



Presentation Skills face to face and virtually

With Susan Heaton-Wright



Learning Objectives



Understanding who you are speaking to and 'what's in it for them'.



When, where and why you present



Creating clear, concise, focused messages



The importance of preparation and ideas for preparing



How non-verbal communication (body language) play a part in any speaking – even on line



How we can make it as easy as possible for others to listen to us, particularly virtually.





why

Different audiences



Build Trust





Who do you
speak and
communicate
with?



Superstar Communicator™ Audience Grid

What do you want out of the conversation?	What do you want your audience to get out of the conversation?
What's in it for the audience personally?	What's in it for the audience professionally?



CHECKLIST



Content





WORDS



Brief Speaking

The concept of Brief Speaking: Make more impact by saying less

Maintain

Maintain focus on the topic you are speaking about

Keep

Keep on topic

Avoid

If you don't know what you are talking about, avoid speaking



Great Starts
to your
speech or
contribution

A statement

A question

A Statistic





Calls to Action

What Calls To Action could you use? Write down ideas.



← happily ever after

A weathered wooden sign with a rough, white-painted surface is mounted on a green metal post. The sign features the phrase "happily ever after" written in a bold, red, hand-painted font. A small red heart is positioned above the letter 'i' in "happily". To the left of the text is a red arrow pointing towards the left. The sign is set against a blurred background of a tree trunk and foliage.

More ideas

Do one thing at a time

The brain is a sequential processor, unable to pay attention to two things at the same time. Businesses and schools praise multitasking, but research clearly shows that it reduces productivity and increases mistakes. Try creating an interruption-free zone during the day—turn off your email, phone, and social media sites—and see whether you get more done. If you have trouble untangling your schedule, download software that blocks your access to certain websites for a certain amount of time that you specify.

Divide presentations into 10-minute segments

Remember my students who said they got bored in 10-minute lectures? The 10-minute rule, which I've known for many years, provides a guide to creating presentations people can pay attention to. Here's the idea: When giving a lecture, for which I was named the Hoechst Lecturer in Psychiatry (awarded at one of the largest annual meetings in psychiatry).

I decided that every lecture I'd ever give would be organized into segments, and that each segment would last only 10 minutes. Each segment would cover a single core concept—always general, and always explainable in one minute. The brain likes hierarchy. Stating the general concepts naturally leads to explaining information in more detailed, hierarchical fashion. Give the general idea first, before diving into details, and you will see a 40 percent improvement in understanding.

Each class was 50 minutes, so I could easily burn through five large concepts in a single period. I would use the other nine minutes

in the segment to provide a detailed description of that single general concept. The trick was to ensure that each detail could be easily linked back to the general concept with minimal intellectual effort. I would regularly pause to explicitly explain the link. This is like walking the dog, the goal is to stay between stuffings. In addition to walking through the lecture plan at the beginning of the class, I sprinkled liberal repetitions of "where we are" throughout the hour.

This prevents the audience from trying to multitask. If the instructor pauses every 10 minutes during the presentation, the audience is forced to refocus on the instructor and attempt to understand what the instructor is saying. It's like trying to drive while talking on a cell phone. It's impossible to pay attention to ANY two things at once. The cell phone introduces a series of millisecond delays that prevent the driver from focusing on the road. After 10 minutes had elapsed, I had to pause the lecture. Why did I construct my lectures this way? I knew that if I didn't, I had only about 600 seconds to give that way. I knew that if I didn't, the next hour would be useless. And I knew that if I didn't, something after the 601st second to "buy" another 10 minutes.

And the book

Every 10 seconds, the audience's attention is getting ready to plummet to near zero. If something isn't done quickly, the students will end up in successively losing bouts of an effort to stay with the lecture. What do they need? Not more information of the same type. Not a completely irrelevant cue that breaks them from the lecture. They need thought, making the information stream seem disjointed, unorganized, and paralyzing. They need something so compelling that they break through the 10-minute barrier—something

Story board

Once upon a Time	Suddenly
And then	Happily ever after



Where could you use stories
in your presentation?

Preparation



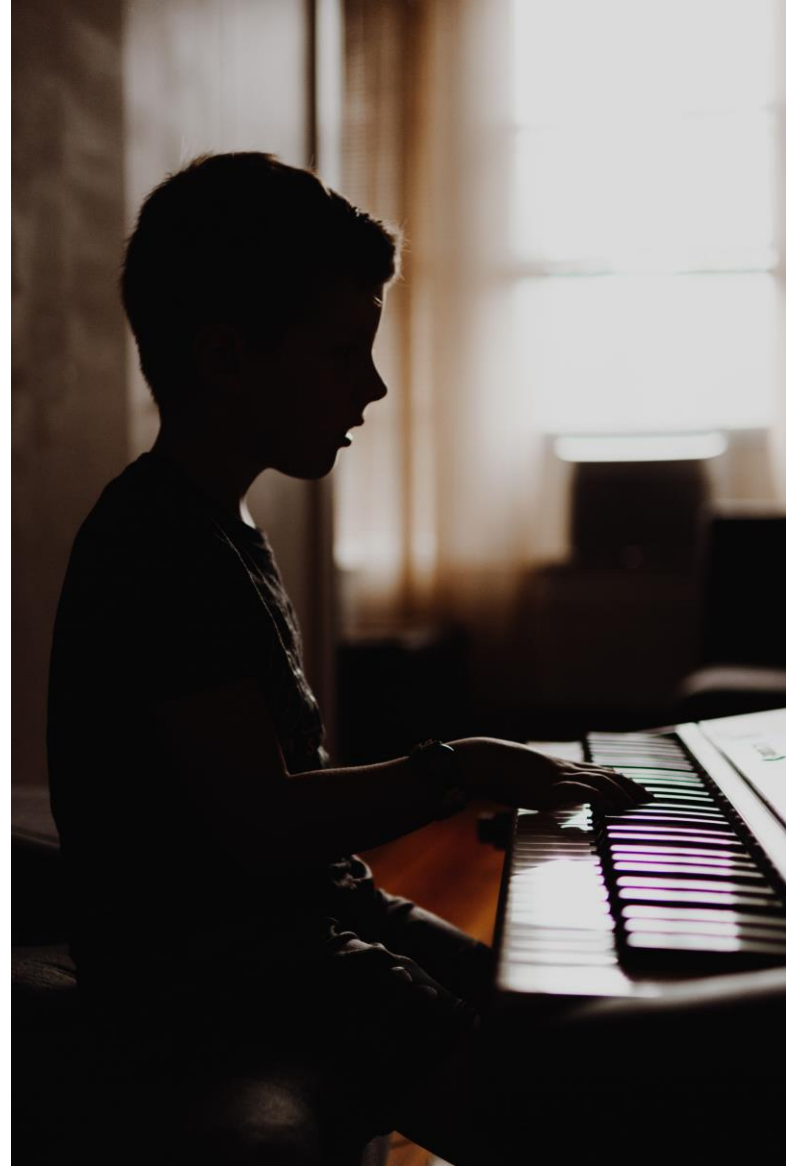


**What are you
going to say??**





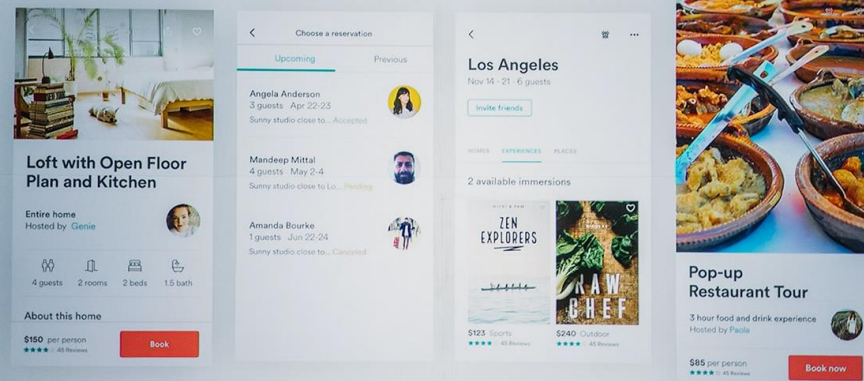
Practice



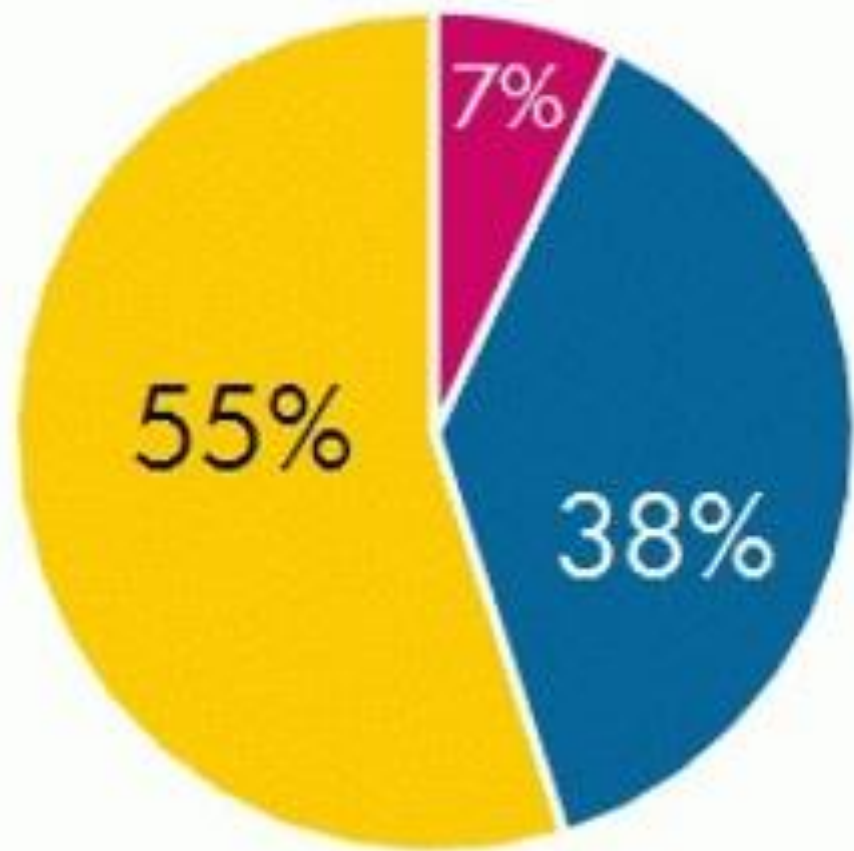













Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

Source: Professor Albert Mehrabian
University of California Los Angeles



Voice



What makes a voice easy to listen to?

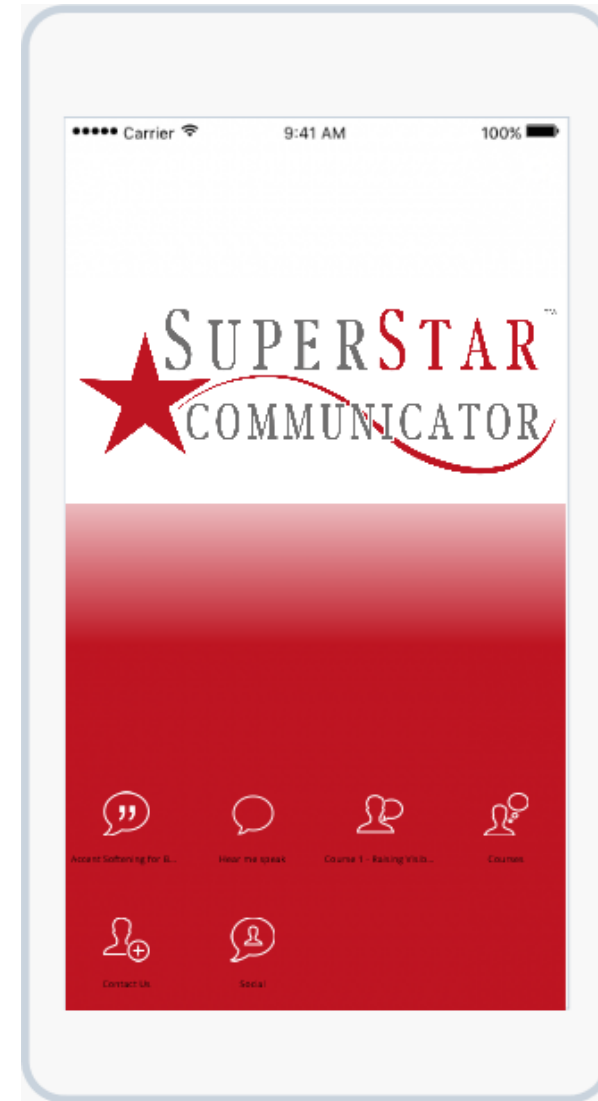
- Speed of speech
- Volume
- Pauses
- Changes in speed to add variety
- Passion/interest
- What else?





Superstar Communicator APP

- <https://bit.ly/2Wza2gO>
- Available on Apple and Google play
- Go to 'Slides, notes. Learning'
- Virtual presentation skills





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