STUDENT PROJECTS

Instructor's Name

Team

- Minimum 4 members
- Maximum 6 members
- Diversity required
- Instructor appoints
- Team selects leader

Project Topic

- Team proposes topic
- Business-related requirement
- Instructor must approve

Requirements

- Written report
- PowerPoint presentation
- All members participate

Project Work

- About 25 percent in class
- About 75 percent outside of class
- Student managed and directed

Career Options

Presented by

Student's Name

Career Options

- Business
- Professional
- Technical
- Other

Spring Retreat

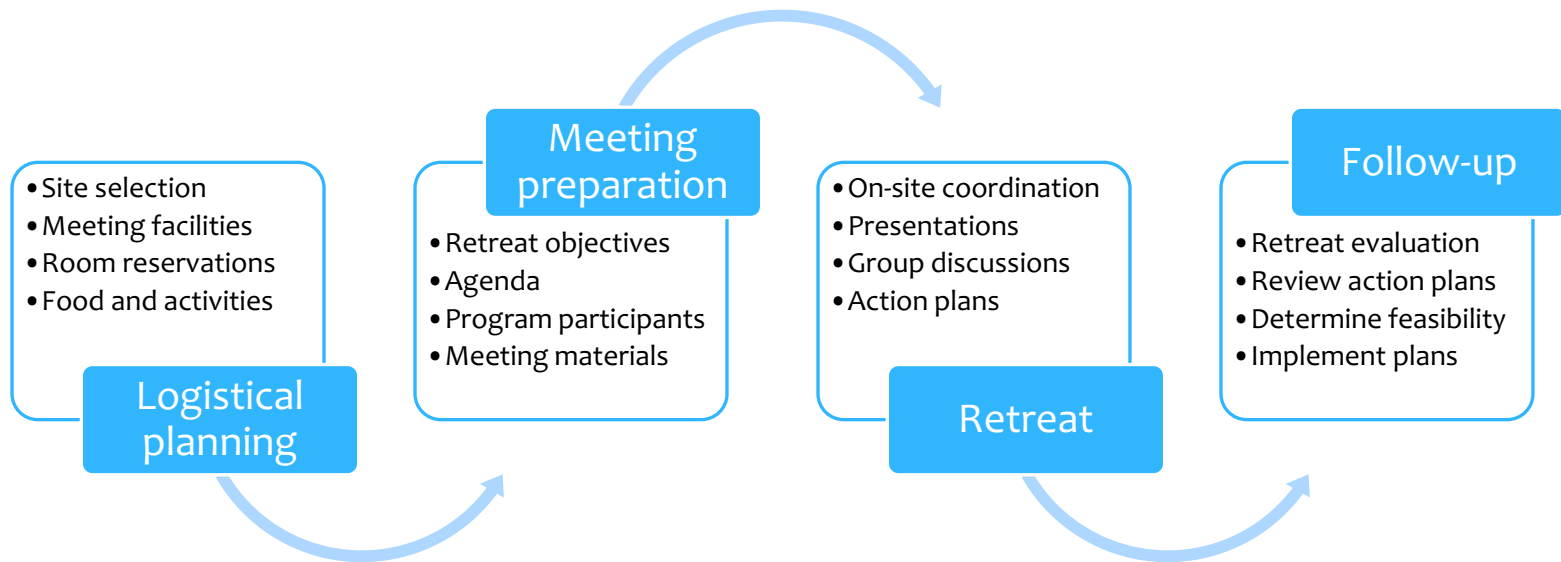The Leadership Group

Proposed Site Options

Beach Option

Mountain Option

Planning Process

Logistical planning
- Site selection
- Meeting facilities
- Room reservations
- Food and activities

Meeting preparation
- Retreat objectives
- Agenda
- Program participants
- Meeting materials

Retreat
- On-site coordination
- Presentations
- Group discussions
- Action plans

Follow-up
- Retreat evaluation
- Review action plans
- Determine feasibility
- Implement plans

Group Leadership

Your Name
Group Leader
Agenda

Marcus Lee
Logistics

Ann Morris
Retreat

Jan Cox
Follow-up

Spring Retreat

The Leadership Group

Proposed Site Options

Palmetto Isle Beach Resort

Westwego Mountain Resort

Cost Comparison

Cost Item	Westwego Mountain Resort	Palmetto Isle Beach Resort
Room and tax	$105	$120
Meeting room	$100	No charge with food
Luncheon buffet	$18	$20

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Retreat Focus

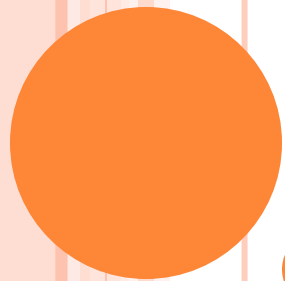|		
Strategic plan for child development center	Recommended by Employee Benefits Team	Approved by Executive Committee
Work with strategic partner	Palmetto University agreeable	Consider adding research center

Model Design

Target Profile
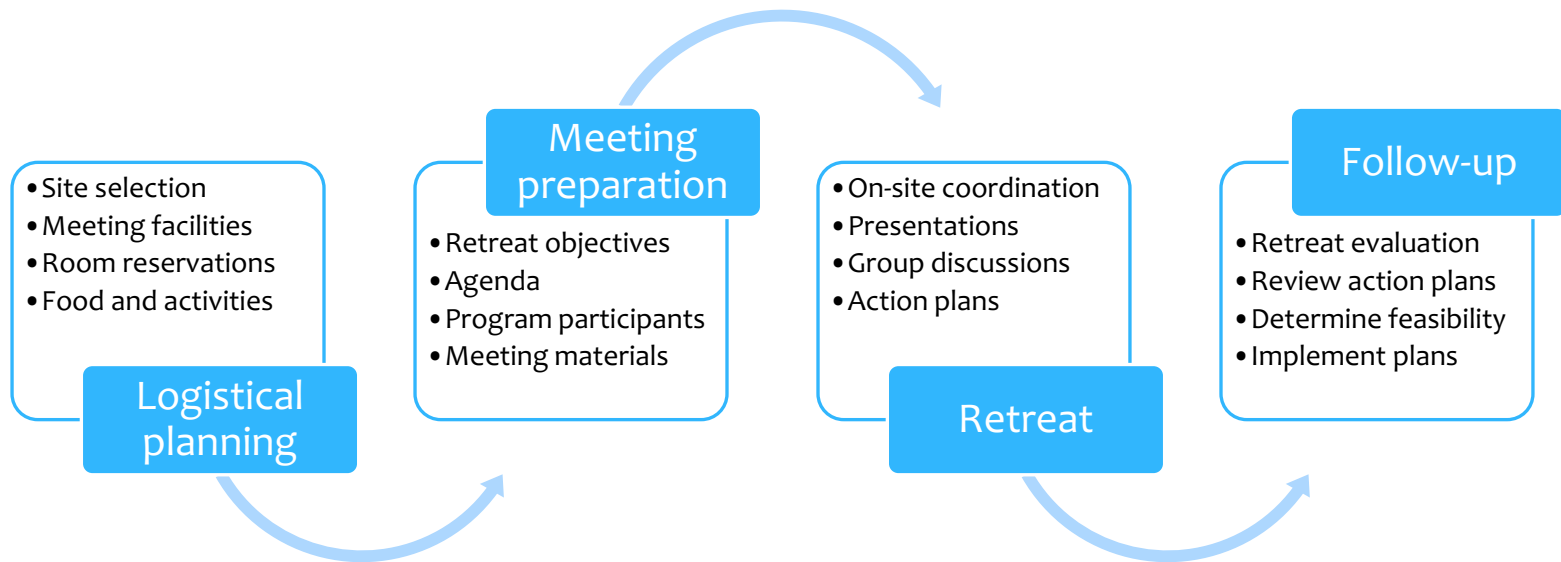
Full-Care Target: 150

* Infants: 40
* Toddlers: 50
* Preschool: 60

After-School Target: 50

* Below age 9: 30
* Ages 9-12: 20

MASTER PLAN FOR PROPERTIES

Your Name

COASTAL PROPERTIES

- Marshall tract
  - Overview of land use
  - Master plan for development/disposition
- Richardson tract
  - Overview of land use
  - Master plan for development/disposition

MIDLANDS PROPERTIES

- Wheeler tract
  - Overview of land use
  - Master plan for development/disposition
- Blossom tract
  - Overview of land use
  - Master plan for development/disposition

Wheeler Tract Lots

Tax Map ID	Size	Appraisal
R2-149585-07	1.50 acres	$ 365,280
R2-149585-09	1.65 acres	475,190
R2-149585-08	1.85 acres	530,230
Total	5.0 acres	$1,370,700

WHEELER TRACT

Attention developers

Bids solicited

Five –acre tract

Information packet available

803-555-0120

Ms. Marina Krawczyk, Coordinator
Minnesota State Career Fair
11548 West River Road
Champlin, MN 55316-2548

Current date

Ms. Marina Krawczyk, Coordinator

Minnesota State Career Fair

11548 West River Road

Champlin, MN 55316-2548

Dear Ms. Krawczyk

Thank you very much for inviting Riverfront Enterprises to make one of the major presentations at the Minnesota State Career Fair on (one month from today) from 10:30 to 11:30 a.m. at the Westfield Convention Center. We are delighted to accept your invitation. We appreciate the opportunity to talk about the skills we expect in the candidates we hire for positions in our organization.

We plan to hire new employees in every division of our company this year, and we consider it a privilege to talk with students across the state who are preparing to enter the workforce. I plan to include on the program with me two of our relatively young employees who are on the fast track and have senior-level positions in the Human Resources Division. I believe they will relate very well to your audience.

Thank you for offering to provide a computer projector for us. We plan to bring our own laptop computer, but it would save time to use the projector that is already set up for the day. I will send you the information you requested for the program in a few days.

We look forward to working with you at this exciting event.

Sincerely

DeShawn R. Taylor

Senior Vice President

xx

Riverfront Enterprises

TO: Larissa Nottingham and David Walvius

FROM: DeShawn Taylor

DATE: Current date

SUBJECT: Minnesota State Career Fair Presentation

COPY: President Norah Demars

Ms. Marina Krawczyk invited Riverfront Enterprises to make one of the major presentations at the Minnesota State Career Fair on (use date from Document 1) from 10:30 to 11:30 a.m. at the Westfield Convention Center. This presentation provides us with an excellent opportunity to showcase Riverfront Enterprises and to recruit some outstanding new employees.

Hopefully, the two of you will be able to join me in making this presentation. Ms Krawczyk asked us to address the skills that we expect in the candidates we hire for positions in our organization. Please check your calendars and let me know if your schedule permits you to be on the program. Unless you have a major conflict, please try to make yourself available for this opportunity.

I look forward to working with you on this project.

xx

DeShawn Taylor
Larissa Nottingham
David Walvius

The Ideal Hire for Riverfront Enterprises

Key Questions

- What do we as employers expect?
- How do you prepare to meet those expectations?

Our Expectations as an Employer

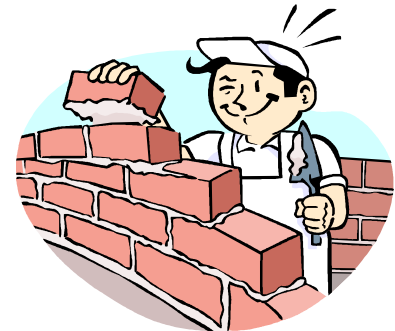Technical skills (critical at entry level)

Soft skills (critical at every level)

Conceptual skills (critical for advancement)

Experience (past performance is a good—but not great—indicator of future performance)

Technical Skills

- Knowledge
- Expertise
- Ability to do the job

Meeting Expectations for Technical Skills

Knowledge is one thing—applying skills to solve problems is different!

Soft Skills—Our "Top Five" List

1. Honesty and integrity
2. Interpersonal skills
3. Communication skills
4. Motivation, initiative, and work ethic
5. Teamwork skills

Our Expanded Soft Skills List

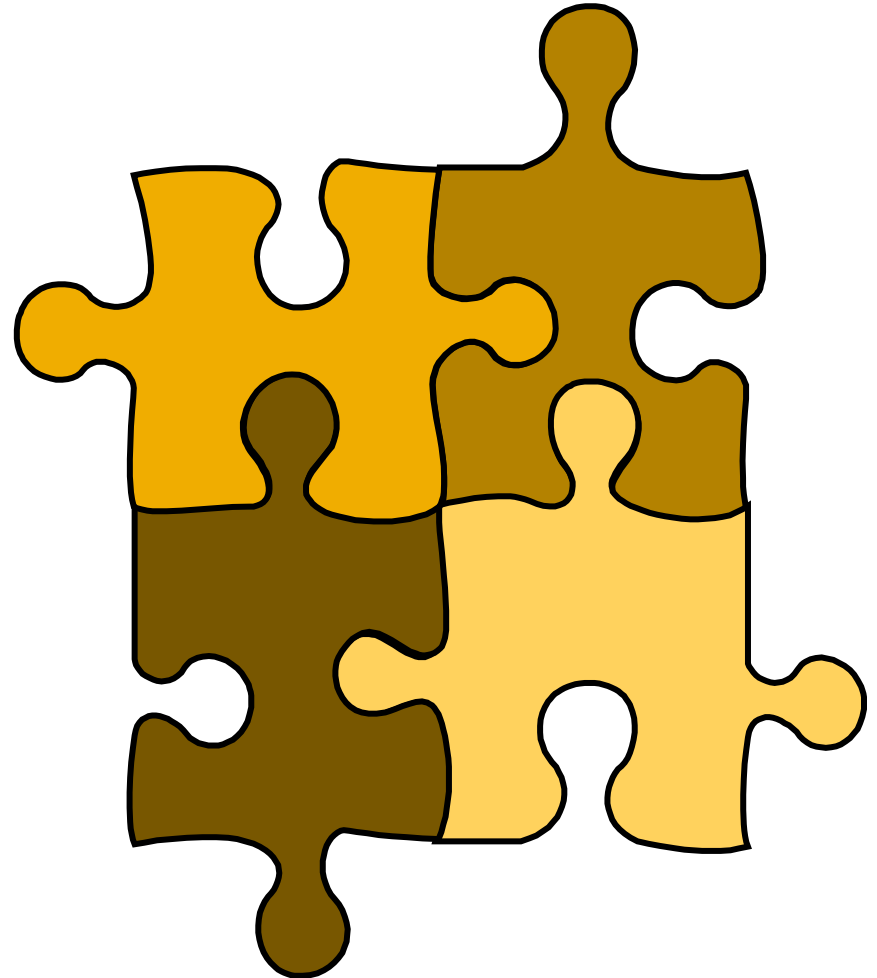|		
Adaptability and flexibility	Creativity	Communication—oral, written, and listening
Honesty and integrity	Interpersonal skills	Know how to learn and continue learning
Leadership	Motivation, initiative, and work ethic	Organizational skills
Problem solving and analytical skills	Teamwork and collaboration	Time management and productivity

Conceptual Skills

- Ability to see the big picture
- Apply what you know to our business
- Understand how your job fits into the total business strategy
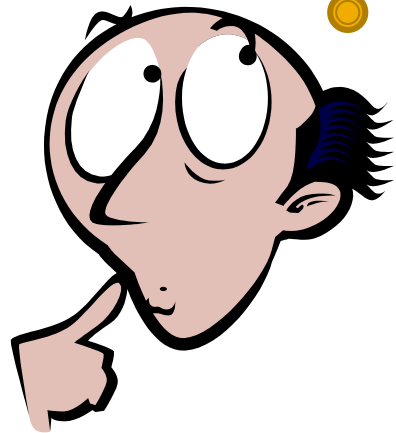- Understand that businesses operate in a global context

Path to Promotion

Conceptual skills are critical for moving up the career ladder

Conceptual training often includes rotation to a variety of departments to understand what each does and how they fit together

Conceptual skills replace technical skills as one moves up the career ladder

Experience

- Relevant job experience
- Other types of experience
  - Internships/co-op in field or related area
  - Part-time/temporary job in field
  - Unrelated job experience
  - Volunteer project work

Make the Most of What You Have

- Emphasize what you have learned in internships and co-op programs
- Package the experience you do have effectively
- Describe the skills you gained in any type of job and relate what was learned that is transferable to the job you seek

Tips for Career Success

Refer to the
Tips for Career Success Handout

Tips for Career Success

Minnesota State Career Fair

Current date

Tips for Career Success

Employers including *Riverfront Enterprises* seek to hire employees who look, act, and are professionals who can do the job, represent the company effectively, and be productive immediately. Very few employers including *Riverfront Enterprises* are willing to hire bright students with great potential and wait for them to grow up, mature, and be effective. Several years of successful, relevant work experience (employed in a position similar to the one you seek) provide evidence of employability. Students without that experience must demonstrate (not talk about) that they are ready to be productive now if they expect to convince employers to hire them. The following tips suggest ways you can show an employer that you are ready to launch a successful career.[1]

- ☑ Plan for employment early enough to ensure that you have the technical skills needed to get the job you want. Determine the technical skills that are needed and make sure that you have them or that you have time to acquire them.
- ☑ Participate in activities that provide the skills that are obtained through experience if you do not have relevant work experience. Internships are a major source of jobs and a major plus with other companies. Part-time, temporary, or volunteer jobs are also valuable. Package experience effectively to demonstrate specific skills learned such as dealing with difficult customers, managing time effectively, or being responsible for money.
- ☑ Research a company thoroughly before submitting an application or going to an interview. Know as much about the company as possible and know what the job requires. Package your core competencies to show that they match the job requirements. Making it evident that extensive research about the company has been done also demonstrates initiative, motivation, and work ethic.
- ☑ Demonstrate good communication skills in every phase of the process—the application letter, resume, interview, and thank-you letter are opportunities to showcase your written and oral communication skills. Write a thank-you letter immediately after an interview. You will demonstrate courtesy that few applicants show (less than 20 percent of applicants write thank-you notes). A keying, spelling, or grammatical error will undo all assertions about having excellent communication skills. Organize and format documents carefully. Companies are concerned about image; if your documents do not represent you well, the company will think that you may not prepare documents that represent the company well.

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[1] These tips enhance your opportunities for employment even if you already have three to five years of relevant work experience.

☑ Make sure your resume is accurate and has no time gaps. Unexplained gaps of one or more years make employers wonder what you are not telling them. Misinformation on a resume results in not getting a job or in being fired if it is discovered after you have been hired.

☑ Check the message on your answering machine before posting a resume or giving a potential employer your telephone number. An offensive or silly message could cost you the job you really wanted. Also check your e-mail address. What may be "cool" to peers may present the wrong image to an employer.

☑ Be prepared to demonstrate your strengths rather than assert that you have them. Give specific examples of teams that you worked on and what you accomplished or of a project that involved good analytical skills and the results that were accomplished. Prepare an effective portfolio to demonstrate quality work you have done.

☑ Dress appropriately for the interview. The safest approach is to dress conservatively. Pay attention to grooming details. Make a good first impression. Use a firm handshake and make good eye contact with every person you meet at the interview site.

☑ Demonstrate good interpersonal skills—be warm, cordial, and respectful to everybody you encounter at an interview, starting with the janitor to office staff to top executives. A negative comment from anyone regardless of rank will undo all assertions about having excellent interpersonal skills. Good comments from these individuals will bolster your stock.

☑ Demonstrate that you have worked with teams and been effective—both as a leader and a follower. Talk about specific results from teamwork—on a job, with class projects, or as a leader in an organization.

☑ Ask for the job before you leave the interview and tell the employer why you can meet and exceed the company's expectations. If you cannot ask for a job effectively, the employer will think you cannot ask for business from customers or clients.

☑ Begin thinking about your future your first day on a new job. Learn and grow. Take advantage of opportunities for training. Do your current job well, and you will be more likely to have opportunities for advancement.
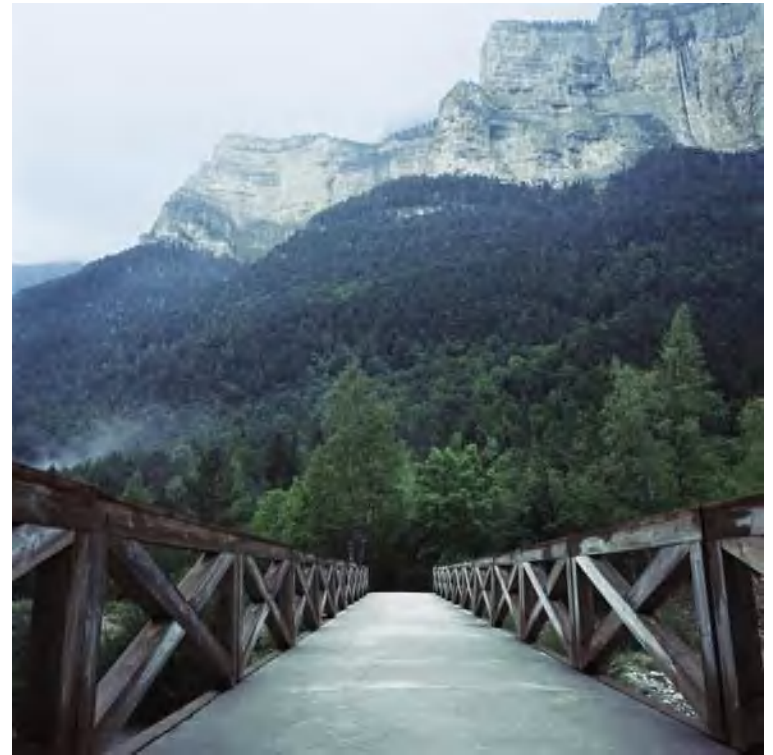
SPRING RETREAT

The Leadership Group
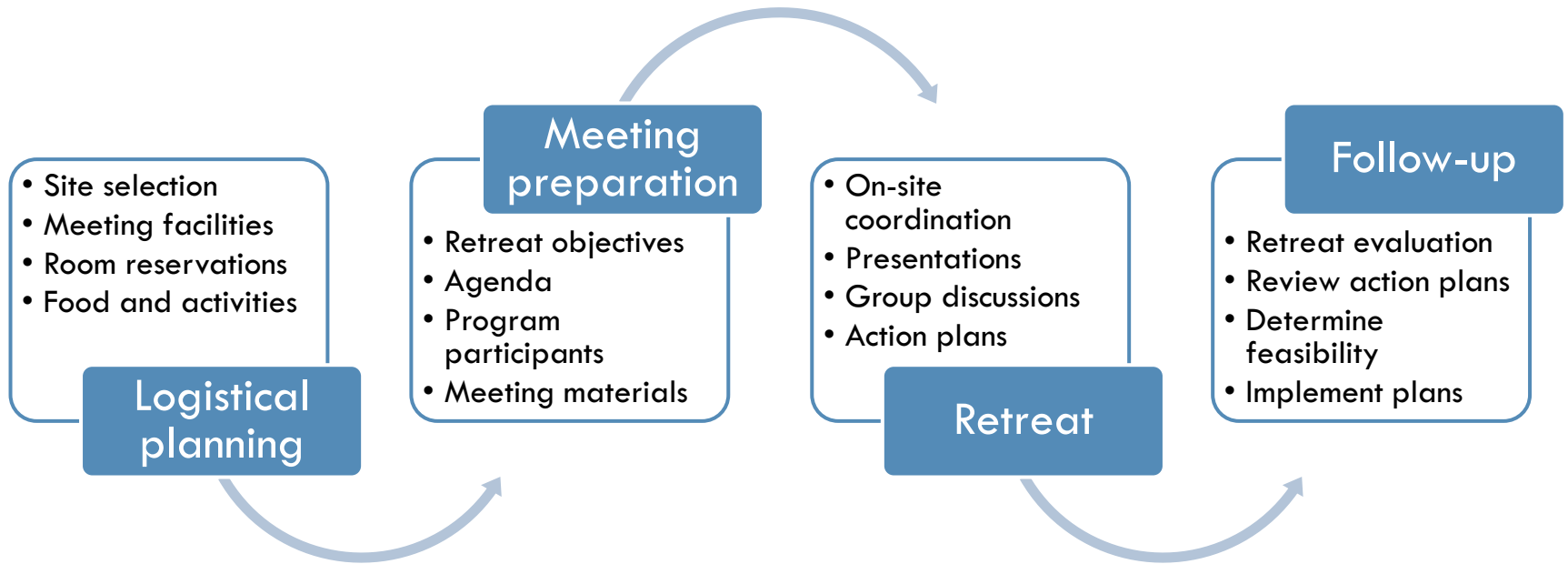
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EXCEL CHARTS

STUDENT'S NAME

LINK CHART

Portfolio Structure

- Fixed Income
- Large Cap, Value
- Alternatives
- Large Cap, Growth
- International
- Small Cap, Value
- Small Cap, Growth

EMBED CHART

Portfolio Structure

Legend:
- Fixed Income
- Large Cap, Value
- Alternatives
- Large Cap, Growth
- International
- Small Cap, Value
- Small Cap, Growth

Pie chart values: 25%, 20%, 20%, 15%, 10%, 5%, 5%

VIDEO AND AUDIO

Student's Name

Brothers

Hanging out and shooting a few baskets with Dad coordinating the activity.

Manual Typewriter

Sights and sounds of the past!

DeShawn Taylor
Larissa Nottingham
David Walvius

The Ideal Hire for Riverfront Enterprises

Key Questions

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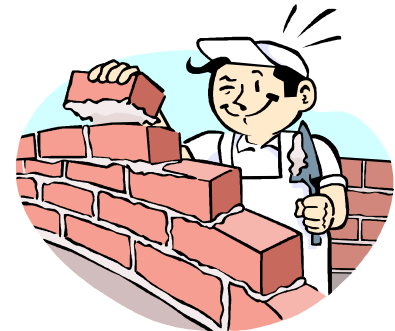
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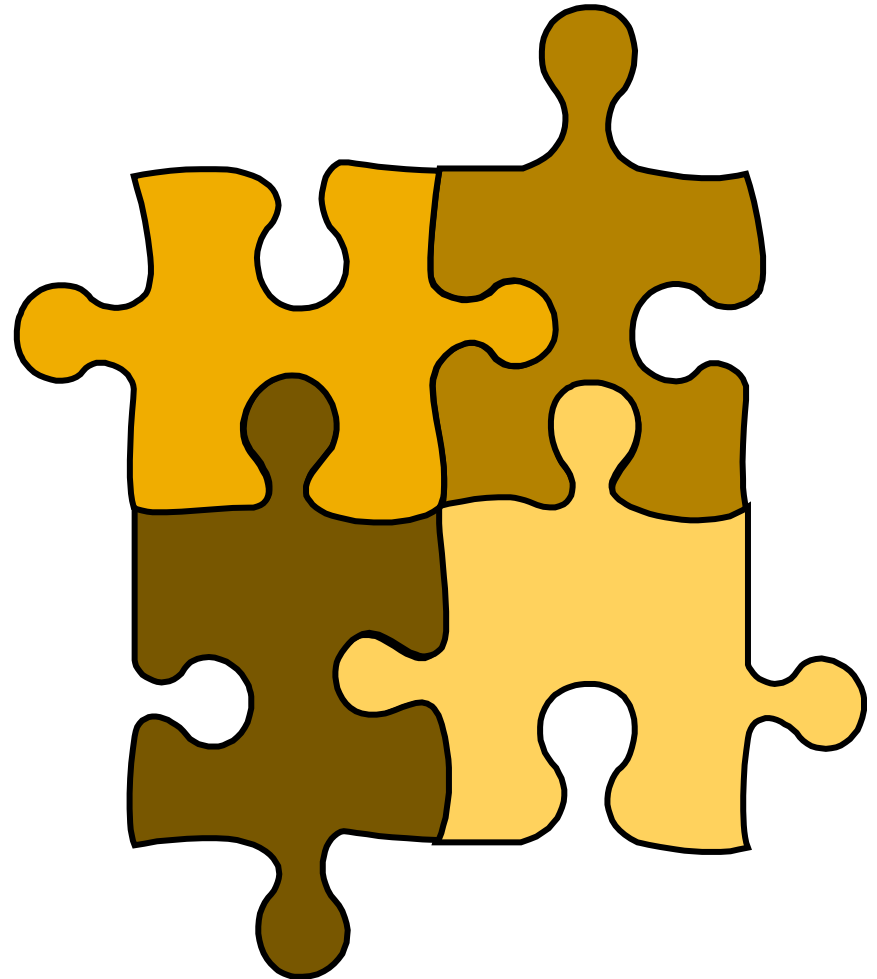| Adaptability and flexibility	Creativity	Communication—oral, written, and listening
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Student's Nightmare

How can I get relevant job experience when I am applying for my first job?

Make the Most of What You Have

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Refer to the
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Career Skills

Presented by

Student's Name

Career Options

- Business
- Professional
- Technical
- Other

Career Skills

Communication skills critical for all professions
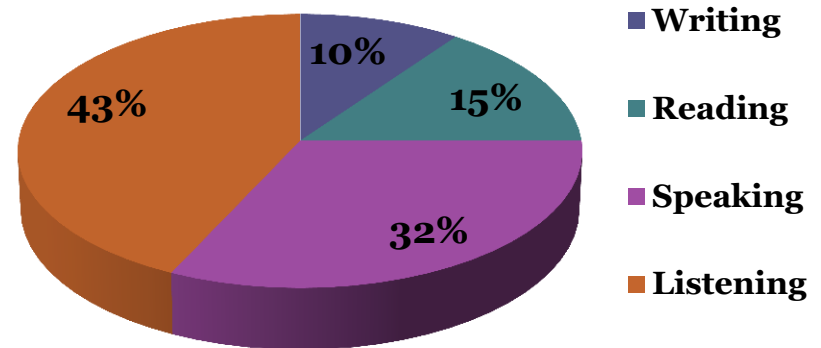
Presentation skills essential

PowerPoint enhances many types of presentations

Communication Skills

Estimated Distribution of Communication Time	
Writing	10%
Reading	15%
Speaking	32%
Listening	43%

Communication Time

- Writing
- Reading
- Speaking
- Listening

Questions

THE
LEADERSHIP
GROUP

EFFECTIVE PRESENTATIONS

Table of Contents

Effective Presentations

This white paper was prepared in response to a request from the Executive Committee of The Leadership Group to prepare a white paper for managers comparing and contrasting presentations designed to be presented by a speaker and those designed to be delivered online without a speaker. The Executive Committee requested that the emphasis of the paper be focused on determining when to use each type of presentation and the techniques that are most effective for preparing and delivering each type of presentation. The Executive Committee also requested that a team present a seminar on effective presentations for managers after this report has been completed.

Selecting the Star

Presentations delivered by a speaker place the responsibility of delivering the message on the speaker. Everything else—text, graphics, sound, notes, and handouts—support the speaker in getting the message across. Clearly the speaker is the star of the show. Self-running, online presentations depend on slide text, graphics, sound, notes, and handouts to deliver the message. The star of the show may be the message, the graphics, the sound, a movie clip, or a combination of these features.

Slide Text

Speakers usually limit text on slides to a few key words or phrases. The speaker then uses complete sentences to elaborate on the points listed on the slide. This technique helps to avoid the appearance of a speaker reading from the slide. Self-running presentations must ensure that the text itself conveys a clear message. An alternative is to record voice narration.

Graphics

Graphics help speakers to explain and illustrate concepts. The speaker amplifies the points made in the graphic representation and specifies the significant aspects of the graphic. Self-running presentations require that each graphic conveys the message intended clearly without interpretation or amplification. Presentations with heavy graphics often consist of large files that may present a variety of technical problems for viewers of the presentation.

Audio

Sound often competes with speakers and distracts the audience. Therefore, speakers tend to use sound to add variety and interest—particularly in the introduction and at the end of the presentation and to limit the types and quantity of sound used. Often speakers use background music as an introduction or at the end of the presentation. Rarely do they record sound for a live presentation. Sound does not compete with self-running presentations and can be used effectively to call attention to particular points made in the presentation. The message can be recorded and voice narration provided; however, audio requires extensive memory and adds substantial volume to the file size.

Notes and Handouts

Speaker notes often consist of brief reminders of points to make about the content of the slide or of additional information to present while the slide is being displayed. Notes may be in very rough form because only the speaker sees them. Presentations published on a website may display notes as well. If so, the notes must be in final form and must convey the intended message or additional information clearly.

Speakers often provide the audience with copies of the slides for future reference. Generally, handouts are provided at the end of the presentation so the audience does not read them during the presentation. Handouts tend not to be provided for self-running presentations.

Determining the Role of the Audience

The role of the audience may be either passive or interactive. A passive audience simply receives information and does not actively participate in the presentation. In an interactive presentation, the audience actively participates in the ongoing discussion. The discussion may occur during the presentation or in a question and answer session immediately following the presentation. The decision on how to time the interaction hinges on several factors, such as audience control, level of formality, and convenience.

Many speakers encourage audience participation throughout the presentation. In fact, some presentations may be designed to solicit input from the audience. Other speakers prefer to complete the presentation before involving the audience in the discussion. With self-running presentations, chat rooms may be set up for follow-up discussion. Discussion sessions and other collaboration features can be used to exchange documents, but these features are typically used for team meetings and projects rather than presentations.

Selecting the Best Type of Presentation

The best type of presentation to use depends on the objectives to be accomplished and the feasibility of accomplishing those objectives with the type of presentation selected. Audiences generally prefer to have a speaker actually deliver a presentation than to watch a self-running presentation because of the flexibility that a speaker provides. However, if time is limited, a self-running presentation may be preferable.

Accessibility is another key consideration. Having a live speaker may involve a significant amount of travel for either or both the speaker and the audience. Travel can be costly—both in time and money. Another issue relates to the number of times a presentation must be repeated. If the same presentation has to be given to different audiences or if individuals want to listen to a presentation more than once, preparing a self-running presentation offers advantages over a speaker.

Determining the Level of Formality

The formality level of both speaker-delivered and self-running presentations can range from informal to formal. However, most self-running presentations require careful structuring that limits the range on the formality scale. The range is much broader with speaker-delivered presentations. Formal presentations tend to adhere rigidly to organization norms and traditions, to be highly structured, to be conservative and professional, and to exhibit carefully controlled behaviors.

Determining the appropriate level of formality requires a very delicate balance of factors because formality enhances audience control and informality encourages audience participation. A number of

factors should be considered before determining the level of formality of a presentation. The factors shown in the following table apply more to presentations delivered by a speaker than to self-running presentations.

Decision Factor	Select More Formal Style	Select Less Formal Style
Stakes or importance	High	Low
Audience disposition	Hostile	Friendly
Complexity	Complex	Simple
Audience size	Large	Small
Audience rank/status	High	Low
Repeat presentations	Likely	One time
Organization norms	Traditional	Casual

Many decision factors have inherent conflicts that must be reconciled. For example, a small group may suggest an informal style, but that small group may be the board of directors of an organization, which suggests importance and rank requiring a more formal style. In some cases, neither factor dominates the decision.

Reconciling Factors	Decision Criteria
High stakes vs. small group	Importance overrides size
Repeat performance vs. informal norms	Repeat performance because of consistency
Large audience vs. friendly audience	Large size requires careful structure
Small audience vs. hostile audience	Hostility overrides small size
Formal norms vs. low stakes	Use midrange between formal and informal

The problem with determining the level of formality to use with self-running presentations is that some of the factors either are not appropriate or cannot be analyzed. For example, it may not be possible to determine audience size, audience disposition, and audience level prior to presenting the self-running presentation. Self-running presentations tend to be highly structured and carefully controlled, creating a relatively formal style.

Preparing the Contents of the Presentation

The contents of a presentation may be the same for a speaker-delivered presentation and a self-running presentation. However, the preparation and delivery of the contents will vary depending on the type of presentation. For example, greater detail and more visuals may be needed in a self-running presentation because the audience cannot ask questions during the presentation.

An effective way to think about the contents of a presentation is to divide the contents into three sections—the opening, the body, and the closing. The opening and closing should be reasonably short, but their importance should not be underestimated because they provide the opportunity to make a good first impression on the audience and leave the audience with a lasting final impression. The opening and closing should be the best parts of your presentation. Generally these two components will be relatively similar in speaker-delivered and self-running presentations. The body of the presentation is likely to vary more because additional details and clarifying visuals may be required to get the message across effectively in a self-running presentation.

Opening

The opening of the presentation should be used to:

- Convey the purpose of the presentation and clarify what is expected of the audience
- Set a positive tone for the entire presentation
- Get attention of the audience
- Establish credibility of the speaker and/or the message
- Build rapport with the audience
- Engage the audience and ensure mental involvement of the audience

Body of Presentation

The body of the presentation contains the bulk of the information that is to be conveyed to the audience. The ideas need to be presented in a manner that gets the message across effectively, is interesting, and meets the needs of the audience. An effective body provides all of the information needed, but at the same time avoids overkill with details. It uses illustrations and anecdotes effectively. Unless it would be inappropriate because of the nature of the topic, build in humor. Effective visuals can be used to shorten presentations, minimize the amount of detail provided, and enhance retention. Guidelines for preparing effective visuals are provided in the Appendix.

Closing

The audience needs to be prepared that the presentation is coming to a close. This preparation needs to be subtle, but it should accomplish the objective of making sure the audience pays careful attention and retains the most important points that have been conveyed or understands what action is expected. Often the goal of the ending is to provide a "hook." The hook is designed to keep the audience on the line and have the participants do something after the presentation is over. The following examples illustrate different ways to prepare an audience for the closing:

- *In summary, the key factors in preparing effective presentations are….*
- *What I am asking you to do now is to approve the proposal I have just presented for a seminar on effective presentations and make that seminar available to all managers.*
- *The key point I want to leave you with is that you now have the opportunity to ….*

Note that all of the examples give the connotation that the end of the presentation is approaching without saying that this is the end. Bringing the presentation to a natural closure is important.

Delivering the Presentation

Some similarities exist between a presentation delivered by a speaker and a self-running presentation, but the differences far exceed the similarities. Planning and preparing the presentation and supporting visuals

are the preliminary steps for speaker-delivered presentations. The actual delivery of the presentation is the heart of the task. Once the planning and preparing of the presentation and supporting visuals have been completed for self-running presentations, the remaining tasks are primarily technical ones.

Speaker-Delivered Presentations

What is said in a presentation is important—however, the way it is said may be even more important. Messages are communicated by body language, visuals, words, tone, voice projection, and even silence. Few things damage a presentation more than reading it or reading from text slides. Slides should contain illustrations, visuals, or a few key words that serve as talking points. The following ten guides emphasize techniques speakers should use to present a dynamic presentation.

1. Engage and establish rapport with your audience. Listeners need to feel that they have an active role in your presentation—even if it is just a silent, mental role. Rhetorical questions (questions the audience is expected to think about but not answer) provide opportunities to get the audience involved.
2. Use body language effectively. Eye contact, facial expressions, and gestures are extremely important. Body language should support and not be in conflict with the message being delivered. A smile is usually very desirable, but if the message is negative, a smile may not be appreciated.
3. Pace the presentation appropriately. A good pace is one that is comfortable for the audience—it is neither too fast for the audience to grasp the message nor so slow that it drags on for the audience.
4. Use your voice effectively. Tone, projection, clarity, and variety create an effective speaking style. Speaking in a monotone, mumbling, or using a high-pitched tone detracts from a presentation. Pausing after important points provides emphasis and gives the listener time to absorb the impact of what was said.
5. Transition smoothly from one point to the next. Ideas should flow in a smooth, fluent manner. Use linking words and phrases effectively.
6. Use an energetic (but not distracting) style to help create the feeling of a lively, dynamic presentation.
7. Use humor appropriately. Humor is appropriate when it enhances rather than detracts from the message and does not offend members of the audience.
8. Use visuals to support you rather than to replace you. Small segments of information should be presented at one time, and the transition from one segment to the next should be very smooth.
9. Avoid vocal noise, such as *uh* or *you know*, and distracting mannerisms, such as clicking a pen or tapping on the podium.
10. Facilitate discussion effectively—either during the presentation or at the end of it. When questions are asked, ensure that the audience understands the question. It is also important to balance and control audience participation. Handling poor or obnoxious questions tactfully demonstrates your ability to work with people.

Self-Running Presentations

The preparation of a self-running presentation must build in effective delivery techniques. Rehearsing the timing carefully to ensure that the pace is appropriate and ensuring that the intended message will be clearly understood is essential if the delivery is to be effective. The actual delivery may consist of broadcasting the presentation on the Web or setting up the slide show in an exhibit booth. In many cases, once a presentation has been broadcast on the Web or has been set up in an exhibit booth, the

presentation itself has to deliver the message effectively without human intervention. In some cases, individuals are available to answer questions in a live setting or a chat room session.

Final Thought

Mastering the ability to deliver effective presentations is a very important career skill. The ability to communicate effectively is essential in virtually every position.

Preparing Effective Visuals

Visuals are a key part of PowerPoint presentations. If a PowerPoint presentation is used to support a speaker, the visuals should not overpower the speaker. If it is a self-running presentation, the visuals are the heart of the presentation. Visuals help to make sure that the message intended is delivered in such a way that it not only is easily understood but is so clear that it cannot be misunderstood.

Visuals may include words, tables, charts, graphs, pictures, AutoShapes, callouts, diagrams, sounds, animations, cartoons, models, schematics, and a host of other representations that can help to convey a message effectively.

Use the following guides to help make visuals effective:

1. Each visual conveys a single point, and everything on the visual should relate to that point.
2. Simple visuals are usually more effective than complex ones. The audience has to be able to look at the visual and grasp the meaning in a relatively short time.
3. Using a variety of visual types enhances interest more than repeated use of the same type of visual. Repeated use of bulleted text usually results in a dull presentation.
4. Using a few words to convey a message is much better than using complete sentences. The words on the slide should merely be talking points on which the speaker can elaborate. With a self-running presentation, it may be necessary to add a little more detail.
5. Visuals must be able to be read in order to be effective. Large font size and dark print (bold if necessary) help to make visuals more readable.
6. Effective labels on the various elements of a visual help to clarify diagrams and charts. Labels are even more important on self-running presentations.
7. A consistent style is important. Consistency enhances appearance and helps the audience interpret visuals.
8. Color and background are very important. Solid color fills are more effective than gradient fills. Select a template design that enhances rather than detracts from readability.
9. Animation helps to maintain interest and to present ideas effectively. However, it can also serve as a distracter. Sequential animations usually are more effective than simultaneous animations. If a presentation is self-running, do not show animations.
10. Visuals should be paced appropriately. Speakers can determine the appropriate amount of time to spend on each visual. However, if a presentation is self-running, rehearsing the presentation to ensure that the pace is appropriate is one of the most critical parts of preparing a presentation.

EFFECTIVE PRESENTATIONS

Speaker-Delivered and Self-Running Presentations

Who Is the Star?

Speaker-Delivered Presentation

Self-Running Presentation

Role of the Audience

Passive Model

↓

Speaker gives presentation
Audience listens

↓

Questions
Answers

↓

Follow-up

Interactive Model

↓

Speaker gives brief opening
Audience listens

↓

Speaker solicits input
Audience offers input

↓

Speaker summarizes
Audience provides feedback

Select Type of Presentation

Objectives

☐ What is the feasibility of accomplishing objectives?

☐ What best meets the needs of the audience?

Cost

Formality—A Delicate Balance

| Very Informal | ← → | Very Formal |

- ☐ Informality encourages audience participation
- ☐ Formality enhances audience control

Level of Formality

Decision Factor	Select More Formal Style	Select Less Formal Style
Stakes or importance	High	Low
Audience disposition	Hostile	Friendly
Complexity	Complex	Simple
Audience size	Large	Small
Audience rank/status	High	Low
Repeat presentations	Likely	One time
Organization norms	Traditional	Casual

Prepare the Contents
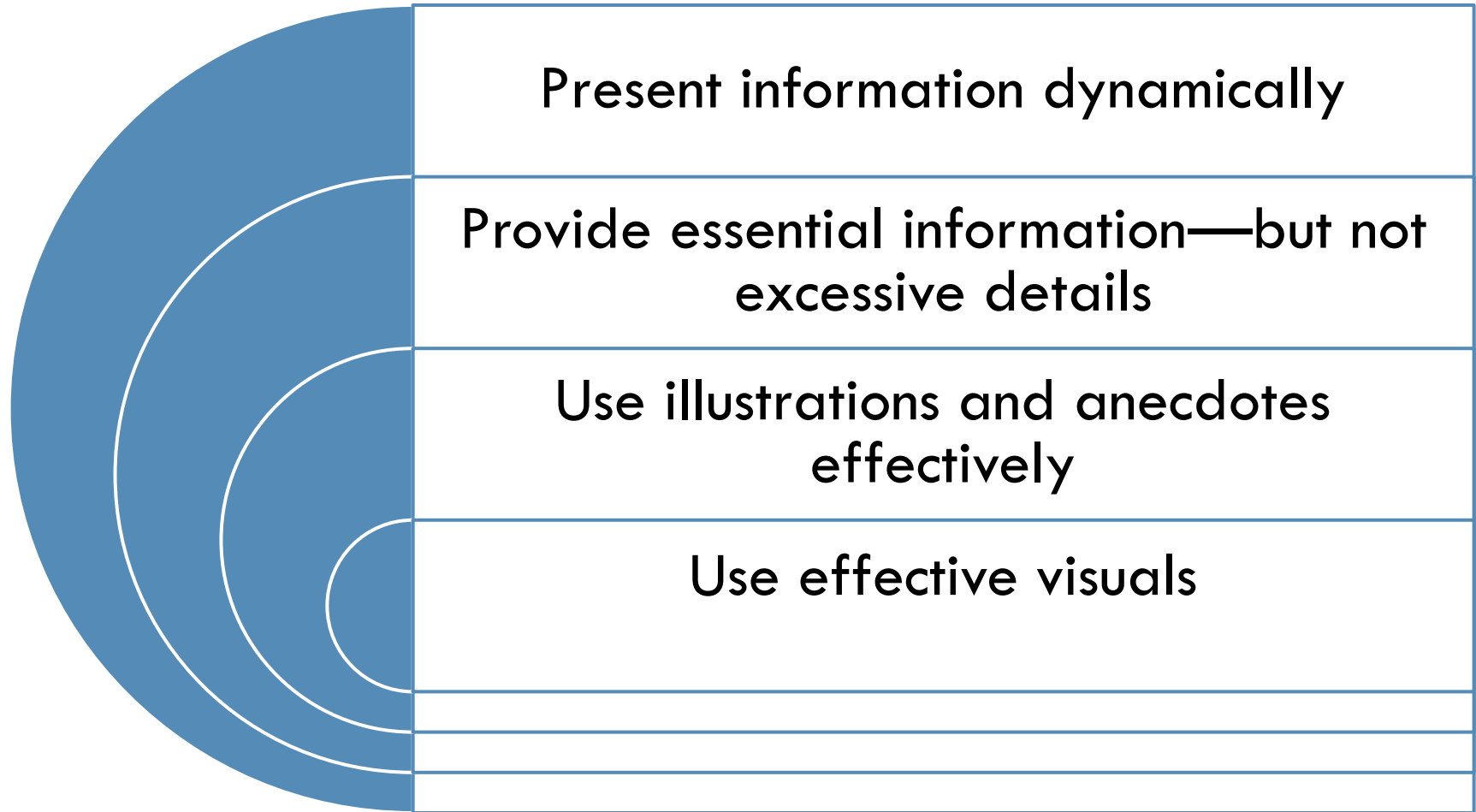
Opening → Body → Closing

Opening

Use the opening to:

- Convey the purpose of the presentation
- Set a positive tone
- Get audience's attention
- Get audience involved
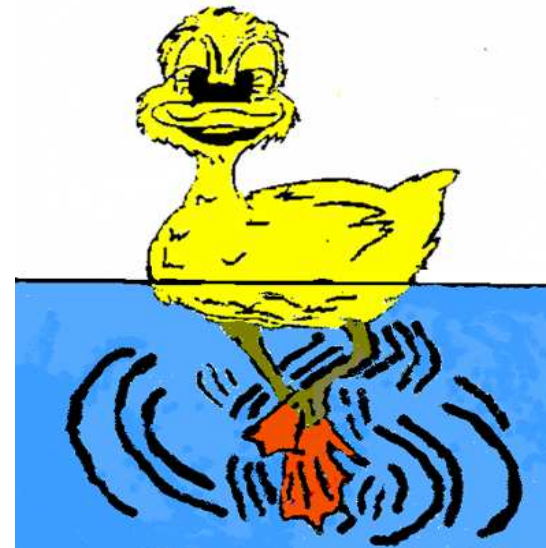- Build credibility
- Establish rapport

Body

Present information dynamically

Provide essential information—but not excessive details

Use illustrations and anecdotes effectively

Use effective visuals

Visuals

Pictures Enhance Descriptions

How many words would it take to describe this architecture?

Add Humor with Visuals

The secret of giving good presentations is to stay calm and cool on top and paddle like heck underneath.

Closing

Use the closing as the last chance to achieve your objectives. Think of it as a hook—keep the audience on the line.

Deliver a Dynamic Presentation

1. Engage the audience and establish rapport
2. Use body language effectively
3. Pace the presentation appropriately
4. Use your voice effectively
5. Use smooth transitions

Deliver a Dynamic Presentation

6. Use an energetic style

7. Use humor appropriately

8. Use visuals to support you

9. Avoid vocal noise (uh, ok, you know)

10. Facilitate discussion effectively

Self-Running Presentations

- ☐ Set up the self-running presentation

- ☐ Avoid the use of animation

- ☐ Add hyperlinks and action buttons to facilitate navigation

- ☐ Rehearse to set the pace of the slides appropriately

- ☐ Start the presentation

Effective Presentations

Thank you for being a great audience!

Who Is the Star?

Speaker-Delivered Presentation

Self-Running Presentation

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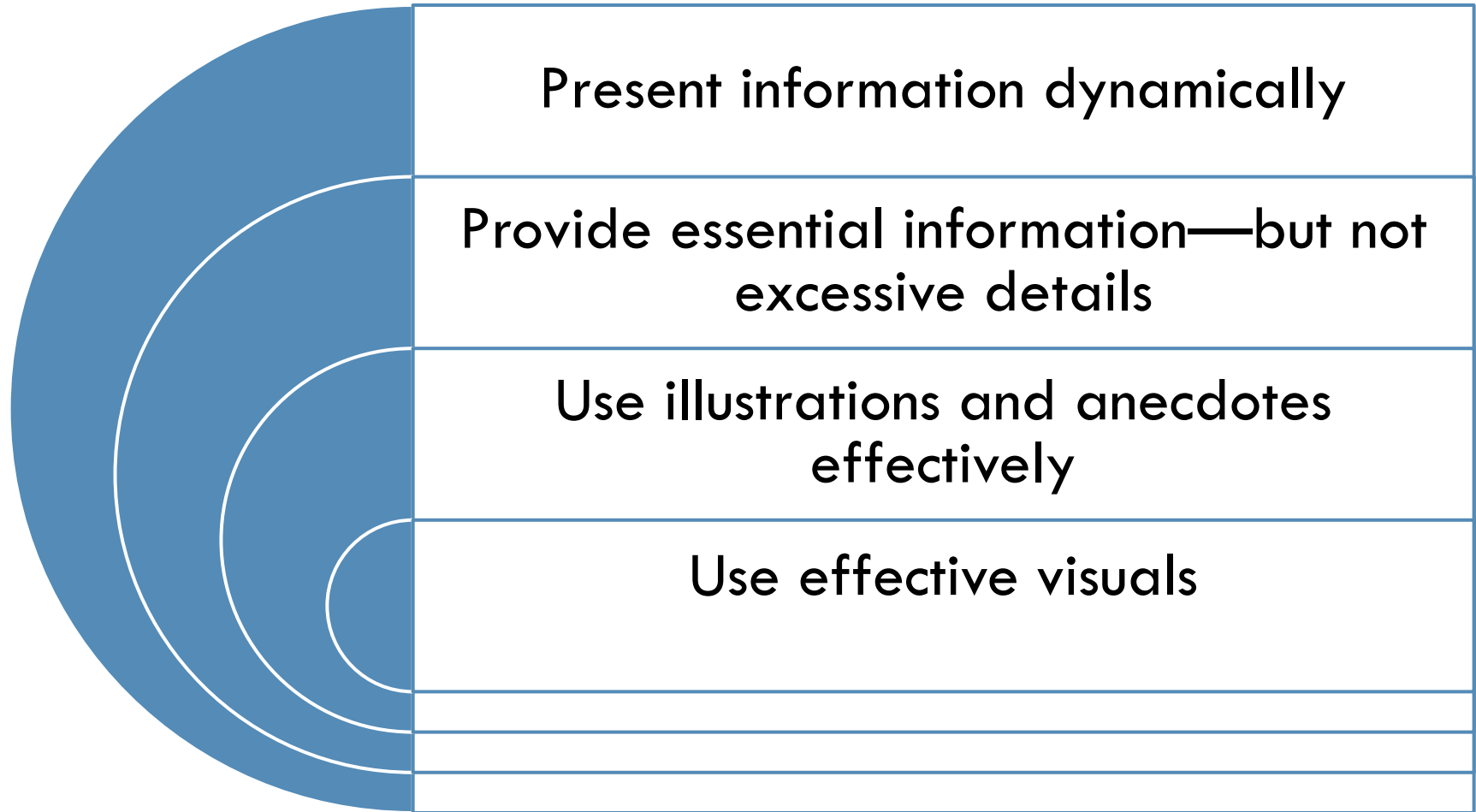
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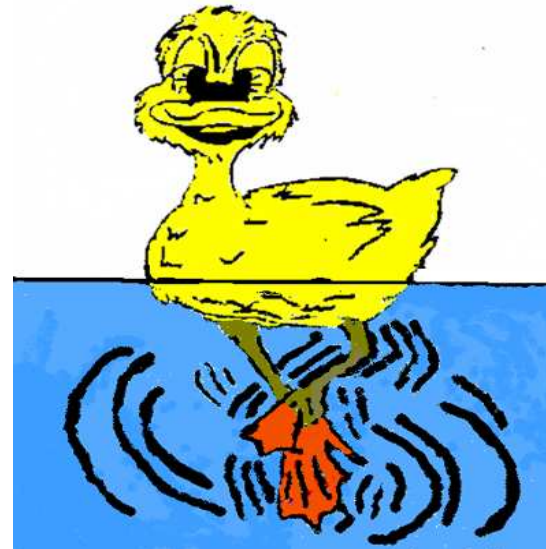- Build credibility
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