

## PRESENTATION SKILLS

Presented by Annie Powell  
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This document includes a synopsis of a skills workshop presented by the Leadership Institute at Harvard College which focused on (i) understanding the relationships between speaker, content, and audience, (ii) learning styles (auditory, visual, kinesthetic), (iii) how to design and deliver a presentation that incorporates all aspects of cognitive processing. Handouts from the workshop follow the summary below.

### 3 Main Components of Effective Presentation

1. YOU- Taking Stock
  - a. Know what your challenges are when it comes to presenting.
  - b. Know what you are best at when it comes to presenting.
  - c. Stretch yourself beyond where you have been before.
2. CONTENT- Design
  - a. Consider the specific requirements for the presentation: the time limit you have been given, the elements your presentation has to include, etc.
  - b. From the information you have gathered, determine and distill the core points that you have to cover
  - c. What is compelling to you about the information you are going to present? Your passion is key to your success in engaging people in your topic.
3. AUDIENCE- Delivery
  - a. Who will you be presenting to?
  - b. How much background have they had in your area? Prepare accordingly. For example, prepare a sheet of key terms to familiarize your audience with topics you will be covering if they do not have much knowledge.
  - c. What are they expecting to get from your presentation?

### “Mind Patterns” Learning Theory: How Do People Learn?

- In an audience, you will encounter three types of people- nodders (people who are alert), confused people and zoners (people who have zoned out).
- These three types of people correspond with the mind's integration strategy involving three brain waves. All three are necessary in effective learning.
  - Beta Brain Wave- alert stage in which the person is listening to details and taking in the information that you are presenting.
  - Alpha Brain Wave- confused stage in which the person is processing the information that has been given.
  - Theta Brain Wave- zoned out stage in which the person is filing information into long term memory. Note that if a person stays too long in this stage, they will fall asleep (theta wave precedes the delta wave).

- For each individual, a different type of presentation style will trigger a different brain wave. Therefore, it is important to involve each of these styles in your presentation.
  - Auditory
  - Visual
  - Kinesthetic (Involving the body- emotions, taste, smell, touch)
- Learning is a lot like breathing- there is a receptive (inhaling) and expressive (exhaling) mode. For each of the above learning styles, it is important to incorporate both receptive and expressive forms of these learning styles for your audience.
  - Auditory- listening and talking
  - Visual- seeing and showing
  - Kinesthetic- feeling and doing

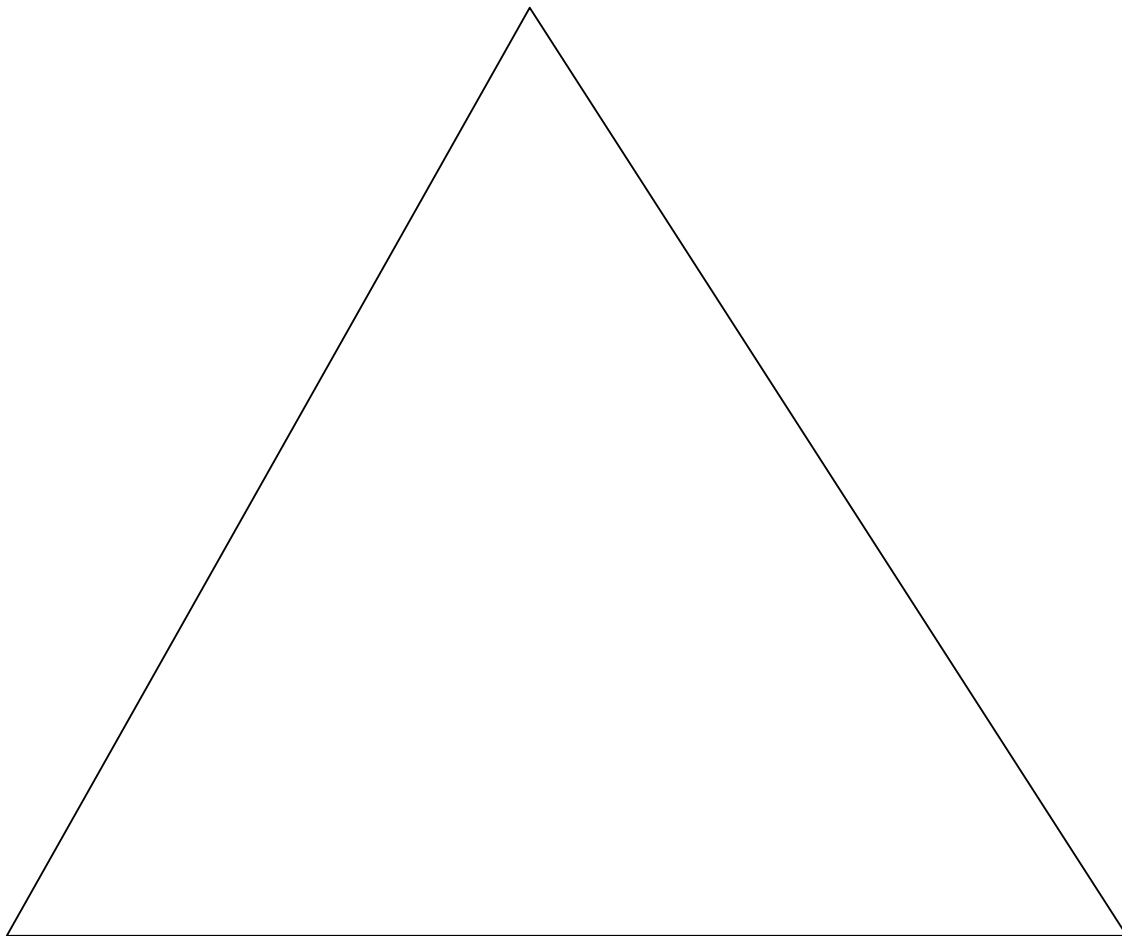
### How to Perfect Your Presentation and Deal with Obstacles

- Organize your presentation to include the six modes of learning: auditory expressive, visual expressive, kinesthetic expressive, auditory receptive, visual receptive and kinesthetic receptive. Rotate at least once every 15 minutes.
- If you are limited to a certain presentation style, like auditory- have your words express the other modes of learning.
  - For example, ask questions instead of just making statements all the time.
- If you have difficulty presenting in some of the learning modes...
  - Find a partner (if you are allowed) that is good in the areas you struggle in.
  - If not, still brainstorm your presentation with someone whose presentation style is opposite from your presentation style.
  - Try to stretch yourself comfortably in the areas you need to work on.
- Try new things in your presentation to spark more interest in your audience.
- Every presentation is a unique creation. Allow room in your presentation to be spontaneous, and respond to on-the-spot developments.
  - Include less material on slides/handouts- People want to listen to you, not read it on a piece of paper.
  - Expect different reactions to your presentation.
  - Be open to more interaction with your audience if they show a desire to do so.
- Center your body- when presenting, it is common for energy to be focused in your head which hinders your ability to express yourself in all of the modes of learning.
  - Direct energy to your feet to spread energy throughout the body.
  - Form a mudra with your hands when presenting. This will calm your body and put you at ease.
    - Hold out your hands, palms up.
    - Interlink your fingers and touch the tips of your fingers together (thumb to thumb, index finger to index finger, etc).
- The most important thing is to bring your individuality and integrity to your presentation.

## 3 Elements of Any Presentation

**YOU**

{Self-knowledge, Experience,  
Time to Prepare, Support}



**AUDIENCE:**

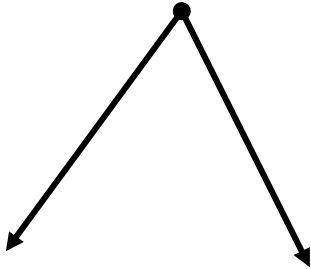
{Constituents, Number,  
Purpose, Expertise}

**CONTENT:**

{Unique Perspective,  
Core Points, Time, Level of  
Detail}

## First and Foremost...You, the PRESENTER

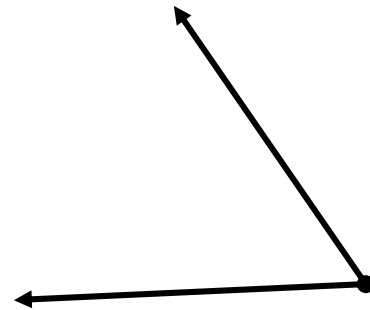
Consider these questions:



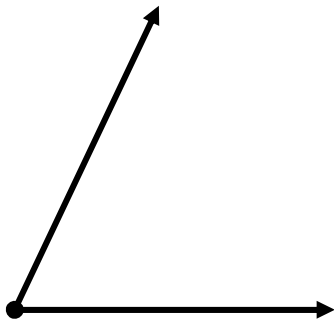
- What do you know about yourself as learner/teacher?
- What are your gifts in self-expression? What's easy?
- How could you build your presentation around them?
- What good past experience can you build on?
- How would you like to stretch your skills?
- How much time do you have to prepare?
- What kind of support is available to you?

In this corner, the CONTENT. Consider these questions:

- How much time do you have to present? Is it up to you or others?
- Are there specific points you are required to cover?
- Will you present a broad overview or an in-depth analysis?
- What are the core points you want to make?
- What is the unique perspective you bring to this subject?
- What do you find most compelling about this subject?



In this corner, the AUDIENCE. Consider these questions:



- Who are they? How many?
- How did they get there:
  - Self-selected?
  - Captive, compulsory?
  - Prof, boss, evaluator?
- What's your purpose for them?
  - Inform, report?
  - Introduce, set context?
  - Inspire, engage, impress?
- How experienced are they?
- What standards, expectations or norms limit

ALERT

BETA

ORGANIZER

Puts details in order  
Directs attention  
Likes/needs structure  
Thinks linearly

OUTSIDE

CONFUSED

ALPHA

SORTER

Compares present with past  
Makes choices  
Likes/needs to explore  
Waffles

INSIDE/  
OUTSIDE

SPACEY

THETA

CONNECTOR

Files into long term memory  
Generates possibilities  
Likes/needs to play freely  
Dreams

INSIDE

# The Learning Loop

## “LEARNING IS LIKE BREATHING”

Receptive

Expressive

**“EXHALE”**

Expressing ourselves  
Influencing others  
Using our energy  
Changing the world

**“INHALE”**

Taking in the world  
Being influenced  
Being nourished &  
replenished

# The 3 Learning Channels

Receptive



hear

Expressive



say

A

AUDITORY



see



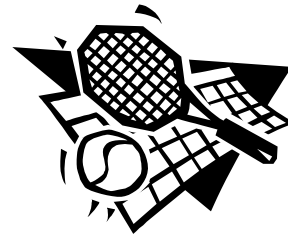
show

V

VISUAL



feel



do

K

KINESTHETIC

# The Basic Six Checklist

“What have I included?”

Receptive

Expressive

① feel

**K**

⑥ do

KINESTHETIC

② hear

**A**

⑤ say

AUDITORY

③ see

**V**

④ show

VISUAL

**“The Basic Six”:** Can You Guess Which is Which?  
 Auditory Expressive, Visual Expressive, Kinesthetic Expressive  
 Auditory Receptive, Visual Receptive, Kinesthetic Receptive

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Drawing	Listening to Music	Reading a Book
Doing a Worksheet	Hearing a Lecture	Watching a Play
Practicing Handwriting	Eavesdropping on a	Making Observations in A
Demonstrating A Lesson	Conversation	Science Experiment
Writing a Story	Hearing Noise in the Hall	Seeing a Movie
Taking Notes	Listening to a Tape	Looking at Magazines
Diagramming Sentences	Hearing a Partner's Opinion	Watching a Demonstration
Making a Chart	Listening to an Oral Report	Watching TV
Decorating a Bulletin Board	Hearing the Sounds of Nature	Remembering a Dream
Making Eye Contact	Listening to Instructions	Looking out the Window
	Noticing Someone's Tone of	Reading from the Chalkboard
	Voice	
Reciting a Poem	Acting out a Story	Being Interested
Singing	Sharpening a Pencil	Touching a Model
Answering a Question	Doing a Science Experiment	Getting a Drink of Water
Discussing a Topic	Running a Relay	Identifying with a Character
Giving an Oral Report	Laughing	Feeling Confused
Telling a Joke	Erasing the Chalkboard	Experiencing a New Place
Making up a Rhyme	Building a Model	Being Touched
Having a Spelling Bee	Playing a Game	Holding a Living Thing
Making Sound Effects	Jiggling	Having Fun
Talking to Your Neighbor	Typing	Smelling Lunch



## Channel Checklist

### Auditory

Instructions---Oral---Description  
 Story---Rap---Blues---Classical---Drums---Sound Effects---Nature Sounds  
 Play---Jingles---Gospel---Jazz  
 Poetry---Folk---New Age  
 Rock

### Visual

Written Description---Outline---Chart---Diagram---Photo---Model---Movie---Real Thing

### Kinesthetic

Remembering---Past Experience  
 Evocative---Description  
 Demonstration---Role Play---Present Experience

#### **Whole Body**

What did you do when...? Imagine you're walking. Do this motion with me.. Skit, Simulation Field Trip, Dance, Game

#### **Hands-on**

How did you build that...? Imagine you're holding...I'll pass around this bone.. Finger Plays, Hand Gestures Sculptures, Projects, Experiments

#### **Emotions**

How did you feel when...? Imagine how you would feel... How do you feel when I...? Facial Expressions, Body Postures Laughing, Crying, Cheering, Protesting

## Guidelines for “Perfected” Presentations

### Take stock of your situation:

- Consider what you know about **Yourself**, the **Audience** and the **Content**.

### Use “The Basic 6” as a planning guide:

- Use your **natural learning strengths** to create a structure of **concepts, visuals** and/or **activities**.
- Provide **Auditory, Kinesthetic, and Visual** ways for the audience to **receive** information.
- Allow the audience to use **Auditory, Kinesthetic, and Visual** ways to **express** what they are learning.
- Plan a **comfortable stretch** beyond your usual self-expressive choices.
- Support your “**shy side**” with **notes, slides, props, stories, and practice**.
- **Plan for less** than you think will fill the time; **include less** on your slides/handouts so you can speak freely.

### Expect different responses:

- Anticipate that audience members will exhibit **Alertness, Confusion, and Spaciness** at various points in your presentation.
- **Retrain yourself** to welcome these responses as indicators of full learning.

### Take care of yourself:

- **Ground yourself** in your body before you begin and intermittently in the presentation.
- Allow yourself time to **be receptive** while the audience is expressive.

### Cultivate curiosity and responsiveness:

- Watch for signals that the audience needs a change in channel (A,V, or K) or in phase (receptive or expressive). Rotate at least every 15 minutes.
- **Expect surprises!**

## Want to Know More?

### Contact Information:

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### Books

Markova, Dawna. *The Open Mind: Exploring the Six Patterns of Natural Intelligence*. Berkeley, CA: Conari Press. 1996.

Markova, Dawna and Anne R. Powell. *How Your Child IS Smart: A Life-Changing Approach to Learning*. Berkeley, CA: Conari Press. 1992.

Markova, Dawna and Anne R. Powell. *Learning Unlimited: Using Homework to Engage Your Child's Natural Style of Intelligence*. Berkeley, CA: Conari Press. 1998.

Red Wheel/Weiser/Conari Press: 1-800-423-7087 or 978-465-0504  
[www.redwheelweiser.com](http://www.redwheelweiser.com)

### Audiotapes

The Open Mind. SoundsTrue Audio. (6 cassettes) 1-800-333-9185

### Videotape

"Bridging Our Differences: Personal Thinking Patterns"  
PTP, Inc. (435) 654-7594 or [www.ptpinc.org](http://www.ptpinc.org)