

So You're Going To Present...

**A Companion Guide to the
"So You are Going to Present" Video**

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Preface

Introduction

Congratulations! You have been asked to contribute to the professional development of your fellow lawyers by delivering continuing legal education. You have been chosen to do this because of your specific legal expertise. This is an opportunity to make a real difference to the standard of legal practice in this jurisdiction.

As much as this can be a positive recognition of your ability, most people find this kind of opportunity stressful. This Video and companion Guide will help make this experience a successful one for you. The information in this Video and Guide will enable you to make your preparations both efficient and effective. You will be introduced to valuable presentation skills that will increase your confidence and enable you to deliver a high quality learning-focused presentation.

How To Use This Guide

This Guide is designed to reinforce, and to expand on, the information contained in the video. You may find it helpful to scan the information in the Guide prior to viewing each Video segment. Reviewing the material in the Guide again after watching the Video will help you to remember and apply what was taught. The Guide includes extra resource material and additional exercises on key skills. There are also tools that are referred to in the Video. These are designed to help you simplify and focus your preparation. You may wish to skip some segments after a quick review. Others you may wish to view several times.

Each chapter of the Guide contains the following parts:

- Introduction This gives an overview of the material in the chapter.
- Purpose This provides you with the core objective of the segment.
- Content This outlines the information as it occurs in the video.
- Tools These are forms that simplify and direct your preparation activities.
- Resources You will find information, examples, and additional exercises that complement the material in the Video.

Well, it's time to get started. Good luck!

Note: For longer presentations, half-day or longer, contact LESA for additional resources.

#1 Before You Get Started...

Introduction

As a lawyer, you have likely had many experiences with speaking in public. Giving a continuing legal education presentation shares similarities and key differences with other public speaking that you have done. This segment outlines the expectations that relate to this very important assignment.

Purpose

This segment will help you to develop clarity about what is expected of you as a legal education presenter and instructor.

Content

1. What is expected of your presentation?

- ✓ The overall objective is to provide high quality information, engagingly presented, that will stimulate a higher level of professional practice. This kind of presentation includes:
 - Content that those attending want and need to learn
 - A logical structure, paced so that the audience can understand the concepts being presented
 - A delivery that is dynamic and memorable
 - A paper that **reinforces** and **expands** the understanding that your audience gains from your presentation
- ✓ This is continuing legal education directed at helping your fellow lawyers and their staff to:
 - Develop and maintain superior competency
 - Adapt to current realities
 - Enhance their awareness of emerging issues affecting the legal profession.
- ✓ You can be a stimulus for learning and change.
 - Your colleagues will **know** more than they did before,
 - They will be able to improve their **skills**, and
 - They may even change their **attitudes** about some aspect of the law.

2. What stimulates learning and change? The difference between a presentation and continuing education

- ✓ What is presented addresses real challenges that lawyers face.
- ✓ During the presentation, participants are involved and active, and use their current and past experience. Lectures alone result in very poor retention rates.
- ✓ The presentation style matches how participants like to learn by:
 - Doing,
 - Thinking and watching,
 - Reviewing theory,
 - Taking in and processing information using their favourite sense orientation (kinesthetic, visual, auditory).
- ✓ The learning situation is physically and psychologically comfortable. Participants can hear, see, and focus their physical and emotional attention.
- ✓ The learning content is both logical and creative.

3. How to use the Video and companion Guide

- ✓ The Video provides you with information and demonstrations about how to write, practice, and deliver your presentation.
- ✓ The companion Guide follows the video and enables you to read as well as watch and listen.
- ✓ Both the Video and Guide will include examples of how to do what is being discussed.
- ✓ The Guide includes additional information on many of the examples.

Tools

No tools in this module.

Resources

Information on Adult Learning, page 1-3.

Information on Adult Learning

Resource for #1 Before You Get Started

Learning solves a problem or meets a need.

Adults are goal-directed learners. They will invest energy and effort into learning that meets their personal needs, i.e., learning that solves a problem or successfully addresses a challenge. This recognition of the problem is indispensable to motivating adults to learn.

Some individuals will come to an educational presentation with a clearly understood problem and need to learn. Others may come because they have to or to “see how things have changed”. These latter individuals must be made aware of the problem before they will open their minds to learning something new.

Learners must also be personally aware that their present knowledge and skills are insufficient to address their learning need. Knowing the consequences of the gap between what they now know, and what they need to know is critical to motivating them to learn.

Learners are active, and are able to use their current and past experience.

People learn best by doing and by being involved in the learning. *Learning by doing* is indispensable to the development of true competency. The necessity of a quality articling experience is based upon this common sense principle. Knowing the law is only the first step. **Understanding the application of the law is critical to improved competency.** When a learning experience includes the opportunity to apply or understand the application to real world problems, the amount and quality of motivation and learning is increased.

Sometimes learners can do exercises that enable the direct application. When this is not possible, it is important to connect experiences that they have had or are likely to have. When what is being learned allows learners to make connections with what they know from their own experience, the new learning is reinforced because it is seen as useful and relevant. When it does not, the learning is seen as impractical.

Using methods that appeal to a variety of learning styles.

The following four styles describe distinct ways of learning. Most adults have a combination of two or three of these styles. The most effective presentations use a

variety of these styles. Law school itself focuses on the theorist style, while articling brings in the pragmatist and activist styles as well.

Activist

The activist learns by taking action, by doing. This learner is spontaneous and comfortable with risk, and plans and acts at the same time. This style, when taken to the extreme, can be viewed as a reckless and incompetent approach to the practice of law. Learning methods favouring this style include role-plays and simulations. Negotiation training and moot courts use an activist approach in combination with other styles.

Reflector

The reflector learns by collecting data and critically analyzing the data for accuracy and validity, by considering many perspectives. Asking many and often detailed questions demonstrate a reflector style. Learning methods favouring this style include demonstrations, personal reflection, and exercises involving interviews.

Theorist

The theorist learns by drawing conclusions as a result of making sense out of the data, finding patterns, and forming sound theories and models about the data and the nature of the problem. Theory (e.g., case law) is used to structure the theorist arguments. Creativity is applied to the finding of solutions and options for action. Learning methods favouring this style are lecture and case studies.

Pragmatist

The pragmatist learns by adapting theory and reflection to the planning of pragmatic action. The desired results are those that are workable and practical. Pragmatists test patterns, theories, models, and planning strategies for practicality. Learning methods favouring a pragmatist approach are the use of flowcharts, standardized procedures, and decision-making tools.

A successful presentation, appealing to the range of learning styles found in the legal profession, is one that:

- Allows learners to connect with past experience
- Uses questions
- Focuses on principles and concepts
- Demonstrates how to apply the concepts to practical and real problems in legal practice.

Information Processing

Adults have individual preferences about how information is presented. Some require **visual** supports. This includes readings, handouts, and/or overheads. The use of colour and pictures appeals to those with this preference.

Other learners prefer **auditory** methods. Methods that appeal to those with an auditory preference are discussion and lecture.

Those with a **kinesthetic** preference prefer to process information using physical action, such as writing or movement.

An effective presentation includes the use of overheads, handouts with space for notes, lectures and discussion.

The learning environment is comfortable and enjoyable.

The physical situation needs to be comfortable. This includes room temperature, seating comfort, break time, visibility of speaker and visuals, and sound levels. These are base line physical concerns. When these issues are inadequately addressed, learners are distracted and unable to focus on the learning.

Learning is also improved when the learning environment is psychologically *safe*. Learning and change are difficult and often involve risk. Adults would prefer to be competent, but learning involves the recognition of gaps in competency. It is important to minimize the risk that learners feel. Putting adults on the spot by asking questions that have *right* answers or making jokes at one participant's expense, creates a closed climate that discourages questions and open inquiry.

Treating each participant with respect, and modeling a learning attitude, creates an atmosphere of cooperation rather than competition, and improves the learning environment.

The learning content is both logical and creative.

Adults are both logical and creative. They learn best when the content is organized in an understandable structure. This enables the learner to make sense of information, recall it for future use, and make connections with what they already know. Creative approaches, such as the use of stories and examples, create mental pictures and emotional responses that add depth to the learning, and increase the impact and retention of the concepts.

#2 Decisions, Decisions, Decisions...

Introduction

Deciding what you are going to say can be a difficult part of delivering a presentation. It may be a natural thing for you to dive right into researching content, finding case law examples and even writing your presentation starting from the beginning. Using this method can be time-consuming. You will likely end up with much more material than you can use, causing difficulty in making decisions about what to include. Clear thinking before you conduct your research and start writing not only saves you time but also ensures that you are able to deliver a presentation that will spark the audience's motivation and provide the learning needed to put the concepts into practice.

Purpose

This segment provides a format to help you make decisions about your presentation, the content you will focus on, and how you are going to meet the needs of your audience.

Content

1. Topic Analysis

- ✓ This is an examination of the topic, i.e., the legal concepts and issues. This helps you identify the possibilities of content that arise from the issues.
- ✓ Topic analysis requires thinking critically and asking questions to focus your thinking and make your preparation time more efficient.
- ✓ The ***Presentation Planning Form*** outlines these questions:
 - Questions 1-5 prompt you to think about the **reasons and issues** that create a need for your presentation on this topic.
 - Questions 6-8 prompt you to think about what **content** is needed to address the issues you have identified.

2. Audience and Situation Analysis

- ✓ An educational program addresses a specific need or gap in knowledge or performance that the target audience is experiencing. Questions in this section help you identify these specific needs.

- ✓ Questions 9-17 prompt you to understand more about the **perspectives** that your audience may hold about your topic, their **concerns**, and the nature of their **learning needs**.
- ✓ Questions 18-21 focus on the **specifics of the situation**: time, facility, and other presentations related to your topic.

3. Purpose

- ✓ Determine the general purpose:
 - If the purpose is to **inform**, the focus is on giving information. The desired outcome is an increase in knowledge and skills of the audience.
 - If the purpose is to **persuade**, the focus is on convincing or motivating the audience to take new or different action, or change their thinking or behaviour in some way. Persuading requires the giving of information as well.
- ✓ Write a specific purpose statement that summarizes the outcome of your presentation. It:
 - Pulls together the audience needs, your topic, and the general purpose.
 - Begins with “The audience will”, includes a verb, and focuses on the specifics of the topic.
 - Focuses the research, and suggests specific content that will be addressed.
 - Is used to communicate to your audience near the beginning of your presentation.

Tools

Presentation Planning Form, page 2-3

Presentation Planning Form Example “Wills and Estates”, page 2-5

Resources

No resources in this chapter module.

Presentation Planning Form

Topic Analysis Questions

1. What are the issues that have given rise to dealing with this topic?
2. Is there a specific event or series of events that precipitated the concern about this topic?
3. Are there changes? e.g., new legislation, regulations, or case law?
4. What are the new issues related to these changes that need to be addressed?
5. How do these issues affect practice?
6. Given these issues, what possible content could be focused on?
7. What are the areas of content that may need to be addressed through continuing education? Are the issues being addressed in other ways as well?
8. If this is part of several presentations, how does this presentation fit with what else is being presented?

Audience and Situation Analysis Questions

9. How do other lawyers see this issue? (You may want to do some asking to find this out.) What do they think they need to learn? How open are they to learning and changing in this area of practice?
10. What is the likely range of perspectives about this issue?
11. What does this audience assume to be true about this issue? Are these assumptions accurate?
12. What are the hot concerns? Why?
13. What is the nature of the skill or knowledge gap for this audience in relation to this aspect of the law or legal practice?
14. What is the cause of the gap?
15. What is the impact of the gap in knowledge or skill on individual practitioners and their clients?

16. What are the likely similarities and differences between me and this audience in relation to my view of the topic, my knowledge, skill, and experience?
17. Will this topic likely appeal to general practitioners, or to lawyers who specialize in this practice area?
18. What will the audience be doing before and after my presentation? E.g. attending another presentation, having lunch, going back to work
19. How much time do I have for the presentation?
20. How large is this audience likely to be?
21. What is the facility like? What limitations does it have in relation to my being seen and heard by the audience? What audio and visual equipment is available?

Specific Purpose

The purpose of my presentation is to (convince, persuade, motivate, sell, inform) who (name the audience using key descriptors) of what (content) so that they will be able to (know, understand, do, feel, value, act for, comply with, etc.)

Use the space below to write your purpose.

Presentation Planning Form Example

Wills and Estates

1. What are the issues that have given rise to dealing with this topic?
Most lawyers are called on to prepare wills for clients at some time.
2. Is there a specific event or series of events that precipitated the concern about this topic?
Lawyers have been successfully sued for mistakes made in the preparation and execution of wills.
3. Are there changes? e.g., new legislation, regulations, or case law?
Bill 30-2 has introduced Adult Interdependent Partners as a concept.
4. What are the new issues related to these changes that need to be addressed?
Adult Interdependent Partners, and the impact on wills drafting
5. How do these issues affect practice?
Wills should be drafted in a manner that clients' interests are well served and lawyer liability reduced.
6. Given these issues, what possible content could be focused on?
Areas where practices result in errors.
7. What are the areas of content that may need to be addressed through continuing education? Are the issues being addressed in other ways as well?
The basic requirements for a valid will that accurately reflects the desires of the testator.
8. If this is part of several presentations, how does this presentation fit with what else is being presented?
Other presentations will deal with Personal Directives, Enduring Powers and Tax Planning Issues.

Audience and Situation Analysis Questions

9. How do other lawyers see this issue? (You may want to do some asking to find this out.) What do they think they need to learn? How open are they to learning and changing in this area of practice?
Junior lawyers are very receptive while more senior lawyers may be less so.
10. What is the likely range of perspectives about this issue?
Most lawyers will acknowledge the need for lawyers to be competent in this area.
11. What does this audience assume to be true about this issue? Are these assumptions accurate?
Some may erroneously think that there are no complex issues.
12. What are the hot concerns? Why?
There are concerns that some lawyers under-charge for a will, thus raising the concern that insufficient time is being spent in preparing wills.
13. What is the nature of the skill or knowledge gap for this audience in relation to this aspect of the law or legal practice?
The knowledge gap is variable.
14. What is the cause of the gap?
Ignorance.
15. What is the impact of the gap in knowledge or skill on individual practitioners and their clients?
Beneficiaries could be disappointed, testator's wishes may not be realized and lawyers could be sued.
16. What are the likely similarities and differences between me and this audience in relation to my view of the topic, my knowledge, skill, and experience?
Some may know as much or more than I do but many will know much less about this topic.
17. Will this topic likely appeal to general practitioners, or to lawyers who specialize in this practice area?
General practitioners.

18. What will the audience be doing before and after my presentation? e.g. attending another presentation, having lunch, going back to work
They will be going back to work. This is happening during lunch hour.
19. How much time do I have for the presentation?
1 hour
20. How large is this audience likely to be?
40 - 60 lawyers.
21. What is the facility like? What limitations does it have in relation to my being seen and heard by the audience? What audio and visual equipment is available?
I need to check this out by asking LESA staff.

Specific Purpose

The purpose of my presentation is to (convince, persuade, motivate, sell, inform) who (name the audience using key descriptors) of what (content) so that they will be able to (know, understand, do, feel, value, act for, comply with, etc.)

The purpose of my presentation is to inform lawyers who only occasionally prepare wills about common mistakes made in drafting wills so that they will be able to prepare wills that fulfill clients' wishes bearing in mind recent legislative changes.

#3 Putting Ideas Together

Introduction

Research about listening retention is pretty dismal. In one study that tested how much information was retained after a 10-minute presentation, the average person retained only about 50% of the information that had been presented. There are many things that you can do to ensure at least this level of learning, and perhaps even increase how much your audience retains.

Purpose

This segment outlines the steps for planning and writing a **presentation** and the **accompanying paper**.

Content

Writing both the **presentation** and the **paper** require the same purpose and organization.

- ✓ The **paper** reinforces the content you deliver in your **presentation**.
- ✓ The **paper** expands the audience's understanding by providing case references, and additional information.
- ✓ The **paper** is organized in the same way as the **presentation** so that audience members can focus on listening, rather than on writing copious notes.
- ✓ Use the **Presentation Outline Form** to plan your **presentation** and **paper**.

Step 1: Identify the main points.

- ✓ Use the information from your topic analysis to determine the important pieces of content.
- ✓ What will your **presentation** need to include to enable you to achieve your purpose?
- ✓ What can you reasonably do within your time frame?

Step 2: Determine how to organize the main points

- ✓ **Organizing to inform** – Organize points logically according to time, space, aspects of the subject, sequence, or in a simple-to-complex structure.
- ✓ **Organizing to persuade** – Follow the basic problem-solution-advantages format. What you emphasize will depend upon the acceptance level of the audience.

Attitude to Your Proposition	The Focus of Your Organizing
Hostile	Provide information that builds an agreement on the problem. Use a cause-and-effect approach.
Unfavourable	Focus on developing a joint view of the problem and your solution. Build in their objections as part of your discussion of the problem and solution.
Indifferent	Thoroughly explain the problem, provide the solution, and emphasize the advantages of taking action or consequences of not taking action.
Undecided	Focus on the advantages of your solution.
Favourable	Requires little more than a restatement of your shared perceptions.

Step 3: Develop support material.

- ✓ Assess your purpose and the needs of your audience. What do you need to support your main points?
- ✓ Organize your research. Plan how, when, and where you are going to obtain the information.
- ✓ Record your information accurately the first time. Remember that you are using the research time for both your **paper** and your **presentation**.
- ✓ Consider both extrinsic evidence (facts) and intrinsic evidence (reasoned proof).
- ✓ Use real examples that connect with the audience's concerns and experience.

Step 4: Develop your introduction

- ✓ Get your audience's attention by using:
 - a dramatic or startling statement,
 - a rhetorical question,
 - a reference to a recent or well-known event,
 - a personal experience,
 - an anecdote or illustration,
 - a dramatic quotation or definition,
 - a dramatic visual aid, or,
 - establishing common ground with the audience with an analogy, or humour, if it is relevant
- ✓ Introduce the topic.
- ✓ Make a strong statement of the purpose.
- ✓ Provide any background information such as definitions, history, and/or information about your experience or expertise that will enable your audience to understand and listen to the rest of the presentation.
- ✓ Provide an overview of the main points, and the organization of your **presentation**.
- ✓ You may wish to involve the audience briefly in identifying their “hot issues”. This may help you to focus your examples, and to connect your material with the concerns of the audience.

Step 5: Develop your conclusion.

- ✓ The conclusion ties together your **presentation**, connecting to your last point and to the information in the introduction.
- ✓ The conclusion can be a summary, a restatement, a recommendation, a challenge, or a call to action.

Tools

Presentation Outline Form, page 3-4

Presentation Outline Form Example, page 3-6

Resources

Dynamic Ideas for Dynamic Presentations, page 3-8

Presentation Outline Form

Topic

Purpose

Main Points (Consider different formats to persuade and inform)	Resource Material (Case references, examples, quotes)	Resource Material in Presentation, Paper or both?	Visual Aids (Possible slide titles)

Introduction

Attention-Getter:
Topic Statement
Purpose Statement
Background Info
Overview of Organization

Conclusion

Purpose/Intro

Select one of the following:

Summary? Restatement
Recommendation
Challenge

Presentation Outline Form (example)

Topic

Purpose

Main Points	Resource Material	Resource Material in Presentation, Paper or both?	Visual Aids
<p>In taking instructions it is important to use checklists and questionnaires and keep complete notes.</p> <p>Lapse, ademption and partial intestacy can generally be avoided by a combination of obtaining proper instructions and good drafting</p> <p>A will must be properly executed.</p>	<p>Alberta Bar Admission Course Material 2003</p> <p>Drafting Wills in Alberta LESA, 1987</p> <p>Wills and Estates Practice, Banff Refresher Course LESA, 1990</p> <p><i>Whittingham and Crease & Co. (1978), 88 D.L.R. (3d) 353 (B.C.S.C.)</i></p> <p><i>Ross v. Caunters [1979] 3 W.L.R. 605</i></p>		

Introduction

Attention-Getter: <i>Slide of cartoon with the caption "Do you want our regular will, or one that is guaranteed to go to the Supreme Court of Canada?"</i>
Topic Statement <i>Wills for lawyers who do not always prepare wills.</i>
Purpose Statement <i>The purpose of my presentation is to inform lawyers who only occasionally prepare wills about common mistakes made in drafting wills so that they will be able to prepare wills that fulfill clients' wishes.</i>
Background Info <i>When preparing wills, lawyers often do not charge enough to cover their time. This is because of what they perceive other lawyers are doing or because they see wills as a loss leader. The result is that they are reluctant to spend sufficient time and effort in preparation of wills which leads to shortcuts and errors.</i>
Overview of Organization <i>We will discuss the importance of checklists, questionnaires and note taking in taking instructions. Proper instructions together with good drafting can avoid many mistakes that are found in wills. Once the will is prepared it is important that it be properly executed.</i>

Conclusion

Purpose/Intro <i>My purpose in this presentation was to inform you about common mistakes made in drafting wills so that you will be able to prepare wills that fulfill your clients' wishes.</i>

Select one of the following:

Summary? Restatement <i>Well prepared questionnaires and checklist will ensure that you take instructions properly. Good notes will preserve those instructions and provide evidence if necessary later. Good drafting will result in those instructions being fulfilled. Proper execution will result in the will that the client wants. Doing these well will avoid client dissatisfaction and possible lawsuits.</i>
Recommendation
Challenge

Dynamic Ideas for Dynamic Presentations

Resource for #3 Putting Ideas Together

Introductions

A good introduction will get attention and lead into the content of the presentation. It will also establish credibility, set the tone and create a bond of good will between you and your audience.

The first challenge is to get the attention of your audience. The members of the audience will make a judgment very quickly whether to focus on you and your message. Their physical presence and yours does not guarantee this. You can do this in a variety of ways. However you choose to begin, it must highlight the theme and get to the point. There is no place for long drawn out stories, irrelevant or questionable humour or sensational beginnings. Similarly, immediately launching into the core content will almost ensure that a large portion will miss your initial points.

The next challenge is to give them reasons to be motivated to continue to listen. This may include something about yourself and why they should listen to you about this topic. Ideally this should also bridge the gap between you and the audience, helping them to connect with you personally.

The last challenge is provide your audience with the tools they need to make sense of your message and to remember it. To this end it is important to clearly explain what your presentation is going to be about and how you will address it. How will you be organizing the content? Will you be making three points, outlining the four different challenges to consider, etc.?

Body

The Power of Stories

The use of high quality stories, direct experiences, and specific illustrations will increase your personal credibility, gain and hold the attention of the audience, and improve you audience's understanding and retention of key concepts.

Transitions

Transitions are words, phrases, or sentences that show a relationship between other words, phrases, and sentences. Section transitions are complete sentences that link major sections of a presentation. They may summarize what has gone before and show movement to the next main idea. These transitions act like a tour guide leading your audience through the speech, introducing and highlighting coming

ideas. They are helpful when you are especially concerned that your audience may be missing something.

Some methods of transition include:

- To add material: also, and, likewise, again, in addition, moreover, similarly, further.
- To add up consequences, summarize, or show results, therefore, and so, so, finally, all in all, on the whole, in short, thus, as a result.
- To initiate changes in direction or contrasts: but, however, yet, on the other hand, still, although, while, no doubt.
- To indicate reasons because, for.
- To show causal or time relationships then, since, as.
- To explain, exemplify, or limit: in other words, in fact, for example, that is to say, more specifically.

Language

To be an effective speaker, it is important to use language that is specific, concrete, precise, and vivid. Vivid words are descriptive and full of life. Vividness is often expressed using metaphors and similes. These should be novel and creative rather than trite and cliché.

Emphasis also adds power to a presentation. Emphasis can come from proportion, repetition or the use of transitions. Emphasis through proportion is achieved when a particular concept is given more time. Repetition of a single word or phrase, especially when this is creatively developed using an acronym, simile or metaphor also creates emphasis. Transitions serve to introduce, summarize and reinforce key concepts.

It is important to use words that your audience understands in the way you intend. Defining important terms is critical. Avoid words, jargon and acronyms that are unfamiliar unless you provide definitions. Stay away from language that reinforces stereotypes and cultural or racial prejudice.

Language has the power to establish common ground. Do this by using personal pronouns, asking rhetorical questions, sharing common experience, and personalizing information. Personalizing information is done by referencing experience that is local and immediate e.g. “roughly the size of Alberta”.

Conclusion

A conclusion has two major goals: to wrap up the speech so that it reminds the audience of what you have said and provides emphasis in such a way that the audience will remember your words or consider your appeal. Even though the conclusion will be a relatively small of the presentation – seldom more than five percent, it is worth the time and effort to make it effective.

Select the type of conclusion for your presentation on the basis of your purpose and what will likely appeal to the audience. A summary of the main points is the fastest way to conclude. This ending most clearly meets the advice “tell them what you are going to tell them, tell them, tell them what you told them.”

Stories or anecdotes that reinforce the message of the speech, work as well in the conclusion as in the introduction. In a conclusion these can be creative summaries that have the added feature of being eminently more memorable than a simple list.

Appeals to action are most relevant to persuasive speeches. These can relate directly to information that was contained in the introduction. This can reference aspects of the problem or the solution you are proposing.

Do not introduce new points in your conclusion. Since people remember the last thing they hear the longest, make your conclusion emphatic, forceful and memorable.

#4 Practice, Practice, Practice ...

Introduction

Having a clear, well thought-out presentation plan is the first step to an outstanding and dynamic presentation. The other requirement is the delivery. This segment focuses on the critical action you need to take after you finish planning and before you deliver your presentation – **practice**.

Purpose

This module helps you develop a powerful and confident delivery of your presentation.

Content

1. Dealing with fear

- ✓ Use the audience: Your perceptions create the results. Do an audience analysis, talk to the audience before your presentation, use eye contact with friendly individuals, be message-oriented, and think of the audience as individuals.
- ✓ Consider how you think. Visualize success, monitor self-talk, and give effective self-feedback.
- ✓ Be comfortable with the content. Consider difficult questions, do an effective audience analysis, realize that you are the expert, and maintain a learning attitude.
- ✓ Manage your physical response. Relax, breathe, focus, monitor what you eat, and direct your extra energy to action.

2. The unspoken part of your delivery

- ✓ **Voice:** Natural enthusiasm for your topic, and a genuine interest in communicating to your audience will help ensure a lively, pleasant voice.
- ✓ **Volume:** Are you loud enough? Will there be microphones? Do people often ask you to repeat what you have said? If you are soft-spoken, you may have to feel that you are yelling to be heard. Remember that there is energy in a louder voice. Breathing and relaxation help your vocal quality.

- ✓ **Articulation:** Say the words clearly. It is much easier to speak and be heard when you open your mouth. Remember to put the consonant end on words.
- ✓ **Variety:** Be aware of rising and falling inflections. Make words sound like their meaning. We do this naturally when we are excited about something, and really want people to understand. Use this sense of urgency to increase your expressiveness.
- ✓ **Rate:** Varying the rate makes for interest and increased understanding. When we are aware people do not understand, we go more slowly. Are you likely to speak more quickly when you are nervous? When we are both enthusiastic and interested in having people understand, the variation in rhythm happens naturally.
- ✓ **Body:** You communicate with your body, your voice, and the words.
 - **Posture:** Stand straight. Feel a string pulling from the top of your head, have a firm basis, feel the floor, keep the weight on the balls of your feet so you can move easily.
 - **Movement:** When you stand and move, your voice has more energy, and power. When you are sitting, you need to focus more on energy.
 - **Gestures:** Gestures and movements are meant to reinforce the meaning of the message. If there are too few, too many patterns, or unrelated gestures, the flow of meaning and communication is interrupted.
 - **Facial Expression:** This conveys emotion and mood. Eye contact should include the whole audience. The audience will mirror your facial expression.

3. Managing Your Words

- ✓ Verbal tics and fillers
 - General rule: If you don't know what to say don't say anything. *Ums, ahs,* and *ers* are more than unnecessary; they are distracting and annoying.
 - Tape yourself and count the verbal tics and fillers.

- ✓ Gender neutrality and other sensitive issues
 - Respect your audience and their concerns. Be aware of your personal prejudices and ensure that they do not enter into your presentation.
 - Use gender-neutral language. Use the gender *only* when you are referring to a particular person. This is particularly important in your paper.
 - Stereotyping: One insensitive, biased, or stereotyping remark can ruin the impact of your whole presentation.

- ✓ Create memory aids for the audience: acronyms, associations (metaphors, similes), or a series of words beginning with the same letter

- ✓ Practice strategies
 - The goal is to speak extemporaneously.
 - Develop an **outline** that includes only the information that you need. This can serve as your notes. Visual aids can assist you in remembering important facts. For notes, use numbered cards, or paper that lies flat (possibly bound).
 - Practice will help you with wording and connectors for ideas. Consider how you will introduce and conclude each main idea, and how you will connect it to the next point.
 - Practice in front of a mirror to check gestures and movement.
 - If possible, videotape yourself and use the **Dynamic Delivery Checklist** to give yourself feedback.
 - Have someone watch you and give feedback. Ask what you did well first, and for specific improvement ideas after. Tell them beforehand what you especially want feedback about.

Tools

Dynamic Delivery Checklist, page 4-4

Resources

Tricks to Deal with Nervousness, page 4-5

Exercises to Improve Your Delivery, page 4-7

Using Gender-Neutral Language, page 4-8

Dynamic Delivery Checklist

Content

- ✓ Was the specific goal clear?
- ✓ Was the introduction effective?
- ✓ Were the main points clear?
- ✓ Was the connecting of ideas effective?
- ✓ Was the conclusion effective?
- ✓ Was the language clear and vivid?

Delivery

- ✓ Did the delivery have enthusiasm and energy?
- ✓ Were the gestures used appropriate and helpful?
- ✓ Was the articulation clear?
- ✓ Was the volume appropriate?
- ✓ Was eye contact well used?
- ✓ Was the use of notes unobtrusive?
- ✓ Were visual aids effective in reinforcing content?

Summary

- ✓ What was particularly effective?
- ✓ What improvements do you suggest?

Tricks to Deal with Nervousness

Resource for #4 Practice, Practice, Practice

(Adapted from **The Business Guide to Effective Speaking**, by Jacqueline Dunckel and Elizabeth Parnham)

Dry mouth	During a pause, gently bite the sides of your tongue. This causes saliva to flow. Keep a glass of water handy, and take small sips. DO NOT use candies, since they interfere with your ability to speak.
Too much saliva	Put your tongue in the same position to make a “t” or “d” sound. Open your mouth and breathe in through the mouth. This position allows the air to dry the saliva without drying the tongue, and vocal cords.
Drying Up	If you lose your train of thought, take your eye contact away from the audience. Take a deep breath. Let it out slowly as you look down at your notes and collect your thoughts. Focus on what you are saying, not that you can’t remember. You may repeat part of what you’ve said to help you and your audience get back on track. Be very natural and conversational. The time it takes to do this may seem horrendously long to you, but it is likely to be a matter of seconds.
Tight Throat	Learn to yawn secretly. Drop the head, keep the lips together, open the back of the throat and pull the air in through the nose. This is the best exercise to release tension that can build up.
Shaking	Shaking is the body’s response to increased energy from adrenalin. Don’t try to control this process by clutching the lectern or shoving your hands in your pockets. Use the extra energy for directed movement and gestures that reinforce what you are saying. Let the movements happen naturally and fully. Restrained, nervous little ticks send out the message that you’re nervous. Large gestures are signs of confidence. Bodily movement must also be motivated to bring you closer to the audience. Random pacing or nervous repeated gestures can greatly distract from a speech.
Shortness of Breath	If you become short of breath, or can’t get your breath when speaking, stop talking. Drop your head and take your focus away from your audience. Cross your left arm across the lowest part of your abdomen. Relax the shoulders, Take a deep breath into the lowest part of your abdomen. You should feel the

pressure of your abdomen pushing against your crossed arm. Let the breath out slowly through your lips. Take in your next breath the same way while lifting your head and start to speak. This is a condensed version of deep breathing and sighing, which relaxes you and centers your breath.

Butterflies

Tense the muscles of the buttocks and abdomen. Hold. Relax.

Exercises to Improve Your Delivery

Resource for #4 Practice, Practice, Practice

Articulation

Use tongue twisters to improve the clarity of the sounds of words. The goal is not to say these rhymes quickly, but to say them at a normal speed. Each consonant sound is clear, e.g., not one “t” sounds like a “d”. All of the sounds in difficult combinations like “dst” are clear. Vowels are open and the words are delivered in a connected and not a choppy manner.

1. Betty Balta bought a bit of butter to make her batter. “But,” she said. “This butter’s bitter.” So she bought some better butter, and she put the better butter in the bitter batter, and made the bitter batter better.
2. Round and round the rugged rock the ragged rascal ran.
3. A big black bug bit a big black bear.
4. How much wood could a woodchuck chuck if a woodchuck could chuck wood?
5. Thirty thousand thoughtless boys thought they’d make a thundering noise; so with thirty thousand thumbs, they thumped on thirty thousand drums

Expressiveness

Giving a presentation to an audience – especially a large one – requires that your natural emphasis be exaggerated. Use the following exercises to practice creating changes in meaning through emphasis and using feelings.

1. Oh he did? – (Surprise)
2. Oh he did? – (A threat. You’ll see about that.)
3. Oh he did? – (Fear)
4. You won’t mind, will you? – (Fearful that he will mind)
5. You won’t mind, will you? – (Of course you won’t)
6. You won’t mind, will you? – (You want to know)
7. You are going, aren’t you? – (You want to know)
8. You are going, aren’t you? – (Of course you’re going)

Using Gender-Neutral Language Resource for #4 Practice, Practice, Practice

1. Use the Plural.

Instead of: The owner has the right to his.....

Use: The owners have the right to their.....

2. Avoid a pronoun altogether, or replace it with *a*, *an*, or *the*.

Instead of: A good friend puts his own problems aside to listen to you.

Try: A good friend puts problems aside to listen to you... or; A good friend will put a problem aside to listen to you.

3. Repeat the noun.

Instead of: Listen to your broker. He knows what the market is doing.

Try: Listen to your broker. A broker knows what the market is doing.

4. Use the pronouns *they*, *them* and *their*. This is becoming increasingly acceptable in writing.

Instead of: A person usually does what he can to help when he sees a need.

Try: A person usually does what they can to help when they see a need.

#5 Seeing Is Believing

Introduction

Even though you and your communication skills are the most important parts of the delivery, your audience will need to have the information and ideas reinforced if they are going to remember them. This is the role of visual aids.

Purpose

This segment helps you to use visual aids to make your presentation more memorable.

Content

1. What is the value of visual aids?

- ✓ To strengthen the organization of your presentation
- ✓ To increase the audience's understanding of your presentation
- ✓ To allow you to move during your presentation, and to create changes in focus
- ✓ To give variety to your presentation, and to make it memorable.

2. When can visual aids be used?

- ✓ To **summarize** key ideas and points. This increases the retention of the information by the audience.
- ✓ To **clarify**: When statistical or numerical data is involved, or structural details and relationships have to be shown, models, graphs, and bar charts are very effective.
- ✓ To **illuminate**: When it is difficult to visualize the ideas, concept, or procedures, a visual will enable understanding.
- ✓ To stimulate the senses (and appeal to a variety of learning styles).
- ✓ When time is limited.
- ✓ When you want confidence and self-control, visuals can provide your outline instead of notes, allowing you to talk more to your audience.

- ✓ When receiver conviction is required, visuals can affect feelings more than straight information.
- ✓ When right actions are needed. Visuals can demonstrate

3. What makes a good visual aid?

- ✓ **Visible:** The audience must be able to see it. Font for overheads and presentation should be 36 point for major headings, 24 point for sub headings, and nothing smaller than 18 point for text.
- ✓ **Accurate:** Check spelling, grammar, and size relationships on graphs.
- ✓ **Clear:** Keep visuals simple, with clean, clear lines, and bright, clear colours.
- ✓ **Appropriate:** Remember that the information conveyed by the visual reinforces the message being delivered; it doesn't compete.
- ✓ **Purposeful:** The visual summarizes, clarifies, or illuminates.

4. How to Use Visual Aids

- ✓ **Focus:** Control where the audience is focusing their attention. Is it on you or the visual? Direct their attention with your body, gestures and eye contact.
- ✓ **Visibility:** Make sure that the audience can easily see the information on the visual.
- ✓ **Technical Operation:** Make sure that all the equipment is in working well and that you know how to operate it. This includes trouble shooting if something goes wrong.
- ✓ **Communication:** Maintain eye contact. Speak to the audience not the visual.

5. Visual Aid Choices and Impacts

- ✓ Flipcharts –
 - Flipcharts are informal.
 - Use them to record ideas of the audience if direct involvement is desired.
 - Use in groups **no larger than** forty people.

- Use dark colours, wide-tipped pens and printed letters in upper and lower case, 1-1/2 inches in size.
- Lined paper improves the writing.
- Stand to the side of the flipchart while writing the audience's ideas.
- Prepare flipcharts in advance whenever possible.

✓ Overheads

- Use **no more than 6** lines; 36 words for each slide. To test an existing slide or image, hold a printed copy six feet from you. If you cannot read it easily, your audience will have the same difficulty
- Don't use decorative fonts that are difficult to read. Times Roman or Arial work well.
- Use high contrast colours.
- Use capitals sparingly, since they are difficult to read.

✓ Presentation Software

- The same standards apply as to overheads. Use **no more than 6** lines; 36 words for each slide. To test an existing slide or image, hold a printed copy six feet from you. If you cannot read it easily, your audience will have the same difficulty.
- Avoid busy backgrounds.
- Avoid animations and sound effects. They compete with the message.
- Dark backgrounds and white writing is easier on eyes for long presentations.

✓ Handouts

- Use the same format and organization for your paper as for other visuals. Make this clear to your audience.
- Provide the audience with copies of your slides whenever possible. The "notes" format allows the audience to annotate the slides based on your presentation. Multiple slides appear on each page in the format making it very convenient.
- When referring to the handout, clearly direct the audience to where you are reading.

Tools

No tools in this module

Resources

Tips for Using Visual Aids Effectively, page 5-4

Tips for Using Visual Aids Effectively

Resource for #5 Seeing is Believing

(Adapted from **The Business Guide to Effective Speaking** by Jacqueline Dunckel and Elizabeth Parnham)

Using Visuals

- ✓ Be aware of where you want the audience to focus. Make it clear to them whether you want them to focus on you or the visual, or to look at both of you at the same time. Use a pointer to focus on the slide. This can be a pen on an overhead, a pointer or your hand on a chart or electronic methods in a *Power Point* presentation. Ensure that you are not blocking the view of the visual. Focusing your own attention on the visual is another method. This can be done by moving away from the visual. This must be done very briefly.
 - You can regain the focus by moving forward toward the audience, using a more energetic delivery that may include gestures, blocking the view of the visual for a moment, or simply moving your attention from the visual, removing the visual (e.g., going to a blank screen, turning off the machine), or taking off the visual.
 - You can split the focus momentarily by standing by the screen for overheads and presentations. This should be brief, and it is important to ensure that the projected light does not shine on you.
- ✓ Ensure that all members of the audience can see the visual. Check out the line of sight from all angles in the room, especially the corners. In some rooms, it is not possible to stand next to the projector without blocking the view for a number of audience members.
- ✓ Know the information on your slide well enough that you need only glance at the information. It is important to ensure that the audience focuses on you for the majority of the time.
- ✓ Check lighting levels to ensure that the visuals can be easily read, and that you can also be easily seen.
- ✓ Practice, practice, practice! The more complex the technology, the more likely it is that something will not work, or that your difficulty using the visuals will interfere with your message.
- ✓ Don't assume that someone else has handled everything relating to effective set-up. Check everything to ensure that the equipment is set up

in a way that it is easy for you to use and for the audience to see.
Make sure that cords are taped down so that you don't trip.

Flipcharts

- ✓ For small audiences, ***no larger than*** forty.
- ✓ Keep these simple. Limit to one idea per chart.
- ✓ Use key words or phrases, not more than nine lines per chart, and seven words per line.
- ✓ Use dark colours, avoiding oranges, yellows, reds and pinks. Use colour for emphasis, not decoration.
- ✓ Avoid the use of abbreviations and acronyms unless they are standard fare for your entire audience.

Overheads

- ✓ Use ***no more than*** 6 lines and 36 words for each slide. Print from the overhead and place it six feet from you. If you cannot read it easily, your audience will have the same difficulty.
- ✓ Check the working condition of the projector.
- ✓ Check to make sure there is an extra bulb available.
- ✓ Focus the projector before the presentation.
- ✓ Use a sheet of paper to cover undeveloped material on the slide.
- ✓ Continue to talk as you change slides.
- ✓ Remove the slide immediately after discussion to prevent distraction.
- ✓ Use high quality transparencies to ensure that they do not curl.
- ✓ Turn off the projector when you are finished.

Power Point Presentations (LCD/Computer)

- ✓ Use *no more than* 6 lines and 36 words for each slide. Print from the overhead and place it six feet from you. If you cannot read it easily, your audience will have the same difficulty.
- ✓ Bring your own laptop, or one you are familiar with.
- ✓ Make sure that the equipment is placed so that your movement is not constrained, and that you, and not the equipment, has the audience's focus.
- ✓ Test the equipment to make sure that it is operating correctly.
- ✓ Practice using the technology without an audience.
- ✓ Do not stand in front of the projected image.
- ✓ Use a blank screen when you are not using the slide.

Handouts

- ✓ Handouts can compete with you for the audience's attention.
- ✓ Ensure that the handout is distributed before you begin the presentation.
- ✓ Ensure that the handout is structured to match your presentation.
- ✓ If the material is in addition to the information you are giving, distribute this after the presentation.
- ✓ If the handouts contain more than the information on the visual aids you are using, help the audience to find the material in the handout.

#6 On Stage!

Introduction

It's time to present! The time to connect with your audience is here. Now is the time to cash in on all your preparation and practice. All of us have experienced great presenters. These people were more than credible and well prepared. They had the ability to connect with their audience to develop rapport and changed what we thought and felt.

Purpose

This segment provides you with tips and techniques to maximize the success of your presentation with an audience and to help you avoid disasters.

1. Being credible:

- ✓ Dress the part: be comfortable, avoid anything that could be distracting, consider the formality of the occasion, and dress appropriately for the occasion. Err on the side of overdressing.
- ✓ Be confident: Arrive early, ensure that equipment is working, and allow yourself time to relax before the audience arrives.
- ✓ Manage Equipment: Manage technology using the tips in Segment #5 *Seeing is Believing*.
- ✓ Delivery Style: Speak clearly and with energy. A microphone will only amplify mumbling, it will not make it understandable. Use eye contact and speak directly to your audience. Use language that is common and easily understood, avoid jargon.
- ✓ Deal with questions effectively: Restate the question, make your point, and give an example. Deal only with questions that will appeal to the whole audience. Demonstrate your understanding, not necessarily your agreement with the perspective. Focus on positive phrasing of responses, e.g., what can be done. Recognize that the question and answer period is another opportunity to reiterate your main points.

2. Create Rapport

- ✓ Speak extemporaneously. Don't be afraid to be spontaneous, especially if something goes wrong.
- ✓ Be your most confident self. If you have confidence in your delivery, the audience will, too.
- ✓ Do not read your paper, or give the appearance that you are reading.
- ✓ Check the needs of the audience. Find out about burning questions and interests. Demonstrate that you are interested in what is important to the audience.
- ✓ Show respect for the audience, and avoid put-downs both verbal and non-verbal.
- ✓ Use humour to create interest. Make sure it is relevant and appropriate. Be cautious with humour. Make sure that the humour is not based on stereotyping or gender-sensitive issues.
- ✓ Be honest about your own experience. Don't be afraid to learn from your audience, or admit learning, e.g., making mistakes in the past and learning from them.
- ✓ Finish or end on time.

Tools

No tools in this module.

Resources

Handling Questions from the Audience, page 6-3

Kinds of Questions, page 6-4

Handling Questions from the Audience

Resource for #6 On Stage

1. Make sure everyone has heard the question (repeat or rephrase).
2. Recognize that you are in control of the session, the audience, and the time.
3. Calculate the risk of hecklers and their questions. Identify difficult questions in advance, and determine how you are going to deal with them.
4. Consider the audience size and how questions will be controlled (e.g., microphones set up or spontaneously from the audience). Check with the Chair.
5. Recognize that the question period is your opportunity to reinforce your message. Use your answers to emphasize and expand on the ideas in your presentation.
6. Since large audiences discourage questions, depending on the issue, you may wish to prompt some questions by asking if there are any questions on specific issues in your presentation.
7. Have additional information prepared that is relevant and useful in addressing key issues for the audience.
8. Try to answer or at least react to all questions. Label the loaded questions, however. If you don't know, don't bluff. Say you don't know.
9. Consider the whole audience. Is the answer usable to all?
10. Do not feel or act as if you have to know everything, or win every argument.
11. Attempt to encourage good questions, audience participation, and the quality of information exchanged in the session.
12. Use *bridging* to bring out the information that is most important to you, avoiding what you do not want to say. *Bridging* is a technique whereby you restructure the question to give more or different information than is asked for. The secret to success in this technique is to provide useful information, e.g., "That is an important question. What I think needs to be addressed first is....." or "That is certainly a concern; another is....., and this is how that is being addressed....."

Kinds of Questions

Resource for #6 On Stage

1. **Either/Or**

This is very directing and tends to force you into one or the other conclusion. Neither conclusion may fit with your view of the issue. Don't play the game. Bridge to what you want to say.

2. **Dumb Question**

This is question that seems to exhibit little or no understanding of the issue, or what has been delivered in your presentation. Resist the urge to belittle the questioner.

3. **Loaded Preface**

Questions of this sort have very long introductions in which the questioner expresses many facts and/or points of view. The question comes at the end. It is important to deal with the assertions that are made in the preface to the question. If you do not, it appears as if you are disagreeing. You may wish to "agree that some people may feel that way but...." or else that you do not. Which approach you choose will depend on whether you wish your personal opinion to be quoted.

4. **Attack and Interrupt**

This is an aggressive strategy on the part of the questioner. They do not allow you to finish giving your answer and may do so by attacking you personally. Smile while saying, "Just a moment. I wonder if I can finish my point." Control is impressive.

5. **The Irrelevant Question**

This is sometimes a difficult kind of question to discern. The question may seem irrelevant if you do not understand it. Ensure that you have understood the question before dismissing it as irrelevant. Refuse to comment on issues that are beyond your expertise. Only you can define what is relevant to discuss. Remember what you have planned, and what you want to talk about and emphasize. Be aware of those statements about which you wish to be quoted.

6. **The Absent Party Question**

A questioner may bring up a person who is not there and ask you what you think about their point of view or behaviour. To maintain your own image and credibility, you cannot attack the person's motives or sincerity; however, you may attack the person's positions or conclusions

7. The “What If Game”

This question asks you to respond to hypothetical situations. Avoid pretending or being a fortune teller. Keep with the facts you want to bring out, and emphasize actions that are being taken presently.

8. The “Inconsistency” Trap

This question provides information about how you or the parties that you may be representing have changed in some way. If you have changed your mind, say so. Don't leave doubt as to where you stand now. Give the reasons for the change.

9. “No Comment”

Some questions can simply not be answered because of issues of confidentiality. If you genuinely cannot comment on the issue, tell why this approach is necessary. Be creative about how you do this. You may wish to bridge to another related issue, which can refocus the information that is requested.