

# Presentation Skills

Learning Development Service

12<sup>th</sup> of November 2015

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# LDS Workshop Series

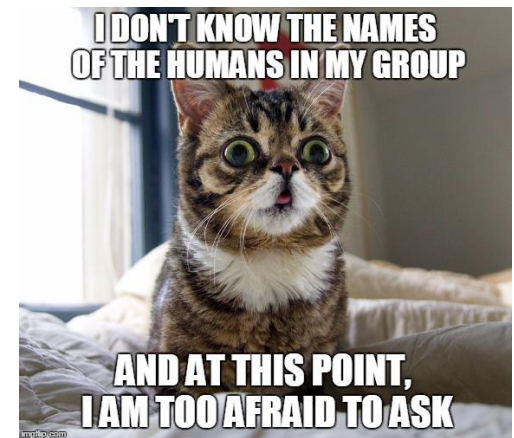
- Week 2 – 8<sup>th</sup> October 2015 **Independent Study & Time Management**
- Week 3 – 15<sup>th</sup> October 2015 **Literature Search**
- Week 4 – 22<sup>nd</sup> October 2015 **Essay Writing**
- Week 5 – 29<sup>th</sup> October 2015 **Referencing**
- Week 6 – 5<sup>th</sup> November 2015 **Critical Reading and Writing**
- **Week 7 – 12<sup>th</sup> November 2015 Presentation Skills**
- Week 8 – 19<sup>th</sup> November 2015 **Literature Review**
- Week 9 – 26<sup>th</sup> November 2015 **Dissertation and PhD Proposal**
- Week 10 – 3<sup>rd</sup> December 2015 **Study Skills & Exam Preparation**

# Some of you might feel like...



# Common Fear Factors

- Losing **train of thought**
- Becoming **anxious** and **scared** due to being the focus of attention
- Being **unable to speak** or starting to **stutter**
- Saying something **stupid / incorrect**
- Facing **technical difficulties**
- **Forgetting** something important
- Not knowing **how to prepare** for it



# What this workshop will cover

- Introduction
- The 3-Ps:
  - Prepare
  - Practise
  - Perform
- Managing Nerves
- Evaluate / Reflect
- Personal Recommendations



# Why important?

- Different way of **assessing your learning**
- Supports **active and autonomous** learning
- Teaches **synthesising** material into **manageable, comprehensive formats**
- A common method to **present research results**
- Useful **transferable skill** – it's a real-world communication skill that is required in many occupations and frequently a priority for employers
- Enhances **teamwork** and **leadership** skills

“There are two types of speakers: Those that are **nervous** and those that are **liars.**”

(Mark Twain)

Prepare



# Preparation

- Good preparation and rehearsal are the **key to reduce your nerves**
- It will also help to **decrease the chances of errors**
- But it **takes time** and should be done **thoroughly**
- Preparation efforts between **individual** and **group** presentations differ



# Initial Preparation: Questions

- Who is your **audience**?
- What is the **purpose** of your presentation?
- Where is it **taking place**?
- How much **time** have you been allocated?
- What **resources** should you use?
- What are the **main points** you want to make?
- How will you be **assessed**?
- Will you use **audio-visual aids**?

# Prepare Content

- **Up-to-date** relevant information
  - Analysing the **question/task**
  - **Researching** your topic – like an essay
  - **Citing** your sources
  - Selecting most **relevant sources**
- **Organise and structure** your material
  - **Introduction**: What you are going to cover
  - **Middle**: Your content (organised in logical sections)
  - **Conclusion**: What you have covered



# Prepare Delivery

- **Delivery tools**, audio-visual aids, posters, hand-outs
  - **Projector** available and will everybody be **able to see it**?
  - **Audio** available? – Need to bring speakers?
  - Considered visual aids or hand-outs as **complementary** and **informative** ways to present your information
- Engagement of **audience**
  - Will there be a **form of audience participation**
  - **Humour**?
  - **Style** of presentation e.g., watch TED talks

# Prepare Delivery: Presentation Slides

- PowerPoint / Prezi
  - Provide an **overview** of what you will talk about and have a **clear structure in and sequence of** your slides
  - Use **large and readable** font size
  - Avoid **paragraphs** or large blocks of text
  - Do not to include **too many points** per slide
  - Use **colour**, **pictures**, and **graphs** (selectively though!) to keep slides interesting
  - Try to **format** slides consistently – more professional
  - Include **references** and reference list e.g., Harvard format



# Prepare Delivery: Hand-outs

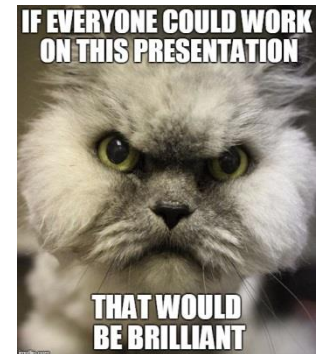
- **Brief** and informative
- **Avoid large lumps** of text
- Refer to **specific slides or sections** of the hand-out in your presentation
  - And / or: Print slides with notes
- Use **headings** and perhaps **bullet points**
- **One** to maximum two pages long
- **12pt** and **readable** font size
- Include **references** and reference list / further reading








# Prepare: Group Work






- Establish clear **objectives** and specific **tasks**
- Agree on **dates and venues** that work for everyone
  - Doodle – easy scheduling; Library study rooms
- Ways of **communicating / working**
  - FB Groups, Pirate Pads, Google Docs etc.
- Make sure your group allocates **enough time** for research, writing up, and rehearsal
  - Set a clear timeframe when tasks need to be done
- Keep **notes** during the meetings





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# PROTECTED TEXT



*Your notes. Encrypted.*

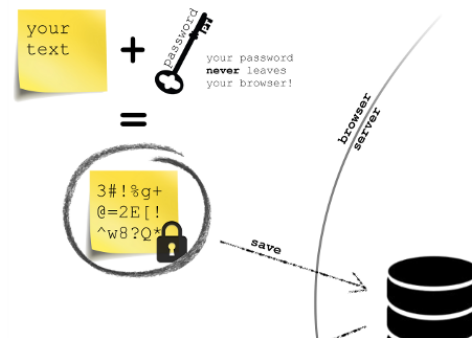
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## Why is it so safe?

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- 🔑 No logging in or out, just close the browser tab and you're safe.
- 🔑 **No ads** - we hate ads because they can track you, and they're distracting.

You don't have to trust anyone or agree on anything - **check the code**



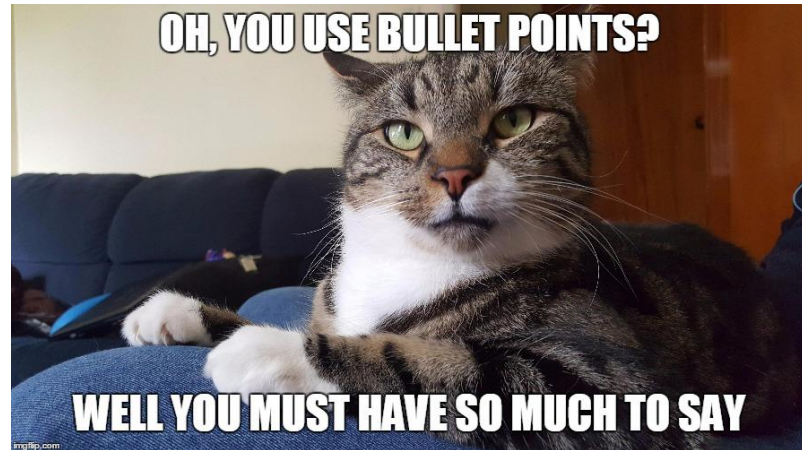
# Prepare: Project Plan for Groups

Meeting	Tasks
1	Make <b>introductions</b> and agree on <b>ground rules</b> Share <b>initial ideas</b> on the project Share <b>contact information</b>
2	Agree on <b>topic</b> and <b>approach</b> <b>Delegate</b> members to specific areas to research
3 + 4	Evaluate and <b>track progress</b> Start working on the <b>material</b> e.g., PPP, handout(s)
5	<b>Finalise</b> material <b>Rehearsal</b>
6	Final rehearsal and <b>checks</b>

# Practice

# Think...

- ... about your **past experiences** of delivering presentations
- What went:
  - Wrong?
  - Right?
  - Could be improved?
  - How?
- **Make a list** of these issues and watch out for them



# Practice

- Become **familiar and confident** with the content
  - Practice the presentation **several times** (with the **full group**)
  - **Who** is going to say **what, when**, and for **how long**?
- Anticipate **possible questions**
  - Put yourself in the **position of the audience**
- Comfortable with any **technology** being used?
  - Present the content, engage the audience, and be **confident** with all the equipment you'll be using
  - **Backup** plan?

# Practice

- If possible try to **rehearse in the venue** where you will be giving your presentation
- Ask your **friends to sit in and watch**
- Let them give you **feedback** on the **content** and **delivery**
  - E.g. Does it make sense and does it flow?; Are any body movements or gestures distracting?
- Put yourself small **time / slide-targets**
  - At which slide do you need to be after 5 minutes?



# The Postcard Technique

- **Print** the text / slides
- Break your talk into **sections**
- Give each section a **heading / topic**
- Take **flash cards / postcards**
- Write **headings / prompts on each card**
  - Keep it simple. Not too much information on one card.
- **Number** the cards
- Use them to **guide you** through the content

# The Postcard Technique: Pro-Tips

- If you are using visual aids, note cues showing when you want to **change slide** \* (= change)
- Write **reminders** to yourself – like “use the prop” or “slow down” if you tend to talk fast or forget things
- Note down things you definitely **don't want to get wrong**: names, dates, statistics
- Use **colours** to highlight specific words / phrases / issues you want emphasise
- Write them on a **computer** – more eligible

# Comprehensive Notes

Section / Slides	Content
<b>Introduction</b>	
<b>Key Point 1</b>	
<b>Key Point 2</b>	
<b>Key Point 3</b>	
<b>Conclusion</b>	

# Practice: Group Work

- Practice the presentation **aloud** several times with the **full group**
- Determine clear **order of speakers** and allocate a set amount of **time for each person**
- Use **terms and language consistently** and have a **similar technique for your notes** e.g., everyone has flash cards
- **Connect to** what the person previously has said and **link** it to what you will say

# Successful Group Work

At university, group work is a common tool used in seminars, labs or tutorials. It is an increasingly popular means of assessment at QUB and is perceived as a vital skill at the job market. However, far too often students find working with others a very difficult task as e.g., conflicts arise, communication problems occur or there are issues in regard to time management.

To overcome this and enable a successful group work it is crucial to be aware of the benefits of collaborative work, ongoing group processes and tips and tricks which support a cooperative learning and working environment.

## Why group work?

Advantages	Disadvantages
<b>Flexibility:</b> It is up to the group in which direction the project is going.	<b>Adjustability:</b> Members need to accept Believes, attitudes and work ethics of others.
<b>Efficiency:</b> Greater use of talents and resources.	<b>Irritability:</b> Groupwork is often hard work, which can lead to conflict and frustration.
<b>Creativity:</b> A lot of people have more ideas and more expertise than just one.	<b>Disparity:</b> Sometimes the commitment of group members is not equally distributed.

Perform

# First Impression

e.g., Jarrett (2014) and Holtz (2015)

- Research highlights the **importance** of first impression:
  - Eye contact
  - Pace and tone of voice
  - Facial expression e.g., smile
  - Posture
  - Gestures
- ... and ultimately you only have a **few seconds** to make a good impression



# At the Start

- Get the **audience's attention** and signal the beginning
  - E.g., Right, well, OK, erm,...
- If you have been introduced or are known to the audience, then **give the title and introduce subject**
  - E.g., Today I would like to talk about...; The topic/theme I would like to give an overview of...
- Announce **outline**, say **how long** you will talk for, and set any **limits** on the scope of your talk
  - E.g., I have divided my presentation into XY parts and will...



# Throughout the Presentation

- Always **signpost**, signal where you are, give **examples**, and make **transitions**
  - E.g., One of the most important aspects...; Having outlined the key definitions of XY, I'd like to focus on two relevant examples...
- **List** information
  - E.g., There are five things we have to consider...
- **Rephrase** complex concepts
  - E.g., In other words...; Another way of saying this...

# Be Clear and Concrete

- **Emphasize** certain points
  - E.g., What is important to remember...; It is essential to recall...
- Refer to the **literature**
  - E.g., According to...; One of the most influential studies in the field...; Recent studies by...
- **Conclude**
  - E.g., To summarize...; To sum up...; In conclusion...; Overall...



# Practical Tips: Performance

- Use **props / samples / visuals**
- Have a **clock / watch** in sight to time your presentation
- Be aware of our **tone of voice** and **body language**
  - Even when you are not speaking!
- **Pause and take a breath** after every major point to give your audience time to absorb it
- Prepare a **nice line to end with**. A simple smile and “thank you” also works!

# Things to Consider

- **Voice**

- Audible
- Tone varied and enthusiastic
- Steady pace

- **Facial expressions**

- Eye contact
- Smile
- Relaxed



- **Body Language**

- Posture upright, open, confident
- No fidgeting and moving around

- **Audience Awareness**

- Level right

- **Structure**

- Logical flow

# Managing Nerves

# Practical Tips

- Make a conscious effort to **relax 1-2 hours before** the presentation
- **Arrive early** so you are not stressed about the journey
- Have **still water** to drink with you
- Seek a **quiet, comforting place** prior to the presentation
- **Warm up** your voice and **get everything ready** e.g., notes, USB etc.

# Practical Tips

- Bear in mind: Often you **don't look as nervous** as you feel
- **Seek eye contact** with a person you feel comfortable with e.g., a friend
- ... and **don't bother** looking at the unfriendly, bored faces
- Use a “**Power Stance**”
- Visualize the **outcome** of what you want from the presentation



# Breathing

- Have a **few deep breaths before the start** of your presentation to help you feel more confident and relaxed
  - Breathe slowly and deeply in counting to 5, breathe out
- **Check pace** of your breathing as you deliver the presentation
- Deep breaths **slow you down** and will help you feel **calm** and in **control**



Evaluate / Reflect

# Reflect

- Did it go as I had **planned**? If so, what is my evidence of this? If not, why not?
- What was **good** about my presentation?
- What **grade** did I get?
- What do I want to **improve** about my presentation style? And how?
- What aspects did I consider successful about **other people's presentations** and would like to adopt when I next present?



Learnhigher

### Assessing Oral Presentations

Use the table below to give feedback on this oral presentation. Put a tick in the box that best describes what you thought about each aspect of the presentation, according to the criteria and prompt questions in the first column. These marks will give the presenter an indication of their strengths and areas for improvement. However, even more valuable are the comments that you are able to give, which justify the mark you have allocated, and identify for the presenter what you considered to be particular strengths or suggestions for improvement.

Criteria and prompt questions	Unacceptable	Acceptable	Good	Very good	Impressive	Comments  (e.g. identify particular strengths or suggestions for improvement)
<u>Audibility</u> Can you hear clearly throughout?						
<u>Pace</u> Is the pace of the speech, or flow of ideas, too fast or too slow?						
<u>Fluency</u> Is the speech pattern fluent, indicating familiarity with the material and rehearsal of delivery?						
<u>Tone and Energy</u> Is there sufficient variation in tone? Does the presenter seem enthusiastic?						
<u>Eye Contact</u> Is the presenter making eye contact across the audience and avoiding becoming note-bound?						
<u>Body Language and Gesture</u> Is the presenter's posture upright and confident? Does their movement and gesture enhance, not distract from, what they are saying?						
<u>Appropriateness to the Audience</u> Is the content and approach						

# Personal Recommendations

# Personal Recommendations

- **Troubleshoot technology**
  - Put slides on USBs and send them via email
  - Test it prior to your presentation e.g., start of the class
- Watch a clip of **yourself** or **audiotape** your talk
- Learn the **first sentence** by heart
- Try to focus on getting your **audience's attention** and keep it throughout the presentation
- **Dress neatly / smartly**
  - Shows effort and highlights how you are taking it seriously

# Personal Recommendations

- Join or attend events by the **Literary and Scientific Society** – the debating society at QUB
  - How are they presenting themselves and delivering their arguments?
- Deal with **questions** appropriately
  - Admit if you don't know something
  - Be thankful for advice / feedback / criticism and take it on board
  - Eg., That's a good question / point / remark; I will need to think about this. - Can I come back to you later?

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# Questions?

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Workshops / Resources

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# References

- Holtz, B.C. (2015). 'From first impression to fairness perception: Investigating the impact of initial trustworthiness beliefs', *Personnel Psychology*, 68(3), pp. 499- 546.
- Jarrett, C. (2014) *The psychology of first impressions - digested*. Available at: <http://digest.bps.org.uk/2014/07/the-psychology-of-first-impressions.html> (Accessed: 29 October 2015).
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