

**Speaking Effectively**  
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**Lecture 27**  
**Delivering a Presentation**

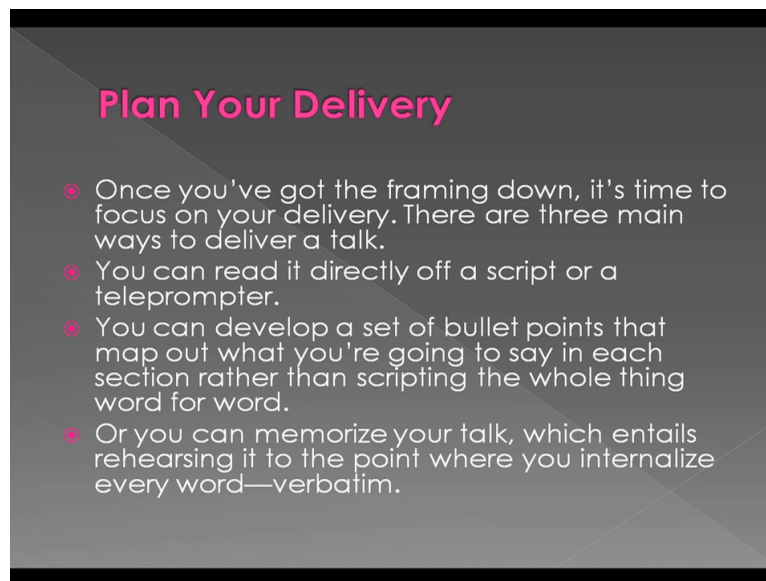
In the last section, we looked at how we begin how we break ice with the audience and use greetings, eye contact and body language to make an impression. As I said, but body language and making an impact visually mix is important to a presentation, but it is not everything. It is also what you have to say, your content, your words, your language, your main idea, that is equally or even more important in making a presentation. Now let us look at, how does one deliver a presentation?

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In this section, I would look at two things. What are the four different ways of making a presentation, of delivering a presentation? Second is how to make openings? And the third is, how to set your main purpose and central idea and state the order in which you will proceed. So let us now decide the different parts of a presentation and see how we proceed after we have greeted our audience and have made, struck a rapport with our audience. We stopped there in the last unit. Now let us move on to, how to begin a presentation.

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You have to think of a presentation as a journey in which you take your audience along with where you are going, where you want them to go and it is your role to guide them through that journey and in order to, if you think of a presentation like a journey, you have to think of how you are going to frame your (ss) story? How you are going to frame your presentation? That is very important.

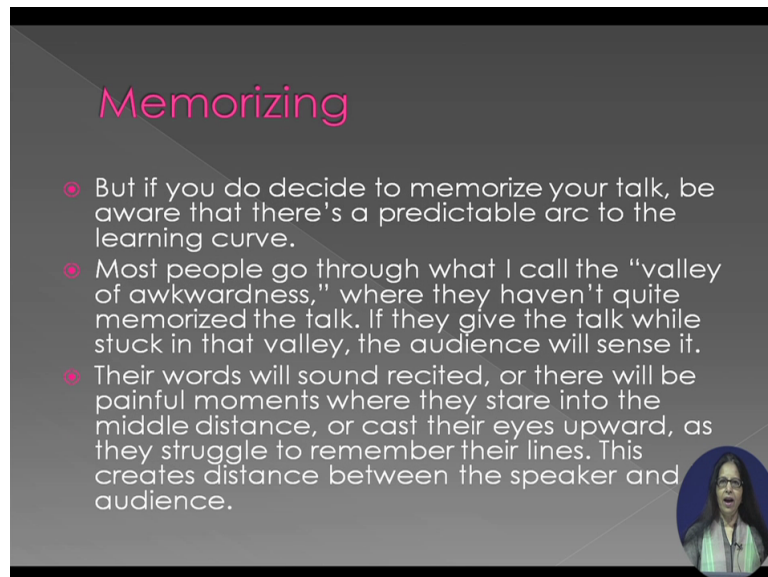
The difference between a good presentation and a bad presentation is that one presentation has no central idea, it does not have a central framing as to what you really want to say. You merely putting down all the information, but you really do not have a central idea about what you want to say. Remember people are not interested in getting information. Today particularly they can get all the information they want from different sources. What people are looking for is what you have to say about this subject? What is your take on it?

And remember, people like listening to stories. Since time of memorial, people have love listening to (sto) stories. So frame your presentation, think of a narrative in which you imbed this presentation and then take your audience on the journey in which they move along with you slowly, the way you want them to move. So once you have got the framing down, it is time to focus on your delivery. There are 4 ways, not just 3 ways, there are 4 ways which I stated at the beginning of making a presentation.

You can read directly of a script or a teleprompter. So you can watch me one or you can memorize your talk which entails rehearsing it to the point where you internalize every word verbatim. Now what happens if you are reading? Now watch me. Do not read it and do not


use a teleprompter. It is usually just too distancing. People will know you are reading and as soon as they sense it, the way they receive your talk will shift. Suddenly your intimate connection evaporates and everything feels a lot more formal. So this is what happened when I was reading from this teleprompter in front of me.

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**Memorizing**

- But if you do decide to memorize your talk, be aware that there's a predictable arc to the learning curve.
- Most people go through what I call the "valley of awkwardness," where they haven't quite memorized the talk. If they give the talk while stuck in that valley, the audience will sense it.
- Their words will sound recited, or there will be painful moments where they stare into the middle distance, or cast their eyes upward, as they struggle to remember their lines. This creates distance between the speaker and audience.



Instead of that if I memorize, that is the other way and we find people new learners in particular, they tend to memorize each and every word of what they are trying to say. In this situation what happens is, I have sat through presentations of our students who have memorized every phrase, every gesture, every pause, they have rehearsed it time and time again. So they have done it and it is when you sit through presentation like that, it sounds so perfect, but it also sounds so bad, because there is no flaw in it.

It is as if someone has mugged up like in school we use to mug up the poems. Someone has mugged up each and every words and they reproduce it. The problem with this is what happens if you forget? It happens to people that you forget what you wanted to say. Since you memorized each and every word, what do you do then? you have a very awkward moment because you forget your lines.

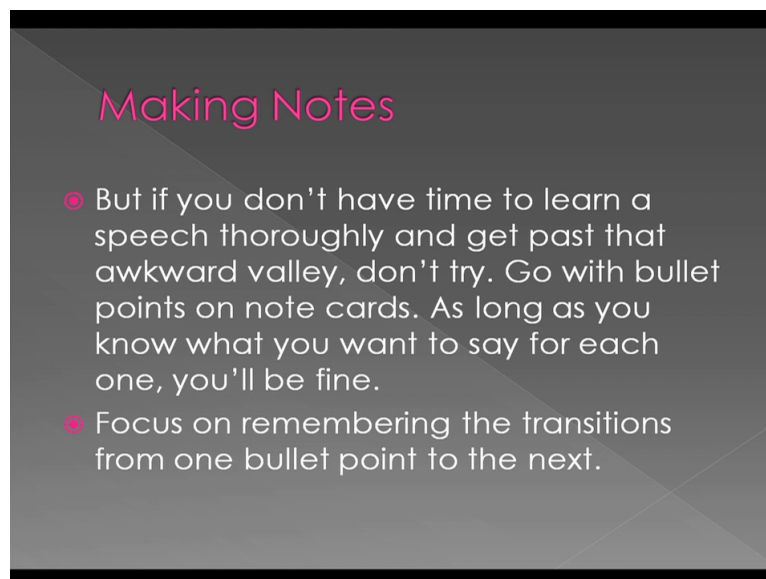
And this also happens when the middle of the presentation, if I ask somebody to stop and clarify something, I find that person loses their nerve, they get very awkward because they have rehearsed it in a particular manner and they are not prepared for any breaks. So most people go through what somebody has called the 'valley of awkwardness', where they have

not quite memorized the talk. If they give the talk while stuck in that 'valley', the audience will (se) sense it.

The audience the words will sound recited or there will be a painful moment where they stare into a middle-east distance or cast their eyes upward as they struggle to remember their lines. So this creates, we are doing a style of delivery. We are looking at a style of delivery which enables you to make contact with your audience. Remember, we stopped with, how you make contact with your audience, eye contact, you distributed your eye contact, you smiled at everyone and you greeted them.

Now if you start reading from that point onwards, either from your slides or from your notes or from a text you have immediately lost contact. Now the next thing is or if you have memorized, you forget to make eye contact because you are focusing on your words. You are focusing on remembering what you want to say. So the third way is more suitable for adult learners, is to make notes.

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If you do not have, you can make your notes and now there are two things about making notes. In the olden days we use to use cards on which we made notes. Before the days of the PPT. And we would have these little slips of paper or we have made notecards where we put down, jot down the main points. And if we were stuck, we did not remember a particular detail, only then we glanced at the notes or we quickly glanced at our notes and then explain the point and move on to the next point.

Today we PPTs is the PowerPoint presentation system has made us very lazy, in my opinion. So we have people who put all the information they have got on a PPT and they just read out. Some people even make the mistake of cutting and pasting from different sources so they have not even assimilated the information they have got. But they put it on PPT and they just read it out from the PPT. Students tend to do that very often. The other alternative is people who put down the text of paper, report or the paper on a PPT and they read to the audience.

That is the other option. If you must use your PPTs, you must not put too much text on a PPT. You must use bullet points. So just like we did it for notes on index cards. Just put your bullet points on your PPTs and explain the rest instead of reading from the PPT.

Making notes, that is a third option. And the fourth option I do not have a PPT for this, but experienced speakers tend to do that. They also do what is called 'impromptu speaking'. Where they neither use notes, nor do they use slides. They do not memorize, they do not read from something. Now it is something which comes with experience.

After a period of time, you learn to make presentation without having to consult your notes or without having to memorize, because you have such a wealth of experience that you can draw on that wealth of experience to find examples, to code, to provide data. It is rare, but there are people who do that. And if you are one of those lucky people, go ahead and use impromptu speaking. I cannot forget a speech, which I heard in this campus.

We have it a (10:09) memorial lecture once a year and we had a professor of economics, who is the professor of the leading (eco) economist professors Mortus Hen. This was his professor and you cannot imagine the treat it was listening to him because he used neither PPTs nor did he read from a text as we are used to. In lectures, people read from text or they use a PPT or they use notes.

This professor gave a talk on welfare, I recall and I recall each and every word of what he said because without using any notes without any PPTs, he really lead us through that journey through which even a lay person like myself who does not understand complex concepts in economics and, mind, you were explaining very very complex concepts. But the way he explained them, by the end of the presentation which was 45 minutes long, each of us knew how he moved from one point to the other, from the second point to the third and then to the conclusion.

By the end of it, all of us could understand what welfare is or what a welfare state is. So try this, remember, there are two things which are important in deciding what delivery you use. One is your own comfort zone. What are you most comfortable doing? If you do not remember things, do not try to memorize. If you are not if you do not have the gift of the gab and you cannot compose your words immediately, do not try impromptu. But sometimes it is also the occasion which demands that people use a particular mode of delivery.

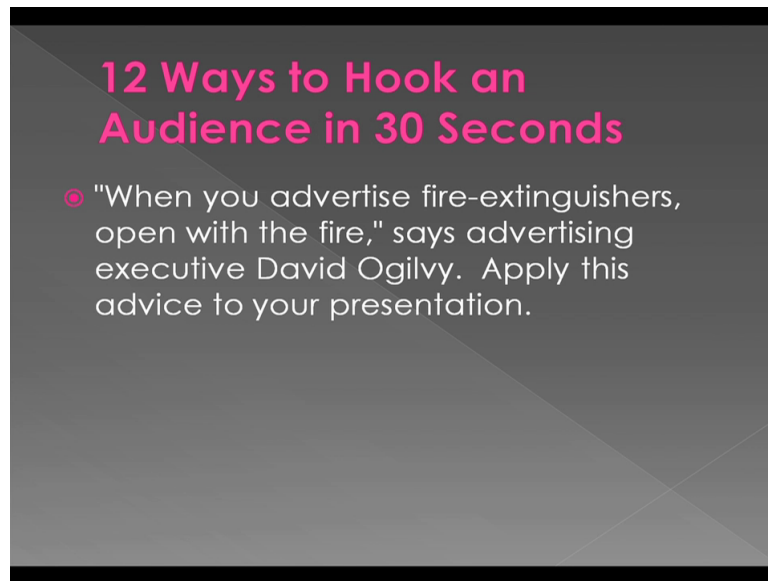
You would find that people in authority, particularly heads of states or people who are making statements to the press. you always find them reading from a text. Why do they (de) do it? Experienced veteran leaders, veteran speakers, why do they read a speech instead of delivering it? So the same person say, the Prime Minister who would in an election (cam) campaign will use a impromptu speech, will resort to reading from a text if he is speaking in Parliament or if he is giving a press conference.

Why? They do this because you cannot afford to be miss quoted. There is going to be a record. And if you use a word which is inappropriate or you make a commitment, you make a statement which is inaccurate or not actually correct, you will get into a lot of trouble. So in these situations people tend to read. From choosing how to deliver a presentation, now let us move on to the next important aspect of (mak) delivering a presentation, which I did mention. In the last lecture also is about the importance of opening.

I said that it is not enough as we do to just make an introduction. It is equally important that we write an opening. Why do we need an opening? We need an opening because when we are asked to make a presentation, we have to strike a rapport with our audience. So we need to use some kind of ice breaker, which help us to establish a rapport with our audience.

So all the things we should you yesterday we demonstrated to you, making eye contact or smiling, greeting, all these are tricks, all these are strategies you need to use in order to read the eyes and strike a rapport with your audience. Now I return to the 30 second rule which I spoke about yesterday.

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In the 30 second rule we said there are 12 ways to hook an audience in 30 seconds. So if you have not got your audience in the first 30 seconds, you have not got them at all. And I have it on the authority of David Ogilvy, who is the father of modern advertising. he said when you advertise fire extinguisher, open with the fire and this is the advice for making your presentation. Apply this advice when you are making your presentation. you have to grab.

These are called attention grabbers. These are called hooks. You have to use this hooks to grab the (atten) attention of your audience. There are different ways in which you can grab your audience's attention. I will show you 12 different ways in which you can hook your audience and these I have borrowed from Bruna Martinuzzi, who is the President and founder of Clarion Enterprises Limited.

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We can learn from advertising people to how to hook because you know that advertising personnel works with time constraint. So suppose you are buying time on television and you have to get the attention of your audience, you are paying a hell of a lot of money for a 30 second commercial. And that is why advertising folks are used to grabbing your attention in the first 30 seconds. What are the different ways you can hook an audience?

Use a contrarian (appo) approach, ask a series of rhetorical questions, deliver a compelling sound bite, make a startling assertion, provide a reference to a historical event, use the word imagine, add a little show business, arouse curiosity, use quotations differently, quote a foreign proverb, take them through a 'what if' scenario, tell them a story. Now remember, whenever you choosing these hooks, you must do what works for you.

Do not ever think of doing something which does not work for you and I must share this experience, my own experience, when the first time I was asked to speak to a group of mid-level executives. I was not really used to doing training programs of mid-level executives. I was more used to dealing with students, a younger profile of learners. So when I was asked to make these presentations, I did not make an opening or I made an opening which was not appropriate.

So I tried copying my colleagues, my other colleagues. May be your most senior colleagues or (mo) male colleagues and its okay, now let me do this, let me see this because I found that if their lectures are going well maybe my lectures will also go well. So I found that most of my male colleagues in the (manag) IIMs would use humor. They would use humor to strike a



rapport with the audience. So there was this very majority of the audience, majority of the executives in that particular program were male.

So there would be some kind of male joke and there will be lot of guffaws and lot of buddy-buddy feeling between. No I said, when I share this with my friend, now this is how this person got a very good feedback and his lecture was appreciated. I was wanting to do it. Because do not do anything which does not work, does not suit your style. If your style is not humor, do not ever dare to (ap) attempt it. Make something and what happens is sometimes people follow these rules to the (tex) letter and they try something which is not their style.

Suppose you make a startling assertion. So begin with bang because you are making startling (asse) assertion. But after that you fall flat because that is not really your style or you used historical event and you do not really have a grasp on history. Or you use a quotation, so if you use a quotation or you are not good at remembering the phrases, is not a very good strategy.

But people some of us who love reading, who love reading poetry, or who love reading quotations and we can reproduce at a drop of a hat, we do tend to use quotations and sometimes there is nothing like a quotation when you are making an opening to as an affect, the affect it creates on the audience. telling them a story, you could tell them a story, that is one way of grabbing your audience's attention. Now there are some of us are very good at telling stories.

Some of us are not good at telling stories. If you are going to tell a story and you are not good at telling stories, do not you try it. Try it if you are good at telling stories, because people love listening to stories. But they like listening to stories which they can relate to. So we had a former director who was again a very good speaker, who would make impromptu speeches because every other day he would have to make a speech to different group of people.

And I never see him rehearsing or preparing his speech because he was moving from one inauguration function to another inauguration function. But I was amazed that at each (inaugra) inaugural he will find something new to say, something interesting to say because he was 80+ and he had this you know this great experience as a academic, as well as a person.

So all he would do is, he would draw on some anecdote in his long and distinguish career to and related to the topic at hand to get the audience's (at) attention and he will proceed in that

manner but he would hold us all spell bound. So do it if you can copy him, but do not attempt a style that does not work for you. Now we have for you illustrations, examples of 12 different several kinds of openers that you can use for yourself. You can choose one or any of them that works for you. From hooks we move on to tailoring your presentation.

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How do you tailor your presentation? I will return to this when I will talk about the language of presentation. So most important is, as we said, ‘who?’ is very important in the ‘what?’ So the ‘who?’ is, who are you making this presentation for? So suppose you are making a presentation for experts. Does it really help them to give them all the preliminary information, all the basic information related to the topic? No, because you are making it to an expert. To an expert audience.

Now if you are making it to new audience, then maybe it is wise to give very basic information. For instance, suppose I was making a presentation on making presentation before trainers or before colleagues. Then I would not do it like the way I am doing it today or I am doing it in these lectures. The way I would do it is, I would just share some strategies which have worked for me. I wouldn’t go into how one should to do it, line by line.

Instead of that I would say, ‘okay, you know how about trying this new kind of opening or how about doing it this way.’ So I would just share techniques. Because I assume that everyone knows how to make a presentation. And they are only interested in exchanging ideas. So always tailor make your presentation for your audience. Now, in these you have to

do 3 things which we will return to later. Use appropriate language. Always use appropriate language. Take examples from your own experience and analogies from theirs.

So whenever you are talking about something you have to make the audience identify with what you are explaining. Remember, audience do not like listening to facts and figures, numbers, concepts. They are very boring for them because it is a new area. Now how do you explain something which is unfamiliar to somebody? A concept which is unfamiliar or (ha) if you bombard them with numbers, then say 'okay, if I do not understand numbers so I just switch off.

I want to know, okay what do these numbers mean?' So, what you need to do is, you have to give examples from your own experience. Now this is also tricky because some of us do not have the requisite, the kind of experience that is needed to make a (pre) you know to be able to do it. Maybe we do not have examples from our own life. suppose the area is different for you. So I am in academic, I do not have examples from the corporate world. When I am talking about presentations, I am giving you (pre) examples from my own experiences in academic.

Now, if I were making a presentation like this in the corporate world, they would not be impressed with these examples because they would like to know I mean they would have more respect for you, if you give examples from the corporate world. Since I confess that I do not have that experience and I am not going to make it up. My solution would be I could put together the experiences of people, I could illustrate that from the experiences or examples of people within the corporate world.

What they would say? And, but it will not be as personalized then, like it is now. And analogies (fro) from theirs. Now you also need to use analogies from their experience. Now, if you using your experience and your audience's experience is not the same. Now if you start using your examples, they do not identify with it because they say, it means its alien to them. Now, if you want to grab their students your learner's interest, if you come down there level and you use an example from them, from their own life, then it got some ice with them.

It makes an impact on them. So suppose I am talking about say suppose I am giving a talk on racism and I am teaching a poem say, on racism and my students are not literary students. they have no background on that in poetry. So when I read about this poem or when I explain this poem, they do not relate to it. They say, some poet, some dead poet or some living poet

and some other part of the world is talking about it. What is it how what is it have to do with me?

So suppose I draw their attention to the recent incidents of racism in US or recent incident of racism in Australia, which might, or in India. So which might happen to them tomorrow. Then probably they would say and if I ask them a question like, have you ever seen incidents of racism in your own family or in your own friends? Then probably they will understand what I am trying to say. Involve the whole audience, we will get back to this. And now I will conclude by showing you what you need to do after you have grabbed the attention?

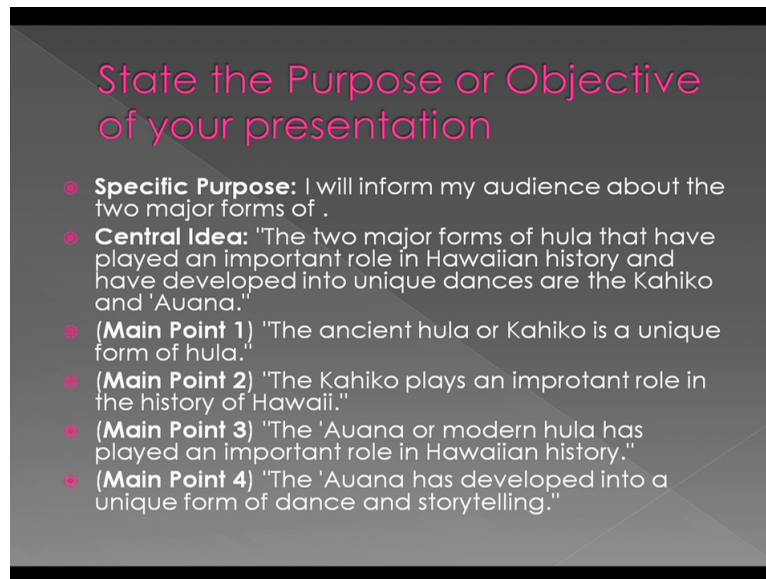
Okay, you have grabbed the attention of your audience in the first 30 seconds. But it is the first 2 minutes that count. The first 2 minutes you have to get this , after having got their attention you need them to understand, you need them you need to convince them that you are worth listening to. And how do you do that? You have to sell them an idea. I said, great presentations are about framing. You must have a big idea. It is not just enough to say I am going to talk about this topic. That is not enough.

You must have a great idea. What are you going to say about this topic? You have to frame it. Within and construct a story about it. So suppose, I am going to talk about say, feminism. I am asked to give a overview of feminist theories or feminism. I could just run through the chronologically the history of feminism from the 18th century or 19th century to the present and explain different forms of feminism. That'll be a very informative presentation, fine. But to make it a good presentation, I have to frame it.

Like, I have to take the stand point and say, 'Okay, why am I not a feminist?' Maybe that is my stand point. It is very politically incorrect today to say, 'why I am not a feminist?' So my argument is that, 'why I am not a feminist?' Is because I feel that the conceptual aspects of feminism do not translate into the social and legal framework. So I am taking a stand point. And then I use the same historical overview to, with this main framing argument. I could tell stories, I could relate anecdotes.

But framing is very important. Now after having made your opening and framing your argument, you have to state the purpose.

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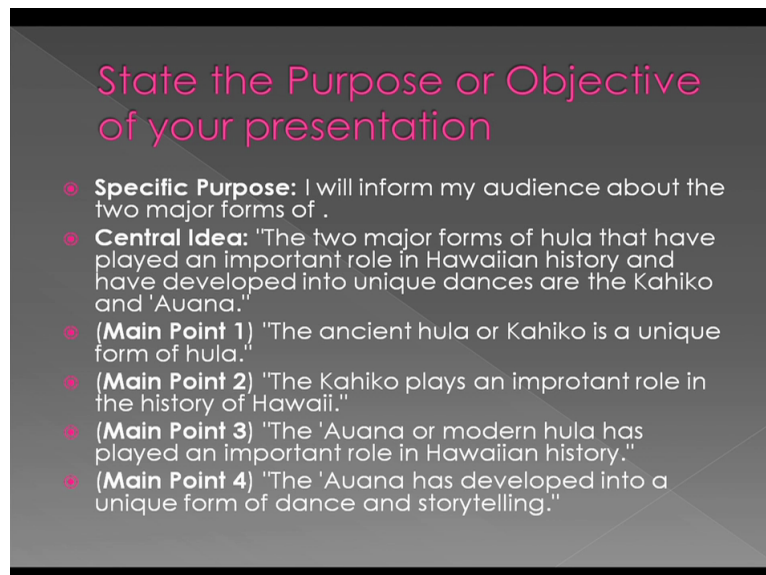


**State the Purpose or Objective of your presentation**

- **Specific Purpose:** I will inform my audience about the two major forms of .
- **Central Idea:** "The two major forms of hula that have played an important role in Hawaiian history and have developed into unique dances are the Kahiko and 'Auana."
- **(Main Point 1)** "The ancient hula or Kahiko is a unique form of hula."
- **(Main Point 2)** "The Kahiko plays an important role in the history of Hawaii."
- **(Main Point 3)** "The 'Auana or modern hula has played an important role in Hawaiian history."
- **(Main Point 4)** "The 'Auana has developed into a unique form of dance and storytelling."

What is the purpose or objective of your presentation? We worked on this even when we were planning the introduction. I said, you have to be very clear about what is your main idea, what is your main purpose, what is your central idea. So you must have a specific purpose as well as a central idea.

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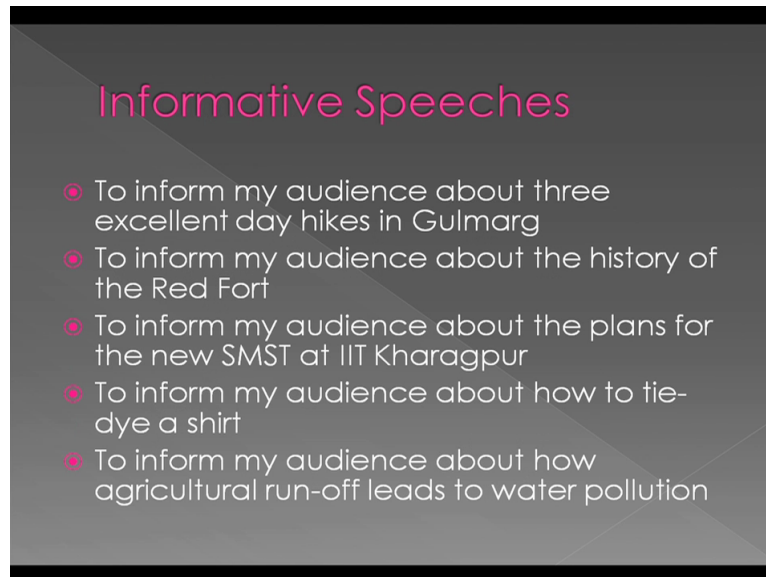
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This specific purpose will be something like, I will inform my audience about the two major forms of performance in India. So I say, the two major forms of performance that have played a role in. I am extrapolating from the slide. This is an example from Hawaii and so I can say that (tho) those who have played an important part in Indian history and have developed

into unique dances are Bharatanatyam and Kathak. And I come to main point one. Let us stop with this. I will come to the points later.

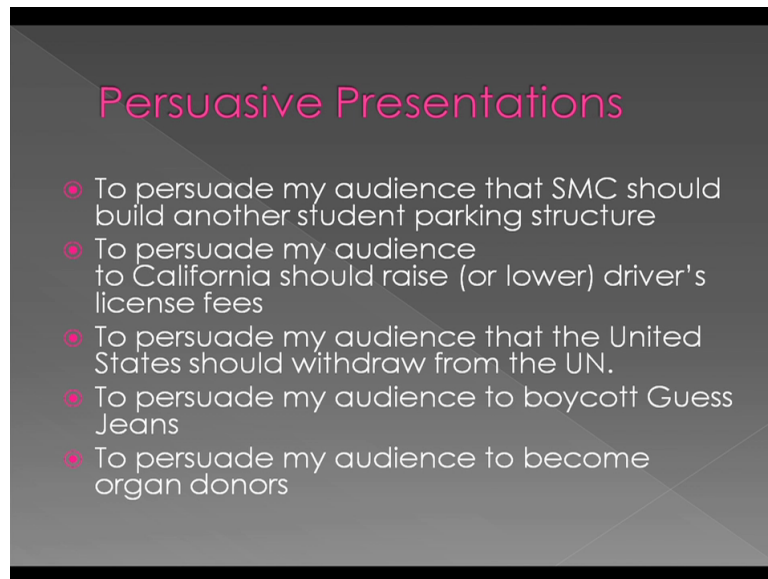
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So now this purpose, specific purpose differs depending on what kind of talk or what kind of presentation you are giving. If you are giving an informative speeches which students mostly give, is to give informative (stu) speeches.

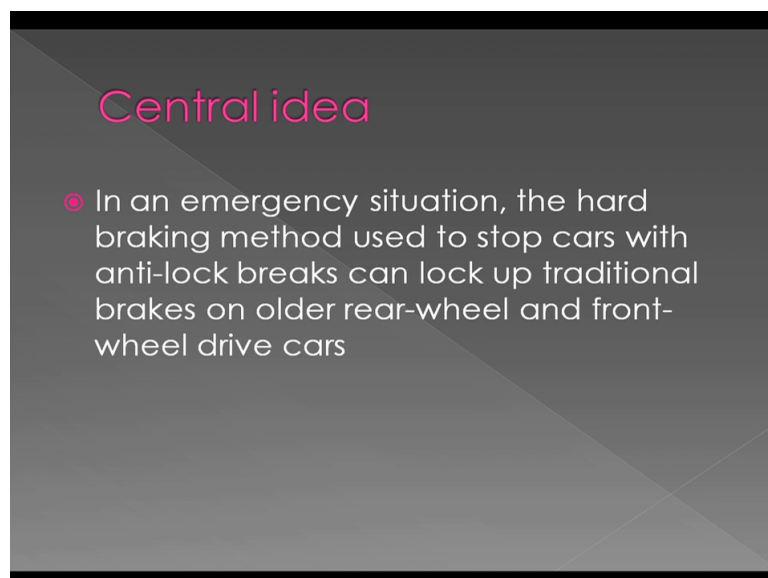
Very simple statements like, 'to inform my audience about three excellent day hikes in Gulmarg, to inform my audience about the history of the Red Fort, to inform my audience about the plans for the new School of medical Science and Technology at IIT Kharagpur, to inform my audience about how to tie and dye a shirt, to inform my audience about how agricultural run-off leads to water pollution. So this will be true for informative speeches.

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But when we come to persuasive (per) presentations, we can have this is a kind of specific purpose we will have, 'to persuade my audience that SMST should build another student parking structure, to persuade my audience to (Cal) California should raise or lower driver's license fees, to persuade my audience that the United States or India should withdraw from the UN, to persuade my audience to boycott Guess Jeans, to persuade my audience to become organ donors'. So depending on what your purpose is, your statement will differ.

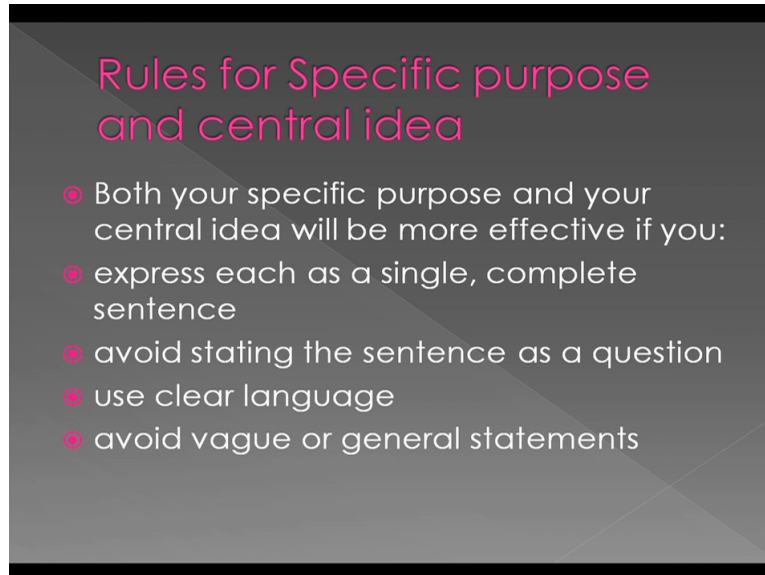
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Now the central idea is different from your purpose. You also need to write down your central idea like, in an emergency situation, the hard braking methods used to stop cars with anti-lock

brakes can lock up traditional brakes on older rear-wheel and (lie) front-wheel drive cars'. So, you need to have your central idea clearly.

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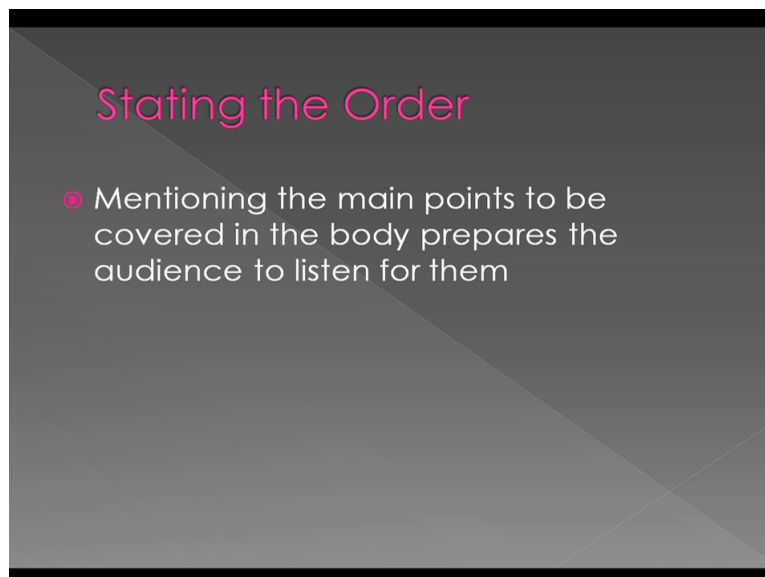


**Rules for Specific purpose and central idea**

- Both your specific purpose and your central idea will be more effective if you:
- express each as a single, complete sentence
- avoid stating the sentence as a question
- use clear language
- avoid vague or general statements

But remember the rules for both specific purpose and central idea the same. You need to express each as a single complete sentence, avoid stating the purpose, avoid stating the sentence as a question, use clear language, avoid vague or general statements. The next stage would be, you have to state the order.

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**Stating the Order**

- Mentioning the main points to be covered in the body prepares the audience to listen for them

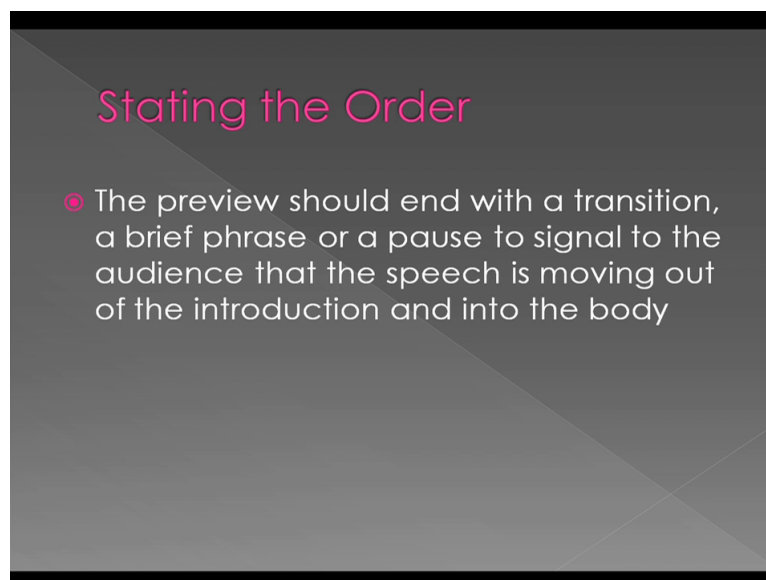
Mentioning the main points to be covered in the body prepare the audience to listen to them. So this is why you need to state what is your central argument, what is your objective. Now



we will watch some typical statement of purpose or stating of your central argument in the examples that we will show you. After having stating introduce your specific purpose and your central idea, we have to show the order in which we will proceed. why do we need to do that?

Because, remember, like I said yesterday, that in the last class that you cannot you have to provide oral cues. Since we do not have visual cues, we need to provide oral cues to our audience, to show that we are moving from one path to the other. So when you are moving from say, from your opening to your introduction and then your, how much time you will spend doing each.

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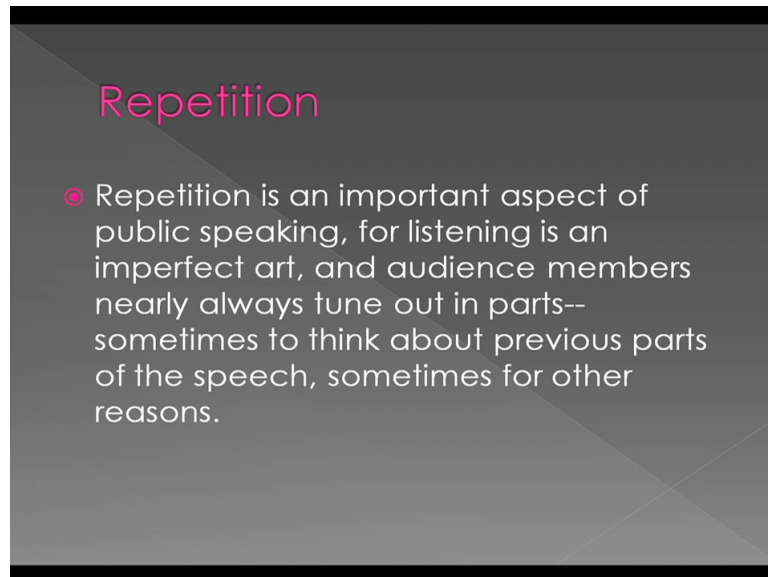


It is good to state what you will be saying in the (rema) body of your presentation and how you will move from one point to the other. So this preview should be ending with a transition, a brief phrase or a pause to signal to the audience that the speech is moving out of the introduction and into the body. This is after you have stated the order. So we will also show you some examples of how you can state the order. After this we will move on to different audience involvement skills. Most important being repetition.

Why is it that we repeat when we are speaking, unlike in writing? In writing if you repeat something, it appears very redundant. But redundancy is a happy quality in a presentation, when you are speaking. Because people's attention wanders and people are listening to you, they tend to wear off, they start thinking in some other direction. So if you repeat, someone

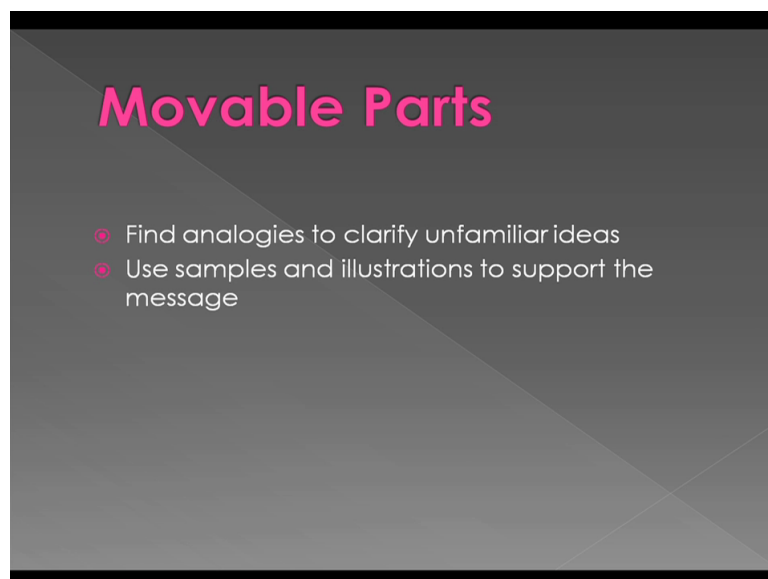
who have missed out what you said the first time, will (reme) hear it, you said it the second time.

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So repetition is very important aspect of public speaking, for listening is an imperfect art and audience members nearly always tune out in parts, sometimes to think about previous parts of the speech, sometimes for other reasons. So now, how do you engage your audience? You have to use analogies to clarify (un) unfamiliar ideas, as I said.

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Use samples and (illustrate) illustrations to support the message. you can also use questions as an opportunity to involve your audience.

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## Questions

- See them as an opportunity to involve your audience
- Don't leave them until the end
- Invite them after each key area
- Take the questions but answer every



But we tend to think that question will come at the end. The question do not have to come in, in the end. They can come after each key area. Take the question and answer after each key area. So I conclude by saying that we must know how to make an opening, the different part of a presentation, how to make an effect, how to frame your presentation first of all, four different ways of making a presentation. The third thing we talked about was, how to grab the audience's attention.

Next would be, how to state your main purpose and objective and then how to state the order in which you will proceed and finally how to get your audience's attention.