Presentation Strategies

EMBA_19

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Objective for this Session: The Why

To help participants develop and deliver presentations that engage audiences and accomplish their presentation objectives.

Agenda: The What

Act 1: Strategy: Planning the Presentation

Act 2: Design: Planning the Presentation Visuals
  Quantitative Data
  Pre-Attentive Visual Cues
  Human-Scale Numbers
  Slidedocs

Act 3: Delivery: Delivering the Presentation
Act 1: Presentation Strategy

Based largely upon:

Presenting to Win
The Art of Telling Your Story
JERRY WEISSMAN
International Bestseller
Strategy Checklist:

- Step 1: Profile your audience
- Step 2: Determine your objective
- Step 3: Map from Point A to Point B
- Step 4: Identify obstacles
- Step 5: Identify WIIFY
- Step 6: Start fast
- Step 7: Engage the audience
# Features & Benefits of a #2 Pencil

<table>
<thead>
<tr>
<th>Features</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil is a wooden cylinder surrounding a graphite core</td>
<td>Can be re-sharpened as often as you like to ensure clean, crisp writing</td>
</tr>
<tr>
<td>One end is capped by a rubber eraser</td>
<td>Convenient eraser lets you correct writing errors cleanly and quickly</td>
</tr>
<tr>
<td>Eraser is attached with a metal band</td>
<td>Tight-fitting band holds eraser snuggly in place—no pencils ruined by eraser coming lose</td>
</tr>
<tr>
<td>Pencil is 7 ½ inches long</td>
<td>7 ½-inch graphite core delivers long writing life</td>
</tr>
<tr>
<td>Pencil is ¼ inch in diameter</td>
<td>Slender shape makes the instrument easy to hold and comfortable to write with</td>
</tr>
<tr>
<td>Pencil is #2</td>
<td>Graphite core is blended for just the right hardness—writes smoothly yet crisply</td>
</tr>
<tr>
<td>Pencil is yellow</td>
<td>Bright, attractive exterior—stands out in a pencil holder or desk drawer</td>
</tr>
<tr>
<td>Sold by the dozen</td>
<td>Available in a convenient 12-pack so one stop to the store gives you enough pencils to last for months</td>
</tr>
<tr>
<td>Made in the USA</td>
<td>A quality product and your purchase strengthens our economy</td>
</tr>
</tbody>
</table>

Three-Step Process
1. Tell them what you’re going to say—and why it is important
2. Say it
3. Tell them what you’ve said—and why it matters

Opening Gambit Options:
Question
Factoid
Retrospective/Prospective
Quotation
Aphorism/Adage/Saying
Analogy
Story

From:
Simple
Unexpected
Concrete
Credible
Emotional
Story-based
Act 2: Presentation Design

Based largely upon:
Number of bikes sold (2002-2007)

Over 5,000 bikes sold in 2007

Obesity among OECD nations

3.2% of Japanese are “Obese”
Resources:

The Visual Display of Quantitative Information
EDWARD R. TUFTE

Show Me the Numbers
Designing Tables and Graphs to Enlighten
Stephen Few
Perceptual Edge

We are overwhelmed by information, not because there is too much, but because we don't know how to tame it. Information lies stagnant in rapidly expanding pools as our ability to collect and warehouse it increases, but our ability to make sense of and communicate it remains inert, largely without notice.

Computers speed the process of information handling, but they don't tell us what the information means or how to communicate its meaning to decision makers. These skills are not intuitive; they rely largely on analysis and presentation skills that must be learned.

Perceptual Edge focuses on the tools and techniques of visual business intelligence to help you make better use of your valuable information assets.

Announcements

Stephen will teach his full three-day workshop in several cities over the next year. Registration is currently open for the following workshops:

- Wellington, New Zealand on Nov. 20 – Nov. 22, 2013
- Sydney, Australia on Nov. 25 – Nov. 27, 2013
- Helsinki, Finland on Mar. 11 – Mar. 13, 2014
- Stockholm, Sweden on Mar. 18 – Mar. 20, 2014
- Minneapolis, Minnesota on Apr. 8 – Apr. 10, 2014

www.perceptualedge.com
Eye-Popping Attributes of Visual Objects

“We perceive several basic attributes of visual images pre-attentively, that is, prior to and without the need for conscious awareness.”

Few, *Now You See It*

“Certain simple shapes or colors ‘pop out’ from their surroundings.”

Colin Ware, *Information Visualization*
Two Similar Perspectives

Garr Reynolds: Signal vs. Noise Ratio
“The ratio of relevant to irrelevant elements or information”

Edward Tufte: Data-Ink Ratio
“A large share of ink on a graphic should represent data-information”
SlicerDicers' Sales Compared to Other Products

Sales of SlicerDicers Compared to Other Products
July - December, 2003
(SlicerDicers' sales are displayed as black reference lines of 100%; the red bars represent the average monthly sales percentage for July through December.)

- vs. RoundTufts
- vs. NervousNellies
- vs. Thingamagigs
- vs. Whatchamacallits
- vs. Ah Nuts
- vs. VileyWidgets
- vs. RingaDingies
- vs. SweetNuthins
10 Steps to Reduce Non-Data Pixels

Eliminate

1. Decorative Graphics (e.g., logos or banners)
2. Variations in color that don’t encode meaning
3. Borders to delineate sections of data when white space will do
4. Fill colors to delineate sections of data
5. Gradients of fill color when solid color will work
6. Grid lines in graphs
7. Grid lines in tables
8. Fill colors in tables
9. Borders around data regions
10. 3-D when the third dimension does not correspond to data
Human-Scale Numbers: Made to Stick
How Users Read on the Web

by Jakob Nielsen on October 1, 1997

Topics: Writing for the Web

Summary: They don’t. People rarely read Web pages word by word; instead, they scan the page, picking out individual words and sentences.

In research on how people read websites we found that 70 percent of our test users always scanned any new page they came across; only 16 percent read word-by-word. (Update: a newer study found that users read email newsletters even more abruptly than they read websites.)

As a result, Web pages have to employ scannable text, using

- highlighted keywords (hyperlinks serve as one form of highlighting; typeface variations and color are others)
- meaningful sub-headings (not “clever” ones)
- bulleted lists
- one idea per paragraph (users will skip over any additional ideas if they are not caught by the first few words in the paragraph)
- the inverted pyramid style, starting with the conclusion
- half the word count (or less) than conventional writing

We found that *credibility is important* for Web users, since it is unclear who is behind information on the Web and whether a page can be trusted. *Credibility can be increased* by high-quality graphics, good writing,
Sample presentations
Design Checklist:

- Step 1: Keep it simple
- Step 2: Limit bullet points & text
- Step 3: Limit transitions & animation
- Step 4: Use high quality graphics
- Step 5: Have a theme—not a template
- Step 6: Use visuals & charts, not just words
Act 3: Delivery

Sources of Meaning in Face-to-Face Communication: Visual, Tonal, Verbal/Words

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4)</th>
<th>Acceptable (2)</th>
<th>Needs Work (0)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro: Attention</td>
<td>✓ Presenter captured the audience’s attention from the start</td>
<td>✓ Presenter attempted to capture the audience’s attention</td>
<td>✓ Presenter made little or no effort to capture the audience’s attention</td>
<td></td>
</tr>
<tr>
<td>Intro: Significance</td>
<td>✓ Presenter clearly explained the significance of the presentation to the audience</td>
<td>✓ Presenter provided some indication of the presentation’s significance</td>
<td>✓ No explanation of the presentation’s significance</td>
<td></td>
</tr>
<tr>
<td>Intro: Preview</td>
<td>✓ Presenter clearly previewed main points of the presentation</td>
<td>✓ Presenter briefly mentioned main points of the presentation</td>
<td>✓ No preview was provided in the introduction</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>✓ The presenter made clear, logical transitions throughout the presentation</td>
<td>✓ The presenter made somewhat clear transitions throughout the presentation</td>
<td>✓ The presenter made abrupt, unexpected transitions</td>
<td></td>
</tr>
<tr>
<td>Focus (Concise)</td>
<td>✓ Content was extremely well focused</td>
<td>✓ Content was generally well focused</td>
<td>✓ Content was poorly focused</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>✓ Presenter effectively summarized main points or objectives</td>
<td>✓ Presented provided brief conclusion to the presentation</td>
<td>✓ Presenter ended abruptly; provided little or no conclusion</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Choice</td>
<td>✓ Presenter consistently used clear and distinct words and avoided jargon</td>
<td>✓ Presenter generally used clear diction and some jargon</td>
<td>✓ Presenter rarely used clear words and phrases</td>
<td></td>
</tr>
<tr>
<td>Audience-orientation</td>
<td>✓ Presentation was clearly targeted at the audience interests, benefits, and level of formality</td>
<td>✓ Presentation spoke effectively to the audience’s interests and level of formality</td>
<td>✓ Presentation did not target or address the audience</td>
<td></td>
</tr>
<tr>
<td>Credibility</td>
<td>✓ The presentation was strongly supported by credible resources</td>
<td>✓ The presentation showed evidence of research</td>
<td>✓ The presentation showed little or no evidence of research; the presenter presumed credibility</td>
<td></td>
</tr>
<tr>
<td>Q&amp;A</td>
<td>✓ Presenter effectively responded to questions; built support</td>
<td>✓ Presenter handled questions; maintained support</td>
<td>✓ Presenter struggled with questions; lost support</td>
<td></td>
</tr>
<tr>
<td>Visual Aids</td>
<td>✓ Visual aids clearly and succinctly enhanced the message</td>
<td>✓ Visual aids supported the message</td>
<td>✓ Visual aids distracted from the message</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volume</td>
<td>✓ Presenter could be clearly heard by the entire audience at all times</td>
<td>✓ Presenter was generally heard, though volume dropped occasionally</td>
<td>✓ Presenter’s low volume made it difficult for some to hear clearly</td>
<td></td>
</tr>
<tr>
<td>Pace</td>
<td>✓ Presenter consistently used an engaging, conversational pace</td>
<td>✓ Presenter generally used an effective delivery pace</td>
<td>✓ Presenter spoke either very rapidly or haltingly</td>
<td></td>
</tr>
<tr>
<td>Fillers</td>
<td>✓ No fillers</td>
<td>✓ Some fillers</td>
<td>✓ Many distracting fillers</td>
<td></td>
</tr>
<tr>
<td>Modulation</td>
<td>✓ Presenter consistently used effective voice modulation; avoided flat monotone/bad reading</td>
<td>✓ Presenter generally used effective voice modulation; avoided flat monotone/bad reading</td>
<td>✓ Presenter used flat monotone/bad reading</td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>✓ Presenter consistently and clearly articulated each word</td>
<td>✓ Presenter generally used clear articulation; some mumbling</td>
<td>✓ Presenter generally mumbled</td>
<td></td>
</tr>
<tr>
<td>Non-verbal:</td>
<td>✓ Presenter used effective facial expressions to support the message</td>
<td>✓ Presenter used some facial expressions to support the message</td>
<td>✓ Presenter used few to no facial expressions to support the message</td>
<td></td>
</tr>
<tr>
<td>Facial Expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-verbal:</td>
<td>✓ Presenter used effective body language</td>
<td>✓ Presenter used some body language</td>
<td>✓ Presenter used little body language</td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-verbal:</td>
<td>✓ Presenter used effective gestures to support the message</td>
<td>✓ Presenter used some gestures to support the message</td>
<td>✓ Presenter used few to no gestures to support the message</td>
<td></td>
</tr>
<tr>
<td>Gestures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>✓ Presenter maintained a strong and consistent audience engagement</td>
<td>✓ Presenter generally engaged the audience</td>
<td>✓ Presenter made little or no effort to engage the audience</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>✓ Presenter maintained strong and consistent eye contact</td>
<td>✓ Presenter maintained some eye contact with the audience</td>
<td>✓ Presenter maintained weak, inconsistent eye contact</td>
<td></td>
</tr>
<tr>
<td>Passion</td>
<td>✓ Presenter communicated an appropriate level of interest and passion about the topic</td>
<td>✓ Presenter showed some interest and passion about the topic</td>
<td>✓ Presenter indicated little to no interest and passion about the topic</td>
<td></td>
</tr>
<tr>
<td>Executive Presence</td>
<td>✓ Presenter projects confidence and assurance</td>
<td>✓ Presenter shows some confidence in the presentation</td>
<td>✓ Presenter appears uncertain and hesitant regarding the message</td>
<td></td>
</tr>
</tbody>
</table>
Executive Presence

Seven Expressive Tools for Executive Presence:

1. Eyes
2. Facial Expression
3. Body Language
4. Gestures
5. Vocal Qualities
6. Conversational Pace
7. Message Architecture

Own the space/room
Presentation Stress Management Strategies

No one should expect stress to be completely eliminated from public speaking situations. The objective is to manage stress so that it enhances rather than hinders a performance.

1. Prepare and Practice
   Much nervousness is the result of uncertainty about whether the presentation will go well. Preparation and practice can remove much of that uncertainty.

2. Warm Up
   Don’t start cold. Give yourself a good chance to begin well by warming up your voice and releasing any physical tension.

3. Use Deep & Slow Breathing
   This helps to improve both your vocal delivery and your physiological condition.

4. Nail the Opening
   It helps to get off to a strong start—and it’s very hard to recover from a poor beginning.

5. Focus on the Message
   Don’t focus on yourself. Focus on what your audience needs to learn from you.

6. Focus on the Audience: Find Friendly Faces
   To avoid crowd- or stage-fright, find, engage, and converse with particular people in the audience. Many people find it much easier to talk one-on-one.

7. Use Movement and Gestures
   Move and use gestures to release physical tension.
Resources


