YR3 Learning Styles
& Presenting Information to Others

Adult Learning, Motivation & Presentation Skills
Improving Training Communication

Tuesday, March 1, 2016
Great Wolf Lodge ● Grapevine, Texas

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FACILITATOR
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Guidelines for a Successful Retreat

- You are responsible for your learning, so be honest with yourself about your strengths and the areas you need to develop. Ask for what you need from your trainers and the other group members.
- Be as open as possible, but remember that you have the right to pass and the right to privacy.
- We respect differences. Be supportive rather than judgmental. Different opinions are welcome. Contrary views need to be encouraged to support robust decision-making and to prevent group-think.
- Give feedback appropriately.
- Within our group, we have all the resources we need to solve any problem that arises.
- Make at least one new acquaintance – someone you will contact later and turn to for ideas and support.
- The program will begin and end on time. We will have frequent breaks, but feel free to take care of your physical needs without waiting for a formal break.
- After checking in on your favorite social media platform; please silence all cell phones and other electronic devices; however, the use of tablet computers, laptop computers, and smartphones for note taking is acceptable.
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- The evaluation form provides us with useful feedback. Look it over now and add comments to it throughout the program.

The Basic Principles

- **Focus on the situation, issue or behavior, not on the person**
- **Maintain the self-confidence and self-esteem of others**
- **Maintain constructive relationships with your employees, peers and Leaders**
- **Take initiative to make things better**
- **Lead by example**
- **Think beyond the moment**

Source: Zenger-Miller, Inc.
www.achieveglobal.com
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Workshop Objectives

This workshop is designed to increase your knowledge of:

- Adult learning processes
- Motivation concepts and applications
- Importance and relevance of different learning styles
- How to use MS PowerPoint to assist in communicating one’s message
- How to use handouts (take away) to assist in communicating one’s message
We need to design our programs in order to meet these needs of adult learners.
Best & Worst Training Presentations Experiences

Instructions

**Individual Activity**
1. Spend a few moments thinking about the best and worst training presentations you have attended.
2. List three to five reasons why you would describe the training presentation as either good or bad. Be as specific as possible.

**Small Group Activity**
3. Gather together in a small group and share your experiences.
4. Have someone in the group take notes making a list of the group’s findings. Be prepared to report out to the entire class afterwards.
5. Circle those items that show up on multiple individual lists.

<table>
<thead>
<tr>
<th>Good Training Presentation Experiences <em>(What went right?)</em></th>
<th>Bad Training Presentation Experiences <em>(What went wrong?)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

List Group Findings:
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________
Understanding the Adult Learner

Prior to embarking upon the design and development of any training program, it is crucial to pause and consider adult learning principles.

- **Andragogy** is the discipline that studies how adults learn.
- **Pedagogy**, conversely, is the study of the education of children.

Andragogy is based on five assumptions about the differences between being dependent personalities toward being self-directed human beings.

1. **Self-Concept**
   As people mature, their self-concept moves from being dependent personalities toward being self-directed human beings.

2. **Experience**
   As people mature, they accumulate a growing reservoir of experience that becomes an increasing resource for learning.

3. **Readiness to learn**
   As people mature, their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles.

4. **Orientation to learning**
   As people mature, their time perspective changes from postponed application of knowledge to immediate applicability, and accordingly, their orientation toward learning shifts from subject-focused to problem-focused.

5. **Motivation to learn**
   As people mature, their motivation to learn becomes increasingly internal.
# Understanding the Adult Learner

<table>
<thead>
<tr>
<th>Adult Learning Principles</th>
<th>Training Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Adults want a focus on “real world” issues.</td>
<td>✓ Show how participants can immediately transfer the learning back to the job.</td>
</tr>
<tr>
<td>✓ Emphasis on how the learning can be applied is desired.</td>
<td>✓ Apply training to future and current needs.</td>
</tr>
<tr>
<td>✓ Adult learners will come with goals and expectations.</td>
<td>✓ Discover the participants’ expectations at the onset of the program and address those that will not be covered.</td>
</tr>
<tr>
<td>✓ Allow debate and challenge of ideas, but adults must be motivated to keep disagreements unheated.</td>
<td>✓ For some participants, this interaction enhances the learning. ✓ Create a safe learning environment.</td>
</tr>
<tr>
<td>✓ Listening to and respecting their opinions is what adults expect.</td>
<td>✓ Promote a learning environment that is collaborative between the instructor and the participants. ✓ Allow participants to receive feedback from the instructor and each other.</td>
</tr>
<tr>
<td>✓ Adult will wish to be resources to you and to each other.</td>
<td>✓ Allow for planning between the instructor and the group. ✓ Take the knowledge and experience of participants into account.</td>
</tr>
<tr>
<td>✓ Adults seek out a learning experience because they have a need for the knowledge or skill being taught.</td>
<td>✓ Explain the “WIIFM” (What is in it for me?) concept. ✓ Apply training to future and current needs.</td>
</tr>
</tbody>
</table>

*SOURCE: Society of Human Resource Management (www.shrm.org)*
How Adults Learn

When leaders walk into the training room, each one will come already equipped with various experiences, attitudes, perceptions, and ideas.

Each person will organize his or her thoughts differently, and each will be able to absorb new knowledge and ideas in his or her own way. The leaders’ mental learning state is not a blank chalkboard on which you, the presenter/facilitator, can write as you wish. Neither is their head an empty pail for you to fill with your knowledge and ideas. Our leaders’ chalkboard already has many messages on it, and their mental pail is almost full already.

We must help our leaders learn.

You have been identified as a Subject Matter Expert (SME). We’re expecting you to pass your torch to other leaders.
UNDERSTANDING PREFERENCES

The purpose of this section is to provide leaders with insights on how to identify learning preferences and behavioral styles and to leverage employee strength to increase motivation and performance.

Objectives:

- Identify Learning Preference and how they can impact performance
- Determine Behavioral Styles and how to apply the Platinum Rule
- Understand how to conduct a “Getting to Know You Interview” and key actions to promote employee engagement.
“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organization objectives. It is the fuel that allows common people to attain uncommon results”

~ Andrew Carnegie
Scottish-American Industrialist
1835 – 1919
INSTRUCTIONS: Circle one response (A, B, or C) to each item in the left-handed column. When finished with the assessment add up the number circled in each column.

<table>
<thead>
<tr>
<th>When I...</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell</td>
<td>I try to see the word.</td>
<td>I sound out the word or use the phonetic approach.</td>
<td>I write the word down to determine if it “feels” right.</td>
</tr>
<tr>
<td>Talk</td>
<td>I dislike talking for too long.</td>
<td>I enjoy listening but am impatient to talk.</td>
<td>I gesture to use expressive movements.</td>
</tr>
<tr>
<td>Concentrate</td>
<td>I become distracted by untidiness or movements.</td>
<td>I become distracted by sound.</td>
<td>I become distracted by the activity around me.</td>
</tr>
<tr>
<td>Am angry</td>
<td>I tend to become silent and seethe.</td>
<td>I express it in an outburst.</td>
<td>I storm off, grit my teeth and slam doors.</td>
</tr>
<tr>
<td>Meet someone again</td>
<td>I forget names but remember faces or where we met.</td>
<td>I forget faces but remember names or what we talked about.</td>
<td>I remember what we did together.</td>
</tr>
<tr>
<td>Contact business people</td>
<td>I prefer personal face-to-face meetings.</td>
<td>I prefer the telephone.</td>
<td>I talk with them while walking or participating in an activity.</td>
</tr>
<tr>
<td>Read</td>
<td>I like descriptive scenes.</td>
<td>I enjoy dialog and conversations.</td>
<td>I prefer action stories if I am going to read at all.</td>
</tr>
<tr>
<td>Do something new at work</td>
<td>I like to see diagrams, slides, or posters.</td>
<td>I prefer verbal instructions or talking about it to someone.</td>
<td>I prefer to jump in right away and try it.</td>
</tr>
<tr>
<td>Need help with a computer application.</td>
<td>I look for pictures or diagrams.</td>
<td>I call the help desk; ask a neighbor, or growl, at the computer.</td>
<td>I keep trying to do it or try it on another computer.</td>
</tr>
<tr>
<td>Work at solving a problem</td>
<td>I make a list, organize steps and check them off as they are done.</td>
<td>I make a few phone calls and talk to friends or experts.</td>
<td>I make a model of the problem or walk through all the steps in my mind.</td>
</tr>
<tr>
<td>am Relaxing</td>
<td>I prefer to watch TV or read.</td>
<td>I prefer to listen to the radio or CD</td>
<td>I prefer to play sports and games.</td>
</tr>
<tr>
<td>am Standing in line at a movie</td>
<td>I look at posters advertising the other films.</td>
<td>I talk to the person next to me.</td>
<td>I tap my foot or move around in some way.</td>
</tr>
</tbody>
</table>

Number Circled
One of the most important leadership lessons is realizing you’re not the most important or the most intelligent person in the room at all times.
Characteristics of Adult Learning Styles

Learning styles describe the ways individuals learn and how they process ideas. An awareness of these styles allows you to interpret and reflect how to accommodate best each style in learning situations.

There are three distinct learning styles – visual, auditory, and kinesthetic (tactile).

Understanding learning styles and modifying your instruction to meet all of them helps to increase the retention rate of your adult learners. Meeting the needs of all learning styles requires a well-balanced use of various learning methods that incorporate different levels of participation.

**Visual Learners**

Visual learners learn best through seeing. These learners need to see body language and facial expression to understand the content. In a traditional classroom setting, they tend to prefer sitting at the front to avoid visual obstructions. They may think in pictures and learn best from visual displays, including diagrams, illustrated textbooks, overhead transparencies, videos, computer-based training programs, flip charts, and handouts. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

**Auditory Learners**

Auditory learners learn best through hearing. Verbal lectures, discussions, talking things through, and listening to what others have to say and their preferred methods of learning. Auditory learners interpret the underlying meanings of speech through listening to the tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

**Kinesthetic Learners (a.k.a. Tactile Learners)**

Kinesthetic Learners, also known as Tactile Learners, learn best through a hands-on approach. They prefer to explore the physical world actively around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

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## Developing / Training and Coaching to Specific Learning Styles

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Hands-On</th>
</tr>
</thead>
</table>
| - Likes to see job aids  
- May close eyes to remember something  
- Takes detailed notes | - Doesn't use job aids  
- Says, “Let’s talk this through.”  
- Tends to hum or talk out loud when bored  
- Acquires knowledge by reading out loud  
- Prefers verbal instruction | - Likes to participate in demonstrations  
- Says, “Let me do it”  
- Needs to be active  
- Needs frequent breaks  
- Role Reversals  
- Communicates by touching  
- Speaks with hands |
| How to Develop / Train & Coach | - Use written instructions  
- Use graphics to reinforce learning  
- Demonstrate “model” performance  
- Have the student take notes | - Give verbal instructions  
- Have the student read written information out loud  
- Describe “model” performance  
- Ask, ask, ask | - Let Representative practice  
- Have Representative demonstrate |

### Reflection

INSTRUCTION: Take a few moments to reflect on this section and use the questions below to help you formulate specific actions you can take to improve your personal performance as a leader.

**How will knowing your learning style help you?**

**How will understanding other’s learning style help you?**

**Other thoughts or reflections how you may apply learnings from this module to your daily routine:**
Considering the learning styles of adults and modifying your teaching style to meet all of them helps to increase the retention rate of your adult learners. Meeting the needs of all learning styles requires a well-balanced use of various learning methods that integrates various levels of participation.

**Small Group Exercise**

**Retention vs. Participation**

**INSTRUCTIONS:** Working in small groups, discuss practical ways one can increase the degree of participation (and hopefully improve the adult learners’ retention) in a leader’s training session. Appoint a group spokesperson and be prepared to report out a summary of your group’s ideas.
We are all motivated by different drivers at different times in our life.

Abraham Maslow’s “hierarchy of needs” is a model that many of us have seen at one point in our lives, and these principles apply to most people. Our need drive our behaviors. Maslow theorized that each level of need, starting at the bottom, must be satisfied before the next level of need will motivate people and affect behavior.

Maslow theorized that each level of need, starting at the bottom, must be satisfied before the next level of need will motivate people and affect behavior. Maslow believed that only unsatisfied needs motivate an individual. A supervisor can have the greatest impact on an employee at the hierarchy levels of security, sense of belonging, and self-esteem.

![Maslow’s Hierarchy of Needs Diagram]

**Discussion**

*How do you think a supervisor can affect an employee’s:*  
- Security?  
- Sense of belonging?  
- Self-esteem?
Preparing the Course

Every training presentation needs preparation. Without it, your thoughts will be disjointed, the course structure fragmented, and the students will feel as though you did not prepare.

The dangers of under preparation are many.
- You can forget points.
- You can give details out of sequence and confuse your students.
- You can talk too long and not leave time for other important topics.
- You can forget a visual aid or handout which would have helped in your presentation.

Teaching is not just talking.
Goals, Objectives & End Results

Every topic takes preparation.

Before looking at your presentation, take a broad look at the training module as a whole.

- What are the goals, objectives, and end results of the training module?
- How does your presentation help meet these goals, objectives, and end results?
- What do you want to happened in the training?

Objectives differ from goals because they are quantified and time-delineated.

For some presentations, like a discussion of leadership techniques, goals may be much more important and evident than objectives. But for other presentations, like job-related skills, objectives are important to leaders who want to acquire a specific knowledge, and for whom the success of the class may depend on their ability to learn something they can use immediately.

Developing Goals, Objectives, & End Results

**INSTRUCTIONS:** As a Subject Matter Expert (SME), what are the goals, objectives, and end results for my presentation? (List ideas below).

<table>
<thead>
<tr>
<th>My presentation topic:</th>
<th>Goals / Objectives for topic:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>End Results / What does success look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete this sentence:</td>
</tr>
<tr>
<td>(At the end of my presentation, the participants will...)</td>
</tr>
</tbody>
</table>
Having defined your goals, objectives, and end results, you then can estimate how much material to cover in the presentation. This is not always easy.

Sometimes participants may get caught up in discussion and cover only a small fraction of what you have intended; other times they catch on sooner than you anticipated and you are racing through the material.

As a Subject Matter Expert (SME) you should be prepared for both outcomes, having enough material available, and yet being able to trim and cut back to the most essential points if the discussion or explanations take longer than planned.

A long discussion on a particular point is a more positive sign of involvement and learning than is a silent audience.

Covering many ideas may not be a sign of faster learning while questions, discussions, and disagreement over one single idea may mean more learning than quiet acceptance of a whole series of points.

Arrange your material:
- Essential to Know
- Important to Know
- Nice to Know

Make sure you convey what is essential, try to work in as much important material as possible, and add what is nice to know if you have time.
Material Preparation

Your materials must be prepared as well.

Too often handouts or reading materials are an afterthought, or sometimes no thought is given to them at all.

No handouts, no references, no directions for further learning — is just simply not acceptable.

Use handout material for things it would take too long to copy in class, or take up too much valuable class time.

If possible, provide a reading list or list of references for further research on the topic. For practical topics, this might be a list of people, their contact numbers and e-mails, or other resources.

Individual Homework Exercise

Materials / Handouts

INSTRUCTIONS: As an Subject Matter Expert (SME), what types of handout materials, worksheets, forms, etc. should I prepare in advance for the participants to use during and after my presentation? (List ideas below).
Your PowerPoint Deck

These are simple ideas on design and delivery.

What we normally see when we attend trainings, conferences, etc. *(which is unfortunately – the industry standard)* is:

- Hard to read
- Too much information on one slide
- BORING!!

Do the slides on the right side reach you on emotional level?

Words of Wisdom

“*Simplicity is the ultimate sophistication.*”

~Leonardo da Vinci
An Approach, Not a Method

*Presentation Zen*¹ was written by Garr Reynolds, a leading authority on presentation design and delivery. A sought after speaker and consultant, his clients includes many in the Fortune 500. A writer, designer, and musician, he holds the position of Associate Professor of Management at Kansai Gaidai University in Japan. He is a former corporate trainer for Sumitomo Electric, and once worked in Cupertino, California as the Manager for Worldwide User Group Relations at Apple, Inc.

**Presentation Zen is not a method.** Method implies a step-by-step systematic process, something very much planned and linear, with definite proven procedure that you can pick off a shelf and follow A to Z in a logical orderly fashion.

**Presentation Zen is more of an approach.** An approach implies a road, a direction, a frame of mind, perhaps even a philosophy, but not a formula of proven rules to be followed. In his book, Garr Reynolds offers guidelines and some things to think about that may run contrary to conventional wisdom on how to make a live presentation with multimedia. The aim is to help professionals free themselves from the pain of creating and delivering presentations by helping them see presentations in a way that is different, simpler, more visual, more natural, and ultimately far more meaningful.

Each situation is different. But we all know, through our own experience, that the current state of presentations in business causes its own degree of “suffering” for audiences and presenters alike.

If we desire to communicate with more *clarity, integrity, beauty*, and *intelligence*, then we must move beyond what is considered to be “normal” to something different and far more effective.

The Presentation Zen approach challenges the conventional wisdom of making PowerPoint presentations in today’s world and encourages people to think differently about the design, and delivery of their presentations.

There are three “Key Principles” that one must be most mindful of through every step of the presentation process.

1. **restraint,**
2. **simplicity,** and
3. **naturalness:**

*Restraint in preparation, Simplicity in design, and Naturalness in delivery.* All of which, in the end, lead to greater clarity for us and for our audience.

¹ See “Bonus Material” on inside back cover for more information on Garr Reynolds’ book: *Presentation Zen: Simple Ideas on Presentation Design and Delivery*
Restraint in Preparation

The preparation of your presentation is an act requiring creativity, not merely the assembling of facts and data in a linear fashion.

Preparing a presentation is a “whole-minded” activity that requires as much right-brain thinking as it does left-brain thinking. While your research and background work may have required logical analysis, calculation, and careful evidence-gathering or so-called left-brain thinking, the transformation of your content into presentation form will require that you exercise much more of your so-called right brain.

Here are some things to remember as you begin preparing to create a presentation utilizing the Presentation Zen approach.

Beginner’s Mind

Like a child, one who approaches life with a beginner’s mind is fresh, enthusiastic, and open to vast possibilities of ideas and solutions before them. A child does not know what is not possible and so is open to exploration, discovery, and experimentation.

If you approach creative tasks with the beginner’s mind, you can see things more clearly as they are, unburdened by your fixed views, habits, or what conventional wisdom says it should be. One who possesses a beginner’s mind is not burdened by old habits or obsessed about “the way things are done around here.”

If you approach a task with the beginner’s mind, you are not afraid of being wrong. The fear of making a mistake, of risking an error, or of being told you are wrong is constantly with us.

Making mistakes is not the same as being creative, but if you are not willing to make mistakes, then it is impossible to be truly creative.

Beware of the Expert’s Mind

If you approach problems with the “expert’s mind,” you are often blind to the possibilities. Your expert’s mind is bound by the past and is not interested in the new and different and un-tried. Your expert’s mind will say it can’t be done (or shouldn’t be done). Your beginner’s mind will say, “I wonder if this can be done?”
You Are Creative!

The big lie we tell ourselves is, “I’m not creative.” You may not be the next Picasso in your field but that does not matter.

What matters is to not close yourself down too early in the process of exploration. Failing is fine, necessary in fact. But avoiding experimentation or risk-especially out of fear of what others may think-is something that will gnaw at you more than any failure.

Take chances to stretch yourself professionally. Why not see how gifted you are? You may surprise someone, including yourself!

Being creative means using your whole mind to find solutions. Creativity means not being paralyzed by your methods and knowledge, but being able to think outside the box to find solutions to unforeseen problems.

A presentation is an opportunity to differentiate yourself, or your organization. It is your chance to tell the story of why your content is important and why it matters. It can also be an opportunity to make a difference. Why look or talk like everyone else? Why strive to meet expectations? Why not surpass expectations and surprise people?
One of the most important things you can do in the initial state of preparing for your presentation is to get away from your computer.

A fundamental mistake people make is spending almost the entire time thinking about their presentation and preparing their content while sitting in front of a computer screen.

Before you design your presentation, you need to see the big picture and identify your core messages—or the single core message. This can be difficult unless you create a stillness of mind for yourself, something which is hard to do while puttering around in PowerPoint.

Sketching out ideas on pen and paper seems to lead to more clarity and better, more creative, results when we finally get down to representing our ideas digitally. You can use sticky notes on the wall to help you organize the flow of your presentation as you are brainstorming ideas. Another tool that can be especially useful during the brainstorming/planning stage is a dry-erase board.

This is a time to allow your imagination to flow and be creative about your ideas. If you limit yourself to computer software for planning, your ideas may be softened by the limitations of the slideware.

Here’s a good question to ask yourself…..

Is your computer like a bicycle for your mind?

During the planning state of a presentation, does your computer function as a “bicycle for your mind,” amplifying your own capabilities and ideas, or is it more like a “car for your mind” with prepackaged formulas that make your ideas soft?

Your mind benefits when you use your computer like a bike but loses out when you rely only on your computer’s power the way you rely on your car’s power. It’s important to understand principles of presentation creation, and design, not merely software applications rules to be obediently followed or the tips and tricks of the day.

One way to ensure that your computer and your software applications remain great tools of amplification for your ideas and your presentation is to first turn off your computer and walk away from it.
Slowing Down to See

Slowing down is not just good advice for a healthier, happier, more fulfilling life, but it is also a practice that leads to greater clarity. Your instinct may be to say that this is ridiculous, business is all about speed.

It is all about your state of mind. No doubt, you have many things on your plate. You are busy. But “Busy” is not really the problem. We all face time constraints but those constraints can be a great motivator, bringing a sense of urgency that stimulates creative thinking.

Busyness kills creativity. It leads to the creation and display of a lot of PowerPoint decks that substitute for engaging, informative, or provocative presentations. Communication suffers...the audience suffers.

One reason some presentations are so ineffective is that people today just do not take-or do not have-enough time to step back and really assess what is important and what is not. They often fail to bring anything unique, creative, or new to the presentation.

Seeing the big picture and finding your core message may take some time alone “off the grid.” You may even have to find solitude to pinpoint your core message, achieve greater focus and clarity allowing you to see the big picture.

Individual Homework Exercise

Here are two very simple (but very important) questions that you MUST keep in mind while you prepare your presentation:

■ What’s your Point?

■ Why does it matter?
Handouts Can Set You Free

If you create a proper handout as a leave-behind for your presentation during the preparation phase, then you will not feel compelled to say everything about your topic in your presentation.

Preparing a proper document—with as much detail as you think is necessary—freezes you to focus on what is most important for your particular audience on your particular day. If you write a proper document, you will also not worry about the exclusion of charts or figures and statistics or related points to your topic.

You cannot say everything during your presentation. Many presenters include everything under the sun in their slides “just in case” or to show that they are “serious people.”

It is common to create slides with lots of text and detailed charts, etc. Because the slides will also serve as a leave-behind document. BIG MISTAKE. This leads to “slideumentation.”

Instead, prepare a detailed document for a handout and keep the slides simple.

Words of Wisdom

“…Slides are “speaker support” material, they are there to support the speaker…YOU. As such, they should be completely incapable of standing by themselves, and are thus useless to give to your audience, where they are guaranteed to be a distraction. The flip side of this is that if your slides can stand by themselves, why the heck are you up there in front of them?”

~ David S. Rose
New York Technology Entrepreneur
The 1 – 7 – 7 rule

What is it?

- Have only one main idea per slide
- Insert only seven lines of text maximum.
- Use only seven words per line maximum.
- The question is though: Does this work?
- Is this method really good advice?
- Is this really an appropriate, effective “visual”?
- This slide has just seven bullet points.

Keep it Simple

PowerPoint uses slides with a horizontal or "Landscape" orientation. The software was designed as a convenient way to display graphical information that would support the speaker and supplement the presentation. The slides themselves were never meant to be the "star of the show" (the star, of course, is your audience). People came to hear you and be moved or informed (or both) by you and your message. Do not let your message and your ability to tell a story get derailed by slides that are unnecessarily complicated, busy, or full of what Edward Tufte calls "chart junk." Nothing in your slide should be superfluous, ever.

Your slides should have plenty of "white space" or "negative space." Do not feel compelled to fill empty areas on your slide with your logo or other unnecessary graphics or text boxes that do not contribute to better understanding. The less clutter you have on your slide, the more powerful your visual message will become.

Signal-to-Noise Ratio

The Signal-to-noise ratio is a principle borrowed from fields such as radio communications and electronic communication in general, but the principal itself is applicable to design and communication problems in virtually any field.

In terms of presentations, the SNR is the ratio of relevant to irrelevant elements or information in a slide or other display. The goal is to have the highest signal to noise ratio possible on your slides. Understanding can be hard enough without the excessive and the nonessential bombardment by our visuals that are supposed to be playing a supportive role.

Ensuring the highest possible signal-to-noise ratio means communicating clearly with as little degradation to the message as possible. Degradation to the visual message can occur in many ways such as with the selection of inappropriate charts, using ambiguous labels and icons, or unnecessarily emphasizing items such as lines, shapes, symbols, and logos that do not play a key role in support of the message. If it can be removed without compromising the visual message, then strong consideration should be given to minimizing it or removing it all together.
Empty Space is a concept that is supremely simple, yet the most difficult for people to apply. One of the biggest mistakes that people make with presentation slides and documents as well is going out of their way to seemingly use every centimeter of space on a page, filling it up with text, boxes, clip art, charts, footers, etc.

Empty space implies elegance and clarity and can convey a feeling of high quality, sophistication, and importance. It is what gives a design air and lets the positive elements breathe. The more we add to a slide, the more diluted and less effective the design or graphic becomes.

Limit Bullet Points & Text

Your presentation is for the benefit of the audience. But boring an audience with bullet point after bullet point is of little benefit to them. Which brings us to the issue of text. The best slides may have no text at all. This may sound insane given the dependency of text slides today, but the best PowerPoint slides will be virtually meaningless without the narration (that is you). Remember, the slides are meant to support the narration of the speaker, not make the speaker superfluous.

Many people often say something like this: "Sorry I missed your presentation. I hear it was great. Can you just send me your PowerPoint slides?" But if they are good slides, they will be of little use without you. Instead of a copy of your PowerPoint slides, it is far better to prepare a written document which highlights your content from the presentation and expands on that content. Audiences are much better served receiving a detailed, written handout as a takeaway from the presentation, rather than a mere copy of your PowerPoint slides.
Use High Quality Graphics
Use high-quality graphics including photographs. You can take your own high-quality photographs with your digital camera, purchase professional stock photography, or use the plethora of high-quality images available on line (however, be cautious of copyright issues).

Never simply stretch a small, low-resolution photo to make it fit your layout - doing so will degrade the resolution even further.

Avoid using PowerPoint Clip Art or other cartoonish line art. Again, if it is included in the software, your audience has seen it a million times before. It may have been interesting in 1993, but today the inclusion of such clip art often undermines the professionalism of the presenter. There are exceptions, of course, and not all PowerPoint art is dreadful, but use carefully and judiciously.

You will make it look easy and natural by preparing and practicing like mad. The more your rehearse, the more confident you’ll become, and the easier it will seem to the audience.

Make Your Ideas Sticky
Make your ideas sticky by keeping things simple, using examples and stories, looking for the unexpected, and tapping into people’s emotions.

Connect With Your Audience
You need solid content and logical structure, but you also have to make a connection with the audience. You must appeal to both the logical and the emotional.

If your content is worth talking about, then bring energy and passion to your delivery. There is no excuse for being dull! Don’t hold back...If you have passion for your topic, then let people know it.

Keep the lights on; the audience must always be able to see you.

Remove any barriers between you and the audience. Avoid podiums if possible. Use a wireless mic and remote control for advancing slides so that you can move around freely and naturally.
Bonus Material

Top 5 Mistakes to Avoid in PowerPoint Presentations

PowerPoint Tips

1. **Never use complicated/typical fonts** like Corbel, Erasbd, Consolas, etc because the computer on which you will be giving your presentation might not have the recent PowerPoint version, therefore it would not support those typical fonts. So to be on a safer side always use Times New Roman or Arial font.

2. **Always carry your presentation files in your jump drive.** Though there are lots of presentation hosting services like slideshare.net and others, there is no surety about a good internet connection in the presentation room, it may be very slow or may not be present at all.

3. **Carry Microsoft PowerPoint viewer 2007 with you always** because the PowerPoint version on the computer on which you have to run your presentation might be older than what you have on your own PC on which you have created your presentation. So just download free PowerPoint 2007 viewer and transfer it to your flash drive and carry it with yourself.

4. **Presentation rooms could be large, so always use bigger fonts** otherwise it would not be visible to backbenchers. Minimum recommended font size in presentation slides is around 24-points.

5. **Generally, PC’s get into a power saving mode on 5-10 minutes of inactivity** and this is quite common in laptops. So make sure you turn off this feature. You can turn it off by changing your battery settings. Also one more pitfall that is worth a mention is that you should turn off your IM’s and screensavers (especially) otherwise they would make your serious presentation a funny one.

**Bonus Material**

**Visual Aids & PowerPoint**

*Helping you present professionally*

Visual aids are an important part of many presentations. The most commonly used media are the flipchart and computer-based presentation programs. Here are some suggestions for making the most of your visual aids:

**Flipchart**

A flipchart mounted on a portable easel works best when used with a relatively small audience – 20 or fewer people. A flipchart can be prepared prior to your presentation. You can also write or draw during your presentation – specially to record audience responses. Use bold colors, but avoid using ink that bleeds through the paper. Don’t look at your flipchart when speaking. If you must write on the flipchart, pause, then resume speaking when you’re done. Use small strips of masking tape to facilitate changing from one page to the next.

*The book, Presentation Zen by Garr Reynolds has done a comparison of Steve Jobs and Bill Gates doing presentations*

**Computer-based visuals**

The technology is rapidly changing. These days, using a laptop computer and presentation software such as Microsoft PowerPoint is the norm. Add a screen and other equipment, and you can produce and display dramatic visual aids, including animation and simulations. Computer-based visuals are becoming the standard for most technical, educational or business-related presentations. Useful for large and small audiences, they can convey simple as well as complex information. If you use a remote control, you can change the visuals while walking about the room. To accomplish this, you’ll need a data projector, a device that accepts output from a computer and projects it onto a screen. Plan to create the visuals in advance, to ensure all of the electronic components work together and be sure to rehearse with them.

**Keep your visual aids:**
- Visible
- Simple
- Colorful, but don’t let them upstage you
- Justified by the content -- not too many or too few slides

**For effective PowerPoint shows:**
- Don’t read the slides to your audience!
- Make your text large.
- Choose colors that make the text easier to read.
- Use bullet points instead of full sentences.
- Don’t let the text or graphics fly around too much.
- Avoid charts and diagrams that are hard to see.

Most Importantly - Remember, you control the presentation; don’t let it control you. Power Point should be a “visual aid” – not the entire show.

*SOURCE: http://www.toastmasters.org*
What’s Next?

What did it Learn / Re-Learn in this workshop?

What’s next? What are my next specific action items/steps I need to take?

ACCOUNTABILITY

Having self-discipline to work effectively and efficiently; being results-focused; following the leadership of those responsible for me; being attentive, alert and thorough; scheduling time to develop my team; setting priorities and following through on my responsibilities; being organized, punctual and thrifty; taking initiative and showing commitment.

How can I apply today’s workshop topic back at work?
(Be as specific as possible).

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BONUS MATERIAL

Leadership Library (a.k.a. Suggested Reading)

Every successful leader should be well read.

The following resources were used to develop this program.

**Presentation Zen: Simple Ideas on Presentation Design and Delivery**
by Garr Reynolds
Publisher: New Riders Press; 1 edition (January 4, 2008)
ISBN-10: 0321525655

**How to Teach Adults**
by William A. Draves
Publisher: Learning Resources Network; 3rd edition (February 23, 2007)
ISBN-10: 157722034X

**The Ten-Minute Trainer: 150 Ways to Teach it Quick and Make it Stick!**
(Pfeiffer Essential Resources for Training and HR Professionals)
by Sharon L. Bowman
Publisher: Pfeiffer; 1 edition (September 15, 2005)
ISBN-10: 0787974420

**Training for Impact: How to Link Training to Business Needs and Measure the Results**
(Jossey Bass Business and Management Series)
by Dana Gaines Robinson and James C. Robinson
Publisher: Pfeiffer; 1 edition (May 23, 1989)
ISBN-10: 1555421539

**Module Three: Human Resources Development - The SHRM Learning System**
Publisher: SHRM (2011)
ASIN: B003208NTG
CUSTOMIZED EXPERIENTIAL & INTERACTIVE TRAINING ARE JUST A FEW OF OUR SOLUTIONS FOR YOUR EMPLOYEE DEVELOPMENT NEEDS

Previous training topics include (but not limited to):

Management Training
- Effective Supervisory Skills
- First Line Leadership (10 modules)
- Becoming Customer Focused
- Coaching Your Business Team
- Hiring
- The Art of Time Management
- Building Your Team for Success
- Making Meetings Work
- Resolving Conflicts, the Right Way
- Becoming and Effective Leader
- Reaching Success through Self-Mastery
- New Employee Orientation
- In Pursuit of Goals
- Leading Through Trust
- The Art of Negotiation
- Speaking in Public
- Leading People Through Change
- How to Manage Projects and Meet Deadlines
- Becoming a High Performance Sales Professional
- Communicating with Skill
- Effective Delegation Skills
- Handing Problem People Successfully
- Winning the Battle Against Negativity
- Learning to Control Stress
- Discovering Excellence as a Supervisor
- How to give and Receive Feedback
- Preventing Workplace
- Procrastination
- Learning for Life
- Making Work Fun
- The Value of Mentoring
- Creative Thinking and You
- Performance Reviews that Really Work
- Servant Leadership

Employee Development
- Customer Service - A strategic advantage
- Coaching Customer Service
- Managing Your Time
- Leading other for effective time management
- Diversity - Valuing the Individual
- Diversity - Managing Diversity
- Conflict Management
- Managing Organizational Conflict
- Communication Basics
- Organizational Communication

Sales Training
- Becoming a High Performance Sales Professional
- Communicating with Skill
- Partnership Sales
- Grow Your Business by Developing Your People

High Performance Teams
- Team Fundamentals / Team Charter
- Effective Meetings
- Customer Focus
- Managing the Process
- Roles and Responsibilities
- Setting Goals and Keeping Score
- Basic Communication
- Giving & Receiving Feedback
- Group Dynamics
- Team Decision Making / Team Problem Solving
- Conflict Resolution

C.J. Baxter Group does not use the "off-the-shelf" training approach. We customize our programs to meet the specific needs of our clients.
Kent Hutchison brings humor, along with enthusiasm and interactive experiences to every retreat.

Since 1992, Kent has facilitated small and large group employee development programs, training workshops, conference presentations, keynote presentations and chamber leadership retreats.

One can expect an engaging and interactive program from Kent Hutchison.

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