
Training Instrument 12-1**Introductions**

Instructions: In the top spaces on this sheet, write your notes about the person you're going to introduce. In the additional rows, write the names of your classmates and some interesting facts about each of them.

NAMES	INTERESTING FACTS
Your interviewee:	

Training Instrument 12-2**Red Flags**

Instructions: The left column is for red flag statements. The right column is for statements that could be used to replace those red flags.

RED FLAG	ALTERNATIVE STATEMENT
<i>Example: We've always done it that way.</i>	
<i>Example: That won't work.</i>	
<i>Example: But . . .</i>	

Training Instrument 12-4**Body Language**

Instructions: Every day we send messages without even saying a word. List some examples of body language and write a word or phrase to describe how you interpret each of those actions.

BODY LANGUAGE	INTERPRETATIONS
<i>Example: Stroking chin</i>	<i>Thoughtful</i>

Reminder:

Training Instrument 12-6**Guidelines for Preparing a Presentation Planning Form**

Instructions: While listening to the instructor explain the portions of the following form, make notes in the sections below to help you complete such a form (Tool 12-2) for each presentation you plan.

PRESENTATION PLANNING FORM

Topic:

Date:

Start time and End Time:

Event / Theme:

Attendees:

Location:

Room Setup:

Purpose:

Audience Notes:

Main Points: The concepts I want to get across to my audience are

1.

2.

3.

Opening:

Point One:

S

E

T

continued on next page

Training Instrument 12-6, continued

Guidelines for Preparing a Presentation Planning Form

Point Two:

S

E

T

Point Three:

S

E

T

Review and Restate:

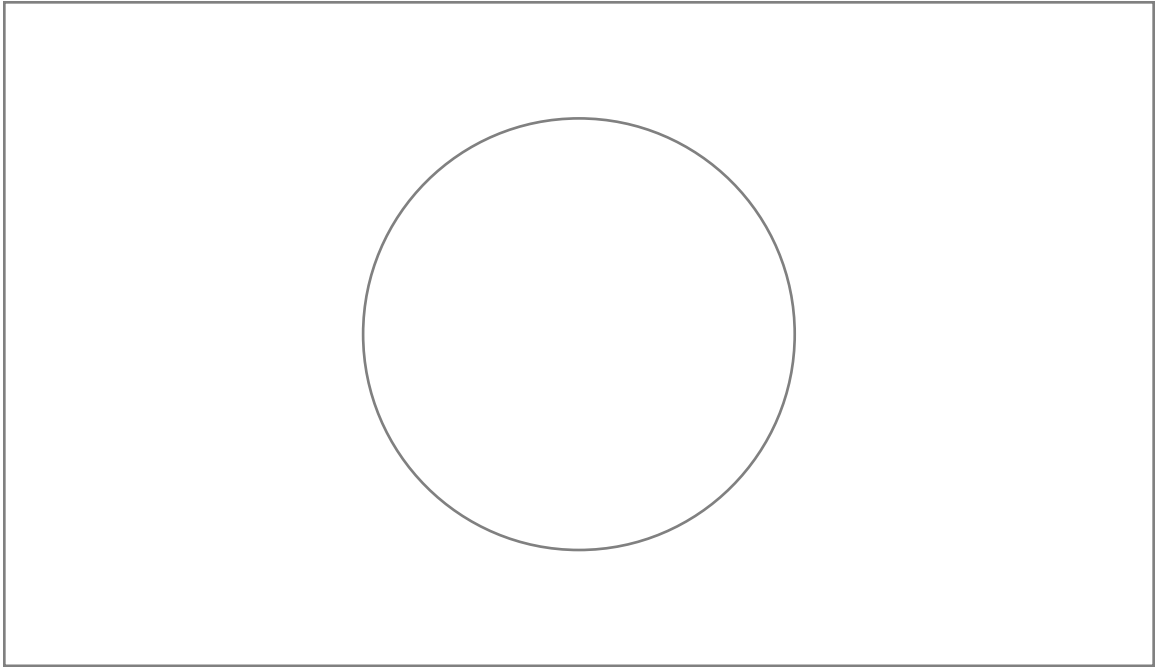
First Closing:

Question-and-Answer Period:

Second Closing:

Training Instrument 12-7

Brainstorming



Instructions:

1. Write your main topic in the center of the circle.
 2. Moving outward from the circle, begin writing any words or phrases that come to mind about the topic. **Don't edit, judge, or censor any ideas.**
 3. As you fill up one area of the block, move to another area and continue the process.
 4. When you've filled the block and exhausted all your ideas, survey the page.
 5. Find terms that seem related and circle them. As you begin to define concepts, either circle the related words/phrases in the same colors or draw different kinds of lines to connect the words/phrases (for example, dotted, thick, thin, and zigzag lines).
 6. When you've grouped all the words/phrases, you have the main divisions of your presentation.
-

Training Instrument 12-8**The S-E-T Formula**

QUESTIONS (choose one and circle it):

1. Is your job difficult?
2. Why should we read your favorite book?
3. Why should we see your favorite movie?
4. What is your favorite vacation spot?
5. Why should we vote for you for president?

Using the S-E-T Formula

<i>Instructions: Use this column to make notes and brainstorm on the steps of S-E-T. Answer the questions and follow the instructions in each section.</i>	<i>Instructions: Use this column to prepare the final wording of your S-E-T answer.</i>
What is the basic answer to the question?	Short answer:
What are three points that support the basic answer?	Evidence:
Summarize how the evidence supports your answer, and decide what statement you'll use to move the conversation back to the other person.	Transition:

Training Instrument 12-9**S-E-T Practice**

QUESTIONS (*choose one and circle it*):

1. Why do you think body language is important?
2. Do you think tone is important in presentations?
3. What do you think is the worst Red Flag statement?
4. What is your favorite idea for overcoming nervousness?
5. Why does everyone need to take a class on presentation skills?

Using the S-E-T Formula

Instructions: Use this column to make notes and brainstorm on the steps of S-E-T. Answer the questions and follow the instructions in each section.	Instructions: Use this column to prepare the final wording of your S-E-T answer.
What is the basic answer to the question?	Short answer:
What are three points that support the basic answer?	Evidence:
Summarize how the evidence supports your answer, and decide what statement you'll use to move the conversation back to the other person.	Transition:

Training Instrument 12-10**Presentation Action Plan**

Instructions: This form is for you to use in brainstorming about the topic for your presentation at the conclusion of this workshop.

PRESENTATION TOPIC IDEAS

Informational/Instructional

1. Teach us how to do something.

2. Teach us one of the topics from this workshop.

3.

4.

Inspirational

1. Tell us a story of some event that changed your life.

2. Tell us an anecdote you've heard and what point it proves.

3.

4.

Persuasive

1. Pick some item in the room and try to sell it to us.

 2. Persuade us to take a class on presentation skills.

 3.

 4.

-

Training Instrument 12-11**Building Rapport**

Instructions: In the first column, list things that your group members may have in common. In the second column, write the specific shared items relating to each topic.

POSSIBLE COMMONALITIES	ALL MEMBERS OF OUR GROUP
<i>Example: Pets</i>	Everyone has a dog
<i>Example: Hobbies</i>	

Training Instrument 12-12**Microsoft PowerPoint Guidelines**

- ◆ Don't type your presentation word-for-word on the slides.
- ◆ Use color and designs to add interest.
- ◆ Don't read your presentation from the slides.
- ◆ Don't overdo the special effects.
- ◆ Use a consistent design.
- ◆ Use consistent graphics that are similar in appearance.
- ◆ Include only essential information.
- ◆ Use contrasting colors.
- ◆ Use the Rule of Sevens: no more than seven lines per slide, and no more than seven words per line.
- ◆ Use only one idea per slide.
- ◆ Use simple font styles for readability.
- ◆ Don't use more than two fonts per slide.
- ◆ Don't use all CAPS.
- ◆ Use fonts in sizes ranging from 18 to 48 points.
- ◆ Follow bullets with a capital letter.
- ◆ Make graphics face the middle of the slide.
- ◆ Use no more than three graphics per slide.
- ◆ Proofread carefully.
- ◆ Formulate a backup plan in case of equipment failure.

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Training Instrument 12-12, continued

Microsoft PowerPoint Guidelines

What's Wrong With This Picture?

Instructions: Review the PowerPoint guidelines and, on the lines below, list all the problems you can find on this slide.



Training Instrument 12-13**Challenging Situations**

Instructions: Listed below are some key phrases and ideas for handling challenging situations while delivering a presentation. Can you think of others?

CHALLENGING SITUATION	POSSIBLE SOLUTIONS
Talkers	<ul style="list-style-type: none">◆ Stand near the disruptive parties.◆ Ask for their comments.◆ Ask them to refrain from talking.◆ If the behavior persists, take a break and take the parties aside to discuss the problem.
Disagreement	Try these phrases: <ul style="list-style-type: none">◆ Let's be fair.◆ Interesting thought.◆ Could we put that on the back burner for now?
Ringing cell phone	<ul style="list-style-type: none">◆ Gently remind the group of the no-cell-phone ground rule.
Two or more people talking at one time	Try these phrases: <ul style="list-style-type: none">◆ You first, then you.◆ Are we getting off track?
Confusing question from an audience member	Try these phrases: <ul style="list-style-type: none">◆ Could you break that question down a little further for me?◆ So what you're saying is◆ Does someone else have an insight on this statement?
One person who won't stop talking.	Try these phrases: <ul style="list-style-type: none">◆ How about if we get some ideas from this (the other) side of the room?◆ Let's get someone else to help us out on this one.

Training Instrument 12–13, continued

Challenging Situations

Instructions: Copy this page and cut into strips. Place the strips in a box or other container for attendees to draw from. Each attendee will give ideas on how she or he could handle the situation described on the strip of paper drawn from the box. Invite others to join in with their ideas, and be ready to add some ideas of your own.

.....
Your Disruptive Behavior: An audience member interrupts you for help with a crossword puzzle. What do you do?
.....

Your Disruptive Behavior: A woman in the front row is talking to someone on her cell phone. What do you do?
.....

Your Disruptive Behavior: Two people start talking in the front row. What do you do?
.....

Your Disruptive Behavior: Someone asks a really dumb question that has nothing to do with the subject! What do you say?
.....

Your Disruptive Behavior: A man in the audience falls asleep and starts snoring loudly. What do you do?
.....

Your Disruptive Behavior: Someone in the audience starts arguing with one of the points in your presentation and won't stop talking. What do you do?
.....

Your Disruptive Behavior: A person in the group just can't seem to comprehend what you're talking about. What do you do?
.....

Your Disruptive Behavior: Someone starts trying to talk you into stopping your presentation for a break right now. The last break was less than 30 minutes ago. What do you do?
.....

Your Disruptive Behavior: You have a know-it-all in your audience who won't stop talking. What do you do?
.....

Your Disruptive Behavior: Someone in your audience is having a sneezing attack. What do you do?
.....

Your Disruptive Behavior: Someone in the audience obviously had too many martinis for lunch. What do you do?
.....

Training Instrument 12-14

Practice Session Planning Form

Instructions: Select one of the presentation ideas from Training Instrument 12-10. Then use this Practice Session Planning Form to design your talk.

PRESENTATION PLANNING FORM

Topic:

Introduction:

Point One:

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continued on next page

Training Instrument 12-14, continued

Practice Session Planning Form

Point Two:

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Point Three:

S

E

T

Review and Closing:

Training Instrument 12-15

Continued Development Action Plan

Instructions: Are you committed to continuing to develop the skills you've practiced in this workshop? Demonstrate your commitment by signing this statement. Then address your envelope so that your workshop buddy can mail this reminder to you in 30 days.

I, _____, am serious about developing my presentation skills.

These are the items I committed to doing after the workshop:

- ◆ Teach one process from this class within 24 hours.
- ◆ Prepare an elevator speech within 7 days.
- ◆ Commit to one presentation within 1 month.

If I have done these things, this letter is to congratulate me. If I have not done them, this is a friendly reminder that the time to practice presentation skills is right now!

The box below is for my workshop buddy to write a joke, a story, an anecdote, or some other bonus item that I can add to my file of great openings and closings.

This bonus item is from _____

Training Instrument 12-16**Practice Session**

Instructions: Use this form to make notes and brainstorm on the steps of Short Answer – Evidence – Transition.

Using the S-E-T Formula

Instructions: Use this column to make notes and brainstorm on the steps of S-E-T. Answer the questions and follow the instructions in each section.

Instructions: Use this column to prepare the final wording of your S-E-T answer.

What is the basic answer to the question?

Short answer:

What are three points that support the basic answer?

Evidence:

Summarize how the evidence supports your answer, and decide what statement you'll use to move the conversation back to the other person.

Transition:
