learning
- B. Debrief using Meta-cognition
- C. Presentation skills self assessment
- D. Relaxation techniques
- E. Skills and activities for presentations

**Build and Deliver Assessment Sheet**

Presenter: \_\_\_\_\_

Presentation Topic: \_\_\_\_\_

**Instructions:** Use the topics on this sheet to record your impressions of the Build and Deliver presentations. The goal is to constructively critique our colleagues' presentations and as a guide for feedback.

**Delivery Skills**

1. Eye Contact
2. Tone
3. Pace
4. Body Language
5. Movement/Gestures

**Questioning and Discussion**

1. Confidence in answering questions
2. Quality of responses to questions
3. Keeping discussion on track
4. Logical flow and structure to presentation/discussion process

**Handouts and Adult Learning Theory**

1. Smoothness of use of handouts
2. Participant engagement/involvement
3. Participant acknowledgement
4. Overall learner concern

(HO 4.5.e)

## TPS-GSU Coaches Academy – TPS Level III Training

Presentation Skill Questions	Observations/Comments
<ol style="list-style-type: none"><li>1. Was the presenter responsive to the body language/movement of the participants?</li><li>2. Was the presenter relaxed in body and facial expression?</li><li>3. Was there effective eye contact?</li><li>4. Was the pace of the presentation too fast or too slow?</li><li>5. What was the tone of the presentation? Was it convincing?</li><li>6. Did the presenter demonstrate overall learner concern?</li><li>7. How could the delivery have been improved?</li><li>8. What general comments do you have on the presentation?</li></ol>	

## Relax yourself before presenting – and participants!

A. **Progressive muscle relaxation**. Have participants start by sitting comfortably in their chairs. Lead them through tensing and then relaxing the muscles in their toes, then in their ankles, their calves, and so on, progressively working their way up to their neck and faces. Have them tense muscles in each area as tightly as possible for five seconds and concentrate on what it feels like, then relax and focus on how it feels to let the tension flow away for 5- 10 seconds. This activity helps demonstrate how tense muscles feel different from relaxed muscles. As you become more aware of what this difference feels like, you will be more aware when your muscles start to tense up and how to relax them.

B. **Shake out**. Have participants stand up, feet 12 inches apart, arms at sides, fingers unclenched. Have them shake each part of their bodies (shaking out the tension), moving from the bottom to the top. They should shake each part vigorously until it hangs limply. When you get to your shoulders and neck, though, roll your shoulders and roll your head. (Don't shake your head vigorously!)

C. **Deep breathing**. Explain to participants that when you take deep breaths instead of shallow breaths, it slows your heart rate and reduces blood pressure. It also helps your voice become fuller and more audible, so breathing exercises can take care of more than just nerves. Instruct participants to sit comfortably with their backs straight and feet flat on the floor. Put one hand on the chest and the other on the stomach. Have them breathe in through their noses. The hand on their stomachs should rise, but the hand on their chests should move very little. Next, they should exhale through their mouths, pushing out the air.

D. **Visualization** (a.k.a. “go to the beach”) Have participants relax in their chairs and close their eyes. Guide them in a visual journey to a peaceful place: have them choose whatever setting is calming to them: This could be a forest, a beach or someplace peaceful from their childhood. Instruct them to imagine this place as vividly as they can. Ask them to think about what they see, what they hear, whether it is hot or cold, what they smell, what they can feel. After each question, give them time to experience the sensations of these feelings.

Which activity will you do? \_\_\_\_\_

\_\_\_\_\_

### Strategies for Active Learning: Pre Learning Strategies

- Ice breaker activities
- Puzzles
- Agendas
- Flow charts
- Pre tests
- Surveys
- KWL
- Journal writing

### During the presentation:

- Include multiple media examples in your session such as video clips, music, photographs, flip charts, models, etc.
- Include hands-on materials for participants to interact with – be sure there are adequate supplies for all participants.
- Use props to demonstrate key points.
- Practice using the props prior to learning activity to increase your comfort and timing with them.
- Longer programs can include actual simulations and hands on skills sessions with materials or equipment.
- The simulation can be done independently or in small groups.
- Plan a recap and discussion opportunity to share experiences among the participants.
- Guide the discussion to highlight ways that the content and skills can be applied to their practice.
- Plan time for active discussion with the participants.
- Ask questions that require a show of hands.
- Solicit audience input regarding a lesson feature or opinion.
- Present a lesson as an opportunity for role play activities.
- Structured question and answer sessions or panel responses to audience questions can help the participants integrate and apply the information.
- Assess the participant's mastery of the material either by observing and providing feedback or by the use of a post test, which is an effective strategy.
- Don't be afraid to include a bit of humor with photos, cartoons, props, songs, parodies, skits, or other forms of entertainment.



## IDENTIFICATION

**Identify personal strengths and weaknesses in delivering TPS presentations and professional development and create an action plan for improvement through practice and feedback.**

Develop an action plan for improving presentation skills.

Training Activities:

**A. Best / Worst Professional Development Experiences**

**B. Action Plan**

Review the following rubrics to determine personal strengths and weaknesses:

General Presentation Skills	Page 16
Questioning and Discussion Techniques	Page 17
Handouts and Adult Learning Theory	Page 18
Presentation Performance Improvement Planning Form	Page 19
Self Assessment Sheet	Page 20

**Focus on: General Presentation Skills**

Presenter: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Instructions:** During this presentation, your role will be to focus on the presenter's general presentation skills. Use the questions on this sheet to help you critique the presentation and as a guide for feedback when the presentation is over.

Presentation Skill Questions	Observations/Comments
1. Was the presenter responsive to the body language/movement of the participants?	
2. Was the presenter relaxed in body and facial expression?	
3. Was there effective eye contact?	
4. Was the pace of the presentation too fast or too slow?	
5. What was the tone of the presentation? Was it convincing?	
6. Did the presenter demonstrate overall learner concern?	
7. How could the delivery have been improved?	
8. What general comments do you have on the presentation?	

(HO 4.5.a)

**Focus on: Questioning and Discussion Techniques**

Presenter: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Instructions:** During this presentation, your role will be to focus on the presenter’s use of **questions and discussion techniques**. Use the questions on this sheet to help you critique the presentation and as a guide for feedback when the presentation is over.

Q&A/Discussion Questions	Observations/Comments
<p style="text-align: center;"><u>Q&amp;A</u></p> <p>1. Did the presenter use questions throughout the presentation?</p> <p>2. Did the presenter answer questions satisfactorily?</p> <p>3. Did the presenter check for understanding?</p> <p style="text-align: center;"><u>Discussion</u></p> <p>4. Was the presenter able to guide the discussion, keeping it on the subject at hand? Could anything have been done differently?</p> <p>5. Did the discussion flow naturally? If it died? What could have been done differently?</p> <p style="text-align: center;"><u>General</u></p> <p>6. Was there a clear beginning, middle and end to the presentation</p> <p>7. What general comments do you have on the Q&amp;A/Discussion</p>	<p style="text-align: right;">(HO 4.5.b)</p>

**Focus on: Use of Handouts and Adult Learning Theory**

Presenter: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Instructions:** During this presentation, your role will be to focus on the presenter’s use of handouts and application of adult learning theory. Use the questions on this sheet to help you critique the presentation and as a guide for feedback when the presentation is over.

Q&A/Discussion Questions	Observations/Comments
<p style="text-align: center;"><u>Handouts</u></p> <p>1. Did the presenter explain the handouts satisfactorily?</p> <p>2. Were there appropriate verbal transitions between any handouts used during the presentation?</p> <p style="text-align: center;"><u>Adult Learner</u></p> <p>3. Did the presenter encourage and solicit active participation from the trainees?</p> <p>4. Did the presenter acknowledge the experience and expertise of the trainees?</p> <p>5. Did the presenter ask the participants to offer input regarding the topic?</p> <p style="text-align: center;"><u>General</u></p> <p>6. What general comments do you have on the use of handouts/visuals?</p> <p>7. What general comments do you have on concern for the adult learner?</p>	

(HO 4.5.c)

**Presentation Performance Improvement Planning Form**

Instructions: Review all of the focus feedback forms that you received for your presentation and reflect on the oral feedback that the participants gave you. Then, based upon that note your major learning points about you as a presenter and areas in which you would like to improve in the space provided below.

<b><u>Major Learning Points</u></b>
<b><u>Delivery Skills Improvements</u></b>
<b><u>Questioning and Discussion Techniques Improvements</u></b>
<b><u>Use of Handouts and Adult Learning Theory Improvements</u></b>

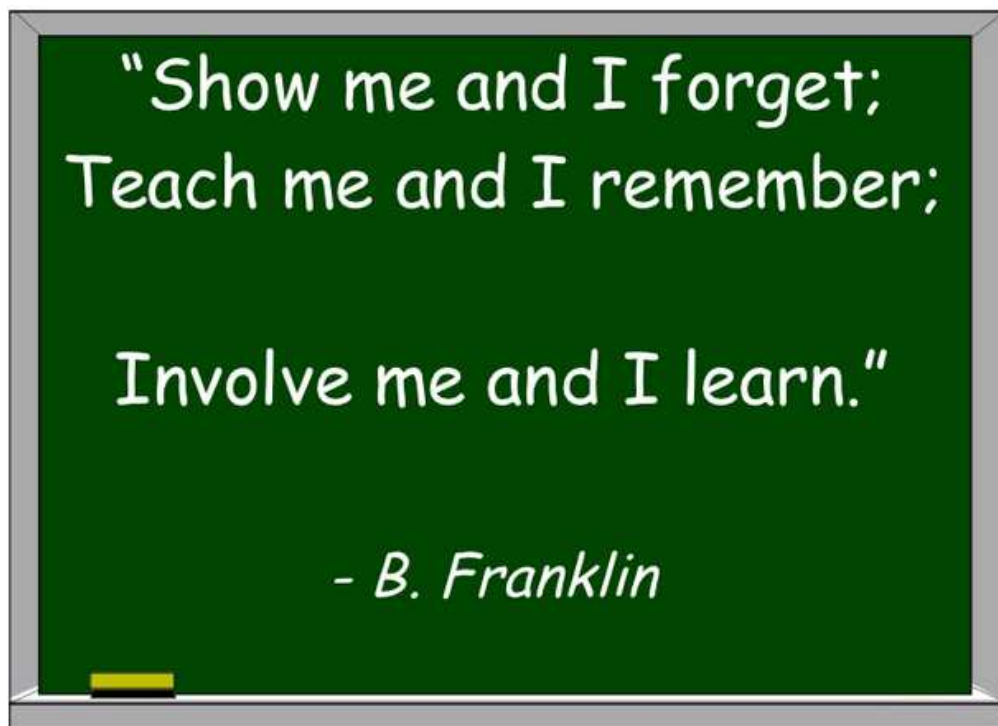
(HO 4.5.d)

An old Native American saying goes like this-

*“Tell me and I’ll forget. Show me and I may not remember. Involve me and I’ll understand”*

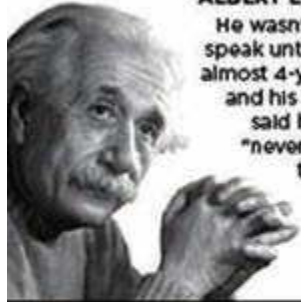
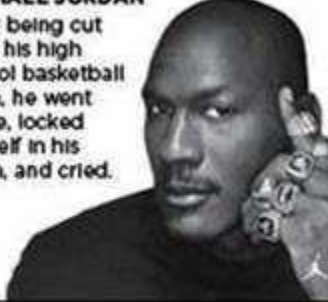

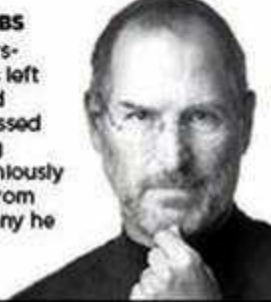


This saying captures the potential power of including active learning strategies in your educational activity.



It's okay to fail – as long as you learn from your mistakes and try again!!

## FAMOUS FAILURES

 <p><b>ALBERT EINSTEIN</b> He wasn't able to speak until he was almost 4-years-old and his teachers said he would "never amount to much"</p>	 <p><b>MICHAEL JORDAN</b> After being cut from his high school basketball team, he went home, locked himself in his room, and cried.</p>
 <p><b>WALT DISNEY</b> Fired from a newspaper for "lacking imagination" and "having no original ideas."</p>	 <p><b>STEVE JOBS</b> At 30-years-old he was left devastated and depressed after being unceremoniously removed from the company he started.</p>

## SUMMARY

In this lesson you learned to use a variety of presentation skills to actively engage your participants in their learning. Additionally, you began reviewing your Build and Deliver presentation and thinking about positive presentation skills to incorporate into your lesson. Finally, you spent time preparing an action plan for improving presentation skills.

The next lesson will continue the evaluation process by teaching you about various instruments you can use to evaluation training sessions. One particular evaluation tool that is useful to assess training effectiveness is a reactionnaire with a built-in self-efficacy instrument. The next lesson will elaborate on how to create such an instrument to help you assess your training interventions.

## REFERENCES

Dammers, K. (2012). *Presentation Skills - 10 Tips to Improve Audience Engagement*. Retrieved from <http://www.eduvation.nl/presentation-skills-10-tips-to-improve-audience-engagement/>

Smarrella, T. (2013). *Training Principles of Adult Learning*. Adayana. Retrieved from [http://www.trainingindustry.com/media/2068131/principlesofadultlearning\\_full.pdf](http://www.trainingindustry.com/media/2068131/principlesofadultlearning_full.pdf)