

Three Hundred Ideas for
Effective Presentations
& Public Speaking
for Professional Presenters

300 (+) Good Habits of Effective and Efficient Trainers/Presenters

Introduction –Thank you Ben!

This 300 plus listing, profiled in simple bullet point form, has been put together following a highly successful posting by Benson & Company on a LinkedIn group who asked for ideas about what makes a successful presentation.

This 300 plus profile certainly does not do justice to the substantive contributions made and discussions generated by colleagues in the group. We urge you to read through the wide range of entries.

But we hope that notwithstanding this caveat, you will find the 300 plus bullet points useful in either serving as a personal check list and/or as a simple opening taster quiz /exercise for any delegates on a “*Train the Trainer*” or analogous course you might be delivering.

We have not had chance to theme the various entries made but as a training exercise on “*Train the Trainer*” or “*Public Speaking (whatever)*” you could ask your cohort of trainees to come up with ideas, in themed workshops, under the following key headings.

- Preparation and Planning
- Use of resources and equipment including IT
- The venue – the actual room and environment
- Your personal care! – especially nerves
- The audience – audience care
- Communication techniques – A to Z –well, body language to voice!
- Evaluation and after care

Reveal and distribute the 300 plus listing below once you have had feedback from the themed cohorts.

You will secure a tailored “horses for courses” discussion, learning points and follow up action.

Or you could use the 300 plus listings as a development tool. Invite each participant to choose from the 300, their existing “Top Ten things they already do” **and** the “Top Ten things they need to do in the future”. Get them to commit to follow up action on these personal developmental issues.

The 300 plus profiled below are presented to you in a range of formats:-

- Verbatim comments from some of the contributors
- Short summary point capturing comments made by several people, albeit in different ways
- Areas of personal disagreement with some of the points – you decide
- Sources of other reading and/or websites. There is some commercial material-not from QED Training. We have visited websites which the commercial postings have signposted. They are all of high quality with an American bias
- We have injected our own ideas

The 300 plus!

1. Audience – Audience – Audience
2. Do audience research with surveys or pre event questionnaire
3. Meet a small sample of the audience beforehand to sample needs
4. Either present some prepared ground rules and invite input/comment OR
5. Provide space for the group to generate ground rules. A series now follow but not all will be appropriate –choose your horse(s) for the course!
6. Ground Rule One – Confidentiality –everything stays in the room unless there is a wish for others outside to know
7. Ground Rule Two – Punctuality
8. Ground Rule Three – All questions are valid – all of us(including you) don't know what they don't know
9. Ground Rule Four – Respect for the opinion of others
10. Ground Rule Five – Honesty
11. Ground Rule Six – Own your own statements
12. Ground Rule Seven – Avoid assumptions
13. Ground Rule Eight –Active Listening
14. Ground Rule Nine – Contribute –Take Part
15. Ground Rule Ten – Clarify all jargon and acronyms/abbreviations
16. Ground Rule Eleven – Give everybody space to speak
17. Keep it simple- but not simpler!
18. Relax –pace your voice!
19. To test your voice pace, read out loud the poem “On Westminster Bridge” by William Wordsworth.It should take you exactly one minute. Less than that – you are too fast. More than that, too slow!
20. To test your voice projection, stand up. Put your right arm out in front of you. Bend your hand to face you. Speak. You should be able to feel the breath of your body hitting your hand.
21. Fail to plan – Plan to fail!
22. Be clear in your mind about the sharp differences between teaching, training, facilitation and presentations – and the links between all of them.
23. Walk the talk- check the venue beforehand!

24. Build rapport from the outset – tell an authentic, relevant story
25. Practice –Practice –Practice
26. Tell them what you are going to say – Say it – Tell them you've said it – And leave them wanting more
27. Give out your hand outs at the end
28. Include a call to action!
29. Equality proof all the arrangements and establish if participants have any different or specific needs
30. Prepare a timed programme – but don't hand it out
31. Speak to the audience – not the flipchart!
32. Don't hug or cling on to a piece of equipment or a lectern
33. Decide on the appropriate seating format – horseshoe for team stuff/cabaret for ideas and theatre for short snappy stuff
34. Smile when you speak – your voice will become more mellifluous
35. Use power points sparingly
36. Don't read out the power points
37. 4 x 4 for power points – 4 words to 4 bullet points
38. Create a device to capture issues that might hijack the event or take too long to answer – a flipchart headed "Parking Bay" with Post It notes is good
39. Keep checking out ground rules or agreed protocols for the event are being followed –refresh if necessary
40. Don't shout- breathe deep and then let the words flow.
41. Nerves – meet people as they come in
42. Nerves – think of something that amused you before you speak
43. Nerves – create a distraction –throw out an "amazing fact" and couple it with a question. Your knowledge of the answer will make you comfortable and give you time to observe & reflect as they are more occupied with your question!
44. Nerves - One more thing about nerves - I have read that the injection of adrenalin from being nervous can be alleviated by eating a banana an hour before your presentation. The potassium sucks it right up and does not have to be expended through time. I share the tip each time I teach my facilitation workshop, and get reports back that it really worked!
45. Stand and deliver – if you sit your voice will fall
46. Posture –stand tall, imagine your head is trying to hit a washing line above you
47. Speak slowly
48. Don't be afraid of silence –the pause will only be 30 seconds at most
49. Get colour in your voice – modulate it. Try saying a well-known nursery rhyme in an angry, confused or sad tone
50. SOFTEN – Smile/Open Body Language/Forward Lean/Touch/Eye Contact/Nod
51. ABCD"
 - A: Audience . . . who is *your* audience?
 - B: Behaviour . . . what behaviour(s) do you want to influence?
 - C: Conditions . . . what are the conditions for learning success?

- D: Degree . . . what learning intensity do you wish to have/what are measures of success?
52. Eat a good meal containing low fat protein and a carbohydrate with a high glycaemic index
 53. Water – lukewarm water- plenty of it. Iced water is not good on a throat that will already be dry because of your adrenaline levels
 54. Read about the topic as much as you possibly can, including latest trends
 55. Practice, practice and more practice
 56. Know your audience, their professional background and knowledge about the topic
 57. What do they expect to gain from the presentation?
 58. Anticipate questions and prepare yourself in advance
 59. If you do not have an answer to a question, admit it. No one is supposed to know everything. Never give an approximate reply.
 60. Take a hot drink just before the session (cold drink lowers body temperature)
 61. Start with an ice breaker. If a beginner, just brief introductions will help you relax.
 62. Eye Contact -Regarding eye contact, it can be very unnerving for beginners and needs lots of practice. So, look at you audience's foreheads to start with. They will think you are looking into their eyes. As you relax, you can look directly into their eyes.
 63. Eye Contact – Create a giant letter M in front of your audience. Follow the contours of the M with your eyes like a lighthouse. Everybody gets momentary eye contact!
 64. Intersperse your presentation with videos, charts, graphs, exercises, discussions etc. as applicable. The idea is to keep audience's interest alive. Remember, attention span of human beings is only 10 to 15 minutes. Involving the audience is always very fruitful from learning point of view.
 65. Ethos- Logos –Pathos
 66. Be yourself, be comfortable, confident, convincing, sincere, etc. Your audience sees you as the expert - true or not.
 67. Make sure the audience knows what it is in for them!
 68. Huge number of free resources here about speaking in public
<http://www.speechtips.com/speech-outline.html>
 69. Practice out loud again, and identify the key prompts in your written presentation that will help you remember what you want to say. Put these onto presentation cards in bullet point format a nice clear readable font, number the cards then, then fix them together with a metal ring or similar in a corner so that if you drop them during the presentation they won't get out of order.
 70. Practice again, with your slides and notes, standing up and starting to put expression, pauses where appropriate. Time it, bearing mind the gaps for audience participation. You may need to change it again before you are happy. If you can, share it with a friendly audience and ask for feedback, particularly on eye contact etc., as referred to by others.

71. On the day, be prepared for gremlins. Take your presentation on a USB stick on the day, even if you've sent a version in advance, and check it out on the projector. Take your hand notes and your cards and a watch or timer to keep on the lecturn in front of you.
72. Listen to previous speakers and if they say something relevant to what you are going to say, jot notes in the appropriate place on your card, as it makes it all more relevant for the audience.
73. If you've done your homework, you'll probably find that you won't even look at the cards much as the slides will act as your prompt and all that practice will help the whole thing flow. As you get more experienced, you'll be able to adapt the presentation order etc., but until then, this will give you a reassuring structure to hang on to.
74. Two objectives stand out for me: Attention and retention. Get the audience's attention and hopefully they retain the message you have just presented. If anyone trains others how to present, a fantastic best practice web site, visit www.m62.net all the training is at the bottom and yes, it's Free! Or contact me if you want a white paper: Why Training Doesn't Work! Good luck.
75. Consider giving hand-outs to your audience members. It gives them something to take away and it might be a memory prompt for them when recalling your speech. They can also feel as if you have given them something 'for free' Too much written material may be off-putting however and you don't want everyone reading during your presentation, so choose carefully when you give them out.
76. Remember – the audience is nervous too!
77. Access the venue at least 90 minutes before the start
78. Equality proof the arrangements in terms of timings, access, food provision, literature – everything.
79. Don't think how can I survive this – think how can I do this brilliantly?
80. Read a good book on excellent presenting. One I use personally is 'Inspire any Audience' by Tony Jeary. It makes for fun and compelling reading, is really well laid out and it motivates you to present excellently.
81. The best I can give is DO NOT TALK to the audience. talk to one person at a time in the audience and you will be as convincing as you are on a 1-1 basis
82. Link solutions to the objectives
83. Create some strategies to prevent the event being hijacked
84. Agree ways of working together
85. Be clear when communicating objectives
86. Use various methods to reflect learning styles
87. Learn more about learning styles- Honey and Mumford

88. Scores of short you tube videos here on public speaking:
<http://www.youtube.com/watch?v=Xuz2uVvWbRg>
89. Get a Dictaphone and listen to yourself-are you too fast, too slow (unlikely), colorless, boring? Do this at home and listen to yourself closely and you will be amazed at what you find and work to correct your bad habit, which is generally speaking in monotone and speaking too quickly.
90. When you are speaking in public, make sure that you do not wear clothes which will restrict your diaphragm or air passages such as a shirt and tie that is too tight. Your breathing is key to effective delivery of your voice and your message.
91. Work on your breathing. Breathe deeply and speak on the out breath. Pause. Breathe in and recommence. This can be practiced at home very easily until it becomes second nature to you.
92. Your posture and stance has a major effect on your effectiveness in delivering presentations. So pretend that there is a string coming out of the top of your head which pulls you upwards and makes you at least an inch taller than you actually are.
93. Speak with conviction as if you really believe in what you are saying. Persuade your audience effectively. The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from INTRODUCTION (Thesis statement) to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION (re-state thesis, summary, and logical conclusion).
94. Watch your timings
95. Encourage participation-be clear when you want questions
96. Establish your own credibility with a brief snappy outline of your expertise
97. Manage the environment especially lighting and heating
98. Deliver constructive feedback to yourself – what did I enjoy/if I had to do it again what would I do differently and what support would I need from others, including the audience?
99. Create a convivial learning atmosphere or environment-learn more about the use of colour
100. Be flexible – respond to your audience needs
101. Check out frequently that people have understood

102. Be master of your resources – don't let them master you!
103. Nerves –Remember - the audience actually want you to succeed
104. Evaluate the event
105. Take up any follow up action as agreed or promised
106. Open with impact. Get your opening words out crisply, it creates an expectation and anticipation in the audience. So many people open with, "Good morning everyone. My name is Fred and I'm here to talk to you about X', which is slightly dull. There are lots of attention grabbing opening gambits - like the rhetorical question. Following a serious road traffic accident outside my daughter's school, I recently went to a road safety meeting organised by the PTA. I loved the speaker's opening line: did you know that three teenage children die on the roads of London every week? Then he followed that statement with an extra-long pause so that the parents in the audience could passively process the horrors of that awful statistic. That one line brought everybody on theme in just a few seconds. Speaking is a series of techniques which should be delivered
107. I would suggest that people read and learn a little bit about how top political candidates are "trained" or coached before debates. While their responses are often canned, they're trained or their writers write material that's logical. If you're not prepared to be honest, or share information, or with facts & figures, etc. then don't ever open up the floor to questions. - Use canned ones or ones written beforehand. I love when I or someone else, even when out of our comfort zones in terms of experience / practice, can catch someone lying or giving out b.s. simply by following their words or suggestions out logically.
108. Nerves. Firstly, old actors tip, relax your feet! Sounds silly, but it isn't. If you feel yourself spiraling out of control. Stop, stand still, weight on both feet, breath to your belly and relax your feet into the floor. Let them soften and spread out. Its grounding. Once you're back on firm ground, continue. Have a look here for more tips on controlling nerves:
<http://www.oppositeleg.co.uk/presentation-skills-help-c91.html>
109. I can agree with most of the above comments. I find that the most important thing for me is to remember most people do not retain information in lecture form, or, if I talk at them for an hour they are not going to walk away with much! Get the audience involved wherever possible by asking questions, polling, and encouraging collaborative discussion. Even better - decide if it has to be a 'presentation' at all! Can it be presented in another format such as small group discussion, an e-learning piece followed by a presentation component? PowerPoint is a great tool but it can also be a crutch. To summarize - the more your audience is involved the more information they will walk away with and remember!
110. Difficult people – if people chatter when you are speaking, stop talking.Wait.The penny will drop!

111. Difficult people – Chatters. Ask them the time honoured question “would you like to share with the group?”
112. Difficult people – Chatters. Take your voice to them. Walk towards them with your voice steady.
113. Attention will be high at the beginning and only rise to that level towards the end – but you have to signal the end is coming!
114. Make sure you have a clock in the room –facing you
115. Plenty of pens and paper
116. Blu tac
117. Post it notes
118. Scissors
119. Tape
120. Index cards
121. In the “know your audience” arena, I like to find out who may be unreceptive to my message so that I can anticipate their questions and challenges. One of my mentors advised me to be able to answer questions “three deep” so that if someone challenges your knowledge of the subject, you're prepared.

Another technique I use is the message triangle to develop my main points. When people ask questions or raise challenges, I tie it back to one of my key messages to keep the rest of the audience tied in and to link the person asking the question back into the topic. Here's a link:

<http://conversations.marketing-partners.com/2011/08/a-3-step-guide-to-message-triangles/>

122. The (first) most important thing is to clearly know why are you doing it. This questions your motivation, once that is clear in your mind and powerful enough then you will be motivated to follow all of the above excellent advice. You must have a strong unshakable mission in mind if you are going to deliver a great presentation.
The motivation can take several forms, all equally valid:
 - To get paid a fee
 - To make a difference/sell a message/help people
 - To get some practice
 - To enhance my reputation
 - To sell my further products or services

123. These below are less valid and lead to poor presentations:
"Because there is no-one else who wants to do it"
"Cos it's my job"
"Someone backed out"
"I don't know"
"I couldn't say no"
124. Best way to close is by doing a 30 second recap on the top 3 things you want them to take away from your program. Never end by asking if there are any questions, when you do that you allow your presentation to be taken hostage. Q&A is fine near the end but when it's over you then do your 30 second "top 3 points" recap.
- 125.
126. Watch audience energy levels. If it's the graveyard slot – after lunch – be animated and interactive at the beginning. A startling fact will help.
127. Use humour with care. Cultural boundaries and protocols are usually a key consideration
128. As a trainer I am aware that people have different learning styles. In any session there is a mixture of Auditory, Visual and Kinesthetic learners. So, I would attempt, where possible, to factor that into your presentation ensuring that are catering to those three basic needs. Consider visuals including: power points with good messages that convey your message, colour, your body language and perhaps handouts. Auditory people get off on the sound of your voice: modulation, clarity, tone, volume, pace and even mood music. Then there are people who learn by doing. That is a bit of a challenge when you might be giving a presentation but you might try having them use a work book or do an activity to reinforce your message. There is a danger in using the style that we are most comfortable with. Fine for you but it may not be the case for two thirds of your audience.
129. Have 20% more material than you will actually need
130. Be ready for those who come late or have to go early. Signpost to them the contingency plan to get up to speed
131. When providing an opportunity for you to participate in a presentation, the most important thing I can consider is: YOU. - are you welcomed when you enter, throughout the opportunity, and feel welcomed to return?- are you nourished? - are you re-freshed?- do you have what you need in order to participate within your personal learning style?- have I included YOU in all of it? (content, options, choices, materials)

132. I think for me the most important thing is for the presentation to have some kind of story that relates directly to the audience, and forms a thread for the topic concerned.
133. Fantastic suggestions here. A really good book is 'the Pitching Bible' by Paul Boross <http://www.thepitchingbible.com/> It's a really good primer for people new to presentations - it's not just about selling - it's about your message.
134. What do you want them to remember?
What action do you want the listeners to do a day or week after they hear it?
Keep asking yourself these same two questions throughout the development of your presentation.
135. Allow me to paraphrase Chinese General Sun Tzu from the Art of War: Know your audience as well as you know yourself, and you will never fear 1,000 speeches.
136. A colleague of mine put it very simply.....Know your stuff, know the people you are stuffing and then stuff them artistically. It is very important for the presenter to be very well versed on the topic, to know the level of understanding your participants have coming into the program, and to make it entertaining as well as informative.
137. Audience AND LENGTH. Too many 'trainers' or speakers in general try to cram as much as they can into a small period of time. There's poor retention and less buy in by students, they get cognitive overload. It's better to cover 3 points and have games, definitions, hands-on practice and materials that hammer in three points than try to cover a whole manual in 4-6 hours. Asking yourself, What do they HAVE TO KNOW to function in this specific topic or tool? What are real exercises that help to practice this in the classroom? What are the ways you can ultra-simplify and streamline materials to hit the top points and "must knows" so students retain them. There are always nice to knows and interesting this or that, but it's better to list those points on the support site, training materials or have a Q&A after or a webinar touch point a week out to discuss. These are also great opportunities to follow up with students via social media, blog, email, phone and offer additional, customized, specific or advanced training courses based on need.
138. I end with a quote, allegedly attributed to Mark Twain: "I need two weeks of preparations for a 10 minute impromptu speech".
139. Better to say, "Great question. I don't know for sure. Let me look into it and get back to you," than to try to address a point of which you are not sure. If you are uncomfortable with what you don't know, than practice admitting you don't know everything. It's really quite freeing and I find that the more I admit I don't know, the more I am asked for my opinion in the areas I am quite comfortable

140. Your presentation is your framework, use it as a tool instead of being the only thing they get. Believe in what you are saying, give them something that they don't have (knowledge, skills, understanding experience) and be prepared. Understand that there are some things you can't change before the presentation; the audience, room, lighting etc. There are some things you can change; what you do, say, give, change in the moment. And, there are some things that are variable; standard of lunch, their journey to event that will affect how they receive you. Accept these things and enjoy the experience, being a trainer, presenter, facilitator.

141. Someone gave me this piece of advice which I have found to be very useful, 'Remember when giving a presentation or facilitating a forum, you are dealing with people and people have basic needs to be met, so if your presentation is not in a place that is familiar to your audience, let them know where the bathroom is, if there are any tea/coffee facilities, where can they get water refills etc. This bit of information while not directly related to a presentation is often very much appreciated by members of the audience. If you do not know the information, either find out or ask someone from the venue to provide the information.

142. I had seen the following video some months back. Thought it was appropriate to share in this context.
<http://www.youtube.com/watch?v=5Dvhca9r754>
What is remarkable about this video is that there are no slides. It's all based on sketches and narration.

143. NEVER OPEN WITH A JOKE! EVER!!! -----

Most are in questionable taste, and usually have nothing to do with the topic at hand. Most important, most people do not understand humor enough to use humor properly. They do not understand irony, the essence of humor, timing, or style. I teach a complete seminar on Humor in the Work Place. I warn my students that I will not make them stand-up comics. I was a stand-up comic and knew that I was a rotten comic when I had to follow someone named Rosanne Barr - Or something like that. I want to use humor, not joke. I want them to understand the importance of the break in rhythm, not how to say, "Did you hear the one about..."

We laugh a lot in class, as we do in my business. We learn not to take life too seriously and that the funniest stories are then ones about yourself. those are the good stories to tell, not the ones about the Priest, Rabbi and Minister fishing in Long Island sound. Unless, of course, you're the Rabbi.

144. As a memory technique, write pencil notes in the corner of a flipchart or in black pen on a large poster at the back of the room which the audience cannot see!
145. Acronyms can work wonders – SAKE for example = Skills/Ability/Knowledge/Experience. Hang a sentence on each word for your opening remarks
146. Audience is captive and they don't know you as a person. Create an emotional touch point to which virtually everyone can relate: being late for work, having an uncomfortable conversation with your parents, getting sick at a really bad time, etc. They will begin to see you more as a "real human being" like themselves, not just "the speaker." You can be fully authoritative on your topic and completely professional while admitting human vulnerability.
147. When you ask questions, you can gently "force" an answer by gesturing to a specific group or area while you ask the question. If you feel you must repeat it, WAIT for at least 15 seconds. The secret is that the speaker can tolerate silence much longer than the audience. Most speakers rush to repeat the question too quickly. If you just can't pull anything out of the section you chose, go with "how about over here?" and select another group. Someone will respond because they see that you aren't going to move on until you get an answer. This mild discomfort is an important key to group dynamics. The larger the audience, the more difficult it will be to elicit a response, but once they get the cadence of your asking, they will respond more readily.
148. If you must use humor, direct it at yourself. Mildly self-effacing humor elicits the laughter of identification without minimizing your position or authority. I say 'mildly' because you obviously don't want to present yourself as a buffoon. Be beyond cautious with other humor unless you are confident that you know the audience so well that no one could possibly be offended (e.g., a joke about your company's primary business competitor might be okay as long as it's within the bounds of propriety and good taste). You don't want to look like a stand-up comic. Or worse, a BAD stand-up comic.
149. Have found this on App Store:
<http://itunes.apple.com/gb/app/zapp-zoom-advanced-presentation/id500659116?mt=8&ls=1>
What do you think?=Mark Holmes

150. Once you have determined your message you need to do some additional audience analysis. Click on my article below to read about your key to A.U.D.I.E.N.C.E. Analysis.

<http://www.ljlseminars.com/audience.htm>

151. Use Business Balls and Training Zone – great ideas and resources on their websites

152. In order to prepare I find it useful to visualize myself doing the presentation while I rehearse it either mentally or in a whisper (if I am out in the park) or out loud if at home. I go through how I will stand my posture and body language, where I will look, smile. If I know the room I place myself in there. I imagine myself as calm and relaxed and the audience responding positively. I try and anticipate how the audience might be feeling and acknowledge that and consider the most difficult response or question I dread and then respond to that in my imagination too. You can't plan for everything but I find this helps to calm me when it comes to the real thing.

153. Take the 'sal' away from 'rehearsal' and you get 'rehear'. If you've heard your presentation at least twice before you go live you know it works; you've heard it, worked on it, improved it each time, made it more audience-focused. So many presenters' say: 'I hope this works', and the audience picks up on that immediately. So make time to hear it yourself first, and your face will be saying: Have I got something for you!

154. My colleague wrote an article about using games to teach which has some helpful hints and might parallel with what you're looking for when giving a presentation.

<http://c3softworks.com/resources/articlepgs/training-game-tips.html>

155. One thing I do to mentally prepare myself is to remember that I'm there to be of service, to help the audience to the best of my ability. To support this, try to remind yourself that you're the "guide from the side" not the "sage on the stage". This attitude comes out in your voice, your physical movements and your overall energy. People like to be treated with respect - as capable human beings with something valuable to offer. When the audience senses you're guiding them and not dictating to them, the mood stays positive and the experience is good for everyone involved.

156. Did I brush my teeth; am I sober, do my shoes and socks match?
157. Regarding "Death by PowerPoint" see Don McMillan's YouTube video <http://www.youtube.com/watch?v=lpvgfmEU2Ck>
158. Along with the audience, consider the narrative arc(s), of the presentation. See: http://www.ted.com/talks/lang/en/nancy_duarte_the_secret_structure_of_great_talks.html for an interesting case to that end.
159. Nerves - It is good to have butterflies, just be sure they are flying in formation."
160. One of my professors in college told us the first day of class my freshman year, "Never confuse training (teaching) and learning. Treat the first as a process and the second as a desired end result. By focusing on their learning and not your teaching I think you remove a lot of the nerves. Engage, engage, and engage! The slides are merely a vehicle to keep everybody flowing in a common direction, so they need to be looking at you during the presentation - not the slide deck.
161. Use the entire room. Moving around the room forces people to move their heads and bodies, so it helps keep them alert. However, the movement should be intentional and not merely the result of nervous energy. In other words, use body movement (not just language) to accentuate your point. For example - when making a key point, one movement you can use is to slow your conversation, but walk towards the group grabbing as many eyeballs as possible. Be a showman, but always within your own personality and comfort level.
162. You may also want to check out this presentation here: <http://ocw.mit.edu/courses/sloan-school-of-management/15-301-managerial-psychology-fall-2006/lecture-notes/lec19.pdf>

163. Think about your grabber at the beginning. Use creative thinking techniques like word association or Dr Edward De Bono's Six Thinking Caps
164. Signs of nerves! –The body and the voice tend to be observable indicators of the level of "relaxation" in a speaker. If less relaxed, a presenter is less natural in delivery, part of which might be seen as "nervousness", but all of which is perceived as distracting.
165. Signs of less relaxation in delivery include:
- * hands placed close together or clasped
 - * shifting the stance back and forth too often
 - * wandering in small areas (thinking on your feet)
 - * narrating or reading content (less eye contact, talking "to" the slide)
 - * adding fillers (ums, uhs)
 - * speaking too quickly (clipping key words/phrases)
 - * breathing during phrases, not between phrases (trailing off at the ends of sentences)
166. While a speaker may feel totally comfortable, any of the above distractions will give the perception of a non-relaxed (possibly nervous) presenter. The elements of openness and immediacy (approachability) will be reduced and any restriction of the upper body (hands together) will compress the diaphragm muscle, leading to more shallow breathing. If one or more of these issues affects you, then focus on eliminating the distraction(s) and this will allow you to stay relaxed during delivery.
167. Listen to Ronald Reagan's voice
168. Observe Tony Benn's delivery style
169. Mirror Martin Luther King
170. Read more on Tuckman's group dynamics –theory forming/storming/norming/performing/mourning

171. An audience is a collective energy. Many modalities exist to read that energy per audience. I ask dates of birth from some members - depending on the audience size and then give them some feedback on how they are experiencing the presentation; they get involved and interesting feedback brings participation and new energy flow is created between participants and presenter. The content of the presentation can then be adjusted to suit the "flow" of the audience. The "what" comes second, as it is the "how" that forms the foundation of a good presentation. Pythagoras reduced all numbers to one of 9 - each with its own energy and various archetypal descriptions. Each presentation will always follow the nine levels of engagement. Dr. Caroline Myss works on the 7 levels of energy also flowing from the "belonging" in the group to the inspirational energy of staying in the moment at all times while presenting. I try this in all my talks on Number, Energy and Mathematics. It works.
172. What about a good sleep, the night before the presentation? What about telling yourself and convincing yourself that you are well and name at least five positive aspects of yourself. Because: if you feel well, the presentation has something extra, am I right?
173. The first impression matters. Although you may not know the correct things to say during a presentation, but with a proper look, adequate dressing and a balanced image allow the audience to give you "benefit of doubt" at least during the first fifteen minutes.
A lot of presenters even after preparing a solid paper work blow it all up because they dressed inappropriately. That in itself creates anxiety in the presenter within a few seconds into the presentation. You could be intimidated into further behavioral decadence as far as psychological intimidation. It could make you go further into oblivion, looking for what to say and missing important lines.
" You cannot stand before an audience of learned bankers dressed as a hockey pitcher" or " be presenting before a group of medical doctors dressed as a maintenance engineer.
Your look is first, it sells you before the words do. After all people see you before they hear what you have to say. You don't present invisibly. The first thing an audience perceives is your look and then follow your words. If you lose their trust from the image you presented, then you are surely going to double your effort to win their attention down the line.

174. When I make a presentation, the hardest of my job is the selection of the right clothes, shoes and colours. And it does the tricks, my image alone could intimate my listeners and make every word I say sound original and true.

175. Eye Contact - Its vital Imagine a clock face and look at 10am, 12 noon and 2pm repeatedly giving everyone the feeling you are speaking to them.

176. Use a variety of question techniques to encourage inter action

- **Open** questions – Using Open questions - Using the six honest serving men... "What, why, when, how, where and who". These are good to get people talking - and to leave a completely open field in which to answer - for example: What happened when...? Where would you prefer to go...?
- **Probing** -These are questions that 'fill in the gaps' and extract additional information. - For example: What exactly would happen if...? How did you feel when...?
- **Reflective** These have two purposes - to reassure the other party that you are listening carefully to what they have said, and to obtain further information (particularly about something that has so far only been implied) - for example:
 - So, you think that Mr X ignored your advice. Why do you say that?
 - You say she responded well to the crisis. In what ways?

Reflective questions are also useful to diffuse angry or upset people. By 'reflecting', you are not necessarily agreeing - but you are recognising that the other person has a view.

- **Closed** -These are questions that only require a one or two word answer. They're good for establishing single, specific facts (and are not generally good for 'finding out' information). Some examples: At what time will that happen? So, are we agreed that I will be responsible for delivering on that objective? Which departments will be involved in stage two of this process?

177. Build into your plans an allowance for unplanned events.

178. Identify recurrent crises and make them routine.

179. Avoid distractions – don't let them sit where they can gaze out of the window.

180. Tidy space in front of you – don't knock over the water jug!

181. Accept that few tasks can be done to perfection
182. Learn rapid reading techniques
183. Present like a newsreader – memorise a chunk, look up, say and look down again –repeat
184. Turn your mobile phone off but recognise some in the audience may be reconciling work and family responsibilities. They may have to stay in touch with schools, nurseries or carers
185. Think about people you have seen who presented with impact. What did they do and say?
186. Accept uncertainty, take a few risks.
187. Don't get obsessed with details.
188. Carry with you a notebook, including a list of things to do and think about immediately after the event
189. Bring to mind presenters who were awful. What did they do? What did they not do?
190. Promise yourself a treat after the event
191. Start on time even if everyone has not arrived
192. When preparing a presentation learn to use the QWERTY keyboard properly, using the correct fingers, so that your writing can keep pace with your thinking.
193. Does anyone at the event have a specific need relating to age
194. Does anyone at the event have a specific need relating to disability
195. Does anyone at the event have a specific need relating to race
196. Does anyone at the event have a specific need relating to religion or belief
197. Does anyone at the event have a specific need relating to gender

198. Does anyone at the event have a specific need relating to gender identity
199. Does anyone at the event have a specific need relating to sexual orientation
200. Does anyone at the event have a specific need relating to pregnancy or maternity
201. Is all your material free of sex,race or bias against any other group or person with a protected characteristic
202. Have plenty of business cards for the end of the event

There were also within the 800 postings a series of suggestions for trainers – sometimes presenters – to use as the basis for interactive techniques. These included:-

203. Talk and Chalk
204. One to One interviews
205. Icebreakers of different kind
206. Themed workshops
207. Plenary debates and discussions
208. Problem solving and sharing focus groups
209. Media observatory
210. Standing exhibition of materials which participants had been invited to bring along in their joining instructions
211. Shared anecdotal evidence
212. Case studies
213. Role Plays
214. Demographic quizzes based on the locality in which the event was being held

215. Practice cameo sessions of 15 minutes with the rest of the group giving feedback

Some key points were also made about listening skills for any presenter, facilitator, teacher or trainer

216. Don't pre judge –and don't thinking what to say next
217. Concentrate –block out all else
218. Empathise
219. Respect their contribution
220. Forget prejudices
221. Never interrupt
222. Use reflective listening – repeating the same words used by the speaker
223. Paraphrasing – putting what the speaker says into your own words
224. Summarising the main points of the message to reduce it to manageable proportions
225. Don't talk across others
226. Don't shout others down
227. Effective listening prevents misunderstanding
228. Effective listening confirms an interest in the topic and respect for the speaker
229. Effective listening establishes rapport
230. Effective listening ensures that there is focus on the content of the message and not the manner in which it was conveyed
231. Effective listening calms tempers and emotional intensity
232. Effective listening influences all involved to listen themselves

232. I would add to the emphasis on "knowing your audience" with moulding your audience. How many times have we all stepped into a situation where the arriving audience was palpably sceptical and disengaged? That's generally about 1/2 of our participants. Some learning facilitators jump right in at the start time. I like to set up really early before class so that I can greet participants as they arrive and ease their concerns about me; the class; the materials; whatever! I also like to ease into the content with a humorous team activity or some questions about an interesting news story, just to get some discussion going. Unless, there is some regulatory or business process content that has to be covered in rote, specific steps, I'm not hard line about the start time.

233. I see myself as a facilitator of the learning process rather than a trainer or teacher. Trainers and teachers carry the weight of making sure that the participants learn. Facilitators help (facilitate) those who really want to learn

234. So I try to prepare the audience to learn and have fun and network and assist others, etc. If they are "willing" to engage in all of these ways, they will learn and grow. If they are not willing, I don't feel responsible to drag them along. I can only manage their in-class behaviour so that it does not impact those who do want to learn.

235. Use colours thoughtfully on flipcharts and hand-outs- remember being colour blind is generally a male condition. Have you equality proofed the arrangements?

236. Black and blue ink have greatest visibility

237. Blue is the most pleasing colour to look at with red coming second. But pleasing to look at and visibility is not the same

238. Avoid purple, brown, pink and yellow inks.

239. Permanent markers give the most vivid colour but dry out faster if you leave the cap off. They also frequently bleed thru to the next page. Forget trying to get the ink out of your clothes. Water colours are less vivid and squeak when you write. Ink will wash out of clothing.

240. Use colour psychologically. According to Greg Bandy in "Multimedia Presentation Design for the Uninitiated" certain colours evoke certain emotions.

241. RED = Brutal, Dangerous, Hot, Stop!

242. DARK BLUE = Stable, Trustworthy, Calm

243. LIGHT BLUE = Cool, Refreshing

244. GREY = Integrity, Neutral, Mature

245. PURPLE = Regal, Mysterious

246. GREEN = Organic, Healthy, New life, Go Money

247. ORANGE / YELLOW = Sunny, Bright, Warm

248. WHITE = Pure, Hopeful, Clean

249. BLACK = Serious, Heavy, Profitable, Death

250. Your first environmental priority is safety. Know where fire exits and extinguishers are.

251. Have backup equipment and backup plan in case of failure.

252. Keep room lights at maximum intensity unless slides and/or video projection are being used.

253. If room lights are down, put a soft light on presenter.

254. Provide hardback writing surface if needed.

255. Locate your presentation area as close as you can to front row.

256. Avoid long narrow rooms (switch rooms if possible).

257. Avoid placing chairs next to walls.

258. Cut aisles behind poles.

259. Set aisles bigger as they get nearer exits.

260. Seat for least distraction audience members should not have to cross more than six others to get to a seat.

261. Force audience to front with reserved signs or put out less chairs than the expected attendance. Stack additional chairs in back corner of room so they are handy if needed.

262. Arrange for a good sound system. Thoroughly check sound system BEFORE program.

263. Make sure water and glasses are available.

264. Locate toilets, phones, snack bars, elevators or stairs, and reception help desk

265. Make sure there are signs posted to direct participants to your room.

266. Huge glossary of key public speaking terms here:-<http://www.public-speaking.org/public-speaking-glossary-e-article.htm>

267. Tips on how to fill the screen here: <http://www.public-speaking.org/public-speaking-fillupvisuals-article.htm>

269. Memorability is another good reason to use pictures. People remember pictures far longer than words. That is why the best public speakers who use stories try to use words to create images in your mind. They know the images will be remembered when the words are long forgotten.

270. Try the Columbo technique in a presentation - <http://www.public-speaking.org/public-speaking-columbo-article.htm>

271. Address hecklers. Hecklers in business audiences are the know-it-alls that hate every speaker. Try to interview them ahead of time to get on their good side so they don't try to undermine your presentation. In training situations there is always someone too at the beginning who tries to "kill the trainer".

272. USE EMOTIONAL LANGUAGE. Boring old facts rarely move people to action. Learning to use words that evoke emotions in people will make a much greater impact when you speak. There are many emotions you can trigger in the audience just by your choice of words. Happiness, anger, sadness, nostalgia are just a few. Knowing your purpose for being in front of the group helps you to pick which emotions you want to tap. When your purpose is known, choosing words to get the desired emotional response is much easier. For instance, if you wanted to take someone back to a childhood experience you might say, "Do you remember when someone did something bad at school and the teacher smacked the ruler on her desk?" The word Phrase "smacked the ruler" would evoke an emotional response that many adults can relate to. You must pick the words that would mean something to your audience.

274. Reveal something of yourself. Some people have trouble implementing this idea because they like to remain aloof and private. This will hurt their chances of making a good connection with people in the audience. You certainly don't have to reveal your deepest darkest secrets when on stage, but you certainly could tell someone how much you like horses, or how you love to cook . . . anything that will give them A glimpse into the real you will give you a better chance of connecting with them and getting them to listen to you.

275. One of the best ways to make sure the audience loves you is to bring solutions to their problems. If you have done a thorough job of researching your audience, you already know what their problems are. It's your job to bring ideas for them to try. In Modern day thinking this is what motivational speaking is all about. No longer is it good enough to get people all fired up where they are bouncing off the walls still having no plan to what they will do with this new found excitement and motivation. Modern professional motivational speakers bring solutions and a plan of action which is in itself motivating to people.

276. For many articles on Great Speaking visit the following three web pages: <http://www.antion.com/ezinebackissues.htm>
<http://www.antion.com/freear~1.htm>
<http://www.public-speaking.org>

277. Have a great title for your presentation. The key to a great title is to include the result of the presentation in the title. For example, a title such as “2011 Financials” is not so great because for one thing, it’s not very interesting, and secondly, we don’t know what the result was. A title such as, “2011 was a Year of Growth in X Industry and a Year of Challenge in Y Industry” is better for two reasons: it’s more interesting and gives the audience a clear idea of what the outcome was in 2011. In most cases, it’s better to give the result at the beginning so that the audience knows exactly where the presentation is going. It will make the presentation more memorable in the long run.

278. Here’s a very unconventional way of doing a presentation. And a lot of people are talking about it! <http://www.presenterimpossible.com/presentations/you-simply-must-watch-this-unconventional-presentation-lingcars>

279. One tip I can give you is use your audience. What I mean is if you get stuck, go blank, have someone who is objectionable etc... throw it to the audience you could say ' that's very interesting, what does the rest of the group feel about that' I had one guy on a management course (day one) some years ago and after I had finished a sentence about leadership styles, he leaned back in his chair, put his arms behind his head and said I totally disagree with what you've just said! I asked him to tell me what his thoughts were (which were a bit odd to say the least!) and when he had finished I asked the rest of the group 'what are your thoughts on this' It worked a treat and I actually really got to like the guy by the end of the programme!

280. As you stand to speak take in a deep breath. Take up your position - look at the audience, smile and start only when you are ready. (Half the battle is to look confident.)

281. A great little book you can use is "Perfect Communications" by Andrew Leigh & Michael Maynard.

282. See this really good free article on managing nerves:

http://www.ontrackinternational.com/index.php?option=com_content&task=view&id=136&Itemid=5

283. Use the circle method. In performance theory, there are 3 circles of attention. Circle 1 is tiny, it is just you. Circle 2 is bigger; it is you and those in your immediate space. Circle 3 is bigger still; it contains you and everyone in the theatre. Begin rehearsing your presentation in Circle 1, internalise it. Feel its tempo. Then gradually work out from there until your circle of attention is big enough for your entire audience.

284. Power Points. Use a coloured background with clear text in a contrasting colour. Some people argue that it is good to use a light background colour with dark letters because it creates some light in the room that may otherwise be very dark. Others prefer a dark background colour with light text because it is often easier to read. Use your own judgment, but be careful not to make the background colour too dark. A new trend in electronic presentation is to use pictures as a background – this can be effective but is often distracting.

285. PowerPoint's. Limit each slide to one main idea. Include no more than you will discuss on each slide. Use several simple slides rather than one complicated one, especially if you must discuss a subject at length.

286. PowerPoint's -Use as little text as possible and leave space between lines.

287. PowerPoint's - Use a large and simple font.

288. Test your graphics by projecting your slides on a standard-sized screen in a partially darkened room. Then, make sure you can read everything when you stand 50 to 75 feet from the screen.

289. If you have to say "Some of you may not be able to see this, but . . ." DON'T SHOW THAT SLIDE! If the slide is not legible from every point in the auditorium, it is useless.

290. Never take an illustration from a thesis or printed paper; the print is usually too small and there will be too much unnecessary detail.

291. Avoid extensive use of acronyms. You might know what treatment "NT+/-" is, but your audience may have forgotten.

292. Include titles to supplement, not duplicate, slide data.

293. Avoid fancy slide transitions and action/animation features. These features can be effective, but they can easily become distracting. Plus, remember you will probably be nervous and it may be difficult to hit the advance button for every bullet statement.

294. When it comes to slide presentations... less is more.

295. Film clips and audio features are great new options available in computer projected presentations. These features can be extremely effective but, they are risky with a high chance of failure.

296. 15 Word Summary – Can you summarise your idea in fifteen words? If not, rewrite it and try again. Speaking is an inefficient medium for communicating information, so know what the important fifteen words are so they can be repeated.

297. That's a Good Question” – You can use statements like, “that's a really good question,” or “I'm glad you asked me that,” to buy yourself a few moments to organize your response. Will the other people in the audience know you are using these filler sentences to reorder your thoughts? Probably not. And even if they do, it still makes the presentation smoother than um's and ah's littering your answer.

298. Don't apologise – Apologies are only useful if you've done something wrong. Don't use them to excuse incompetence or humble yourself in front of an audience. Don't apologize for your nervousness or a lack of preparation time. Most audience members can't detect your anxiety, so don't draw attention to it.

299. Know when to STOP talking. Use a timer or the microwave oven clock to time your presentation when preparing it at home. Just as you don't use unnecessary words in your written paper, you don't bore your audience with repetitious or unnecessary words in your oral presentation. To end your presentation, summarize your main points in the same way as you normally do in the CONCLUSION of a written paper. Remember, however, that there is a difference between spoken words appropriate for the ear and formally written words intended for reading. Terminate your presentation with an interesting remark or an appropriate punch line. Leave your listeners with a positive impression and a sense of completion. Do not belabour your closing remarks. Thank your audience and sit down.

Here are some picks for The Best Sources of Advice for Making Good Presentations:

[10 PowerPoint Tips for Preparing a Professional Presentation](#)

[Ten Tips For Students In Making A Good Presentation](#) by Dr. Delaney Kirk (Thanks to [Angela Maiers](#) for the tip)

[5 Ways to Ruin Your Next Presentation](#) (thanks to [Doug Peterson](#) for the tip)

[The 10/20/30 Rule of PowerPoint](#)

[The TED Commandments – rules every speaker needs to know](#)

[Tom Peters On Presentations](#)

[From design to meaning: a whole new way of presenting?](#)

[Top Ten Delivery Tips](#) from Garr Reynolds

[Make Better Presentations – The Anatomy of a Good Speech](#)

[Really Bad PowerPoint](#) by Seth Godin

[Brain Rules For Presenters](#) (thanks to [EdTech Update](#) for the tip)

[The 10 Worst Presentation Habits](#)

[This is a very interesting post about the Glance Test:](#)

“...slides should be processed in 3 seconds or less. It’s impossible for people to process your slides and your words simultaneously. The test gives you a quantifiable way to test a slide’s viability as a glance medium by calculating a signal-to-noise ratio for individual slides.”

This can be a very useful tool for both teachers and students to keep in mind when developing any kind of presentation slides.

[How To Give A Lousy Presentation](#) is the title of a short and simple Business Week article.

[The Problem With PowerPoint](#) is an excellent article from the BBC.

[The Presentation Secrets of Steve Jobs](#) is a very helpful slideshow by the author of the book with the same name. I was surprised by how much I learned from it.

Check-out what the [Dilbert comic strip has to say about PowerPoint](#).

[Public Speaking – How I Prepare Every Time](#)

[13 Best Practice Tips for Effective Presentation Handouts](#) shares some excellent ideas.

The Duarte blog has a great post about the presentation of a fifteenth century Italian architect. It’s titled [Great Moments in Presentation History: The Architect and the Egg](#).

Its focus is what they call S.T.A.R. Moments™. This is how they define it:

S.T.A.R. stands for “Something They’ll Always Remember” and S.T.A.R. Moments refer to the memorable moments in a presentation that stick in the minds of your audience long after the presentation is over.

They have another post titled [Of S.T.A.R.s and Mosquitoes](#) that talks about these moments at TED Talks, including when Bill Gates let some mosquitoes loose on the crowd.

It’s a good idea to keep in mind when planning a presentation — what is that one defining moment to want to happen?

[Dodging Bullets In Presentations](#) is a useful slideshow to review.

Check-out the winners of [Slideshare’s 2009 World’s Best Presentation Contest](#).

[The World’s Worst PowerPoint Presentations](#) comes from PC World Magazine (Thanks to [Interesting Pile](#) for the tip)

PowerPoint Hell: Don't Let This Happen to Your Next Presentation also comes from PC World.

How to avoid creating a snooze-worthy PowerPoint presentation is a post from "10,000 Words."

Story Power in Presentations is a very good post on the importance of using stories in presentations. In fact, it provides "biometric evidence" demonstrating its effectiveness.

I have numerous examples of bad and good PowerPoint presentations on this list. This one may "take the cake," though. Check-out If Only Martin Luther King Had Modern Software and Jargon: the PowerPoint Version of "I Have a Dream" (PPT). Then watch his actual speech. I show this contrast to my International Baccalaureate Theory Of Knowledge class as they prepare for their Oral Presentations.

100 Things You Should Know About People: #56: People Process Information Best In Story Form

Appendix A

Date:

Presenter and Title.

Observer:

On a scale of 1 to 3, with 1 being the lowest, score the observed session on these criteria. Tick N/A if there was no evidence because none was required within the session. Add on any other criteria that you wanted to note about this session, together with a score and comments

	1	2	3	n/a	Comments
Evidence of preparation					
Venue management					
Explaining presentation to group					
Voice projection					
Eye Contact					
Time keeping					
Managing the group's interaction					
Use of resources and equipment including IT					
Balancing formal with informal					
Consultation and Equality Proofing					
Appropriate use of humour					
Appropriate depth of knowledge					
Handling questions					
Use of hand-outs					
Call to action					
Evaluation methods-after care					

Notes:-