



Welcome!

*Powerful
Presentations*





Susan Thomas

sthomas1141@gmail.com

Today's Class:

PowerFul Presentations

This course is intended to provide training on how to develop, format and deliver PowerFul Presentations.

*I'm here to **help you learn** and **share experiences**.*

I've worked in industry for over 35 years (P&G, Boeing, Micron). I have a Bachelor of Science in Industrial Design and Masters in Business, both from The Ohio State University. I am currently the Global Practice Lead for Business Process Transformation at SynFiny Advisors, and teach Project Management in the College of Business at Northern Kentucky University. I am also a Certified Interpretative Guide (CIG). If you want to know more, visit my LinkedIn page at <https://www.linkedin.com/in/susan-thomas-8257323/>

This session will cover . . .

The objective of this session is to prepare individuals for creating and delivering presentations.



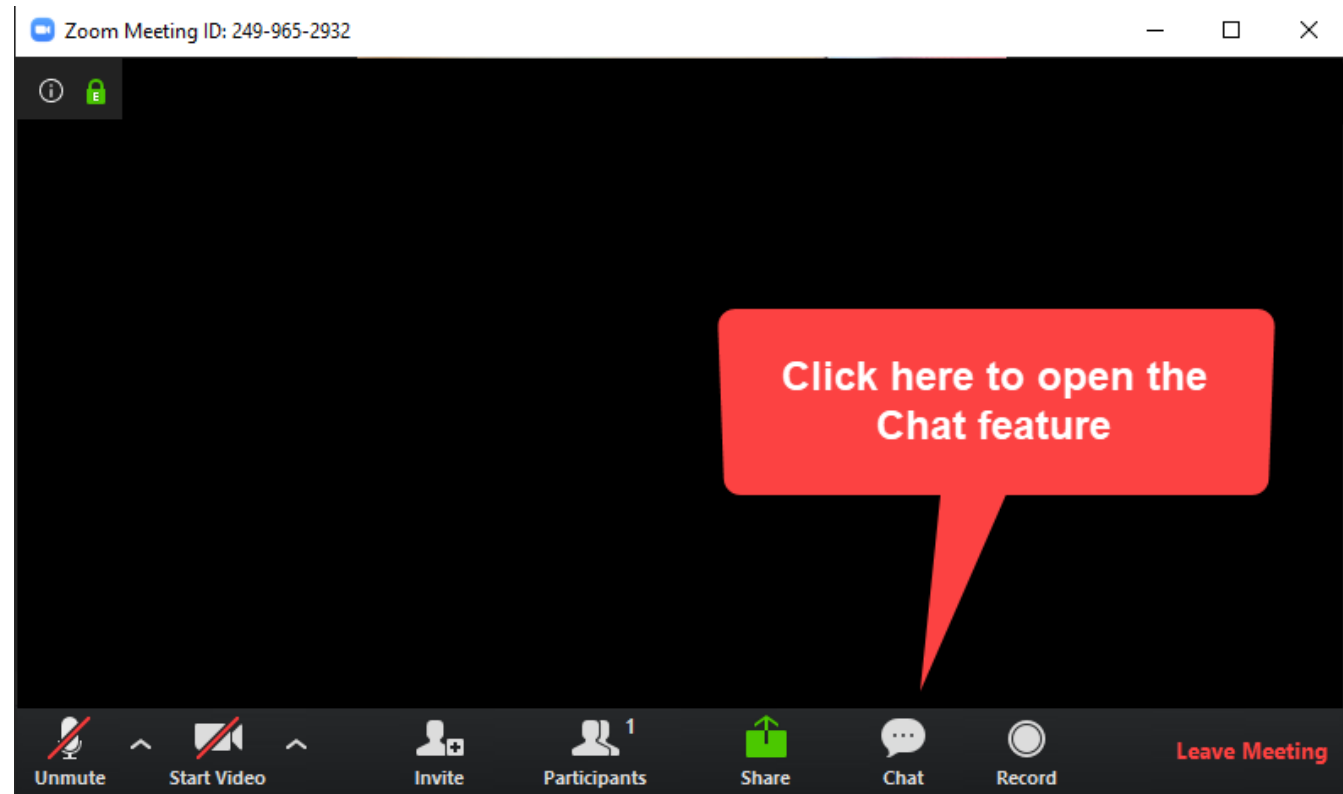
- First, a bit about you
- Expectations (*roles and responsibilities*)
- How to Develop Content (*form AND function*)
- How to Format Content (*technical tips*)
- How to Deliver Content (*PowerFul Presentations*)

First, a bit about you.

What you are most proud of can be personal, professional, academic, setting a goal and achieving it, or something else that I haven't listed.

The choice is yours!

What's one thing about yourself, for which you are most proud? *(Using the Chat feature)*



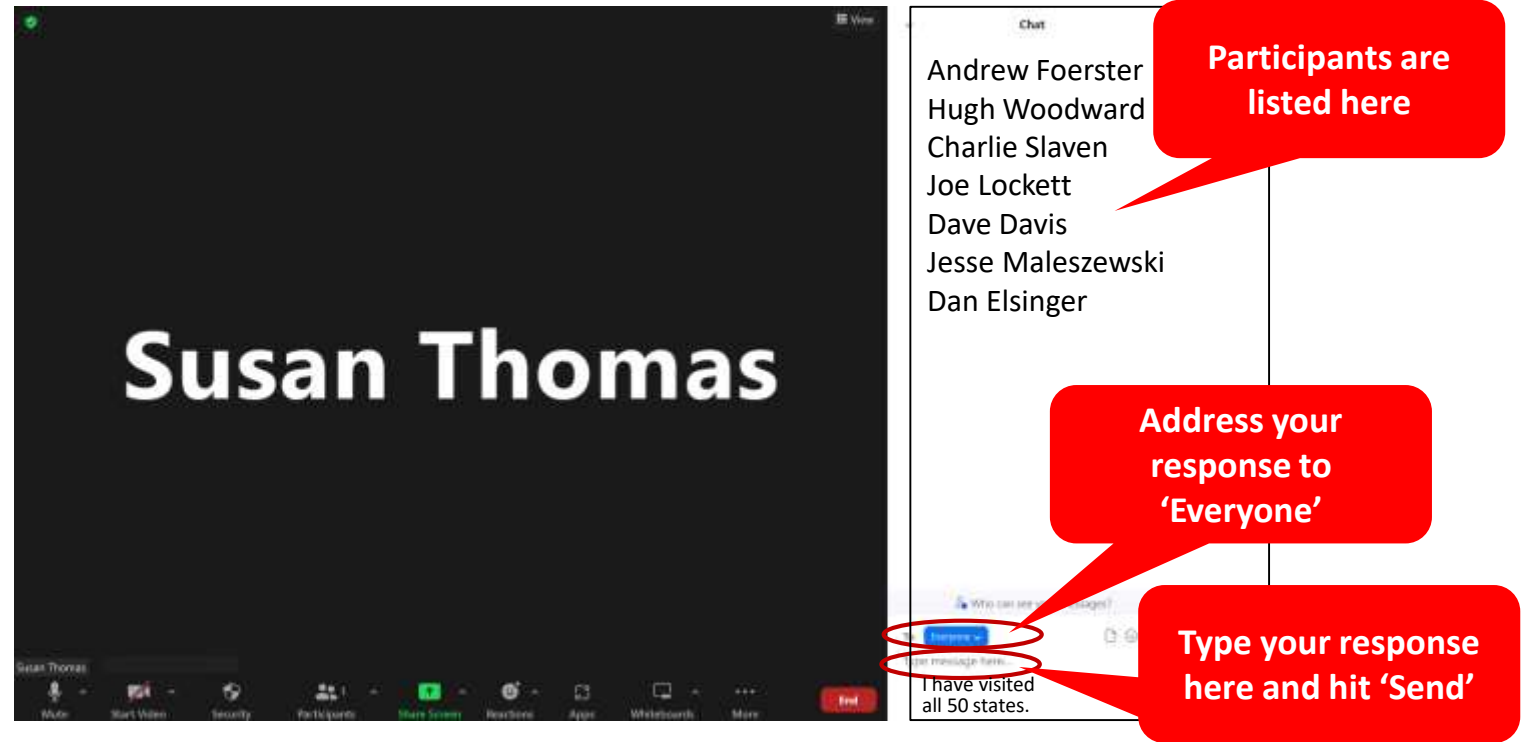
Note: If 'Chat' icon does not appear in the bottom bar, you may need to click on 'More' for the Chat feature to appear.

First, a bit about you.

What you are most proud of can be personal, professional, academic, setting a goal and achieving it, or something else that I haven't listed.

The choice is yours!

What's one thing about yourself, for which you are most proud? *(Using the Chat feature)*



The image shows a Zoom chat window. On the left, a large black box displays the name "Susan Thomas" in white. On the right, a chat window titled "Chat" lists participants: Andrew Foerster, Hugh Woodward, Charlie Slaven, Joe Lockett, Dave Davis, Jesse Maleszewski, and Dan Elsinger. A red speech bubble points to this list with the text "Participants are listed here". Below the list, a chat message reads "I have visited all 50 states." A red speech bubble points to the "Send" button of this message with the text "Type your response here and hit 'Send'". Another red speech bubble points to the "Everyone" selection in the chat window with the text "Address your response to 'Everyone'".

First, a bit about you.



*Hmm.
What do you think?*

Do you remember a particularly effective presentation?



What made it so memorable?



Expectations

Expectations

The intent is to promote understanding.

What is the role and responsibility of a Presenter?

- First listen, then seek to understand
- Transform the way people think, embrace diversity
- Foster open mindedness
- Build a bridge between theory and practice
- Be a problem-solver



Expectations

Maya Angelou was an American poet, singer, memoirist, and civil rights activist. She is credited with a list of plays, books, movies, and television shows spanning over 50 years.

Yes, but can I make a *difference*?



*“I've learned that people will forget what you said, people will forget what you did, but **people will never forget how you made them feel.**”*

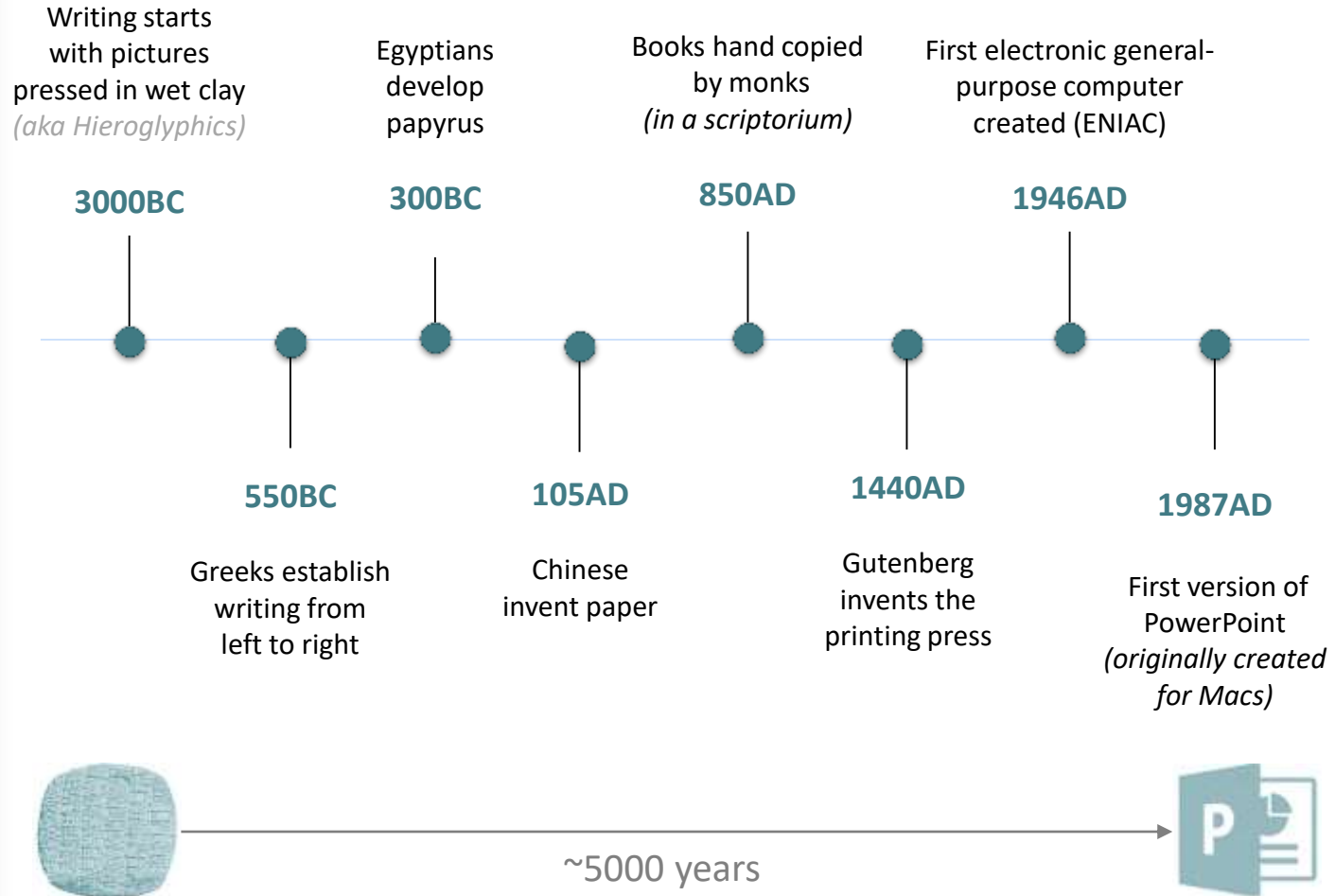


How to Develop Content

How to develop content

This has been a journey, 5000 years in the making.

How did we get here?



How to develop content

Powerful Presentations mean knowing when to present the right information, at the right time, for the right purpose.

How do I organize my presentation?



What to Change?

To gain agreement on the problem and 'inform' the client of what you did (or are about to do).

Expected Outcome

Expectation-setting

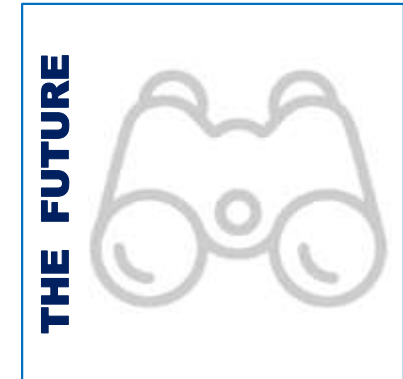


What to Change to?

To gain agreement on the solution and 'propose' options to the client for their direction.

Expected Outcome

Decision-making



How to Cause the Change?

To gain agreement on implementation and 'determine' direction for the future state.

Expected Outcome

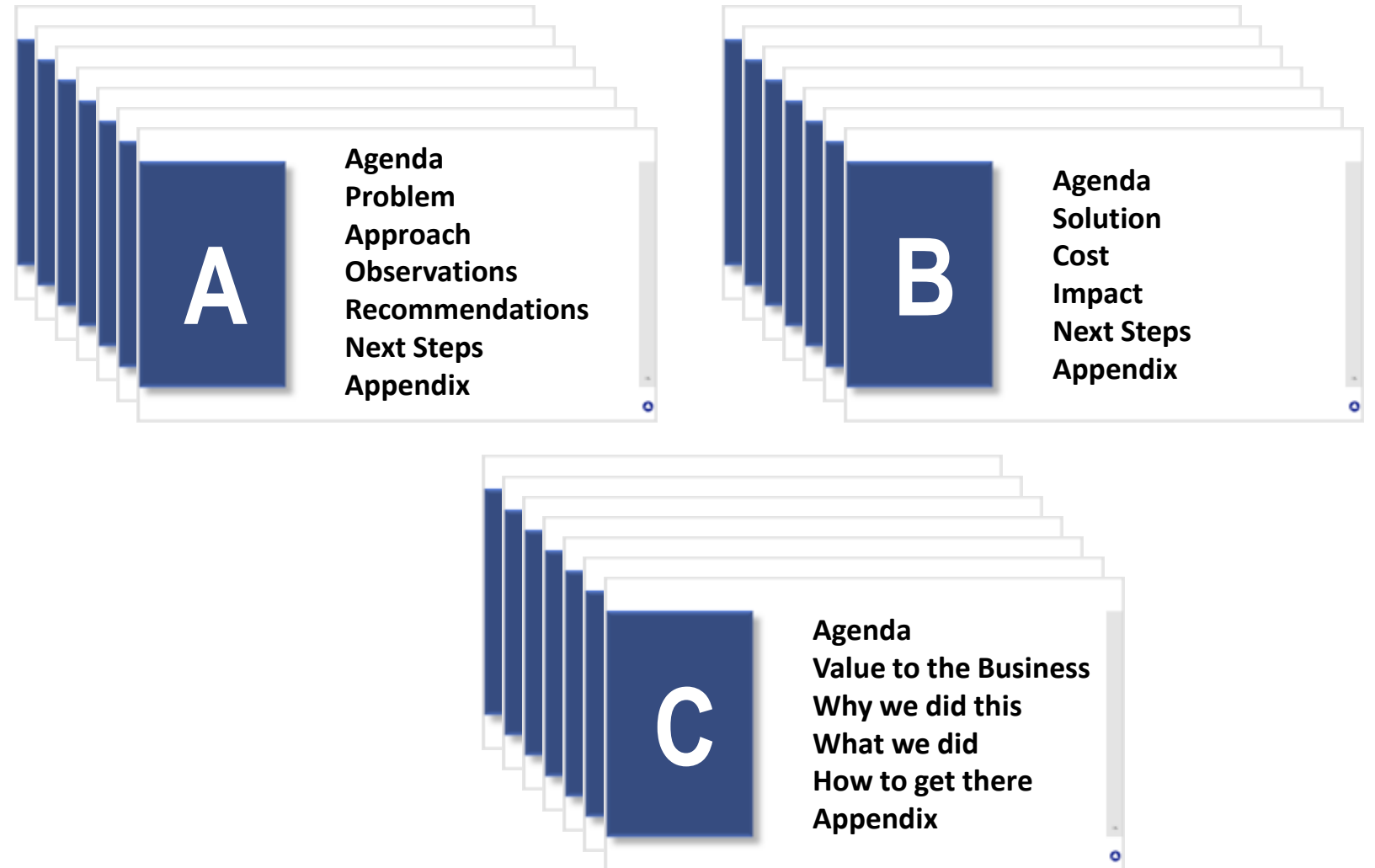
Direction-setting

How to develop content

Powerful Presentations 'tell a story'. Every presentation should stand on its own without the need for an interpreter.

It should be a 'complete book' with a beginning, middle and end.

Can you give examples of what 'ordering' looks like?



How to develop content

Crafting a presentation to flow smoothly (with a rhythm) and look simple, can be time consuming.

What is the secret sauce?

Good design is invisible!

Good design is invisible!

Good design is invisible!

Good design is invisible!

Good design is invisible!

Section Title

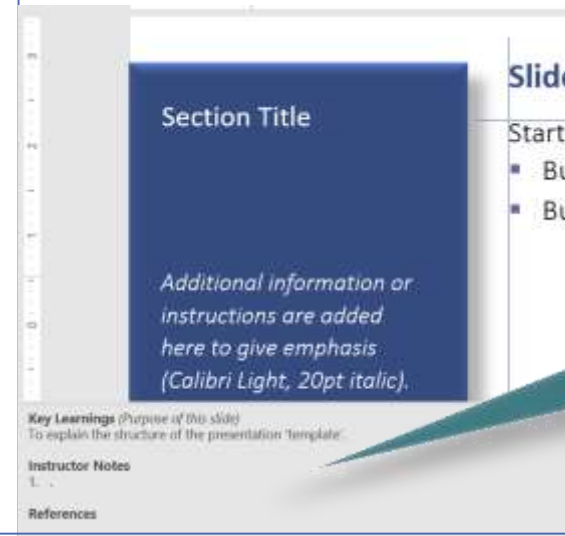
Make a plan. Create a template (standard) and follow it.

Slide title goes here (Calibri bold, 28pt)

Start paragraph content aligned flush left (*Calibri Light, 24pt*)

- Bullet one (*with a square bullet, color*)
- Bullet two (*with a square bullet, color*)

Use diagrams and graphics, to the appropriate size and alignment, for proper use of white space and balance.



Complete the slide
'Comments': Key
Learnings, Instructor
Notes and References

Page
number

SynFiny
Branding

How to develop content

Titles need to be clear, direct and unambiguous in order to avoid misunderstanding.

What is this slide about?

Bird Feeders

How to build a feeder?

When to put out a feeder?

What kind of feeder attracts a specific kind of bird?

Do all feeders accommodate all types of bird food?

How high should a feeder be hung from the ground?



0.0

13

A better example of the title of this slide is:
Bird Feeders that Attract Blue Jays

How to develop content

What's your '– ability' ?

readability

[ree-duh-bil-i-tee]

noun

1. Also, **readableness**. the state or quality of being readable.
2. *Typography*. the property of type that affects the **ease** with which printed matter can be read for a sustained period.

legibility

[lej-uh-bil-i-tee]

noun

1. Also, **legibleness**. the state or quality of being legible.
2. *Typography*. the quality of type that affects the **perceptibility** of a word line, or paragraph of printed matter.

How to develop content

Simplicity of reading derives from the context of detailed and complex information - properly arranged.

How can I make readability and legibility work?

Readability and legibility depend on:

- Texture and finish of the surface (*i.e. paper, screen*)
- Color of the ink
- Font (*Type face*)
- Size of type
- Line length
- Line spacing
- Kerning/tracking
- Whether it's upper and/or lower case
- Use of negative (*or positive*) space

How to develop content

Sizes and spacing provide texture to the page. Texture creates dimensionality to the page.

Create 'white' space.

White space allows the reader to pause and breathe.

What kind of sizes and spacing work best?

- No more than 3 font sizes per 'presentation'
- Generally, 2 weights and 3 sizes of fonts per presentation (*that gives you 6 different styles of type*)
- Typically type font size + 2 points gives you the space between lines (*e.g. 12pt type on 14pt line spacing*)
- Never change the size of type within a line (*for emphasis use bold or italic type instead*)
- Create a visual line of text – align with something on the page
- Avoid tension points (*e.g. one line ends at the tip of a box*)

How to develop content

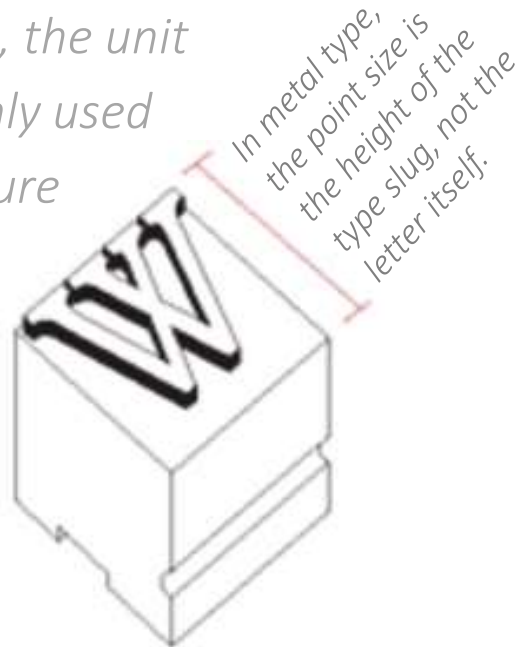
Attempts to standardize the measurement of type began in the eighteenth century.

This point system is the standard we use today.

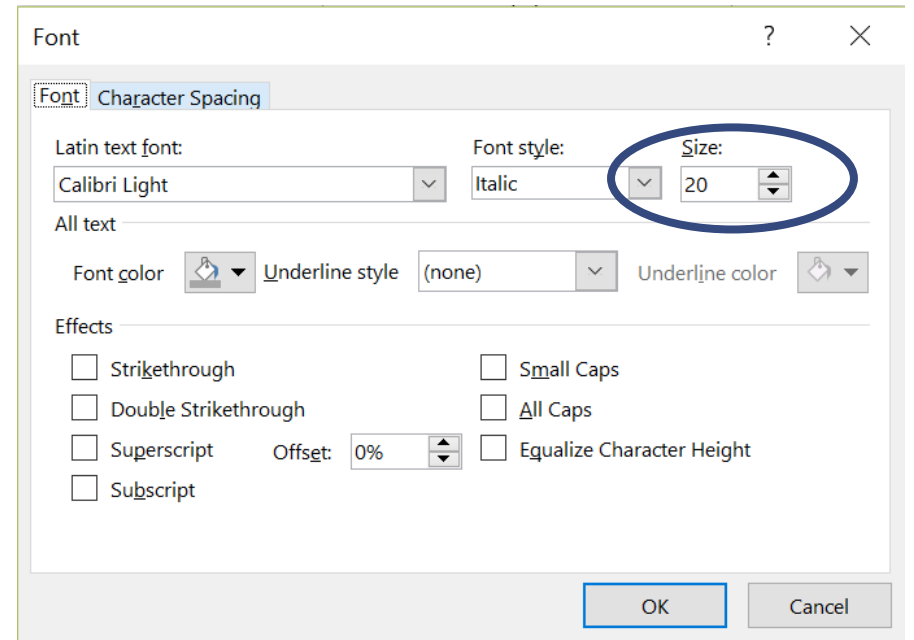
How is type sized?

One point equals 1/72 inch or .35 millimeters.

Twelve points equal one pica, the unit commonly used to measure column widths.



This is where you find font size.

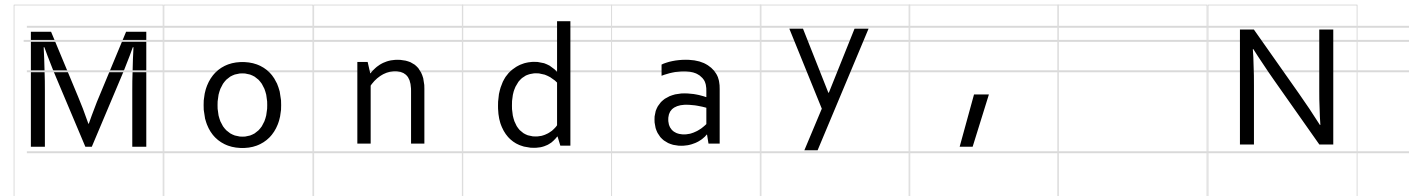


How to develop content

To be able to transfer what is learned, it helps to be 'mindful' about what is learned. In other words, experiential learning is reflecting on the experience.

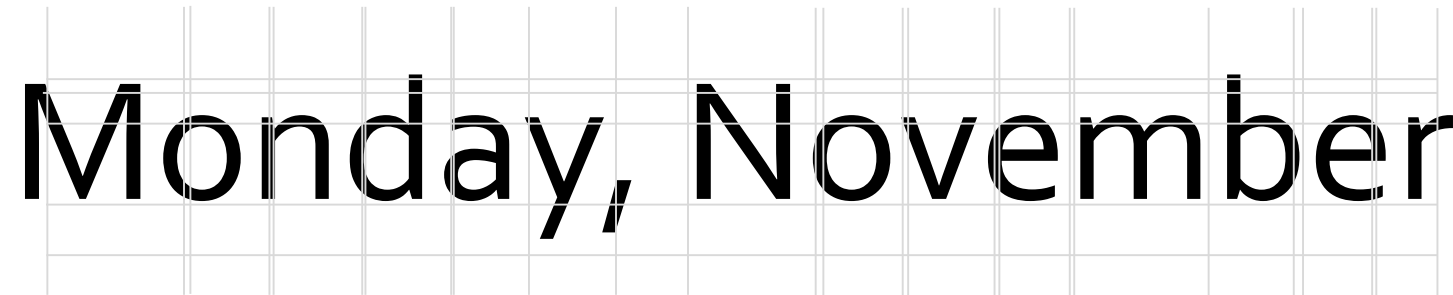
Kerning. Isn't that a Canadian sport?

Kerning is the spacing *between* letters. In the early days of printing, letter spacing was uniform and looked like this:



M o n d a y , N

Today, kerning is *adjusted automatically* by the computer and looks like this:

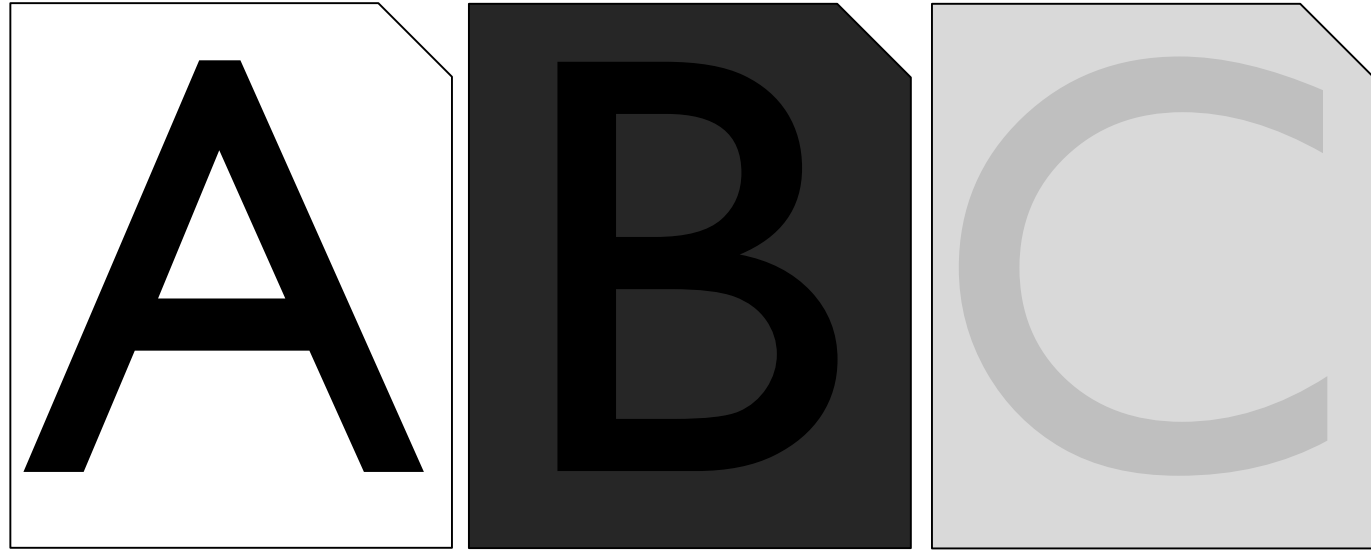


Monday, November

How to develop content

The greater the contrast, the easier the read.

Which one is easier to read?



How to develop content

Generally, text is left justified. Text that is 'full' justified creates uneven word spacing resulting on 'rivers' of white space throughout the text.

What's the '2 Alphabet Rule'?

> 52 characters/line of text

This is text that is longer than fifty-two characters in one line of text. The reason greater than 52 characters is not desirable is that it creates eye fatigue, and make it difficult for readers to scan back to the beginning of the line without getting lost (*i.e. jumping lines*).

< 52 characters/line of text

This is text that is shorter than fifty-two characters in one line of text. It is easier (*and faster*) to read the text and not jump lines.

How to develop content

Squint and you'll see rivers..

What do you mean I created *rivers*?

This text has lots of 'rivers'

The easiest and fastest way to tell if you have rivers, is to turn the page upside down. Your eye will detect un-wanted white space, versus trying to read the words. There are a couple of ways to rid your page of unwanted white space: one is to use left justified instead of full justified. Another way is to make sure you use only one space between sentences, not the double space you learned when you took typing in high school. A typewriter (which we rarely use today) what built on a different technology; therefore, the double space was required. That's a whole other presentation.

This text has fewer 'rivers'

The easiest and fastest way to tell if you have rivers, is to turn the page upside down. Your eye will detect un-wanted white space, versus trying to read the words. There are a couple of ways to rid your page of unwanted white space: one is to use left justified instead of full justified. Another way is to make sure you use only one space between sentences, not the double space you learned when you took typing in high school. A typewriter (which we rarely use today) what built on a different technology; therefore, the double space was required. That's a whole other presentation.

How to develop content

Do I really have rags, orphans and ex-denters?

This is a comfortable 'rag'

'Rag' means the shape of the text as it comes to the end of a line. Often, we need to step back, and look at the 'rag' to see if there is a 'rhythm' or even flow to the end of the lines. You want to avoid creating a 'shape' unless there is a specific design intent to do so to emphasize a point.

This is an uncomfortable 'rag'

'Rag' means the shape of the text as it comes to the end of a line. Often, we need to step back, and look at the 'rag' to see if there is a 'rhythm' or even flow to the end of the lines. You want to avoid creating a 'shape'.

This is an 'orphan'

An 'orphan' is one word on one line of text. There should be no less than two words on a line (especially if they are short words). One word holding up an entire paragraph creates visual instability. It can be avoided by adjusting the rag.

This is an 'ex-dent'

'Ex-dent' the first word of a line of text when it starts with quotation marks, so that the quotation mark 'hangs' outside the text block. Text then becomes in-line visually with the rest of the text (note: you may need to manually ex-dent words). 'Starting a line' with a quotation mark breaks the visual line of text.

How to develop content

Now that's what I call 'Capital Punishment'!

This is ALL CAPITALS

AVOID WRITING IN ALL CAPITALS. UPPER AND LOWER CASE IS THE NORM. ALL CAPITALS IS DIFFICULT TO READ AND DOES NOT PROVIDE RHYTHM OR TEXTURE TO THE PAGE. TEXTURE HELPS COMBAT EYE FATIGUE. ALL CAPITALS APPEARS AS A 'STRIPE' ON THE PAGE WITHOUT THE TEXTURE OF THE ASCENDERS AND DESCENDERS OF WRITING IN UPPER AND LOWER CASE.

This is Upper and Lower

Avoid writing in all capitals. Upper and lower case is the norm. All capitals is difficult to read and does not provide rhythm or texture to the page. Texture helps combat eye fatigue. All capitals appears as a 'stripe' on the page without the texture of the ascenders and descenders of writing in upper and lower case.

How to develop content

Even though most documentation is electronic, it is still good to plan for the possibility that one day, the document may be printed.

There really is a 'rule of thumb'?

This is a Hard Copy

- If you plan on printing a hard copy (*or making hand outs*), right and left margins should be wide enough to place your thumb on the page when holding it - and not cover any text (*typically, $\frac{3}{4}$ inch*).



- This margin width will also help avoid losing text, if you use a 3-hole punch.

How to develop content



There's just something about color. **I LOVE IT!**

Using color responsibly can:

- Distinguish titles
- Call out bullets (*from text*)
- Provide realistic photos
- **Emphasize** a word within text
- Emphasize data (*e.g. charts*)
- Provide contrast for texture
- Support graphic standards

Using color irresponsibly can:

- Deter from the content/message
- Instill chaos
- Be a cover-up for poor content
- Negatively impact readability
- Negatively impact legibility

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- Negatively impact legibility



How to develop content

There's just something about animation . . .

This is when it *does not* make sense to use animation . . .

ABC Company

Q3 Profit Results

Division 3: \$224,000

Division 2: \$210,000



Division 4: \$180,000

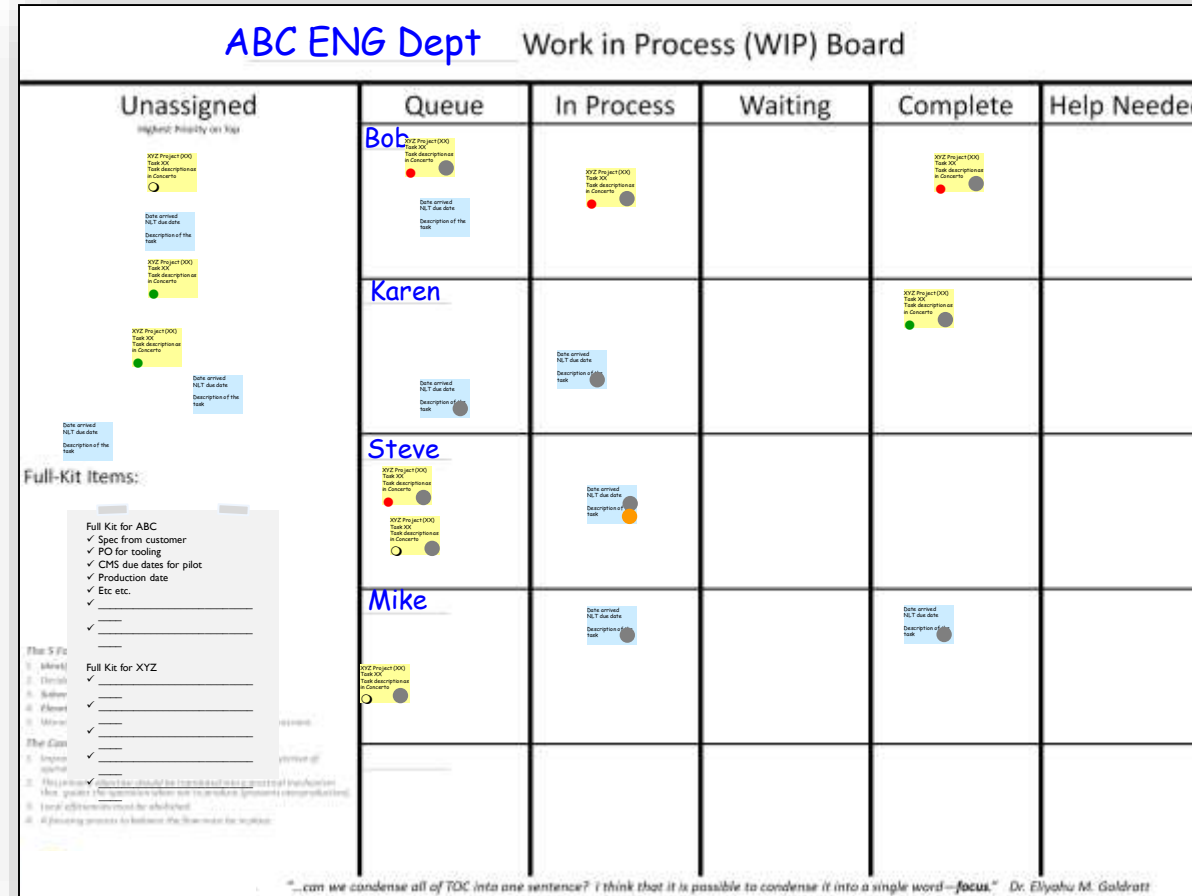
Division 1: \$164,000

This report goes
to our shareholders
tomorrow.

How to develop content

There's just something about animation. *I love it!*

This is when it *does* makes sense to use animation . . .



Break time.

Take 10 minutes to relax.

I can't wait to get started!





How to Format Content

How to format content

The 'Home' tab is for basic formatting – fonts, formatting, copy/paste.

What is the 'Home' tab used for?



- A** What section would I change my font from 'Calibri' to 'Times Roman'?
- B** What section would I change my text from 'left justified' to 'right justified'?
- C** What section would I 'find and replace' a word?

How to format content

The 'Insert' tab is for adding objects, shapes, pictures, tables.

What's the 'Insert' tab used for?



- A** What section would I insert a picture into my slide?
- B** What section would I insert a chart into my slide?
- C** What section would I insert a video into my slide?

How to format content

The 'Design' tab is for creating pre-defined design themes.

Use caution when using pre-defined templates. It can limit your control.

What is the 'Design' tab used for?



- A** What section would I change the color 'theme' of my presentation?
- B** What section would I change fonts in a new theme?
- C** What section would I make a 'gradient' background?

How to format content

The 'Transitions' tab is for creating animation for transitioning from one 'slide' to another. Use this feature sparingly!

Too much movement can be distracting and often times is not necessary.

What is the 'Transitions' tab used for?



- A** What section would I create transitions from one slide to the next?
- B** What section would I specify the length of a transition?
- C** What section would I specify how to advance the slide?

How to format content

The 'Animations' tab is for creating animations within your slide. Again use animations sparingly and only when it makes sense for emphasis. Cosmetic decoration will never salvage an underlying lack of content!

What is the 'Animations' tab used for?



- A** What section would I preview what I just did?
- B** What section would I find animation options?
- C** What section would I add the animation to my slide?

How to format content

The 'Slide Show' tab is for designing slide show mechanics for presentation purposes.

What is the 'Slide Show' tab used for?

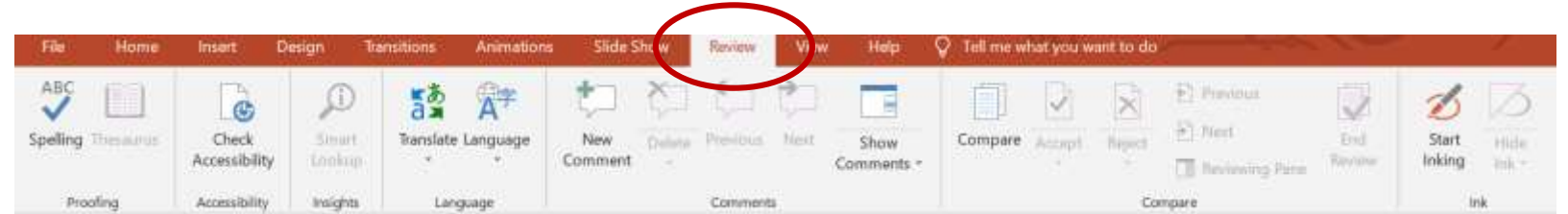


- A** What section would I start a slide show from the current slide?
- B** What section would I hide a slide from showing up during the presentation?
- C** What section would I have the next slide show on a monitor while I'm in 'Presenter' mode?

How to format content

The 'Review' tab is for checking accuracy – spelling, language, comparison, etc.

What is the 'Review' tab used for?

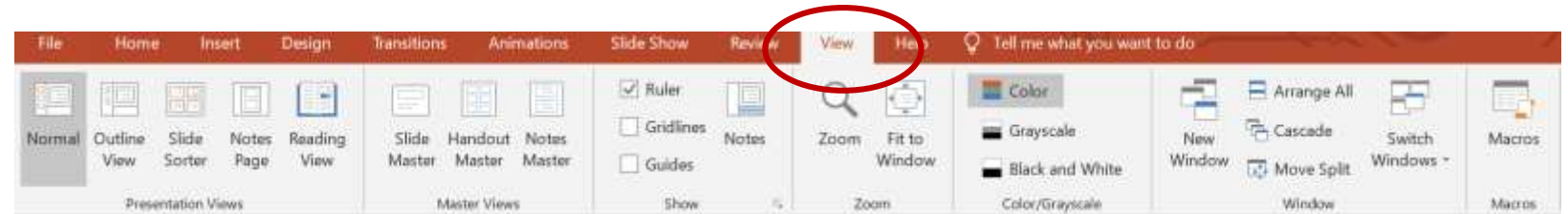


- A** What section would I conduct a spell check?
- B** What section would I check to see if I meet ADA requirements?
- C** What section would I add 'freehand' art to my presentation slide?

How to format content

The 'View' tab is for seeing your presentation in other formats, sizes and colors.

What is the 'View' tab used for?



- A** What section would I change the font on the Slide Master?
- B** What section would I change the size of what appears in the window?
- C** What section would I work in split screen?

How to format content

The 'Format' tab is for adding shapes, shape styles, text styles, alignment and sizing. Use caution when formatting—too many or the wrong font can be distracting. Note: The 'Format' tab only appears after you click a block of text.

What is the 'Format' tab used for?



- A** What section would I add 'connectors' to objects?
- B** What section would I make shapes appear 3-dimensional?
- C** What section would I rotate an image 90 degrees?



How to Deliver Content

How to deliver content

If you mumble a lot when speaking or find that people don't understand a lot of what you are saying, you can take steps to improve your clarity of speech.

Any tips for making a good presentation?

1.0 Take Your Time While Speaking

- 1.1 Control your breath*
- 1.2 Don't rush when speaking*
- 1.3 Swallow excessive saliva*
- 1.4 Know what you're going to say*
- 1.5 Walk it out*
- 1.6 Repeat words that are hard to say*

2.0 Improve your diction

- 2.1 Try tongue twisters*
- 2.2 Read aloud*
- 2.3 Practice speaking with a cork in your mouth*
- 2.4 Pay attention to tone*
- 2.5 Avoid uptalk*

3.0 Exercise your muscles

- 3.1 Practice jaw exercises to enhance clarity of speech*
- 3.2 Watch your posture*
- 3.3 Warm your vocal cords*
- 3.4 Avoid speaking with clenched teeth*
- 3.5 Stay hydrated*



How to deliver content

Morgan Freeman reveals the secret of an amazing voice.

How can I have an amazing voice?



<https://www.youtube.com/watch?v=aFxKt1sexVc>

(1:39)

How to deliver content

Tip: Silence is golden. Give the audience time to think. Allow up to 15 seconds before you interrupt.

Studies have shown, that the longer you wait, the more in-depth response you receive.

How do I engage the audience?

Questioning Strategies

- Open questions
- Focusing or data-recall questions
- Interpretative or data processing questions
- Application questions

Response Strategies

- Accepting response
- Clarifying response
- Facilitating data

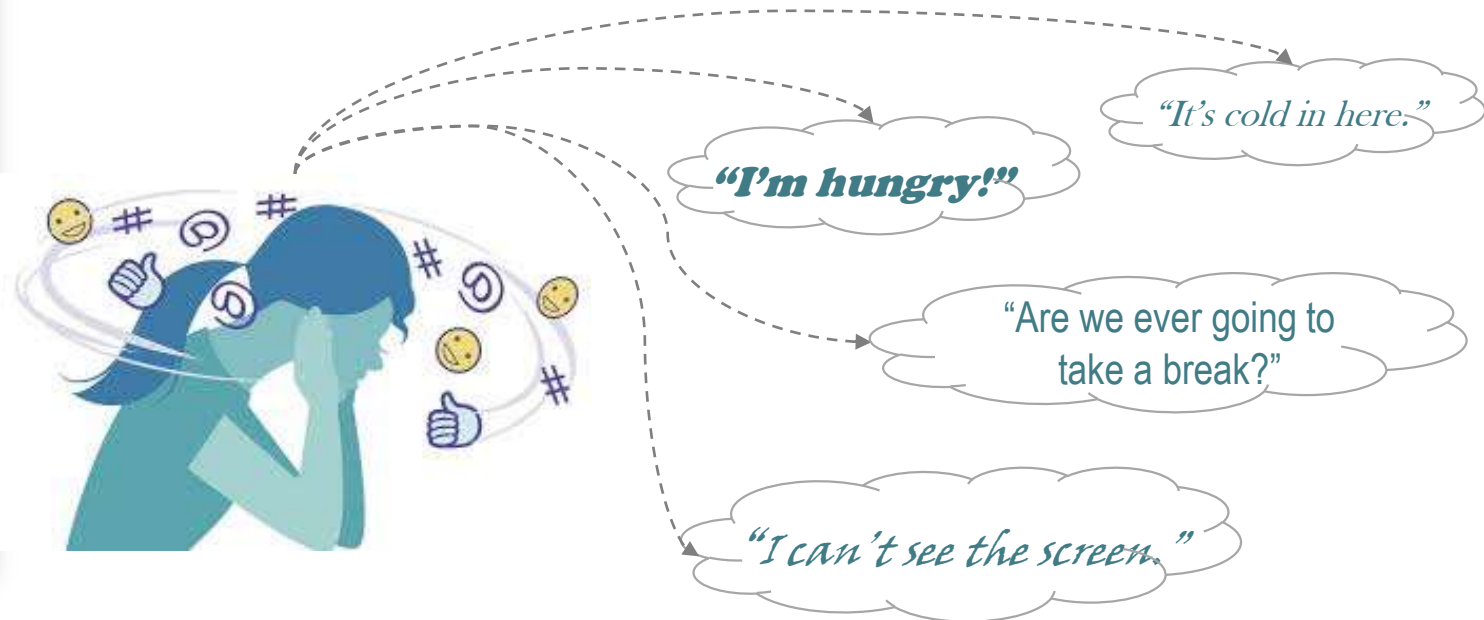


How to deliver content

Instructors can help audiences spend less time concerned over their basic needs, so that there is a better chance to achieve higher-level thinking or self-actualization.

How I can I *keep* the audience engaged?

In 1954, Abraham Maslow's study of human behavior found that people could attend to their 'higher selves' only if their basic needs were attended to first.



How to deliver content

The use of metaphors (something is like something else) is a great way to relate a new or difficult subject.

What's hot and what's not?



People love to hear . . .

- Good stories
- Unusual facts (*e.g., 'catfish have over 100k taste buds all over the surface of their body'*)
- Inspirational thoughts and quotes
- Information in terms they understand (*e.g., 'the equivalent of over 4M bathtubs full of water go over the falls hourly'*)
- Things that evoke emotional or physiological responses
- What's important to them



People don't really care much about . . .

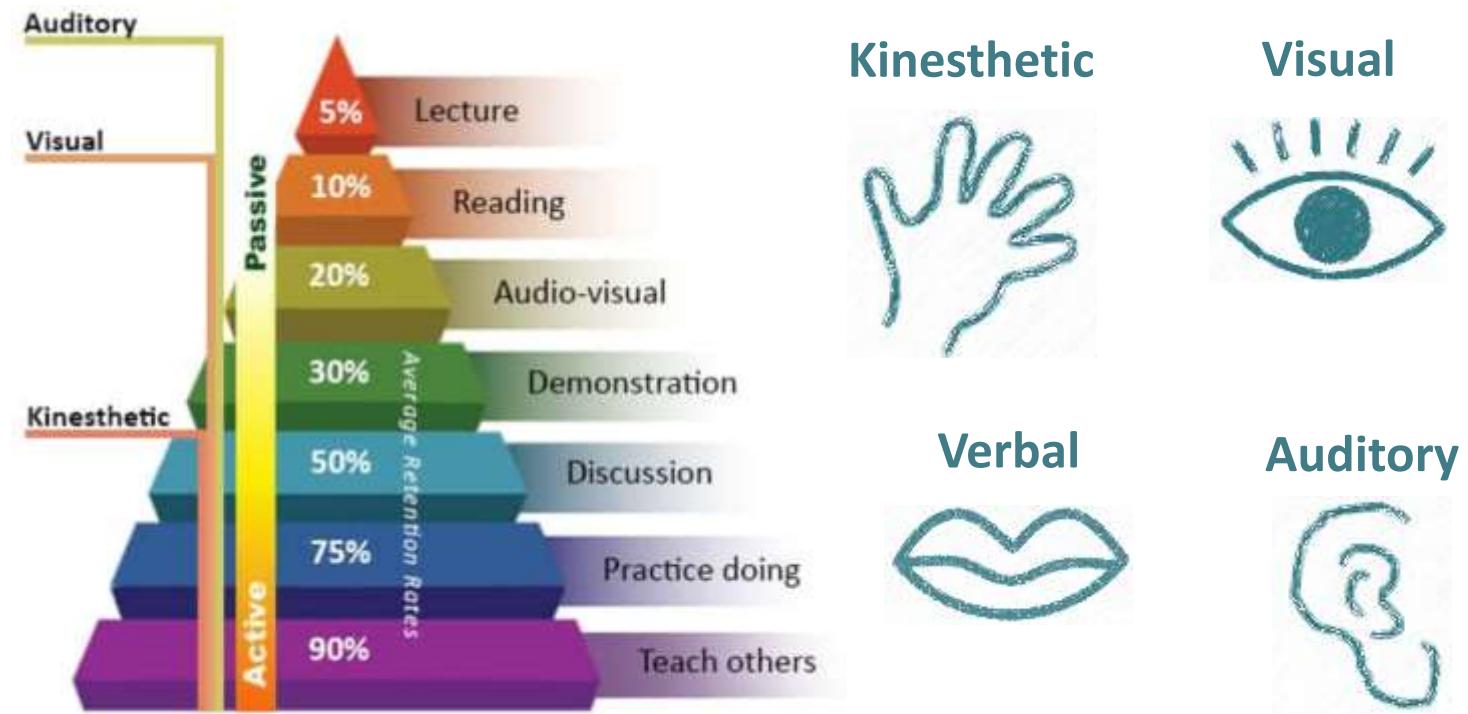
- Ordinary, obvious scientific data (*e.g., there are 24 hours in a day*)
- Information that can be easily obtained through a google-search
- Doom and gloom predictions or rehashing of catastrophes
- The same thing they've heard or seen in every other presentation

How to deliver content

People learn and retain learning differently.

How can I increase the meaning of my message?

If you plan for a variety of learning styles in your presentation, then you increase the chance that your message will be accepted.



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

How to deliver content

Avoid common pitfalls and clichés.

What should I *not* do during my presentation?



<https://www.youtube.com/watch?v=69JZD60eR6s>

(3:40)

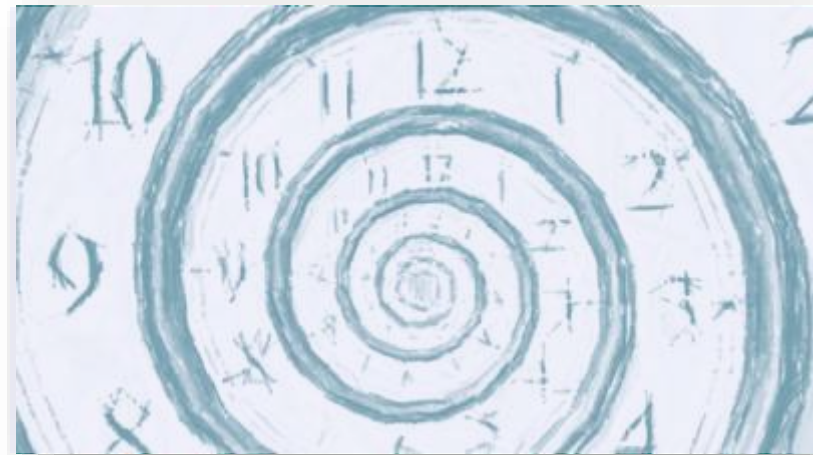
How to deliver content

What other forces are at work?

“The average listener comprehends approximately 50% of what he or she hears.”

“The average person speaks at a rate of 120-150 words per minute, but the human brain can process more than 500 words per minute. That leaves a lot of time for mental fidgeting.”

“The average attention span of the adult brain is 12 seconds.”



Quotes source: *Listen for Success* by Arthur K. Robertson

In this session we covered . . .

- First, a bit about you
- Expectations (*roles and responsibilities*)
- How to Develop Content (*form AND function*)
- How to Format Content (*technical tips*)
- How to Deliver Content (*PowerFul Presentations*)





Appendix

Appendix A

Content for the Instructor Training course drew from several sources, as well as personal experience.

References



Personal Interpretation by Lisa Brochu and Tim Merriman

The Gifts of Interpretation by Larry Beck and Ted T. Cable

Interpreting Our Heritage by Freeman Tilden

Letters by James Hutchinson

Envisioning Information by Edward R. Tufte

The Visual Display of Quantitative Information by Edward R. Tufte

Teaching Tips by Marilla D. Svinicki and Wilbert J. McKeachie

The Courage to Teach by Parker J. Palmer