The Authenticity Code™

Authentic Presence & Presentation Skills



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- Table of Contents
- Program Introduction 5
  - Facilitator Bios 7
  - Program Sponsors 13
  - Program Executive Summary 14
  - Focus Areas 14
  - Program Agenda Overview 15
- Day 1 17
  - Day 1 Agenda 18
  - Authentic Presence Qualities 19
  - Boeing Values 23
  - Authentic Brand 24
  - Formula for Presentation Success Overview 28
  - Know Your Audience 29
  - Style Recognition 32
  - Style Recognition Activity Instructions 38
  - Attention-Getting Opening 39
  - Executive Summary 40
  - Day 1 Homework 41
- Day 2 43
  - Day 2 Agenda 44
  - Creating Compelling Slides 45
  - Communication: Verbal and Non-Verbal 49
  - Being Politically Savvy 55
  - Workshop Activity 1 66
  - Workshop Activity 1 Presentation Examples 68
  - Day 2 Homework 71
- Day 3 73
  - Day 3 Agenda 74
  - Managing the Environment 75
  - Giving and Receiving Feedback 79
  - Self-Feedback Analysis Form 80
  - Presentation Feedback Form 83
  - Agenda 84
  - Clear Body Message 85
  - Finish Strong 86
  - Workshop Activity 2 87
  - Presentation Preparation Worksheet 88
  - Formula for Presentation Success Worksheet 89
  - Visualization 91

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- Table of Contents
- Day 3 Continued 73
  - Final Presentation Examples 92
  - Day 3 Homework 99
- Day 4 & Program Close 101
  - Reading Your Audience 103
  - Fielding Audience Questions 110
  - Day 4 Homework 117
  - Evaluation & Reminder 118
  - Notes 119

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The Authenticity Code™

Authentic Presence & Presentation Skills

INSIDE-OUT LEARNING INC
Transformative Learning That Lasts

PROGRAM INTRODUCTION

FACILITATOR BIOS

PROGRAM SPONSORS

EXECUTIVE SUMMARY

FOCUS AREAS

AGENDA OVERVIEW

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CHIEF EXECUTIVE OFFICER



Dr. Sharon Lamm-Hartman
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Dr. Lamm-Hartman is an award-winning global executive and presentation coach, leadership development consultant, speaker, writer, and educator. She is the CEO and founder of Inside-Out Learning, Inc., specializing in leadership and personal development. Inside Out Learning is an active member of WBENC and the global Women's President Organization, which only 3% of women-owned businesses meet the requirements for membership.

With over 25 years of global experience, Sharon has worked across the United States and Europe as well as Beijing, Hong Kong, Singapore, and Thailand for clients such as Boeing, American Express, GE's Leadership Development Center, Exxon, E*TRADE, ARCO Chemical Company, Mobil Oil Corporation, Berlex Pharmaceuticals, Fannie Mae, Arizona Society of CPA's, Volvo Corporation, and the National Reconnaissance Office. She has designed and delivered over 3,000 innovative programs, including executive presence and presentation skills programs, and has coached thousands of CEOs, executives, and entrepreneurs worldwide.

She worked internally at ARCO Chemical in International Training and Development and brings a strong client partnership philosophy. For the past 22 plus years, Dr. Lamm-Hartman has been a preferred executive coach for hundreds of Boeing executives with exceptional results, including promotions and developmental job assignments. She has also designed and teaches The Authenticity Code™ Programs, team development programs, and culture-change offsites to thousands of professionals and leaders worldwide, with up to 80% of participants achieving promotion. Sharon has her Top-Secret Security Access and supports executive clients in classified environments. She has also consulted on corporate change efforts, training change agents and developing strategic implementation and communication plans.

Dr. Lamm-Hartman has presented at a Harvard Business Review event on Authentic Executive Presence, contributing to the evolving dialogue on authenticity, leadership credibility, and influence in today's business landscape.

In addition to her private practice and consulting, she is widely published. Dr. Lamm-Hartman has served with the Fresh Start Women's Foundation and Arizona State University's Dean's Board of Excellence Mentoring Program. She is a regular instructor for WBENC's WeTHRIVE program.

Dr. Lamm-Hartman holds a doctorate from Columbia University in Leadership and Organization Development and a Master's in Industrial and Labor Relations from Cornell University. She is a Certified Executive and Presentation Coach and is certified in the Myers Briggs Type Indicator.

Dr. Sharon is a Wall Street Journal, USA Today, and Amazon best-selling author of The Authenticity Code™, which received the Axiom GOLD Medalist award for best 2022 Business Fable. She has been named one of the top 100 Women to KNOW Across America by the KNOW Women Group. Outside of her professional work, she is married to James, has a 20-year-old son, Josh, and enjoys hiking and travel.

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FACILITATOR & COACH



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Lisa Ann is a senior leadership consultant and certified executive coach with Inside Out Learning Inc. She has over 30 years of experience as a world-class learning and development professional. She works with training companies as a master trainer delivering programs that ignite, inspire and transform frontline personnel and executive leadership.

Lisa Ann provides training program creation, seminar, and webinar delivery. Her live programs have transformed thousands from frontline personnel to executive leadership. She works with senior level managers across corporate, government and nonprofit organizations to preserve learning and development objectives. Her programs ensure engagement, knowledge transfer, and skill development in a fast-paced, focused environment.

She has designed and delivered programs on topics such as Management Skills, Communication Skills, Emotional Intelligence, Dealing with Difficult People, Resiliency, Content Marketing and Diversity and Inclusion, Unconscious Bias.

Lisa Ann has trained audiences in every state in the U.S.A.; she has also delivered programs in Canada, Australia, and Japan. She facilitates training for organizations such as Seattle City Light, Microsoft Corporation, Clorox University, the U.S. Coast Guard, Touro University, Honda North America, the U.S. / Japanese Air Force, NuScale Power and The Boeing Company.

She will tell you the technical and management expertise gained during her 14-year career at IBM was like earning a Ph.D. She holds master's degree in management, from the Indiana Wesleyan University and completed post-graduate work at Walden University in Management and Decision Sciences. She is a licensed insurance agent and an Amazon best-selling author.

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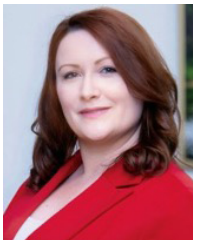

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With over 20 years of experience in the aerospace and defense industry, Fiona brings a broad and practical foundation across supply chain, project management, P&L forecasting, account management, cost reduction, and business development. She spent a significant portion of her career at Rolls-Royce, including relocating from the UK to Seattle in 2013 as a Customer Business Director supporting Boeing. She has also held business development roles with Parker Hannifin and ZeroAvia.

Today, Fiona is a global keynote speaker, executive coach, and leadership trainer focused on helping individuals and organizations take deliberate, courageous action in complex and evolving environments. She brings thousands of hours of coaching and training experience, partnering with Fortune 500 companies—including Boeing, Collins Aerospace, SpaceX, and Juniper Networks—as well as high-growth Silicon Valley startups.

Fiona is a PCC-certified coach through the International Coaching Federation (ICF) and holds an MSc in Project Management from the University of Manchester and an MSc in Biological Sciences from the University of Oxford. Her additional training includes certifications in workshop and meeting facilitation, APM (the UK equivalent of PMP), Six Sigma Green Belt, Finance for Non-Finance Managers, and Qualified Teacher Status in the UK. Earlier in her career, she completed the Teach First program, a social enterprise supporting inner-city schools.

She is also the founder of the Leading Ladies & Allies Of… movement, a global initiative connecting thousands of professionals across industries, with a focus on strengthening leadership and increasing visibility through virtual engagement.

Fiona is known for her energy, adaptability (an ENTP, formerly ESTJ), and her passion for helping others thrive in change and challenge. Outside of work, Fiona enjoys gardening, paddle boarding, cold plunges, spending time in nature, and dog sitting.

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PROGRAM FACILITATOR



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Phillip has served as a senior consultant for Inside-Out Learning for the past 5 years. With Over 20+ years of documented results as an executive coach, Phillip has led measurable transformative organizational changes, mergers and launched large-scale, complex profit centers and business units within the businesses he has served. Profit centers have included launching new client verticals, building internal and external sales teams, creating new products, developing licensing opportunities and strategic partnerships, driving competitor acquisitions, and international territory expansion.

During his Leadership career, Phillip held executive roles leading teams and operations of 25 to 150 people in both revenue-generating and internal roles. In that capacity, he became dedicated to helping people discover their leadership style and impact within the organization.

Phillip worked as an executive at the Rich Dad Poor Dad organization and was key in launching the cash flow game globally.

Phillip has worked with over 500 global Boeing leaders, executives and VP's and is consistently rated as a 5-star facilitator by participants at IOL's Boeing Authenticity Code™ programs.

Phillip holds a BS in Business Management from Arizona State University and serves on the board of a non-profit dedicated to providing services to the developmentally challenged.

Approach to Executive Coaching

Phillip leads clients through a thought-provoking discovery process designed to establish desired results. As desired results are established, he leads his clients to create the ideal strategies and tactics while providing accountability to reach a successful outcome.

Phillip's executive coaching clients include:

•The COO of a travel company who needed to better navigate a complex stakeholder landscape, while demonstrating increased leadership skills and executive presence.

•A CEO of an education company to launch a licensing division and establish leadership, roles and responsibilities.

•Founder and CEO of a non-profit who desired to transition in a new executive leadership team, and then shift her role to Chairman of the Board.

Industry Experience

Education
Manufacturing
Travel
Non-Profit
Financial Services
Technology
Professional Services
Software

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FACILITATOR & COACH



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Dr. Joel P. Martin is an organizational development and transformational leadership specialist with more than 25 years of experience helping leaders, teams, and organizations strengthen performance, navigate change, and create more effective workplace cultures. Her work spans leadership development, organizational change, team effectiveness, culture transformation, workforce development, executive coaching, and strategic organizational initiatives.

A trusted advisor and strategic partner to senior executives, HR Directors, Chief Learning Officers, and organizational leaders, Dr. Martin is skilled at translating business and workforce needs into practical leadership and organizational development solutions. She brings extensive experience in assessing organizational needs, engaging stakeholders, designing customized interventions, facilitating complex conversations, coaching executives and teams, and guiding organizations through cultural and organizational transformation.

Dr. Martin is recognized as a Master Transformational Leadership Trainer and has designed and delivered advanced leadership development and train-the-trainer programs for major U.S. and international organizations. Her global experience includes facilitating leadership initiatives across 13 countries, including South Africa, China, Russia, Malaysia, Latvia, Norway, the United Kingdom, France, Taiwan, Kazakhstan, and the United States.

Her work is distinguished by her ability to connect with leaders and participants across cultures, generations, professional backgrounds, and organizational levels. She has facilitated programs through interpreters, worked with multicultural and multinational teams, and adapted leadership and organizational development approaches to meet the needs of diverse business and cultural environments. Her areas of expertise include change management, executive coaching and consulting, senior team alignment, stakeholder engagement, workforce development, needs assessment, program design and implementation, and cross-cultural and multi-generational facilitation.

In addition to her leadership and organizational development expertise, Dr. Martin brings a strong entrepreneurial and communications perspective to her work. She previously owned and operated a full-service multicultural advertising agency in New York City, giving her firsthand experience in business leadership, strategic communications, client relationships, and organizational growth. This combination of business experience, psychology, communications, experiential education, and executive coaching allows her to approach leadership challenges from multiple perspectives.

Dr. Martin holds a Ph.D. in Communication from Columbia Commonwealth, an M.S. in Psychology from Sonoma State University, and a B.S. in Education from The Ohio State University. She has also completed graduate studies at The New School for Social Research in New York City and participated in the Wharton Fellows Program at the Wharton Business School. In addition, she earned an NMSDC Centers of Excellence Certificate through the Rutgers University Center for Urban Entrepreneurship & Economic Development and the Institute for Supply Management.

A native New Yorker, Dr. Martin loves a good laugh and enjoys shopping, reading, and dancing.

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PROGRAM COORDINATOR & POWERPOINT COACH



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Lane has over 20 years of experience with Huntington Learning Center, advancing through leadership roles, including Director of Operations and Development. A skilled trainer and coach, Lane has guided high-performing teams to award-winning success. As a certified Project Management Professional (PMP) and Certified Associate in Project Management (CAPM), Lane brings expertise in strategic execution and team development. A passionate advocate for lifelong learning, Lane is dedicated to empowering others through education.

A/V ENGINEER & POWERPOINT COACH



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Austin Reed operates the audiovisual element of Inside-Out Learning training programs. He graduated summa cum laude from the W.P. Carey School of Business at Arizona State University. Austin holds a Bachelor of Science in Digital Marketing and minors in International Business and Spanish Language and Culture. Beyond his responsibilities at IOL, Austin is also deeply committed to his role as the Program and Marketing Director for an international non-profit organization that focuses on providing essential medical services to overlooked and underserved communities. In addition, Austin also operates his own media production company, Mountain Moving Media. In his free time, Austin appreciates live music, new restaurants, international travel, and anything outdoors. He also values serving on the production team at his church and any time spent with his family and friends.

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PROGRAM SPONSOR



Paul Brown
Senior Director
ES OpEx
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PROGRAM EXECUTIVE SUMMARY

WHAT?

- To learn key presence and presentation skills tools and techniques.

WHY?

- To help you excel as a leader and professional.
- To get to YES faster in any presentation, including winning business.
- To exceptionally deliver any presentation you give.

WANT?

- To learn and apply:
  - How to take your presence to your next level.
  - Audience understanding tools for tailoring your message to your audience.
  - A proven formula for presentation success that guarantees your presentations will be better than your past best.
  - The tools you learn to deliver exceptional presentations.

FOCUS AREAS

Your Presence

Authentic Presence Qualities
Warmth *Clarity* **Integrity** Polish/Poise *Thoughtfulness*
Sincerity Inspiration *Confidence* **Trustworthiness**
Openness *Passion* **Respect**
Authentic Brand *Being Politically Savvy*
Body Language Non-Verbal Communication

+

Your Audience

Know Your Audience – Audience Understanding Matrix
Tailor Your Message to Your Audience – Style Recognition
Reading Your Audience – Fielding Audience Questions

+

Your Presentation

Formula for Presentation Success
Attention-Getting Opening Executive Summary
Agenda **Clear Body Message** Finish Strong
Creating Compelling Slides **Managing the Environment**
Giving and Receiving Feedback
Completion & Practice of Actual Presentation
Video Recording **Final Video Review**

=

Your Success

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PROGRAM AGENDA OVERVIEW

Pre	Day 1	Day 2	Day 3
Particpant Kick-off Completion of Questionnaire Manager goals/check in Recorded Presentations	8:00 AM Start Program Introduction Authentic Presence Qualities Authentic Leadership Brand Formula for Presentation Success Overview Know Your Audience AI Audience Analyzer Style Recognition “Formula” Attention-Getting Opening “Formula” Executive Summary Setting Up BCAI - Presentation Builder 5:00 PM Day Close	8:00 AM Start Creating Compelling PPT Slides Communication: Verbal/Non-Verbal Being Politically Savvy AI Presentation Builder Part 1 Workshop Hours/Video Reviews 5:15 PM Day Close	8:00 AM Start Managing Environment Giving and Receiving Feedback Participant Presentations “Formula” Agenda “Formula” Clear Body Message “Formula” Finish Strong AI Presentation Builder Part 2 Workshop Hours/Video Reviews 5:45 PM Day Close

Day 4	Post
7:30 AM Start Participant Presentations Group Photo Reading Your Audience/ Fielding Audience Questions Summary 3:45 PM Program Close	Individual Participant 30-Minute Video Reviews and Recap of Feedback

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Authentic Presence & Presentation Skills

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DAY 1

AUTHENTIC PRESENCE QUALITIES

YOUR AUTHENTIC BRAND

FORMULA FOR PRESENTATION SUCCESS OVERVIEW

KNOW YOUR AUDIENCE

AI PROJECT - AUDIENCE ANALYZER

STYLE RECOGNITION

FORMULA (ATTENTION-GETTING OPENING)

FORMULA (EXECUTIVE SUMMARY)

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AGENDA: DAY 1

8:00 AM	Attention-Getting Opening Program Introductions Past Graduate Panel Success Stories Participant Introductions Break Authentic Presence Qualities APQ + Boeing Behaviors and Values Lunch Your Authentic Brand Overview of “Formula for Presentation Success” “Formula” (Know Your Audience) AI Audience Analyzer Break Style Recognition “Formula” (Attention-Getting Opening) “Formula” (Executive Summary) Setting Up BCAI - Presentation Builder
5:00 PM	Day Close

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AUTHENTIC PRESENCE QUALITIES

Please fill out this self-assessment by rating your Authentic Presence Qualities (APQ's). How well do you demonstrate each APQ? Rate yourself on a scale from 1-5 (1–Needs Improvement; 3–Average; 5–Amazing). Once complete, fill in the blanks below to identify your two lowest and your two highest rated APQ's.

		NEEDS IMPROVEMENT				AMAZING
Clarity	The ability to communicate your message in an intuitively clear and compelling way.	1	2	3	4	5
Confidence	The air of assurance, such that others know you have the required strength and resolve.	1	2	3	4	5
Inspiration	Feeling passionately about the vision and mission of the organization. The ability to communicate that passion, purpose, and meaning establishes the inspirational culture of the organization. Breathing life into others.	1	2	3	4	5
Integrity	Your beliefs, words, and actions are aligned and demonstrated through the willingness and skills to constructively share your point of view and follow through on your commitments.	1	2	3	4	5
Openness	No prejudging; the willingness to consider another's point of view.	1	2	3	4	5
Passion	The expression of commitment, motivation, and drive that shows people you really believe in what you do.	1	2	3	4	5
Polish/Poise	The look of sophistication, conveying a background of education and experience.	1	2	3	4	5
Respect	Values the thoughts and opinions of others and openly considers these as viable options and opportunities.	1	2	3	4	5
Sincerity	The conviction of believing in and meaning what you say.	1	2	3	4	5
Thoughtfulness	The projection of thinking or having thought through something before responding.	1	2	3	4	5
Trustworthiness	Models true positive character qualities and top-level competence of their profession.	1	2	3	4	5
Warmth	The willingness of being accessible to others and of being interested in them.	1	2	3	4	5

LOWEST RATED APQ'S:

_____ _____

HIGHEST RATED APQ'S:

_____ _____

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TOOL: AUTHENTIC PRESENCE QUALITIES (APQ's)

Authentic Presence Definition: How you affect others by the impression you make through your character, your virtual presence, your engagement, your communications, and general mode of conversation you have with others.

Clarity	The ability to communicate your message in an intuitively clear and compelling way.
Confidence	The air of assurance, such that others know you have the required strength and resolve.
Inspiration	Feeling passionately about the vision and mission of the organization. The ability to communicate that passion.
Integrity	Your beliefs, words, and actions are aligned and demonstrated through the willingness and skills to constructively share your point of view and follow through on your commitments.
Openness	No prejudging; the willingness to consider another's point of view.
Passion	The expression of commitment, motivation, and drive that shows people you really believe in what you do.
Polish/Poise	The look of sophistication, conveying a background of education and experience.
Respect	Values the thoughts and opinions of others and openly considers these as viable options and opportunities.
Sincerity	The conviction of believing in and meaning what you say.
Thoughtfulness	The projection of thinking or having thought through something before responding.
Trustworthiness	Models true positive character qualities and top-level competence of their profession.
Warmth	The willingness of being accessible to others and of being interested in them.

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EXAMPLES OF HOW YOU CAN DEMONSTRATE AUTHENTIC PRESENCE QUALITIES

CLARITY
- Flex to others' communication style while not losing your own authenticity
- Listen to and watch your recordings while in a virtual meeting

CONFIDENCE
- Practicing for an effective delivery
- Being prepared to address even the most difficult questions

INSPIRATION
- Motivating a stalled team to move forward
- Believing people can achieve the project and helping them believe they can

INTEGRITY
- Follow through on your commitments or renegotiate
- Living within your values and ethical standards

OPENNESS
- Listening to another's point of view
- Considering all options for the best possible outcome and not just your way

PASSION
- Enthusiastic tone in communicating
- Getting the project done with a positive attitude

POLISH/POISE
- Checking your background and camera set up
- Dressing appropriately for the event and audience

RESPECT
- Good eye contact when speaking
- Acknowledging that diverse opinions & experiences have value

SINCERITY
- Walk your talk; live by example
- Not saying something just to be accepted

THOUGHTFULNESS
- Reconsidering a position after hearing a colleague's stance
- When offended, calm down before responding

TRUSTWORTHINESS
- Repeatedly performing at a high quality
- Following through on your commitments

WARMTH
- Acknowledging someone for a job well done
- Learning & speaking about what you know is special to someone

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AUTHENTIC PRESENCE QUALITIES (APQ'S) DEVELOPMENT PLAN

Which two will you work on?

1. 2.

Why?

What actions will you take to develop your APQs?

APQ	APQ
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Identify people who can help you work on these qualities and give you feedback over time.

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BOEING BEHAVIORS & VALUES - AUTHENTIC PRESENCE QUALITIES LINKED TO BOEING VALUES

SAFETY AND QUALITY

Safety is the foundation of everything we do, and we deliver quality at every step, every time. How we think and act each day keeps our people and those who rely on us safe. We take responsibility for our mission to design, build, and service complex products with precision and sound decision making.

- Keep people safe
- Respect the consequences of our work
- Speak up

PEOPLE FOCUS

Our global team is our greatest asset. We invest in and care for our people, and we treat each other with respect even when we disagree. We feel comfortable raising concerns; we ask for help when we need it; and we support our teammates because we can only achieve our shared mission by working together.

- Look out for each other
- Ask for help and give it freely
- Collaborate respectfully

TRUST

We do what we say we will do. We work with integrity and build trust by consistently meeting our commitments and communicating transparently with customers, colleagues, and stakeholders.

- Make customer priorities ours
- Follow through
- Do the right thing

OWNERSHIP

We hold ourselves and each other accountable for delivering excellent products and services. We take pride in doing hard work and proactively share solutions. When we make a mistake, we own it, learn from it, and strive to improve.

- Give a damn!
- Be accountable, be decisive
- Pursue excellence

INNOVATION

We see challenges as opportunities. We are curious, creative, and explore new ideas that move our company and industry forward. We honor our company's legacy while creating our own.

- Do cool things
- Be curious and courageous
- Shape the future

https://www.boeing.com/principles/values.page

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TOOL: AUTHENTIC BRAND

What do you want to be known for?

How do you want to be seen?

Who are you as a leader?

QUESTION	EXAMPLE	ANSWER
1. What is the ONE leadership role I most want to hold?	*e.g., Executive, CFO, Vice President, Author, Tech. Fellow, Sr. Vice President, Program Manager, Catalyst, Role Model Leader, etc.*	
2. What is the ONE THING I most want to do/accomplish as I work in my desired leadership role?	*e.g., successfully lead a new program, empower employees to turn around a failing program/ product, invent a new product/ service, help change a corporate culture, etc.*	
3. What is the ONE THING I most want to change as I work in my desired leadership role?	*e.g., Financial loss – turn a company around, My presence – become calm & peaceful; Negative relationship – Foster healthy workplace relationships, etc.*	
4. What is the ONE THING I know I have as a leadership strength that comes naturally to me?	*e.g., providing a safe environment for everyone to speak their truth, inspiring people to give their 100%, setting a clear vision that many follow, etc.*	
5. What is the ONE THING I most wish I would have received from authority figures growing up?	*e.g., seeing and celebrating my unique gifts and talents, modeling a healthy relationship, listening to my point of view, etc.*	

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QUESTION	EXAMPLE	ANSWER
6. What is the ONE THING I most want to see as a leader?	*e.g. My mentees all get promoted, my organization transforms into my vision, to sell a big program, etc.*	
7. What is the ONE THING I most want to hear as a leader?	*e.g. "You helped me transform my life," "Without you we would have failed," "You are the best boss," "You helped increase profits by 50%," etc.*	
8. What is the ONE THING I most want to experience as a leader?	*e.g. Going to bed & waking up on a daily basis knowing I am making a difference, leading a high performing team, being recognized as a leading expert in my field, complete fulfillment in my work, etc.*	
9. What is the ONE THING I most want to say as a leader?	*e.g. "I have made the difference I wanted to make & have no regrets," "Listen I have something important to say," "I am the happiest I have ever been," "We need to pull together & get this done," "I balanced a great career & personal life," etc.*	
10. What is the ONE THING I want to feel as a leader?	*e.g. Proud of the life I have lived and the legacy I have left, happy and fulfilled in my life, confident that I have given it my all, satisfied with the business results I achieved, etc.*	

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MY AUTHENTIC BRAND IS...

I am a	#1
who	#2
I	#3
I give this by	#4
	#5

MY SUCCESS CRITERIA - As a leader, I commit to:

1	See	#6
2	Hear	#7
3	Experience	#8
4	Say	#9
5	Feel	#10

AUTHENTIC BRAND EXAMPLE

I am a role model leader (#1) who teaches others how to be better leaders through leading by example (#2). I interact without judging or becoming defensive (#3). I give this by understanding individual choices, making wise decisions and meeting my commitments (#4 and #5).

I commit to:

1. See people become great leaders because they modeled me. (#6)
2. Hear people say that I was the best leader they ever had. (#7)
3. Experience a great big party with a room full of people who thought I made a difference in their lives. (#8)
4. Say “Wow I balanced a great career and personal life with no regrets of either.” (#9)
5. Feel I would not have changed a thing regarding career and personal life balance. (#10)

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"ONE THING" FOR TODAY

Inspire you to take your brand to your next level and connect with it more deeply than you ever have before.

UTILIZING YOUR APQ'S AND AUTHENTIC BRAND

- Every morning read your brand statement out loud
- Place a copy of your brand statement by your computer or on your desk
- Add it to the device you use most often
- Continue to improve and adjust your brand statement – what you focus on you become
- Continue to practice your APQ's – they help you focus on giving to others & get the most authentic "you" out of "yourself"
- Connect with your brand before any major presentation/communication

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FORMULA FOR PRESENTATION SUCCESS OVERVIEW

For a clear and concise presentation, we've structured the development of a presentation into the following sections:

1. KNOW YOUR AUDIENCE
    - Personality Understanding
    - Audience Understanding Matrix
2. ATTENTION-GETTING OPENING
    - Story
    - Image
    - Analogy
    - Question
    - Quotation
3. EXECUTIVE SUMMARY
    - Presentation Purpose (e.g., educate, program update, proposal)
    - What's in it for the audience (e.g., business or technical impact)
    - Action you want from the audience (e.g., buy-in, input, resources, decision)
4. AGENDA
    - Outlines main points
5. CLEAR BODY MESSAGE
    - H=Highlight the Point (Hottest Topic Starts)
    - O=OK, So What
    - R=Relevant Information/Data
    - S=Summarize the Point (Optional)
    - E=Ease to Your Next "H" or Finish Strong
6. FINISH STRONG
    - Summarize key points
    - Repeat what you want from the audience
    - Strong close

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TOOL: IDENTIFYING THE KEY DECISION MAKERS IN A MIXED AUDIENCE

WHO MATTERS THE MOST AND WHY

What is the goal of my presentation?

Is there a hidden agenda?

PRIORITIZE THE TARGET

Who is the leader?

What is the background of the person you are presenting to?

- For example, a senior leader wants bottom line up front and key takeaways on what they need to know

Translate so they understand it.

Who are the followers?

Who does the leader listen to?

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TOOL: AUDIENCE UNDERSTANDING MATRIX ACTIVITY FOR YOUR PRESENTATION

- Think of your presentation you are working on in this program.
- Who is your key audience; within that who is/are your key decision maker(s)?
- Complete the matrix for your presentation before you start writing it.
- Share your key insights with your Accountability Partner.

	1	2	3	4
What is most important to them?				
What hooks them?				
What details do they need?				
What are they willing to compromise?				

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AUDIENCE UNDERSTANDING MATRIX EXAMPLE

TYPICAL SENIOR LEADERSHIP TEAM EXAMPLE	
What is most important to them?	• Coordination on key areas requiring their decision and engagement. • Clarity of assignment and/or task. • Facts and data to support your decision. • Support their Business Goals and Objectives (BG&O's). • Meet your commitments.
What hooks them?	• A compelling business case when you are trying to sell an idea (facts, supporting data, risks, and mitigation plans). • Engagement - Each LT member wants to be involved in shaping strategies/solutions that personally impact them or their organizations.
What details do they need?	• Sound rationale (Qualitative and Quantitative Data) that supports your position. • Industry position on bullet 1 (particularly competitors and elite companies-Fortune 500). • Feedback from other key stakeholders. • Cost impacts (go/no-go).
What are they willing to compromise?	• In all cases, it's mixed across the group: - Some choose cost and schedule over quality. • Making the hard decision vs. following the status-quo. • Teamwork vs. individual contributor (team first vs. me first).

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TOOL: STYLE RECOGNITION

STYLE RECOGNITION ASSESSMENT

For each pair of statements below, distribute three points between the two alternatives (A and B), depending on how characteristic of you the statement is. This means that your answers for any pair of statements will add up to three. So in 1A and 1B, you might give yourself a 2 for 1A and a 1 for 1B, which would add up to a total of 3 for that pair set. Although some pairs of statements may seem equally true for you, assign more points to the statement that is more representative of your behavior most of the time.

Examples:

- If A is very characteristic of you and B is very uncharacteristic, write “3” next to A and “0” next to B.
- If A is more characteristic of you than B, write “2” next to A and “1” next to B.
- Please base your answers on how you actually behave, not on how you think you should behave.
- The total points for each question should always equal “3.”

1A	___	I’m usually open to getting to know people personally and establishing relationships with them.
1B	___	I’m not usually open to getting to know people personally and establishing relationships with them.
2A	___	I usually react slowly and deliberately.
2B	___	I usually react quickly and spontaneously.
3A	___	I’m usually guarded about other people’s use of my time.
3B	___	I’m usually open to other people’s use of my time.
4A	___	I usually introduce myself at social gatherings.
4B	___	I usually wait for others to introduce themselves to me at social gatherings.
5A	___	I usually focus my conversations on the interests of the people involved, even if that means straying from the business or subject at hand.
5B	___	I usually focus my conversations on the tasks, issues, business or subject at hand.
6A	___	I’m usually not assertive, and I can be patient with a slow pace.
6B	___	I’m usually assertive, and at times I can be impatient with a slow pace.
7A	___	I usually make decisions based on fact or evidence.
7B	___	I usually make decisions based on feelings, experiences or relationships.
8A	___	I usually contribute frequently to group conversations.
8B	___	I usually contribute infrequently to group conversations.
9A	___	I usually prefer to work with and through others, providing support when possible.
9B	___	I usually prefer to work independently or dictate the conditions in terms of how others are involved.
10A	___	I usually ask questions or speak tentatively and indirectly.
10B	___	I usually make emphatic statements or directly express opinions.

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11A	___	I usually focus primarily on ideas, concepts or results.
11B	___	I usually focus primarily on people, interactions and feelings.
12A	___	I usually use gestures, facial expression and voice intonation to emphasize points.
12B	___	I usually do not use gestures, facial expression, and voice intonation to emphasize points.
13A	___	I usually accept others points of view (ideas, feelings and concerns).
13B	___	I usually don't accept others points of view (ideas, feelings and concerns).
14A	___	I usually respond to risk and change in a cautious or predictable manner.
14B	___	I usually respond to risk and change in a dynamic or unpredictable manner.
15A	___	I usually prefer to keep personal feelings and thoughts private, sharing only when I wish to do so.
15B	___	I usually find it natural and easy to share and discuss my feelings with others.
16A	___	I usually seek out new or different experiences and situations.
16B	___	I usually choose known or similar situations and relationships.
17A	___	I'm usually responsive to others' agendas, interests and concerns.
17B	___	I'm usually directed toward my own agendas, interests and concerns.
18A	___	I usually respond to conflict slowly and indirectly.
18B	___	I usually respond to conflict quickly and directly.

After responding to the 18 questions, review your scores in the table below.

O - OPEN SCORE	G - GUARDED SCORE	D - DIRECT SCORE	I - INDIRECT SCORE
1A ____	1B ____	2B ____	2A ____
3B ____	3A ____	4A ____	4B ____
5A ____	5B ____	6B ____	6A ____
7B ____	7A ____	8A ____	8B ____
9A ____	9B ____	10B ____	10A ____
11B ____	11A ____	12A ____	12B ____
13A ____	13B ____	14B ____	14A ____
15B ____	15A ____	16A ____	16B ____
17A ____	17B ____	18B ____	18A ____
Total ____	**Total** ____	**Total** ____	**Total** ____

Compare the O and G scores. Write the higher score in the blank below and check the box with the corresponding letter:

Score: ☐ ☐ O or ☐ G

Compare the D and I scores. Write the higher score in the blank below and check the box with the corresponding letter:

Score: ☐ ☐ D or ☐ I

Plot your results on the next page.

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PLOTTING YOUR RESULTS

Score: Open or Guarded

Score: Direct or Indirect

Plot your score below and check mark the box for your preferred style.

- ALL CAPS: Primary Style
- Upper and Lower Case: Secondary Style

OPEN

People PEOPLE	Party PEOPLE	27 26 25 24 23 22 21	People PARTY	Party PARTY
Planner PEOPLE **INDIRECT**	Point PEOPLE	20 19 18 17 16 15 14	Planner PARTY	Point PARTY **DIRECT**
27 26 25 24 23 22 21	20 19 18 17 16 15 14		14 15 16 17 18 19 20	21 22 23 24 25 26 27
People PLANNER	Party PLANNER	14 15 16 17 18 19 20	People POINT	Party POINT
Planner PLANNER	Point PLANNER	21 22 23 24 25 26 27	Planner POINT	Point POINT

GUARDED

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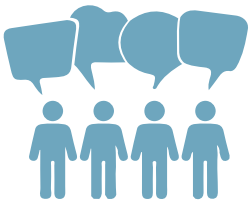
TOOL: STYLE RECOGNITION



	PEOPLE PEOPLE	PARTY PEOPLE	PLANNER PEOPLE	POINT PEOPLE
Pattern	Open/Indirect	Open/Direct	Guarded/Indirect	Guarded/Direct
Pace and Orientation	Slower/People Oriented	Faster/People Oriented	Slower/Task Oriented	Faster/Task Oriented
Their Goal	Steadiness	Influencing Others	Compliance	Dominance
Work Area	Casual, Conforming	Stylish, Interesting	Formal, Functional	Busy, Structured
Wants to	Build and Maintain Relationships	Interact and Be Recognized	Gather Information and Know Process	Get to the Bottom Line and Decide Quickly
Fear	Conflict	Loss of Prestige	Embarrassment	Loss of Control
Aggravated by	Insensitivity	Routine	Surprises	Indecision
Makes decision by	Considering Options	Spontaneity	Deliberate Action	Decisiveness
Decisions are	Careful	Impulsive	Planned	Steadfast
Measures success by	Compatibility, Depth of Relationships	Recognition, Applause, Compliments	Precision, Accuracy, Activity	Results, Track Record, Progress

Which style best represents you?

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VERBAL CLUES

Listen carefully in a virtual setting to the words used.

SPEED READ PEOPLE—READING OTHERS' STYLES

Verbal clues: If you meet someone, especially for the first time, and they come on strong, they are likely either a **Party** or **Point Person**.

If they are quiet and soft-spoken, they are probably a **People** or **Planner Person**.

NEXT CLUES: *WHAT* THEY SAY.

	STYLE	TYPICAL STATEMENTS	NOTES
	Point Person	"Tell him I want to talk to him ASAP!" "Let's get this settled right now!" "What's the bottom line?" "Cut to the chase; what are the options?" "Here's how we'll proceed…" "I want to win this – no ifs ands or buts." "Tell me what the goal is." "You handle it, but keep me informed."	
	Party Person	"Hey! Here's an idea! Whattaya think?" "Why don't you noodle on that for a while?" "I feel this is the way we ought to go." "Tell me what you think about…" "Spare me the details. Just give me the drift." "I think we're making progress. Now let's…" "My sense is that…" "Let's try it a different way, just for kicks."	
	People Person	"I'd like to go kind of slow on this. Is that okay?" "Have we determined the impact of this on the staff?" "I really enjoy working with you." "I'd like to help you however I can." "We can work this out, I'm sure." "How do you really feel about this?" "How's this likely to end up? I'd like to know first."	
	Planner Person	"Now, let's look at this logically." "Is that really the right thing to do? Can we justify that?" "Let's take this first step. Then we can decide step two." "Give me all the facts first." "What guidelines make sense for this project?" "Precisely what do you mean?" "I don't want any surprises." "Have we touched all the bases?"	

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ADAPTING TO OTHER STYLES

- Think about someone you have trouble communicating with.
- Determine which style best represents that person.
- Mark the tips you plan to use when communicating with that person.
- Plan your next interaction with that person and use the tips.
- Use the tool again to plan a conversation with another person.

To adapt to People People

Be warm and sincere by:

- supporting their feelings by showing personal interest when possible
- assuming they'll take things personally
- allowing them time to trust you
- discussing personal feelings – not facts when you disagree
- moving along in a slower, informal, but casual steady manner
- showing that you're actively listening

To adapt to Party People

Show interest in them by:

- supporting their opinions, ideas and dreams when possible
- being upbeat, stimulating and fast-pace
- tolerating digressions and not hurrying a discussion
- trying not to argue – you'll seldom win
- being enthusiastic, spontaneous and casual
- explaining how action can enhance their image
- sparing them the details

To adapt to Planner People

Show yourself to be thorough:

- supporting their organized, thoughtful approach when possible
- showing commitment through your actions, not just words
- being detailed, accurate and logical
- listing advantages & disadvantages of any plan organized
- providing solid, tangible evidence
- adhering to established procedures
- giving assurances that decisions won't backfire on them

To adapt to Point People

Be efficient and competent by:

- supporting their goals and objectives when possible
- keeping your relationship businesslike
- using facts – not personal feelings – if you disagree
- being precise, effective and well-organized
- recommending alternate actions with brief supporting analysis
- getting to the point quickly
- stressing competitive results and growth opportunities

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GROUP ACTIVITY INSTRUCTIONS (10 MINUTES)

With your Group of 4:

- Follow your group's assigned scenario (Planner/Party or People/Point), then decide who will play each role.
- If you're not role playing, you should observe, give feedback, keep time.
- **Read** through your assigned scenario (1 minute).
- **Act out** the interaction using the adapting techniques on page 37 (3 minutes).
- **Debrief** the role play, observers give feedback on what worked and what to improve in the interaction (3 minutes).
- **Discuss** what applications you see for Style Recognition (3 minutes).

ROLE PLAY SCENARIO 1: PLANNER / PARTY

You're managing a major project and you're a Planner Person.

You get an update from your team sharing that the project is now over budget due to a supplier issue.

There's a project update meeting scheduled for this week and your manager is a Party Person.

How would you plan on sharing the project update to your leader?

ROLE PLAY SCENARIO 2: PEOPLE / POINT

You're helping coordinate a major project and you're a People Person.

You get an email from a customer who is upset about the slow progress on the project.

You're meeting them for lunch, and you think the customer is a Point Person.

How would you plan on talking to the customer?

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TOOL: ATTENTION-GETTING OPENING

KEY THOUGHTS TO KEEP IN MIND

- What's Your Point?
- Begin with the End in Mind.
- All effective communicators start crisply.
- You only have one chance at a first impression... In your first 90 to 120 seconds, your audience is making their decision about you and your presentation.
- What will intrigue those in my audience?

The beginning has to rivet the interest of the audience. More than any other part of the presentation, every detail should be planned. This is the time to set their expectations and establish your credibility.

OPENING TYPES

- **Open with a Quote:** A short relevant insightful quote, ideally by a notable person, will seize the attention of your audience and add sparkle to your total presentation.
- **Open with a Story:** A crisp, concise, and relevant story will engage your audience and set the tone for your presentation. Most everyone loves a story because from our earliest memories, we are hardwired to learn life lessons in this way. Stories are quite possibly the most powerful delivery tool for information.
- **Open with a Question:** Opening with a thoughtful question is a great way to captivate your listeners immediately as well as establish the theme of your presentation. This will arouse their curiosity and get them involved. Your audience will begin to contemplate the question and formulate their answers.
- **Open with a Statement:** Entice your listeners by stating something interesting and/or fascinating. Perhaps something that will generate a smile.
- **Open with a Statistic or Image:** The use of a dramatic comparison, shocking statistics or an eye-opening illustration.

ATTENTION-GETTING OPENING (CHOOSE ONE)	
Quote	
Story	
Question	
Statement	
Statistic or image	

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TOOL: EXECUTIVE SUMMARY

COMPONENT 1

What is the purpose of your presentation?

- Educate
- Project/Program Update
- New Project/Program Proposal
- The Value of a Product or Service

COMPONENT 2

Why does your audience want to listen?

- The technical, business, or global bottom-line impact of your topic:
  - Cost savings
  - Market share increase
  - Time and efficiency savings

COMPONENT 3

What action do you want the audience to take?

- A decision
- Input/Feedback
- Additional resources
- Help solving a problem
- Buy in to go to the next step
- Education to move forward to the next step

EXECUTIVE SUMMARY	
WHAT— "Purpose" What is the purpose of the presentation?	
WHY— "Value Proposition" What is the benefit to the audience?	
WANT— "Desired Outcome" What is the action that you want your audience to take?	

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IN SUMMARY...

1.

2.

3.

HOMEWORK

1. Complete the Day 1 evaluation.



2. Confirm your topic to create tomorrow and present on Day 4
3. Work with your accountability partner and share your 2 Authentic Presence Qualities and your presentation topic
4. Please bring laptop computer, cell phone, and headset for tomorrow.
5. Start time tomorrow is 8:00 am, breakfast at 7:30 am.

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The Authenticity Code™

Authentic Presence & Presentation Skills

INSIDE-OUT LEARNING INC
Transformative Learning That Lasts

DAY 2

CREATING COMPELLING SLIDES

COMMUNICATION: VERBAL & NON-VERBAL

BEING POLITICALLY SAVVY

AI PROJECT - PRESENTATION BUILDER PART 1

WORKSHOP ACTIVITY 1

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DAY 2

8:00 AM	Start Attention-Getting Opening Agenda and APQ Creating Compelling Slides Communication: Verbal & Non-Verbal Break Being Politically Savvy Lunch AI Presentation Builder Part 1 Explain Workshop
1:00 PM	Participant Workshop Hours
5:15 PM	Day Close

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TOOL: KEY CONCEPTS

Using the same background templates, colors, font style and size, creates a cohesive continuity that shows excellent preparation and planning. The occasional attention-getter can be modified beyond this consistency for special emphasis.

GRAPHICS

If there is to be an image along with text on the same chart/slide, it is usually best to place the image to the left and the text to the right. In the Western world, we read from left to right and this placement of the image will direct the eyes to the text on the right that will require more time to be read and understood.

FONT SIZE	FONT STYLES	COLOR
Those furthest away from the screen need to be able to easily read the smallest print. A 40-point font is usually the minimum size for a title, with 32-point minimum for bullets and ideally never below a 24-point for anything other than chart/slide identification for the use of the speaker.	The most readable are: Arial, Tahoma, Veranda, Gill Sans MT and Lucida Console. Do not sacrifice readability for something else unless it enhances your message. Bold is usually easier to read and italics are usually more difficult to read. Limit the use of italics to quotes and references, such as a book title.	Ensure your background and font color combinations are high in contrast. White and light backgrounds need dark font, while darker backgrounds need white or lighter font. Be aware that the occasional Yellow, Orange, Red or Lime Green word can be used to emphasize something or highlight it. However, we recommend against any more than that as it can easily cause eye fatigue for your audience. It is important to be aware that there is a significant percentage of the male population that are color-blind. They have difficulty with Reds and Greens, so these are usually best to avoid.

IMAGE & TEXT PLACEMENT

There are many ways to place images and text on a chart/slide area, however we highly recommend following a few basic rules if the briefing presentation is going to be given in the Western world.

Because we read from left to right and top to bottom, those are good rules to stay with. Use the same with items coming in with a clockwise order rather than counter-clockwise or sporadic. As mentioned in the GRAPHICS section, if the chart/slide is going to have an image and also text, it is most often best to place the image on the left and the text on the right.

AVOID TEXT OVERLOAD

One of the most common mistakes is placing too much data on a chart/slide. Use multiple chart/slides and/or provide resource materials to the audience and direct them to a specific page in those materials. The multiple chart/slides can be brought together in a recap to display the connections. This would ideally be shown with separate entries as in a jigsaw puzzle.

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THE 3 – 5 SECOND RULE

In essence, anything that appears on your screen would ideally be able to be read in 3 to 5 seconds. If it takes longer than that, you have quite probably lost the attention of your audience. With each image or text that you have appear on the screen, allow 3 to 5 seconds for your audience to absorb that information before you elaborate on the specific meaning. When you are speaking, it is best for each member of your audience to be focusing on you, audibly and visually, for a full understanding of your message.

BLACK BLANK CHART/SLIDE

In PowerPoint Slide Show mode, the “B” key on the keyboard will toggle your presentation to a black screen. This is a very effective way to create focus on you as the presenter.

Likewise, the “W” will turn the screen white. The next click of the same key will return your presentation to what was just previously projected on the screen.

If you prefer to plan ahead, what we recommend is that you insert “Black Blanks” into your presentation in high priority positions so that the screen is blank when you want it to be and you will have the total attention of your audience to make an important point.

BULLETS & ANIMATION

A bullet point is an encapsulated phrase.

These are a brief preview of what the speaker will elaborate on. (What would fit on a bumper sticker that you could easily read 20+ feet away?)

Too many bullet points on a slide will either detract from your message.

Utilize the “Appear” animation to reveal one bullet point at a time.

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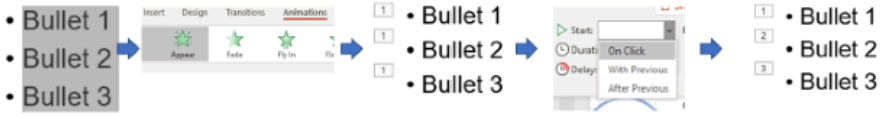
POWERPOINT TIPS

Quickly Animate Bullet Points in Sequence

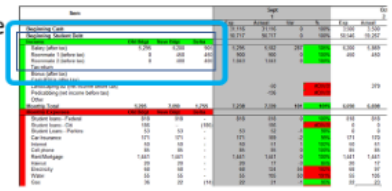
- Select a series of bullet points
- Click Animate/Appear
- While the bullet points are selected, go to the "Timing" menu
- In the "Start" dropdown box ,choose "On Click" (select it again if it's already selected)



Too much content on your slide and not enough time to simplify?

Try these combinations of highlights and animations

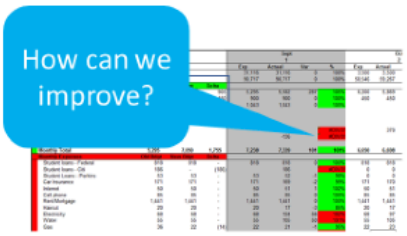
- Use a highlight box
  - Click Insert/Shape/ Rounded Rectangle
  - Draw a rectangle around the data that supports your point
  - Click Shape Fill and choose "No Fill"
  - Click Shape Outline and choose a thicker weight and a color that contrasts with your content
  - Click Animations and choose "Appear"
- You can now copy and paste your animated rectangle to highlight additional areas of your chart.



Too much content on your slide and no time to simplify?

Try these combinations of highlights and animations

- Use a callout box
  - Click Insert/Shape/ Speech Bubble
  - Draw a speech bubble to add notations
  - Drag the pointer to the data that supports your point
  - Click Animations and choose "Appear"
- You can now copy and paste your animated speech bubble to highlight additional areas of your chart.



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Morphing Transitions

How-to:
- Start with your "anchor" slide and duplicate it
- On the duplicated slide, make your adjustment (move object, resize object, etc.)
  - Repeat the duplication and adjusting steps as needed
- Select the duplicated slide(s) and select the "Transitions" tab in the top ribbon
- Select "Morph"

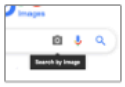


Troubleshooting and Tips:
- ALWAYS test your animations to see that they are exhibiting expected behavior
- If your morph stops working, it's probably because you changed something on the anchor slide or the duplicated slide and it's not registering as the same object anymore.
  - To fix: check for modified text in text boxes, changes to the layers on the slides
- Morphing also works with objects placed in the grey space outside of the slide area. Using this space can allow you to add an entrance or exit effect.

Found a picture online, but it's too grainy?

Find the highest quality image available using Google's Reverse Image Search

- Go to http://images.google.com
- Click the camera icon



- Upload an image from your hard drive or paste in the URL for the image you've seen online.

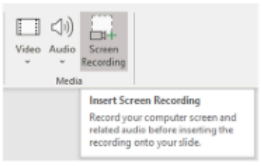


- Click "All sizes" to view alternative sizes of the same image



Screen record with PowerPoint

- In PowerPoint, create a new slide
- In the new slide, click "Insert" and select "Screen Recording"
- A menu at the top of screen will appear with options to record your mouse, your audio and any or all of your screen.
- Click "Record" to start recording your actions/narration of your screen.
- To stop recording, access the menu by hovering your mouse at the top of the screen, then click "Stop."



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BODY LANGUAGE AND NON-VERBAL COMMUNICATION



Key thoughts to keep in mind:

- All eyes turn toward you
- You are visible before you are heard
- While you're speaking, what is your body saying?

A significant percentage of your impact as a speaker depends upon your body language.

STANCE

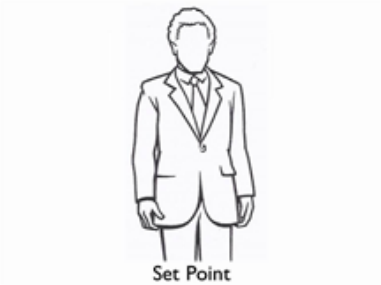
Choose a central spot with your feet pointing straight ahead into the middle of the audience. Lean slightly forward into the audience. This drives the energy towards the listeners. Do the same if seated at a table.

FACE YOUR AUDIENCE

Remember why you are giving this presentation. The audience is there for a purpose and it is up to you to fulfill that purpose. Unfortunately, many speakers seem to focus their attention on their visual aids instead of the audience.

GESTURES

- Gestures can often speak louder than words
- Add variety to your movements for emphasis
- Deliver your gestures with authority and conviction
- People have a tendency to trust their eyes more than their ears
- Create a natural set point – arms hanging naturally





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BE LIBERATED FROM THE LECTERN

There are presentations in which the speaker is required to stay behind the lectern for an assortment of reasons, usually involving audio/visual requirements. If this is not the case, do your best to separate yourself from this barrier between you and the audience.

MAKE YOUR GESTURES FIT THE AUDIENCE

The larger the audience, the larger your gestures need to be. Imagine that the people furthest away from you need to be able to benefit from your non-verbal communication just as much as those that are closest.

FACIAL EXPRESSIONS

Your eyes, mouth, and facial muscles assist in building a connection with your audience. Eye contact is the most important element of facial expressions. A gracious smile is the quickest way to connect with an audience according to Daniel Goleman, *Emotional Intelligence at Work*.

Our 44 facial muscles can signal basic emotions and subtle, fleeting blends. Most of us can make thousands of facial expressions, yielding an enormous amount of information about our feelings.

One of the most famous of those researchers is Paul Ekman. He has promoted the idea of universal facial expressions for more than 50 years. Eventually, he created the Facial Action Coding System, analyzing facial muscles and expressions. One quite useful example pertains to smiles. He found that with a genuine smile, the eyes crinkle when the muscles contract.

EYE CONTACT

Eye contact is an incredibly powerful way to develop rapport with audience members. Effective positive eye contact between the speaker and the audience is both a skill-set and a mind-set. It takes practice, but once you master it, you will find that you are able to do it unconsciously.

- Establish credibility
- Regulate interaction
- Communicate emotions
- Influence attitude change and persuasion
- Indicate degrees of interest and attentiveness

Eye contact is an incredibly powerful way to develop rapport with audience members.

In larger groups, the focus becomes zones within the room. Usually three or four zones are sufficient unless it is a quite large audience. In the use of zones, as you look to one zone, locate an individual that is already looking directly at you. Focus the 3 to 5 seconds on that individual and then locate another in that same zone. In this manner, progressively work your way across one zone and over to another zone.

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SPOKEN WORD



- **Verbal:** The actual words you choose to say
- **Vocal:** What your audience hears
- **Visual:** What your audience sees

The right word can make a huge difference in the interpretation.

- What you say is what you get
- Garbage in gives you garbage out
- Talk with your audience, not at them
- A monotone can be worse that an air horn
- Too much data is like drinking from a fire hose
- Let your passion for your message be apparent

Many people get in a hurry and create less than ideal speech habits. Many of these have become so common that it is like a new language. Take your time with certain words yet vary the rate of speed with bursts.

There are three things that will solve a good deal of the potential errors:

- Slow down your rate of speech
- Open your mouth more when you speak
- Use your tongue to produce the correct and proper sound

VOCAL INTERFERENCE

Fillers are used in presentations when the speaker is nervous and doesn't know what to say. There are quite a number of examples. "Ahhh", "Ummm", "Like", "You know", "and "Stuff like that". ,"Can we, like, uh, y'know…" Garbage words are essentially a by-product of not being prepared.



It doesn't matter if they are actual words or just noises, all of them should be eliminated. They can be and usually are a serious point of distraction to the audience.

THE POWER OF THE PAUSE

Instead of a distracting filler word, use a pause with no word or sound being uttered. This can actually be a very dramatic point that rivets the attention of your audience. An appropriate pause actually is a display of self-confidence. The more knowledgeable you are on your subject and the more prepared you are for the delivery increases the opportunities to use the power of the pause.

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FILLER WORDS AND VERBAL TICKS

Read the following text to discover the reality of how “Verbal Tics” can limit your ability to communicate your true message.

The more filler words you use, the more you diminish yourself as a polished professional. You may be extremely capable and confident in what you say, but when too many filler words are used, the attention is deflected away from the message and instead becomes focused on you as the messenger. The audience may think you are unsure of yourself and doubt you and your message. This erodes your professional presence.

Tips:

1. Become cognizant of your speech·pattern. Record your voice during normal conversations. Use your voice record application on your smart phone and record 2 -3 conversations you make. Be aware of State law as in some states it is illegal to record both sides.

2. Record your voice during meetings and presentations. The change in circumstance, audience, topic, and more can influence the use of vocal interferences.

3. Listen to the recordings and count the times you use vocal interferences. Keep track by the individual word: um, a, so, like, basically, etc. You will begin to check yourself. Remember, you can’t change what you don’t acknowledge.

4. Filler words are ingrained communication habits. Allow yourself to hear them in your communication and give yourself permission to pause. Two to three seconds allows the listener to absorb your message, and gives you time to think. In addition, it will help you slow down.

5. Enlist a colleague or friend to let you know when you are using fillers. Create a signal, such as a finger snap, table tap, wink, etc.

6. Be as prepared as possible in meetings and presentations. Evaluate the potential questions and comments that may be asked. Establish a prepared answer to questions you are not comfortable answering. This will help reduce verbal stumbling.

7. Focus on the structure of your communication. Use the H.O.R.S.E. for helping with organization of thought.

8. It becomes much more awkward to say “Um” when making full, engaging eye contact. In your next meeting, experiment with turning your torso and eye gaze toward each person in the room, giving your attention inclusively. If you’re on a conference call, don’t pace or stare out the window blankly, but turn your attention to your notes or script. Both in person and on the phone, your “Urn’s” will lessen.

9. Pre-plan Your Transitions. One of the functions of “Um” is to tell your audience that you’re not done talking yet and need to gather your thoughts. As an alternative, have some ready transitions use in any presentation or meeting, such as “Let’s move on to ...”, “Another important consideration is ...” or even “Let’s transition to talking about. ..” Practicing these go-to transitions will begin to feel natural and will lessen your dependence on saying, “Um.”

In a *Mind Floss* article, Arika Okrent states: “So what is this important language function? Why do people say um? Not because they are nervous. Scholarly studies of the word reveal that the use of um does not correlate with anxiousness or any personality traits. Rather, um is used to signal an upcoming pause - usually uh for a short pause and um for a longer pause. The pause may be needed in order to find the right word, remember something temporarily forgotten, or repair a mistake. Um holds the floor for us while we do our mental work. It buys some time for thinking.”

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TRANSITIONAL WORDS AND PHRASES

Updated lists by Joanna Taraba



This page only provides a list of transitional words; be certain you understand their meanings before you use them. Often, there exists a slight, but significant, difference between two apparently similar words. Also remember that while transitions describe relationships between ideas, they do not automatically create relationships between ideas for your reader. Use transitions with enough context in a sentence or paragraph to make the relationships clear.

EXAMPLE OF UNCLEAR TRANSITION:

The characters in Book A face a moral dilemma. In the same way, the characters in Book B face a similar problem.

IMPROVED TRANSITION:

The characters in Book A face a moral dilemma, a contested inheritance. Although the inheritance in Book B consists of an old house and not a pile of money, the nature of the problem is quite similar.

EXAMPLES OF TRANSITIONS:

Illustration

Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.

Contrast

On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.

Addition

And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

Time

After, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously.

Space

At the left, at the right, in the center, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.

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TRANSITIONAL WORDS AND PHRASES CONTINUED

Concession

Although, at any rate, at least, still, thought, even though, granted that, while it may be true, in spite of, of course.

Similarity or Comparison

Similarly, likewise, in like fashion, in like manner, analogous to.

Emphasis

Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.

Details

Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.

Examples

For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.

Consequence or Result

So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.

Summary

Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.

Suggestion

For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

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BEING POLITICALLY SAVVY ACTIVITY

- The first step of this activity is to determine with your accountability partner whether you feel the statement is true or false, or whether you need to agree to have different perspectives.
- The second step for any statements that are deemed to be false, is to draft it into what you believe to be a true statement in the provided blank lines. We will then discuss as a class.
- The focus is to have a dialog using the Authentic Presence Qualities such as openness, thoughtfulness and respect.

1. The Politically Savvy sometimes have to manipulate the situation to get results.

   True False - If false, draft your perspective in the section below.

2. The Politically Savvy recognize that dealing with organizational politics is necessary.

   True False - If false, draft your perspective in the section below.

3. The Politically Savvy are often more likely to work alone.

   True False - If false, draft your perspective in the section below.

4. The Politically Savvy generally care a lot about ideas.

   True False - If false, draft your perspective in the section below.

5. The Politically Savvy generally are higher in interpersonal skills.

   True False - If false, draft your perspective in the section below.

6. The Politically Savvy often take significant risks to attain important goals.

   True False - If false, draft your perspective in the section below.

7. The Politically Savvy are willing to publicly confront those they know are acting purely out of self-interest.

   True False - If false, draft your perspective in the section below.

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DEFINITION

- Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality and recognizes the impact of alternative course of action.

INCLUDES

- Thoughtfully saying what you have to say
- Networking inside and outside your organization
- Thoughtfully assess your stakeholders – everyone who impacts your career
- Strategically develop support for your ideas and projects:
  - Get feedback/input from critical stakeholders before you make a presentation
  - Do your research, know your audience before you walk into a meeting/presentation

KEY BEHAVIORS

- Understands the process of how decisions are made
- Identifies the key decision-makers and the people who influence them
- Identifies ways to increase visibility and influence by participation in formal and informal activities
- Understands the interests, motivations and agendas of others
- Promotes the interest of other key decision-makers and influencers in order to obtain support for one's own agenda
- Understands the roles people play in an organization and uses that understanding to achieve objectives
- Establishes alliances with people of power and influence in order to influence decisions and outcomes
- Accurately anticipates changes in political climate and plans and executes strategy and tactics based on that anticipation

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COMMUNICATING IN A POLITICALLY SAVVY WAY

BALANCING ADVOCACY AND INQUIRY

ADVOCACY

- Stating your opinion.
- Defending your opinion.
- Advocating a point of view.

INQUIRY

- Asking questions.
- Withholding judgment.
- How people express curiosity.
- Seeking to understand other points of view.

Examples

- Position
  - I have a different perspective
  - I think “XYZ” (advocacy)
- Reasoning
  - Because “ABC” (advocacy)
- Inquiry
  - What do you think? (Inquiry)

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POSSIBLE INQUIRY QUESTIONS

TO BROADEN THE LEARNING

- What are others' views?
- Does anyone have other reactions or thoughts?
- Does anyone have a different view or data?
- What might we miss by looking at it this way (or) by going in this direction?
- Can you help me understand your thinking here?

TO DEEPEN THE LEARNING

- What leads you to think so?
- What leads you to conclude that?
- What is an example of the kind of thinking you are saying/recommending?
- How would your proposal affect…? Is this similar to…?
- What do you think might happen if we do "X"?
- What causes you to say that?
- Am I correct that you are saying?

TO HELP RESOLVE AN IMPASSE

- I am asking you about your assumptions here because…
- What is the concern behind your view?
- What if we did "Y"? Would that settle your concern or would you still have doubts?
- How does this relate to your other concerns?
- Is there anything I am doing that is contributing to the problem from your point of view?
- What data, if we discovered it, would lead you to reconsider your conclusion?
- What data do you have for that?

HOW TO AVOID A POWER STRUGGLE

- I have a different perspective.
- Here's what it is, here's why.
- What do you think?

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INQUIRY MATRIX

(1) Objective Questions	(2) Reflective Questions
• What happened? • What did you do? • Tell us more about that? • Who were the key people involved? • What else was happening? • How can I best help you today?	• What does the challenge mean to you? • It sounds like what you're saying is...? • What did you hope to achieve? • Would it make any difference if it were a different time, person, place? • How would you like to respond? • What could you do differently?

(3) Interpretive Questions	(4) Decision Questions
• What have you learned so far? • What do you think is going on? • What were the implications? • What prompted you to...? • It sounds as if you are feeling... • How would you react to that? • What might happen if you...? • How would you know if...?	• What will you do next? • What's stopping you from...? • How can you...? • Do you think that...? • What can you do to make the problem different? • Would ... be of any use? • How would you like to respond?

RESPONSES - TAKING THE HIGH ROAD

Mental Answers	Verbal Answers
What are you asking me this for?	Your question is intriguing; I will need to do more research before I can give you an accurate answer.
You're just trying to show off!	I don't have that information with me, and I'll be happy to get it for you later.
Have you lost your mind?	I appreciate your interest, however, would you hold the rest of your questions until the end?
I don't like you or your question!	That's an excellent point, please jot that down and give it to me later.
If you ask me another question I'm going to scream or worse!	Your question was not clear to me. Will you please clarify?
You never get the point, do you?	Let me make sure that I understand your question correctly. You asked…
Not now, you fool!	Let me take a moment to make sure that I can answer you correctly.

Fill in your favorites:	Fill in your favorites:

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DIAGNOSIS - HELP! WHAT IS GOING ON?

1. Seems like something is going on here. It may be useful to stop and check… Could someone help me?
2. I sense there is _____ (i.e., low energy) in the group. Why do you think that is? Does anyone else feel that way?
3. I feel uncomfortable. I am not sure what is going on right now. Could anybody help me? Is there something I am not catching?
4. I feel _____. Does anyone else feel that way? Why do you think that is?
5. I feel uncomfortable, and would like to check an assumption I am making out with you…
6. I am assuming something has happened to make you feel so strongly about _____. Could you give me an example to help me understand?
7. You seem _____. Help me understand what is going on?

TECHNIQUES FOR STEERING THE AUDIENCE/MEETING

How to regain control when things are going awry!

Focus:

- "Let me ask you to refocus so that we can stay on track."
- "Let's focus on the task at hand."

Flexibility:

- "Since you seem to be familiar with this material, let me move ahead to…"
- "It seems as though these issues have already been addressed. Would you like me to continue or end here?"

Firmness:

- Assert your authority by using your voice – lower, not louder
- Move closer to the "problem" participant
- Make eye contact with the "problem" participant
- Ask directly, "Considering the scope of this presentation/meeting, what information would be of most benefit to you?"

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LADDER OF INFERENCE - ARE YOU UP A LADDER? OR I AM UP A LADDER

Example - Going up a ladder:

ACTION

I will not invite David to the next meeting.

ASSUMPTION

If people don't care, they shouldn't be invited to future meetings.

ADD MEANING

When someone doesn't contribute it means they don't care.

OBSERVABLE DATA

One committee member is looking at his phone and not contributing to the meeting.

Example - Clearing the Ladder

OBSERVABLE DATA (SPEAKER)

"David, I saw you looking at your phone during the committee meeting, and noticed you did not say anything during the meeting."

ASSUMPTION (FROM THE SPEAKER)

"It's my assumption you may not be engaged in this committee any longer."

PARAPHRASE (LISTENER) AND DIALOGUE (BOTH)

Listener: So you saw me looking at my phone during the meeting and noticed I did not say anything. So you're concerned that I'm no longer engaged in the committee. *Speaker:* Thank you for hearing me. *Listener:* Actually, my wife had an accident. She's okay but I was preoccupied with making sure she was alright.

REQUESTED FUTURE BEHAVIOR CHANGE

Speaker: Wow, I didn't know that. In the future, if an emergency happens, please say "timeout" and let us know that you need to step out of the meeting. I agree that family comes first.

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LADDER OF INFERENCE - ARE YOU UP A LADDER? OR I AM UP A LADDER

Check intent – is it to punish or assist in your team member's growth?

STEP 1: Data	Who, What, When, Where?
STEP 2: Impact	How does this affect me? I felt angry, sad, afraid, or happy.
STEP 3: Assumption	What is the story I am telling myself about why this happened?
STEP 4: Active Listening	Check for understanding. What have you heard me say? Receiver says what is heard so far.
STEP 5: Accuracy of Assumption	Giver asks - Is my assumption accurate/true? If not, what is your perception of this?

STEP 6: Keep/Stop	It would mean the world to me if you would (Keep/Stop) doing _____.
STEP 7: Desired Change/Start	What would I like you to do differently in the future? _____?
STEP 8: Check for Agreement	Is this something you can do, and if not, what can you do?
STEP 9: Support	Here is how I will support you if you choose to make the desired change. Or ask, What can I do to support you in making this change?
Steps 6-9 are all about making an agreement about the future.	

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CLEAR ONE OF YOUR LADDERS

- Think about someone you're up a ladder with.
- Write the data, the assumption, and the requested future behavior change.
- Commit to go and clear the ladder.

STEP 1: Data	
STEP 2: Impact	
STEP 3: Assumption	
STEP 4: Active Listening	
STEP 5: Accuracy of Assumption	

STEP 6: Keep/Stop	
STEP 7: Desired Change/Start	
STEP 8: Check for Agreement	
STEP 9: Support	
Steps 6-9 are all about making an agreement about the future.	

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TECHNIQUES FOR MANAGING STAKEHOLDERS

Map your political terrain:

1. Anticipate how your stakeholders – anyone who has an interest in or who would be affected by your idea – might react.
    - List your stakeholders

2. When faced with objections, do NOT undercut your critics by making your critics' bosses or peers or by picking apart a skeptic's argument. It only creates antagonism and a power struggle – increasing the likelihood that people will become active resisters.
    - Instead of undercutting, ask stakeholders questions to determine their goals. Does one person want to tinker with small changes while another is hungry to overhaul a major process? Also ask stakeholders how they prefer to achieve their goals: Does one stakeholder like to plan change carefully, while another tends to improvise?
    - List questions to ask your stakeholders

3. Consider your own goal in proposing your idea (do you have tinkering or overhauling in mind?) and your preferred approach to achieving the goal (will you plan or improvise?)? How do these compare with those of your stakeholders? A stakeholder may share your goal but not your implementation approach (a potential ally or resister), disagree with your goal but share your approach to change (also a potential ally or resister), share neither your goal nor your approach (decidedly a resister), or share both (a close ally).
    - Categorize your stakeholders

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TECHNIQUES FOR MANAGING STAKEHOLDERS CONT.

4. Get others on your side. Build coalitions – politically mobilized collection of individuals committed to implementing your idea because doing so will generate benefits they value. Have informal conversations, meetings, and casual office drop-ins, and tailor your message to each potential coalition member based on your knowledge of what drives them. Consider these approaches:
   - Rational: For data-driven people, use statistics and numbers to show how implementing your proposal will save money and time or make better use of resources.
   - Mimicking: For those fascinated by best practices, cite successful companies that have benefited by adopting the idea you're advocating.
   - Regulation: For individuals concerned about compliance, show how your idea will help compliance with a complex new government policy or standard.
   - Expectations: For people driven to meet or exceed others' expectations, demonstrate how your proposal will delight customers, shareholders, and the community in which your company operates.
   - Plan meetings (informal and formal) and use the approach you feel is best for each stakeholder

5. Many people won't join a coalition unless they can answer the question, "what's in it for me?" You have to make it clear there is a payoff in supporting your effort and possible drawbacks for not joining your coalition (e.g., will it ease your coalition member's workload, give her more visibility, help her cut costs in her unit, etc.).

   Always ask – what can you do to help them?
   - Before you meet with each stakeholder, answer the question, "what is in it for him/her?" Be very clear on the payoff

6. Once you have coalition members, they will convince their peers of the new system's merits and persuade them to support the project. As your coalition grows, don't lose sight of the need for active leadership to keep members focused and to sustain their momentum. For example, if energy flags, evoke members' inner strength: "We can do it. Just hang in there a little longer." If expected funding or other resources fall through, find ways to make up the shortfall.
   - Continue to keep momentum with stakeholders

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WORKSHOP ACTIVITY 1

PRESENTATION INTRODUCTION

Purpose:

- Practice using the Formula for Presentation Success, including the Audience Understanding Matrix and Personality Understanding.
- Prepare your first 5-minute video presentation for Day 3

Preparation:

- Use your accountability partner to:
  - Test ideas
  - Practice with
  - Hold accountable for creating an exceptional presentation
- Decide how you and your accountability partner will support one another during this workshop activity and throughout the program. For example, do a dry run before tomorrow's videotaping session. Remember to use one another as a sounding board.

Part 1:

- Develop a slide of your Authentic Brand Statement (page 26):
  - I am a _____ (insert #1) who _____ (insert#2).
    I _____ (insert #3).
    I give this by _____ (insert #4 and #5).
- Choose two Authentic Presence Qualities (page 22) you commit to further develop.
  - Write the 2 authentic presence qualities you commit to develop on the same slide as your brand.

Part 2:

1. Choose a topic that you wish to use for your two videotaped presentations in this program. Your topic could be either a presentation you have already made or preferably, one that you will be making in the next 90-120 days.
2. Use the Audience Understanding Matrix (page 30) to better understand your audience by answering the following questions:
   - What is most important to them?
   - What hooks them?
   - What details do they need?
   - What are they willing to compromise?

NOTE:

- Your audience is the actual audience you will be presenting to or the audience you have given the presentation to.
- You may use the **AI Audience Analyzer** to help you think more deeply about your audience and complete your Audience Understanding Matrix.
- Please do NOT present your Matrix, only use as a tool for creating the best slides, per number 3 on the next page

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WORKSHOP ACTIVITY 1 CONTINUED

3. Given what you know about this audience:
    - **Create a simple a slide** summarizing your audience. Include bullet points with the following information:
        - What is the location?
        - Who is in your audience?
        - Who is the decision maker?
        - How many are in attendance?
        - Style: People, Point, Planner, Party, or Mixed Audience?
    - Design a slide(s) for your Attention-Getting Opening (page 39)
    - Create a slide(s) with your Executive Summary (page 40) including:
        - What is the purpose of your presentation?
        - Why does your audience want to listen, - i.e., technical, business or global impact?
        - What action do I want the audience to take?

    Workshop Activity 1 examples start on page 68.

NOTE:

- You may use the **AI Presentation Builder** to help you develop your Attention-Getting Opening and Executive Summary slides based on what you know about your audience.
- Use it as a guide to strengthen your content and slide approach while applying the presentation principles from this program.

4. Consider sharing your ideas and slides for Part 1 and Part 2 with your accountability partner to get their feedback.
5. Practice delivering your presentation.
6. Send your PowerPoint file via Message courier to Lane (Lalanya) Rossiter before 6:30 am.

Your Support Team:

- Your Accountability Partner – Use them as a sounding board to come up with ideas and to practice with. Doing a dry run with your accountability partner is highly recommended to ease any concern with being videotaped.
- Sign-up for one-on-one “Formula” and “Power Point” help with the IOL Consultant Facilitators.

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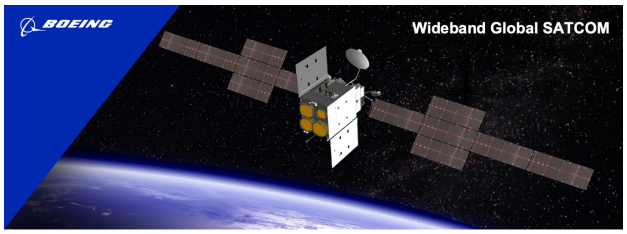
WORKSHOP ACTIVITY 1 PRESENTATION EXAMPLES

EXAMPLE 1



Global SATCOM Configuration & Control Element (GSCCE)

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Boeing Proprietary

BOEING PROPRIETARY

Authentic Brand Statement

I am a **change-agent senior leader** who **empowers employees to turn-around programs** and **celebrate** the journey.

I **convene and connect**, **recognizing** those who are not usually **seen**.

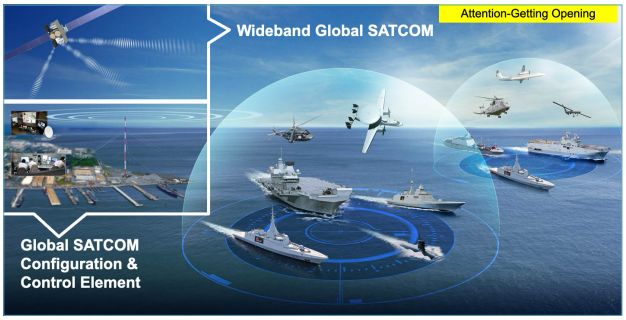
I give this by being **passionate** and **rallying to convene** to give the team **depth beyond the metrics of measure**

Developing APQs: Warmth & Clarity

BOEING PROPRIETARY

Audience Description

- **Meeting:** Program Update & Value Proposition – WGS Ground Systems
- **Key Decision Maker:**
  - Vice President, Business Unit
  - US Space Force Program Executive Officer (PEO)
  - Employees (75)
- **Location:** El Segundo, California & Colorado Springs, CO
- **Personality Type:** ELS (Point, Planner), CO (People)



Executive Summary

- **Purpose:**
  - Ground connects the Satellite to the User
  - Demonstrate commitment to Ground
  - Show a partnered plan ahead
- **Motivation:**
  - Swift action & progress
  - Restore trust
  - Demonstrate our way forward
- **Action:**
  - Partner with the US Space Force & Army
  - Focus to Finish
  - Ground is growth



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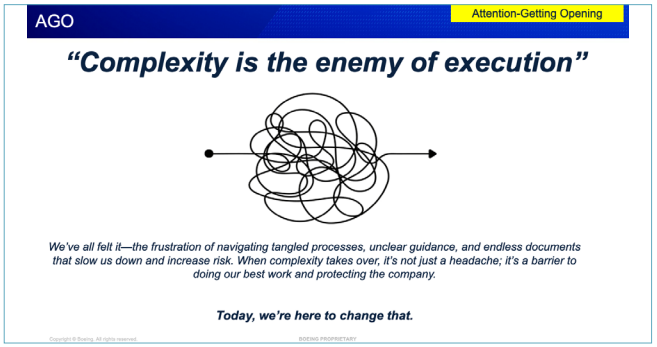
WORKSHOP ACTIVITY 1 PRESENTATION EXAMPLES

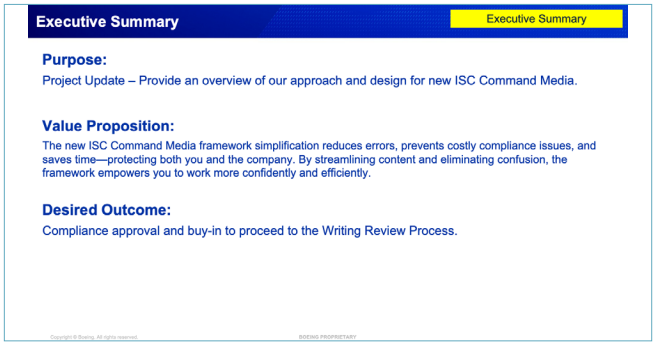
EXAMPLE 2











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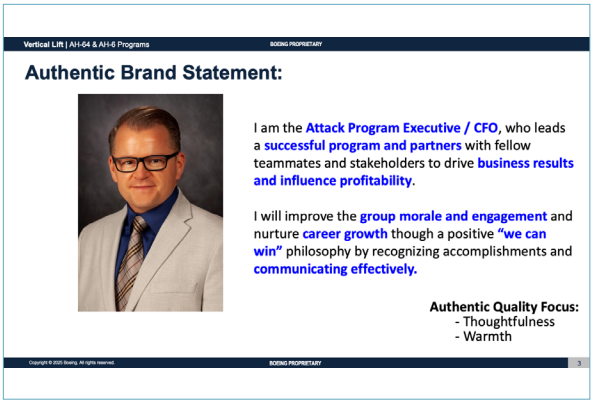
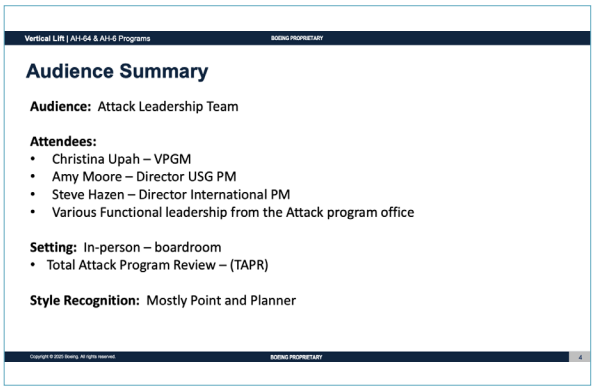
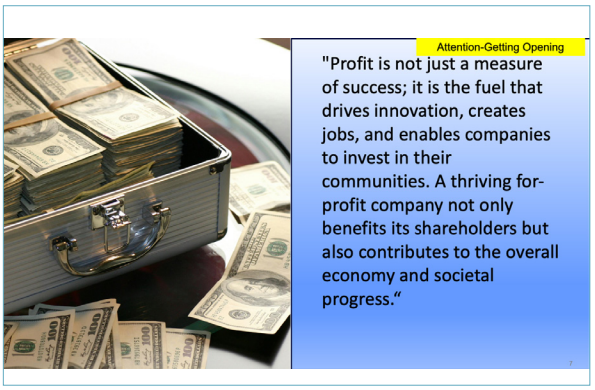
WORKSHOP ACTIVITY 1 PRESENTATION EXAMPLES

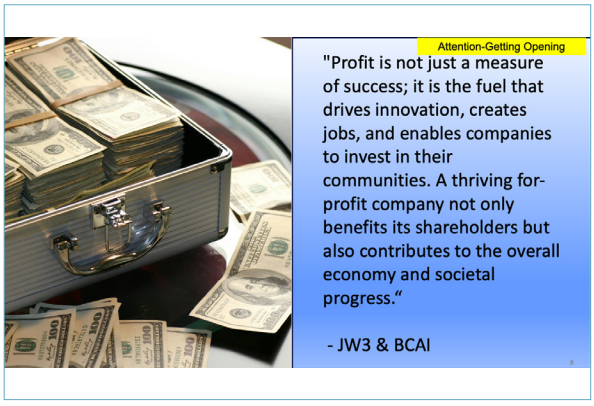
EXAMPLE 3

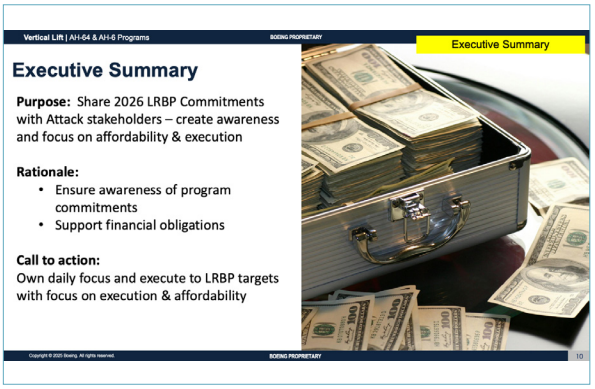












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IN SUMMARY...

1.

2.

3.

HOMEWORK

1. Complete the Day 2 evaluation (scan QR code below).

2. Attend 30-minute coaching appointment with your IOL group leader (bring your laptop, APQ bingo card, stars, and other materials)
3. Sign-up for 20-minute Slide Assistance appointments with Lane or Austin
4. Optional: Sign up for 30-minute coaching appointment with Joel (limited spaces so sign up quickly)
5. Complete Workshop Activity (page 66-67)
6. Work with accountability partner
7. Send your PowerPoint file via Message courier to Lane (Lalanya) Rossiter before 6:30 am. Name your file with your first name, last name, Day 3 and version number.

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The Authenticity Code™

Authentic Presence & Presentation Skills

INSIDE-OUT LEARNING INC
Transformative Learning That Lasts

DAY 3

MANAGING THE ENVIRONMENT

GIVING AND RECEIVING FEEDBACK

FORMULA (AGENDA)

FORMULA (CLEAR BODY MESSAGE)

FORMULA (FINISH STRONG)

AI PRESENTATION BUILDER PART 2

WORKSHOP 2

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AGENDA: DAY 3

8:00 am Attention-Getting Opening
Agenda for the Day & APQ
Managing the Environment
Giving and Receiving Feedback
Participant Presentations with Breaks
Lunch
“Formula” (Agenda)
“Formula” (Clear Body Message)
“Formula” (Finish Strong)
AI Presentation Builder Part 2
Explain Workshop Hours and Close

1:30 pm Workshop:
- Coaching and Presentation Feedback
- Choose 2 Authentic Presence Qualities
- Authentic Brand Statement
- Audience Description
- Attention Getting Opening
- Executive Summary
- Agenda
- Clear Body Message
- Finish Strong
- Finalize Presentation
- Practice Presentation

5:45 pm Day Close

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EFFECTIVE USE OF THE ENVIRONMENT

KEY THOUGHTS TO KEEP IN MIND:

A confident speaker with an important message will use the room space available to both influence the audience in a positive way and assure their comfort and safety.

MOVE WITH PURPOSE:

There will be specific times in your presentation when you will move to a particular area. For that moment, stay put and make your point. As you transition to your next point, move or change body position as you focus in on a different thought. The contrast between your movement and then your specific stop for a focused thought and then on to a new position, will add interest for your audience.

Walk around and into the audience if possible based on the room arrangement. Especially move closer or at least noticeably lean toward anyone asking you a question.

EASY MOVES:

Constant motion, such as pacing, is a distraction and can annoy listeners. The movement contributes to your ability to focus on the individuals in different parts of the room if used appropriately.

BE LIBERATED FROM THE LECTERN:

There are presentations in which the speaker is required to stay behind the lectern for an assortment of reasons, usually involving audio/visual requirements. If this is not the case, separate yourself from it.

Any barrier between you and your audience obstructs a portion of your message. There are reasons to stay within a certain proximity of the lectern.

For example:

- You may have notes to refer to on the lectern. Ideally you would know your material to the point of not needing to rely on notes.
- The lectern may be holding your computer and you need to change slides. Ideally you would have a remote control for that.
- Some may feel that they need the lectern for support, because they are nervous. There are numerous techniques to calm nerves and reduce stress.

The lectern can be a barrier preventing you from providing the best presentation possible. If there is a way to remove that barrier and become more unified with your audience, it is highly recommended. Be free to fully utilize the room environment.

AWARENESS OF THE ENVIRONMENT:

The space within your presentation room is a place to explore

- What is on the other side of the walls in your speaking room? Will the noise be a distraction to your presentation?
- What prevention could be put in place prior to the presentation to prevent potential distractions?
- The height of the ceiling has a significant effect on the acoustics and also on the position of many audio/visual components. Test the equipment.

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EFFECTIVE USE OF THE ENVIRONMENT CONTINUED

AWARENESS OF EXIT AND ENTRANCE:

- Where is it, or where are they positioned in the room in reference to the area from which the speaker would normally be giving the presentation?
- Does the door make any distracting sounds when it is open or closed?
- If there are multiple doors, would it be a positive to secure certain ones from entry during the actual presentation? Perhaps use signage?

Are there pillars or any other obstacles that could prove to be a hindrance or difficulty to your audience?

Windows:

- Are any open and can they be closed?
- Do you want any windows open for the potential need of fresh air ventilation?
- If all the window coverings are closed, will that eliminate outside visual distractions?
- How completely do the window coverings close off light from outside?

Lighting:

- Where are all of the lights positioned and to what degree are they all working?
- Where are the controls for those lights and do they all function properly?
- What are the specific types of light controls? (Switch, Dimmers, Timers, Remote)
- What is the range of lightness to darkness available?

FOCUS ON THE COMFORT OF YOUR PARTICIPANTS:

Chairs and Tables:

- Are there enough chairs for everyone or perhaps there are too many and some should be removed?
- Are tables going to be provided for a writing surface?
- Are the tables and chairs clean?

Temperature:

- Are the controls in the room?
- Set the temperature between 71 – 73 degrees

Restrooms:

- Location?
- Allow enough time on breaks dependent on the number of facilities.

BOTTOM-LINE RESPONSIBILITY:

The audience holds the speaker responsible for virtually everything except “Acts of God” and sometimes even those. Everything should be checked and double-checked under real conditions, with a back-up plan ready to be initiated if necessary.

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EFFECTIVE USE OF THE ENVIRONMENT CONTINUED

Makeup

Whether you are a man or a woman, don't shine. A shiny face or forehead can be distracting and send a wrong message that you are nervous. Using blotting papers or a light powder can remove the shine.

Lighting can affect how your makeup looks on camera. If you have bright light shining on you, it can wash out the appearance of your makeup. Test how your makeup looks by videotaping and reviewing.

Gestures

Be aware of the range and framing of your camera shot. Never move any part of your body that is not in the shot. It will seem like disconnected movement.

Also, how much of your body that is on camera should impact how much movement you make. The tighter the shot, the smaller the gestures need to be.

Facial Expressions

Unless you are delivering bad news, you should smile. Smiling not only warms up your visual presentation, it also warms up your voice. If you want to appear approachable, you can nod your head while speaking. If you want to appear credible, keep your head still and slightly drop your chin at the end of your sentences.

Eye Contact

Make sure that you are looking directly into the camera lens. If you cannot see your clients, imagine they are across from you as you look into the camera. If your eyes are focused elsewhere, your clients may feel you are not connecting with them.

On a virtual call, you will want to look at your clients so that you can read their body language. This can become a problem because you cannot focus your attention toward the camera when you are looking at the window through which your clients appear. To avoid this problem, make the meeting screen as big as possible, and sit or stand a little farther away from the monitor so that you can view them and the lens at the same time. You can also try a dry run, and if possible, videotape yourself before your meeting. It is much easier to see what you do well and what needs improvement when you can watch yourself.

Of course, always be yourself and have fun!

Author: Laurie Brown, CSP, is an international speaker, trainer, and consultant who works to help people improve their sales, service, and presentation skills. She is the author of The Teleprompter Manual, for Executives, Politicians, Broadcasters and Speakers.

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VIRTUAL PRESENTATION TIPS

WHAT DOES YOUR AUDIENCE SEE?

- Adjust your webcam at or near eye level.
  - » Practice eye contact using the camera
  - » Be mindful of your facial expressions
- Lighting should be even or brighter on your face than the background.
  - » Use desktop lamps is necessary.
- Remove any distracting items from your background.

WHAT DOES YOUR AUDIENCE HEAR?

- Use a headset when possible to avoid echo or feedback.
- If using speakerphone, place padding under your phone to reduce desktop noise.
- Dial into your meeting as a back-up.

PRESENTING WHILE STANDING IN A VIRTUAL MEETING

- Better vocal projection
- Allows for more movement and energy
- More engaging to your audience
- Raise camera to eye-level
- Use an external mic
- Use headphones with an extension or wireless

ENGAGEMENT TIPS & IDEAS

On camera

- Ask for a show of hands
- Thumbs up/down
- Show & Tell or Props
- Hat day
- Fun background day



Screen share

- Collaborate on a shared document
- Share a picture, video, webpage
- Share a best practice

Other

- Solve a problem using things at your desk
- Find 3 things in your office to solve X
- Roll the dice to decide X
- Create a story with random word generator
- Continuum story
- Illustrate with annotations

HOSTING HYBRID MEETINGS

THE CONFERECE ROOM

- Know where the microphones are and avoid blocking
  - » Be considerate of anything that could create noise near the mic
  - » Speak at the mic
- Look at the camera
- Reposition as needed
- Assign a representative in-person to:
  - » Manage speakerphone, AV, & Lighting
  - » Monitor participants joining virtually
- Use a 2nd laptop to see the virtual audience's view

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GIVING AND RECEIVING FEEDBACK

GIVING FEEDBACK

- Check your intention – do I want to help or hurt?
- Use “I” statements and focus on behavior – “When I saw you…”
- Be specific – give examples
- Do not comment on behavior that the individual has no control over
- Use the Presentation Feedback Forms

RECEIVING FEEDBACK

- Listen only – don’t evaluate
- Ask clarifying questions, if needed
- Avoid withdrawing from or dismissing the process
- Take what feels right, discard what doesn’t and be honest with yourself
- Show appreciation

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	COMMENTS
PART 1—KNOW YOUR AUDIENCE	
Audience Understanding Matrix	
Personality Understanding: *(People, Planner, Point, Party, or Mixed)*	
PART 2—TELL THEM WHAT YOU ARE GOING TO TELL THEM	
Attention-Getting Opening *(story, quote, question, etc.)*	
Executive Summary	
» Sentence describing what you will present	
» Sentence describing what is in it for the audience to listen	
» Action you want from the audience (e.g., decision, input, etc.).	
Clear and Crisp Agenda	
PART 3—TELL THEM	
Body: The main points with transitions: "H" = Highlight the Point (Hottest Topic Starts)	
"O" = OK, So What	
"R" = Relevant Information/Data	
"S" = Summarize the Point (Optional)	
"E" = Ease to Your Next "H" or Finish Strong	
PART 4—TELL THEM WHAT YOU TOLD THEM	
Finish Strong: *(review objective, what we know now, finish strong)*	
PERSONAL APPEARANCE	
Dress & Clothing: *(style, color, appropriateness for situation)*	
BODY LANGUAGE / POSTURE	
Relaxed professional posture	
Unnatural posture	
Slouching	
Good range of proximity to audience	
Relaxed leg position	
Fixed, rigid position	
Unnatural arm positions	
Spontaneous arm movements	
Relaxed hand positions	
Positive hand gestures for emphasis	
Unnatural use of hands	

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	COMMENTS
HEAD & FACIAL MOVEMENTS	
Affirmative head nods	
Unnatural continual nodding	
Appropriate positive smiling	
Too little smiling	
Unnatural continual smiling	
Continual frowning	
Calm, expressive facial movements	
Cold, distant expression	
Extraneous facial movements	
Overly emotional reactions	
Rigid face	
EYE CONTACT	
Spontaneous eye contact and eye movement	
Abrupt breaking of eye contact	
Staring too intensely	
Continually looking down	
Looking away from audience	
Speaking to PPT slides	
Speaking to flip chart	
Staring blankly	
VOCAL QUALITY	
Simple, precise language	
Complex jargon	
Fluid speech	
Sporadic context	
Pleasant intonation	
Unpleasant voice quality	
Appropriate loudness	
Too loud	
Too soft	
Good variation on rate of speech	
Monotone	

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	COMMENTS
DISTRACTING PERSONAL HABITS	
Jiggling pocket change and/or keys	
Fiddling with pen/pencil/jewelry	
Nervous pacing back and forth	
Tapping fingers or feet	
Playing with hair	
Chewing gum	
Other *(please specify)*	

GENERAL COMMENTS

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FINAL PRESENTATION FEEDBACK FORM

Feedback to: _____ Date: _____

Feedback from: _____ Email address: _____

Authentic Presence Qualities: _____

WHAT WORKED	CONSIDERATIONS FOR GROWTH

When providing feedback, please consider the following:

FORMULA

- Know Your Audience
- Attention-Getting Opening
- Executive Summary
- Agenda
- Clear Body Message
- Finish Strong

DELIVERY

- Body Language / Posture
- Eye Contact
- Filler Words
- Voice Quality / Inflection
- Distracting Personal Habits or Movements
- Slide quality

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TOOL: AGENDA

AGENDA EXAMPLE

- Where we have been
- Where we are today
- Where we are going

AGENDA FOCUS

- A Short, Clear Outline of the Main Points

AGENDA	
Simplified outline of the presentation	
1st Topic	
2nd Topic	
3rd Topic	
Last Topic	

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TOOL: CLEAR BODY MESSAGE

"H" Hottest Topic/Highlight the Point	• Hottest topic starts (most important point)
"O" Ok, So What?	• Share the key meaning of your point (why does it matter) • Choose whether to verbally state it or show it visually

"R" Relevant Info/Data	• Essential data supporting your point:
	  • Your findings/results
	  • Resource requirements

"S" Summarize the Point	• If you have presented a longer point, summarize key takeaways
"E" Ease to the next topic	• Create transition statement • Can use agenda as transition slide

CLEAR BODY MESSAGE		
1st Topic	**"H"** Hottest Topic	
	"O" Ok, So What?	
	"R" Relevant Info	
	"S" Summarize the Point	
	"E" Ease to the next topic	
2nd Topic	**"H"** Highlight the Point	
	"O" Ok, So What?	
	"R" Relevant Info	
	"S" Summarize the Point	
	"E" Ease to the next topic	
3rd Topic	**"H"** Highlight the Point	
	"O" Ok, So What?	
	"R" Relevant Info	
	"S" Summarize the Point	
	"E" Ease to the next topic	
Last Topic	**"S"** Summarize the Point	
	"E" Ease to Finish Strong	

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TOOL: FINISH STRONG

KEY THOUGHTS TO KEEP IN MIND

- What do you want the audience to do, think or feel?
- Close every presentation strongly.
- Don't leave your audience with the thought, Now What?
- A powerful close is specific, concise and with a call for action.

The closing is your final opportunity to make your magic. There is nothing more important than your attention-getter to capture their attention during your presentation. However, it is your close that drives their action after your presentation has been completed. With this being what they remember, your closing should include a recap of your main points.

You will want to leave your message ringing in the ears of everyone present. Make your final words unforgettable. Know exactly what you want to say and say it with absolute confidence.

CLOSING TYPES

- **Close with a quote:** A powerful, relevant quote that is practiced and delivered with confidence, can add the perfect crescendo to your presentation.
- **Close with a Story:** Conclude with a pertinent story to captivate your audience. Dramatic, humorous, surprising, or allegorical stories leave a lasting impression.
- **Close by Emphasizing or Completing an Earlier Point:** Conclude by answering a question that you asked earlier in your presentation, or by repeating a particularly important point. This is an excellent way to reinforce your message. Repetition can be overdone. Based on the importance of something, it may well be worth repeating a number of times.
- **Close with a Question and/or a Startling Statistic:** By asking questions and allowing a pause for time to reflect, you engage your audience by programming a thought pattern.
- **Close with a Challenge:** If you want the audience to do something, give them a call to action.

FINISH STRONG
Summarize the benefits and actions you want your audience to take. Finish Strong with a summary, quotation, image, repeat phrase, bookend to match the opening, or a challenge.

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WORKSHOP ACTIVITY 2

TOMORROW'S PRESENTATION: 7 – 10 MINUTES:

- Share your Authentic Brand Statement (#1-5): Slide (page 26)
- List Your 2 APQs: Same slide as your Authentic Brand Statement (page 22)
- Audience & key decision maker(s): Use Day 3 Audience Description Slide
- Edit slides for your Attention-Getting Opening (page 39) & Executive Summary (page 40): Slides
- Create slides for:
  - Agenda (page 84)
  - Clear Body Message (page 85)
  - Finish Strong (page 86)

Directly after this presentation, you will be provided live feedback from your Accountability Partner, Boeing guest(s), the Inside-Out Learning consultant team, and if time, your peers.

BEFORE YOU LEAVE TONIGHT:

- Meet with your accountability partner to plan how you will support one another (e.g., Meet to practice? Meet to prepare?)
- You will have time today during workshop hours to prepare
- Complete coaching session with your IOL coach
- Sign up for slide assistance coaching
- Optional: Sign up for additional coaching support

1. For inspiration look at www.ted.com for examples of award-winning presentations.
2. For complete examples for your final presentation, start on page 92.
3. Practice, if possible, with your accountability partner:
   - Visualization tool (see page 91 for a description of how to visualize yourself making a successful presentation).
4. At the beginning of your presentation tomorrow, state the two APQs you are working on and your Authentic Brand Statement.
5. Send your PowerPoint file via Message courier to Lane (Lalanya) Rossiter before 6:30 am.

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PRESENTATION PREPARATION WORKSHEET

Name:

Topic of Presentation:

PROCESS TO PREPARE FOR A PRESENTATION

PRESENTATION AUTHOR

- Complete the Presentation Checklist and Audience Understanding Matrix below.
- Outline Presentation using the Formula for Presentation Success Worksheet (pages 89-90).
- Create the presentation and get feedback from appropriate stakeholders.

PRESENTATION CHECKLIST

A data gathering tool to help strategize the best approach to a presentation.

What is the purpose?	
What is the desired outcome/what does success look like?	
When and where is the presentation?	
Who is delivering the presentation?	
Who needs to review before it is delivered?	
AUDIENCE UNDERSTANDING	
Who is the audience/decision maker?	
What is most important to them?	
What hooks them?	
What details to they need? What should be in the main presentation? What should be in backup?	
What are they willing to compromise?	
What is their primary style (People, Party, Point, Planner)?	

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FORMULA FOR PRESENTATION SUCCESS WORKSHEET

1. Know Your Audience
2. Attention-Getting Opening
3. Executive Summary
4. Agenda
5. Clear Body Message
6. Finish Strong

ATTENTION GETTING OPENING (CHOOSE ONE)
Story Image Analogy Question Quote
EXECUTIVE SUMMARY
WHAT—What is the purpose of the presentation? (Educate, Update, Program Proposal, Value of Product/Service)
WHY—What is the benefit to the audience? (Bottom-line Impact—cost savings, market share, time/efficiency savings)
WANT—What is the action that you want your audience to take? (Decision, Buy-in, Approval, Additional Resources, Input/Feedback, Help Solving a Problem)
AGENDA

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THE AUTHENTICITY CODE™

AGENDA	
Simplified outline of the presentation.	
1st Topic	
2nd Topic	
3rd Topic	
Last Topic	

CLEAR BODY MESSAGE	NOTE: "S" is optional. Use for longer points.
1st Topic	
"H" Hottest Topic	
"O" Ok, So What?	
"R" Relevant Info	
"S" Summarize the Point	
"E" Ease to the next topic	
2nd Topic	
"H" Highlight the Point	
"O" Ok, So What?	
"R" Relevant Info	
"S" Summarize the Point	
"E" Ease to the next topic	
3rd Topic	
"H" Highlight the Point	
"O" Ok, So What?	
"R" Relevant Info	
"S" Summarize the Point	
"E" Ease to the next topic	
Last Topic	
"S" Summarize the Point	
"E" Ease to the next topic	

FINISH STRONG
Summarize the benefits and action you want your audience to take. Finish Strong with a summary, quotation, image, repeat phrase, bookend to match the opening, or a challenge.

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VISUALIZATION

Use visualization to anchor your experience before it actually takes place.



- Select a quiet place in which to relax and begin by breathing deeply.
- See yourself entering the presentation space, fully-prepared, well-rested, and ready to shine.
- See yourself giving the presentation successfully, with competence and confidence.
- See yourself leaving the presentation space knowing that you have accomplished your goal.
- Give the visualization as much detail as possible.
- Repeat as often as necessary!

1. Form an intention for your presentation and say it to yourself whenever you think about it. BELIEVE IT!

   Example: Clarity, understanding, and being present

2. Visualize yourself making the presentation achieving your intention.

VISUALIZATION EXAMPLES

- I see myself easily writing and preparing for my presentation. The message is tailored to what the audience wants and needs, and I feel very comfortable with the material. I see myself sleeping soundly the evening before and arriving safely at the presentation location.
- I see myself in the center of the space I will be occupying and feel grounded and centered. As I stand in this space I know it is for me and I repeat my intention to myself and make sure I am comfortable in the room with the equipment and room set up. I make any changes necessary to help me feel comfortable in the room. I plan where I will stand and where I will place any notes that I feel that I need.
- I see people entering and greet each one and welcome them. Because I am comfortable, they become comfortable and at ease and they eagerly anticipate what I have to say.
- After they are all seated, I take my place in front of them in whatever way is most comfortable for me. I am breathing and my muscles are relaxed.
- I begin with my attention-getting opening, as I continue my talk, I look out and notice them leaning forward, eager to hear my words. I see my supportive peers nodding with encouragement, and my talk just flows. I have chosen the right tools to use, and I know exactly what this audience wants to hear. I successfully handle any audience questions, I summarize and bring my presentation to a successful close.
- The audience looks very happy and satisfied, and as I return to my seat, many people compliment me. As I walk out I feel a sense of satisfaction. I notice that I leave the room in the same confident manner as when I entered - with my shoulders pulled back and my head held high.
- I take the time to thank each person who helped me prepare for the presentation. In celebration for a job well done, I treat myself in spending an evening in a way that makes me feel good.

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FINAL PRESENTATION EXAMPLES

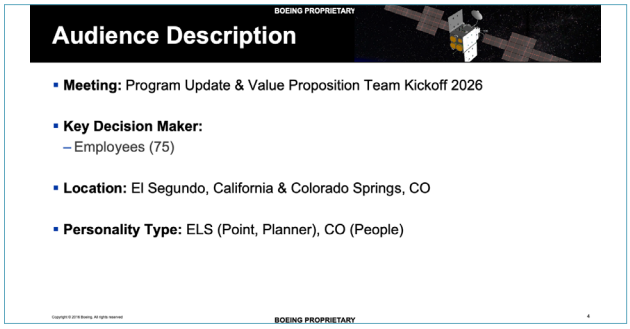
EXAMPLE 1



Global SATCOM Configuration & Control Element (GSCCE)
Juan (Tony) Castilleja, Senior Program Manager

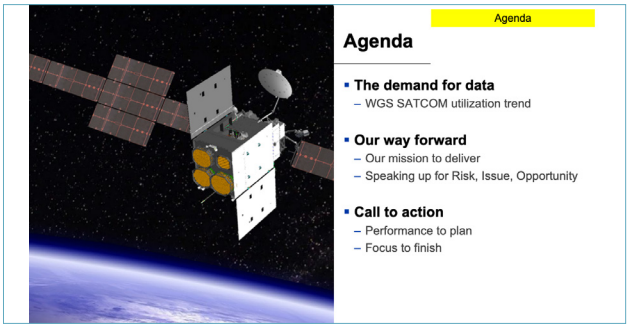
Boeing Proprietary

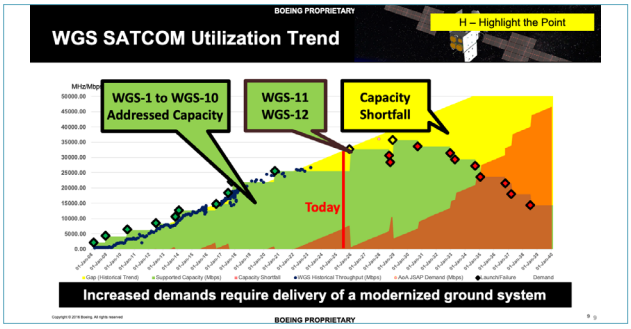


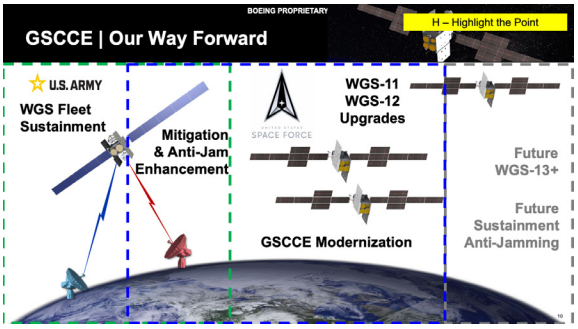


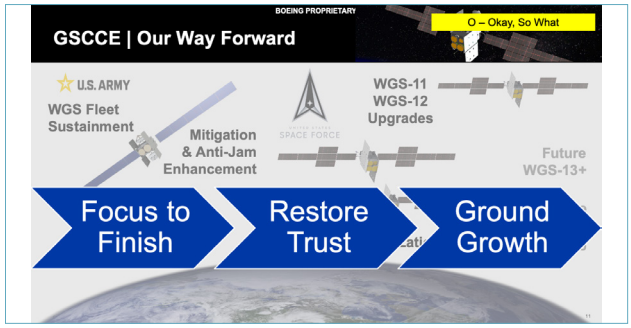


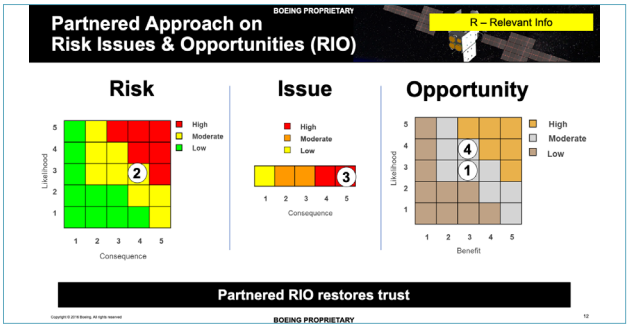












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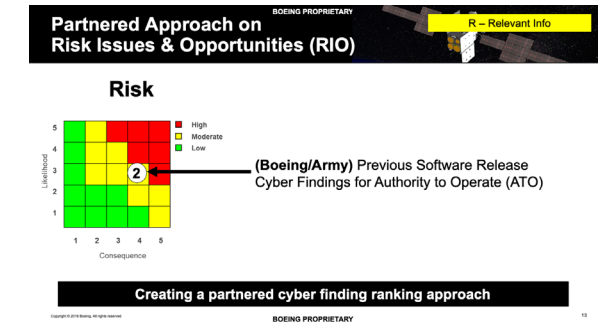
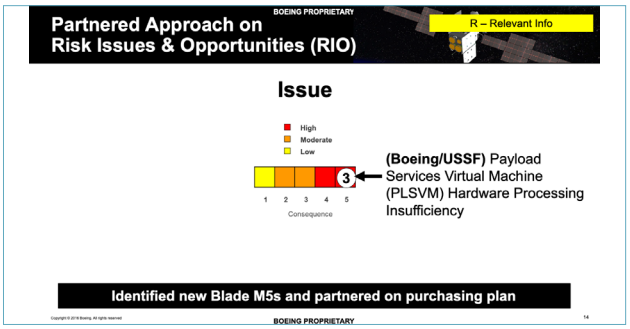
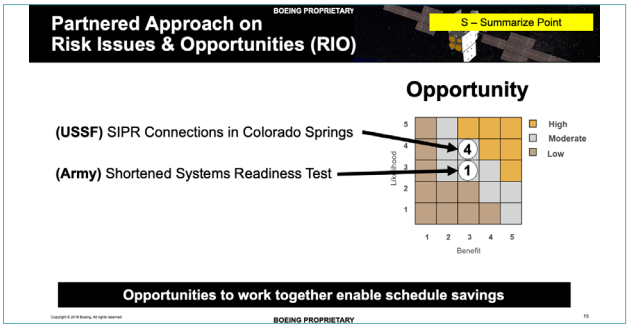
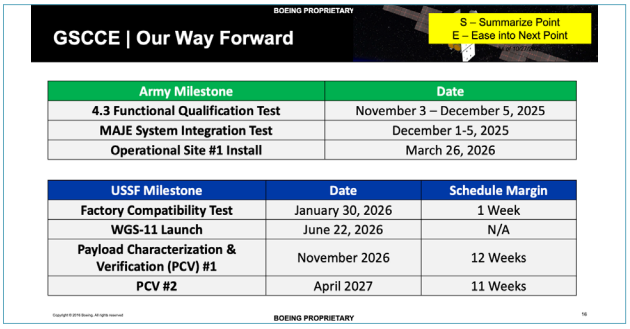
FINAL PRESENTATION EXAMPLES

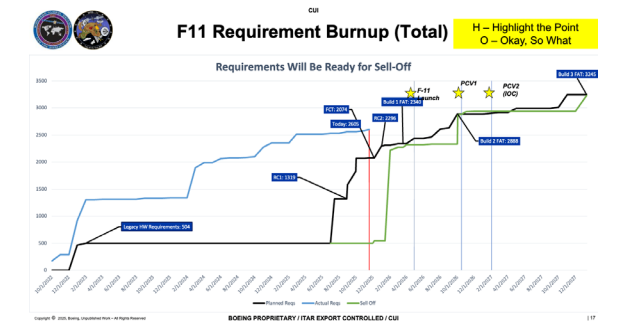
EXAMPLE 1 CONTINUED

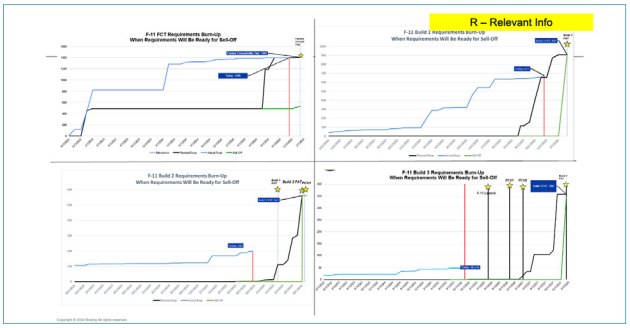


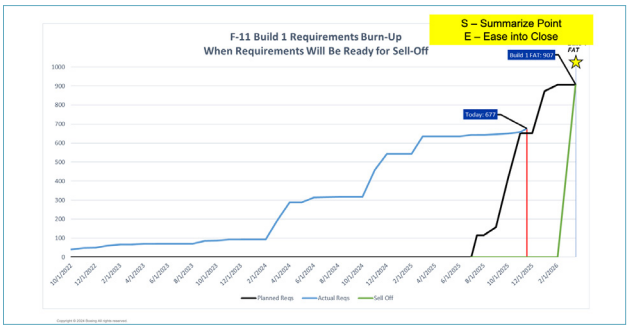
















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FINAL PRESENTATION EXAMPLES

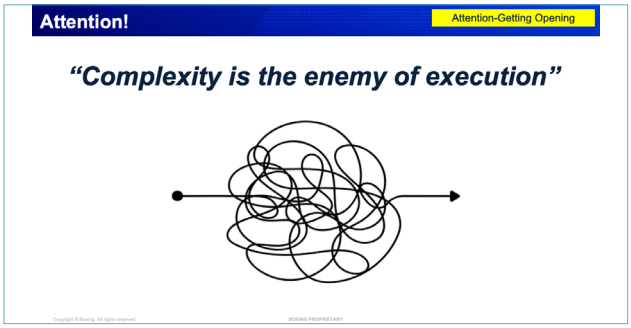
EXAMPLE 2

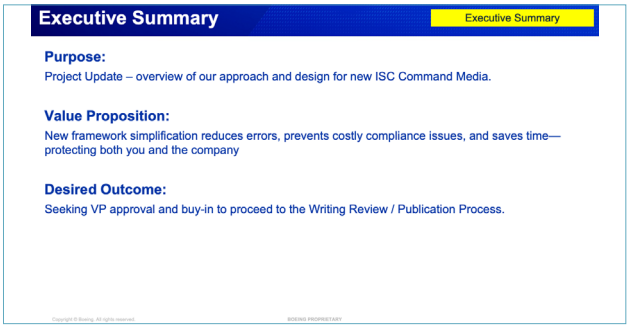


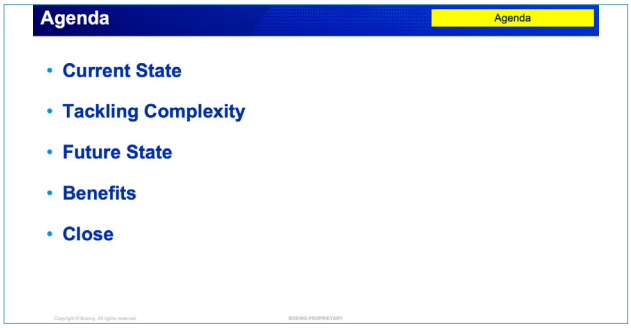


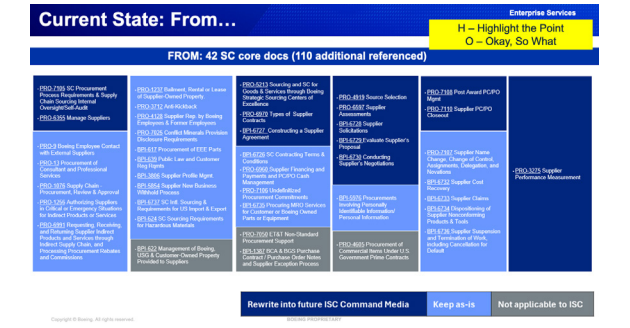




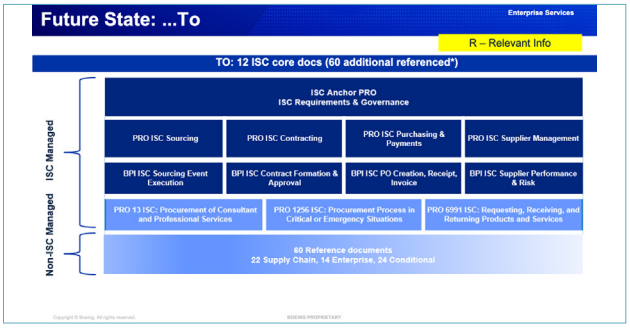












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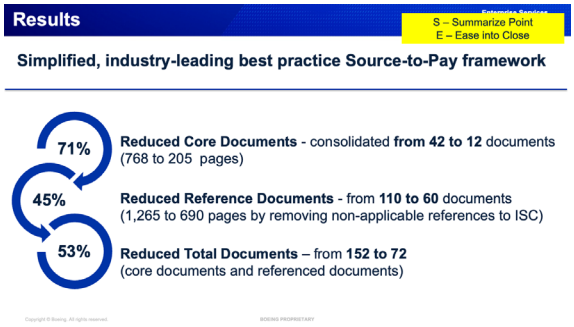
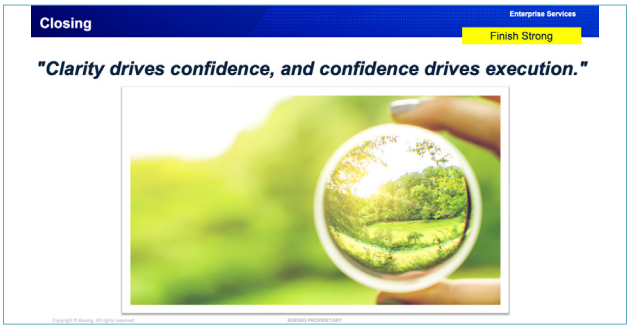
FINAL PRESENTATION EXAMPLES

EXAMPLE 2 CONTINUED





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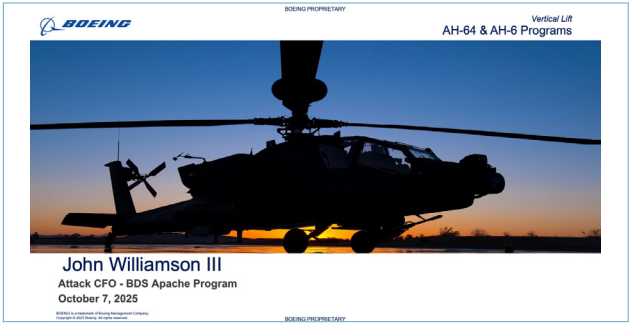
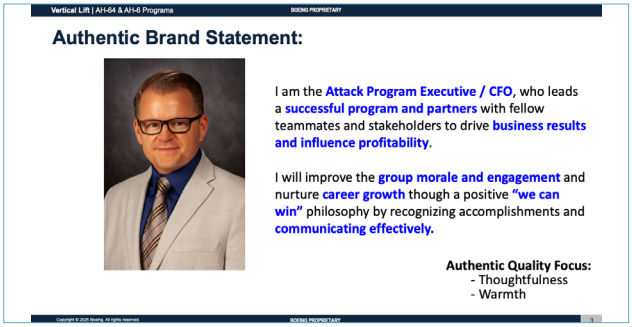
FINAL PRESENTATION EXAMPLES

EXAMPLE 3



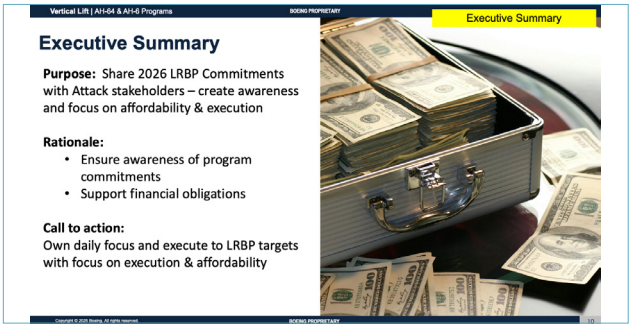




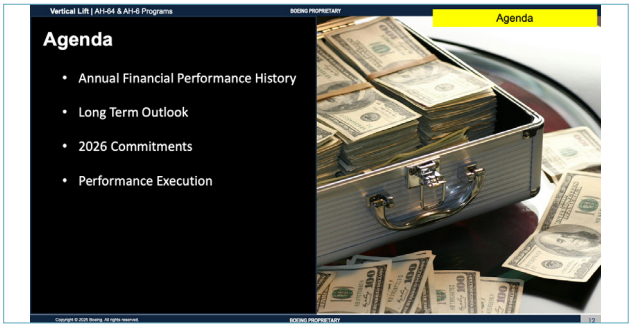


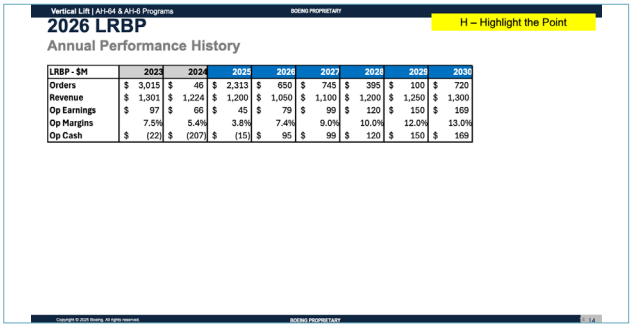












LRBP - $M	2023	2024	2025	2026	2027	2028	2029	2030
Orders	$ 3,015	$ 46	$ 2,313	$ 650	$ 745	$ 395	$ 100	$ 720
Revenue	$ 1,301	$ 1,224	$ 1,200	$ 1,050	$ 1,100	$ 1,200	$ 1,250	$ 1,300
Op Earnings	$ 97	$ 66	$ 45	$ 79	$ 99	$ 120	$ 150	$ 169
Op Margins	7.5%	5.4%	3.8%	7.4%	9.0%	10.0%	12.0%	13.0%
Op Cash	$ (22)	$ (207)	$ (15)	$ 95	$ 99	$ 120	$ 150	$ 169

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FINAL PRESENTATION EXAMPLES

EXAMPLE 3 CONTINUED

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2026 LRBP
Annual Performance History

O – Okay, So What
R – Relevant Info

LRBP - $M	2023	2024
Orders	$ 3,015	$ 46
Revenue	$ 1,301	$ 1,224
Op Earnings	$ 97	$ 66
Op Margins	7.5%	5.4%
Op Cash	$ (22)	$ (207)

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2026 LRBP
Annual Performance History

R – Relevant Info
S – Summarize Point
E – Ease into Next H

LRBP - $M	2023	2024
Orders	$ 3,015	$ 46
Revenue	$ 1,301	$ 1,224
Op Earnings	$ 97	$ 66
Op Margins	7.5%	5.4%
Op Cash	$ (22)	$ (207)

- **Historical Performance**
  - **Orders** - 2023 – Large award - MY2 (USG, Australia, Egypt & Kuwait)
  - **Revenue** – higher cost = higher revenue. At the time producing @ 3/day takt (7 AC monthly)
  - **Op Margins** –
    - Impacted by higher supply chain costs, post covid business environment
    - Inability to recovery to program unit time performance targets
  - **Cash** – MY2 contracted with Prog Payment (90% receipts on costs)

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2026 LRBP
Long Term Outlook

H – Highlight the Point

LRBP - $M	2023	2024	2025	2026	2027	2028	2029	2030
Orders	$ 3,015	$ 46	$ 2,313	$ 650	$ 745	$ 395	$ 100	$ 720
Revenue	$ 1,301	$ 1,224	$ 1,200	$ 1,050	$ 1,100	$ 1,200	$ 1,250	$ 1,300
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Op Margins	7.5%	5.4%	3.8%	7.4%	9.0%	10.0%	12.0%	13.0%
Op Cash	$ (22)	$ (207)	$ (15)	$ 95	$ 99	$ 120	$ 150	$ 169

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Vertical Lift | AH-64 & AH-6 Programs BOEING PROPRIETARY

2026 LRBP
Long Term Outlook

O – Okay, So What
R – Relevant Info

LRBP - $M	2025	2026	2027	2028	2029	2030
Orders	$ 2,313	$ 650	$ 745	$ 395	$ 100	$ 720
Revenue	$ 1,200	$ 1,050	$ 1,100	$ 1,200	$ 1,250	$ 1,300
Op Earnings	$ 45	$ 79	$ 99	$ 120	$ 150	$ 169
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Op Cash	$ (15)	$ 95	$ 99	$ 120	$ 150	$ 169

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2026 LRBP
Long Term Outlook

R – Relevant Info
S – Summarize Point
E – Ease into Next H

LRBP - $M	2025	2026	2027	2028	2029	2030
Orders	$ 2,313	$ 650	$ 745	$ 395	$ 100	$ 720
Revenue	$ 1,200	$ 1,050	$ 1,100	$ 1,200	$ 1,250	$ 1,300
Op Earnings	$ 45	$ 79	$ 99	$ 120	$ 150	$ 169
Op Margins	3.8%	7.4%	9.0%	10.0%	12.0%	13.0%
Op Cash	$ (15)	$ 95	$ 99	$ 120	$ 150	$ 169

- **Key Assumptions**
  - Production build rate remains on 4/day takt throughout planning period
  - MYII period of performance extension into 2029
  - Skyline sold firm through most of planning period
  - Deliveries planned at 60 per year
- **Changes from Prior Plan**
  - Deliveries lowered to reflect lower production rate
  - Korea Army order removed from plan
  - Follow-On USG RM order assumption lowered from 72 aircraft to 12

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2026 LRBP
2026 Focus

H – Highlight the Point
O – Okay, So What

LRBP - $M	2026
Orders	$ 650
Revenue	$ 1,050
Op Earnings	$ 79
Op Margins	7.4%
Op Cash	$ 95

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2026 LRBP
2026 Focus

R – Relevant Info

LRBP - $M	2026
Orders	$ 650
Revenue	$ 1,050
Op Earnings	$ 79
Op Margins	7.4%
Op Cash	$ 95

- **Orders**
  - 10 USG Reman AC - $300M
  - 10 Isreal New Build - $300M
- **Revenue & Cash**
  - Driven by 4/day takt assumption – 60 AC deliveries
- **Earnings**
  - Current EAC Op Earnings

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2026 LRBP
Affordability Drivers

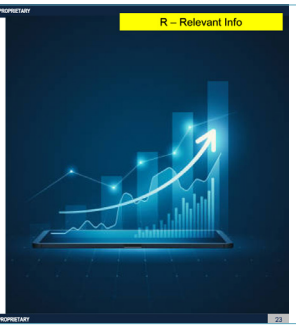
R – Relevant Info

What can we do to improve margins?

What about cash?

What operational performance measures should we be targeting?

What plans can we put in place to mitigate risk and mature opportunities?



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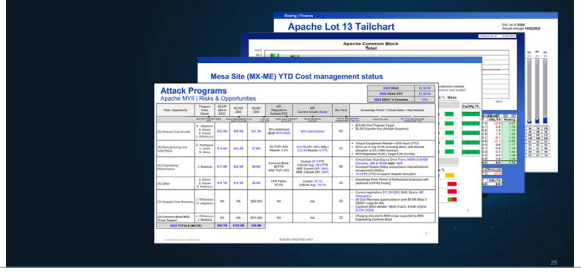
2026 LRBP
Affordability Drivers



2026 LRBP
Affordability Drivers

R – Relevant Info



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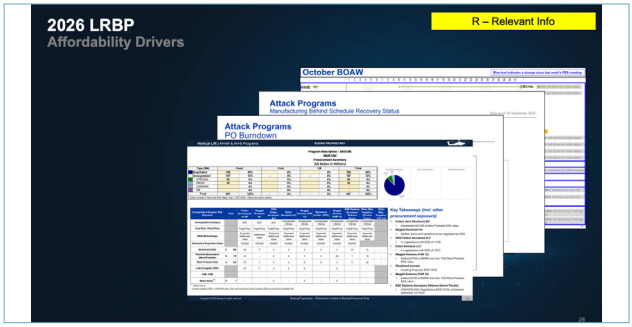
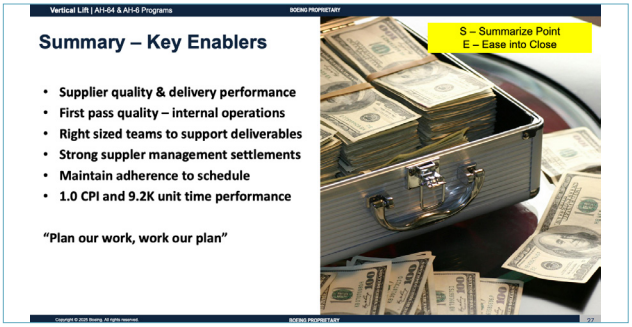
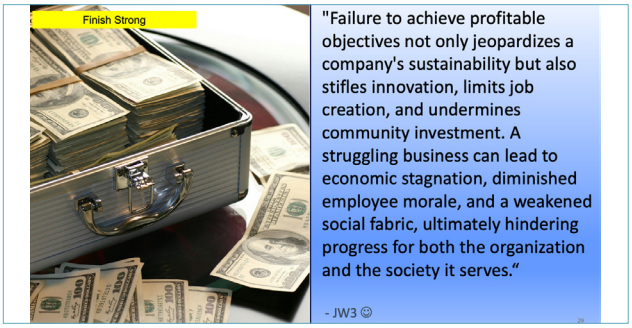
FINAL PRESENTATION EXAMPLES

EXAMPLE 3 CONTINUED













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IN SUMMARY...

1.

2.

3.

HOMEWORK

1. Complete the Day 3 evaluation.



2. Round 1 – Attend 30-minute coaching appointments with your IOL group leader (bring your laptop, APQ bingo card, stars, and other materials)
3. Round 2 - Sign-up for 20-minute coaching appointments with IOL team members
4. Sign up for Slide Assistance with Lane or Austin
5. Complete Workshop Activity (page 87)
6. Work with accountability partner
7. Send your PowerPoint file via Message courier to Lane (Lalanya) Rossiter before 6:30 am. Name your file with your first name, last name, Day 4 and version number.

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The Authenticity Code™

Authentic Presence & Presentation Skills



DAY 4 AND PROGRAM CLOSE

DAY 4 AGENDA

PARTICIPANT PRESENTATIONS

READING YOUR AUDIENCE

FIELDING AUDIENCE QUESTIONS

DAY ASSIGNMENT & CLOSE

EVALUATION & REMINDER

NOTES

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AGENDA: DAY 4

7:30 am	Attention-Getting Opening
	Agenda for the Day & APQ
	Participant Presentations with Breaks
	Group Photo
	Lunch
	Reading Your Audience
	Break
	Fielding Audience Questions
	Summary
3:30 pm	Program Close

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READING YOUR AUDIENCE

KEY TIPS

a. Your purpose is to get your message across. It is about serving the audience. Your audience does not need to know how smart you are. They realize you must have the knowledge because you have been requested to give the presentation. Show up confident.

b. How do you tell if your point was made? Know the key point of each slide. You do not have to go into each point on each slide. If your audience got your key point, then move on.

c. How do you know when it is time to move on? You do not have to go through every word on a slide.

d. If you are asked a yes, no question, then answer with yes or no. If necessary, give the reason behind the yes or no, but that is not always necessary.

e. If you have studied your audience, you know how much detail they need. Brief the take away. Usually an external customer audience does not need to the nth degree of precision. They want you to get to the point quickly.

POSSIBLE DIAGNOSIS QUESTIONS

1. Seems like something is going on here. It may be useful to stop and check – Could someone help me?
2. I sense there is _____ (i.e., low energy) in the group. Why do you think that is? Does anyone else feel that way?
3. I feel uncomfortable. I am not sure what is going on right now. Could anybody help me? Is there something I am not catching?
4. I feel _____. Does anyone else feel that way? Why do you think that is?
5. I feel uncomfortable and would like to check out an assumption I am making with you…
6. I am assuming something has happened to make you feel so strongly about _____. Could you give me an example to help me understand?

STEERING THE AUDIENCE

FOCUS

a. “Let me ask you to refocus so that we can stay on track.”
b. “Let’s focus on the objective of today.”

FLEXIBILITY

a. “Since you seem to be familiar with this material, let me move ahead to…”
b. “It seems as though these issues have already been addressed. Would you like me to continue or end here?”

FIRMNESS

a. Assert your authority by using your voice – lower, not louder.
b. Move closer to the “challenging” participant.
c. Make eye contact with the “challenging” participant.
d. Ask directly, “What would you like to get out of this presentation?”

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ESCALATING LEVELS OF INTERVENTION

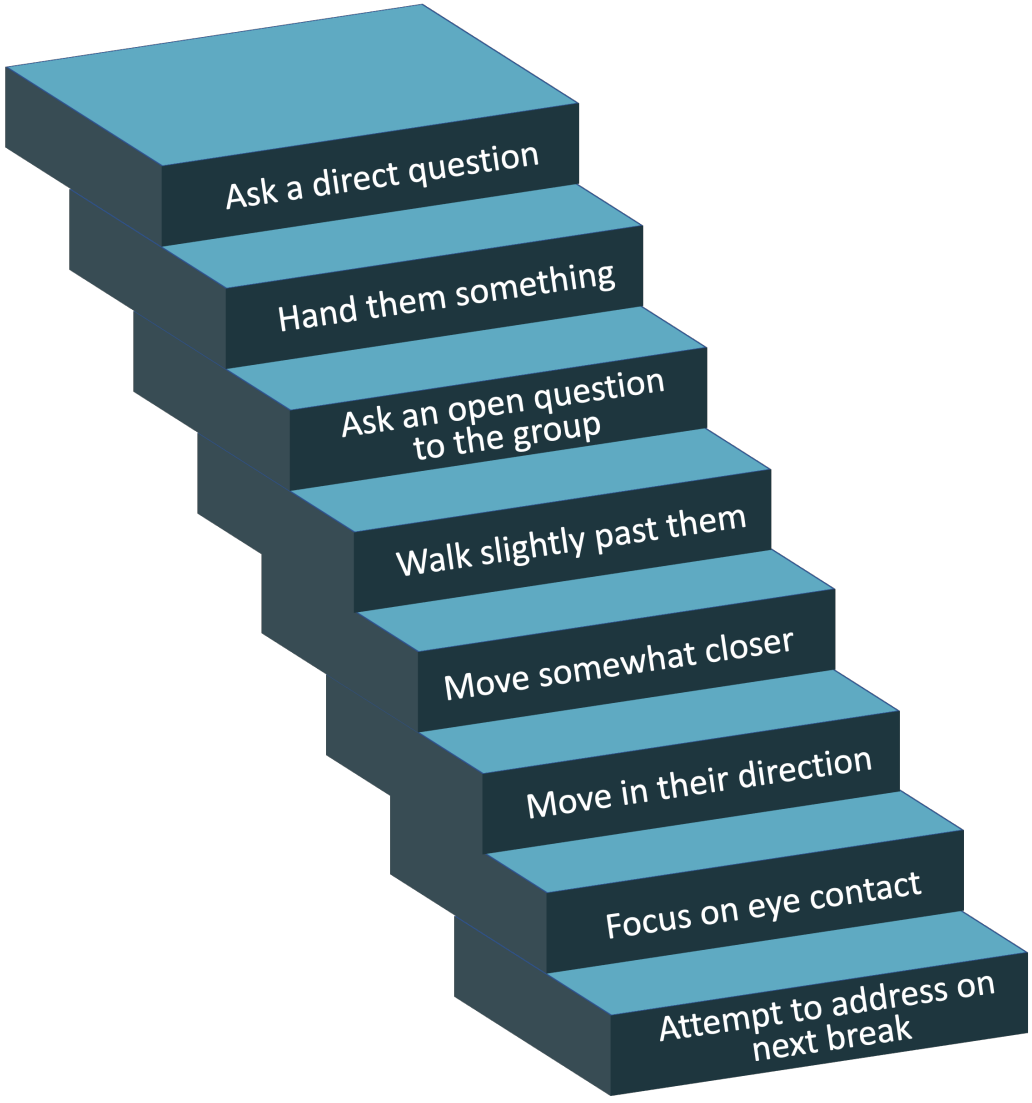
BASIC APPROACH

a. Start with the most subtle and least threatening intervention that you believe will work.

b. If behavior continues, gradually escalate the intervention.

c. Give people an opportunity to let go of difficult behaviors gracefully.

d. Make every effort to intervene in a win-win fashion.



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HANDLING DIFFICULT SITUATIONS

Because meetings depend on interaction, it is inevitable problem situations will occur. Sometimes problems originate with people, sometimes with procedures or logic. In any case, it is the responsibility of the leader to activate discussion of the most profitable kind; to make sure participation is distributed among members of the group; and to keep the discussion headed in the right direction. The following are examples of difficult situations and how to handle them:

a. Person who tends to dominate the discussion

A talkative participant must not be permitted to dominate the discussion. General participation is essential to the success of a meeting, since the purpose is to bring out different points of view. Sometimes a person may assume a dominant role because of being more experienced or more senior than others present. Often, if that is the case, others will sit back and give up the floor. When this happens, the leader should use direct questions to draw out other participants. It is helpful to avoid looking at the senior person when presenting a question, thus making it difficult for that person to get your attention.

If nothing else is effective, a private chat with the individual during a coffee break may help.

b. A person who wants to argue

This individual may be a know-it-all, full of misinformation, or a quibbler who takes delight in crossing up the leader. In any case, the leader must keep a cool head. By using questions, the leader can draw out such a person, giving him/her an opportunity to make foolish or far-fetched statements, and then turn the person over to the group. Usually, such a person irritates the group and unfavorable opinions will be expressed, and may bring a temporary silence. Subsequently the leader may use direct questions to other participants as a means of maintaining the balance.

Often an argumentative person will recognize what has happened and not present further problems. However, if the person is insensitive, the leader may have to be very direct, pointing out that the quibbling is interrupting the progress of the meeting, and is a waste of valuable time. The leader should then immediately turn to another person with a question to take the discussion forward.

c. A person who starts another meeting with neighbors

This problem is more likely to occur in a larger group. It may be the result of a talkative individual's need to speak when unable to address the group as a whole, or it may be the result of a more cautious thinker's desire to try out an idea before bringing it up to the entire group. Side conversations are inevitable in a typical meeting and are apt to be brief. They become a problem only if prolonged.

One technique is to invite the individual to share with everyone what is being said. Another way to handle this situation is to simply be quiet and look at the offending person. Typically, this will bring the meeting back to order.

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HANDLING DIFFICULT SITUATIONS CONTINUED

Certain problems originate not with people who talk too much, but with those who talk too little or not at all. Here are some to look out for:

d. A person who is timid or lacking in self-confidence

Whether such a person feels uncertain because of inexperience, or is simply unwilling to speak due to fear of embarrassment, the leader should ask a question in an area where the reluctant individual can speak with conviction. Usually, once the ice has been broken and anxiety dissolved, the individual will become a thoughtful contributor.

e. A person who is antagonistic or skeptical

Sometimes people are antagonistic to the meeting or the leader, or skeptical about the use of time. Usually such attitudes can be traced either to previous experiences with meetings, or a leader's lack of skill in opening the meeting (clarifying its objectives) and conducting the discussion. If meetings have been merely management briefing sessions, at which the expression of opinion was invited – but not really desired – it is the responsibility of the leader to clarify the real purpose of the meeting.

If, on the other hand, the antagonism is of a more personal nature, it requires the utmost sensitivity and tact to make the individual feel there is genuine interest in what he/she had to say. Here, as in other aspects of interpersonal relations, good will and objectivity must be readily evident.

f. A person who attempts to get an opinion instead of give one

Experience has taught some people that some managers do not really want ideas and prefer to be asked for their own. Such persons will reply to questions with another question. Confronted with this situation, the best technique is to refer the question back to the group and then back to the one who asked it.

The following situations are impersonal. They call for a different kind of response:

g. Establishing and holding the interest of the group

It is essential to activate attention in the opening statement and then motivate the group to respond. Visual aids should be used as the discussion progresses. Case studies for group analysis are also effective. If the response lags, change the approach. Keep things moving.

Voice can be an effective tool to help regain interest. If interest is waning, speak more loudly, more rapidly, and with more feeling. Typically, this will pick-up the energy of the meeting.

h. Starting a discussion when necessary

Ask questions demanding consideration of the problem from an unusual point of view. Use cases, real or hypothetical. Call for specific experiences, ideas, or opinions from group members.

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HANDLING DIFFICULT SITUATIONS CONTINUED

i. Keeping up with the pace of the discussion

Try to crystallize statements into phrases, which can be recorded quickly. Ignore statements not pertinent to the topic. Pursue an important line of inquiry with direct questions.

j. Handling tough subjects

Anticipate what tough subjects may arise and face them squarely. If they are not truly pertinent to the subject under discussion, point that out, referring to the objectives of the meeting. If they are pertinent, remain neutral, insisting on an objective consideration of the question. Do not promise to get action from management, but only to report the conclusion or findings.

k. Developing discussion and avoiding superficiality

Be prepared to cite specific cases and facts for consideration if they are not forthcoming from group members. Call on individuals known to have had specific relevant experience, past or present. Encourage members to take issue with trends or statements to avoid the “bandwagon.” Encourage original thought. Probe opinions for factual or conceptual causes. Do not permit oversimplification of anything.

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ACTIVITY: READING YOUR AUDIENCE

HANDLING DIFFICULT SITUATIONS

Instructions: Rank your choices for each of the following situations. Place a ”1” next to the solution you most favor, a “2” by the one you next favor, etc., until you place a “4” by the one you least favor.

1. You arrive early and find the meeting room is arranged differently than you would like, although you feel you could get by with the present arrangement.
    a. Call the group responsible for the room and have it rearranged.
    b. Rearrange the room yourself.
    c. Wait until the participants begin to arrive and have someone help rearrange things.
    d. Leave the room as is, and complain later to the group responsible.

2. You expect ten (10) participants at a 9:00am meeting. It is 9:05am, and only eight (8) participants are present. No one advised you of plans to arrive late.
    a. Begin the meeting with those present.
    b. Telephone the two absent participants to see if they are coming.
    c. Wait another five (5) minutes and then begin.
    d. Ask those present to vote on whether to begin now or later.

3. Some participants are not contributing to the meeting, although they appear to be attentive.
    a. Monitor the situation to see if it continues.
    b. Ask a non-contributing participant for an opinion or reaction.
    c. Ask the non-contributing participants why they are not involved.
    d. Do nothing; they’ll speak up if they want to.

4. You want discussion on a topic, but no one is talking.
    a. Ask a general question of the group.
    b. Ask a specific question of an individual.
    c. Ask for feedback on why no one’s talking.
    d. Adjourn the meeting due to lack of interest.

5. You notice, through nonverbal cues, that the interest level of the group is fading.
    a. Shorten your agenda and adjourn the meeting.
    b. Take a 5-minute break.
    c. Speak more loudly and in a more animated fashion.
    d. Try to start a discussion.

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6. You get a question you can't answer.
    a. Redirect the question to the group.
    b. Ignore the question.
    c. Ask the person who asked the question why he/she asked it.

7. A participant is using too much time talking about an item that is not on the posted agenda.
    a. Interrupt and point out the need to get back to the agenda.
    b. Do nothing and hope the meeting makes some progress.
    c. Ask participants if they want to discuss the subject.
    d. Tell the participant the topic will be taken up at the end of the meeting if there is enough time.

8. The group is getting away from the objective of the meeting.
    a. Let things go as long as everyone seems interested.
    b. Interrupt and bring the group back to the agenda.
    c. Interrupt and vote on whether or not to continue this discussion.
    d. Take a break so participants can continue the discussion on their own time and reconvene when it's over.

9. It is time for a posted break. When you announce the break, your boss, who is a participant in the meeting, says it isn't necessary.
    a. Confront your boss on who's running the meeting.
    b. Cancel the break and continue the meeting.
    c. Take a break and let your boss continue the meeting.
    d. Ask the group if it wants to take a break.

10. Two people, sitting together, keep whispering to each other. It has been going on for some time. You find it distracting.
    a. Ask them to share their discussion with the group.
    b. Ask them a content related question to see if they've been listening.
    c. Stop talking and look at them.
    d. Ignore it and hope they finish soon.

Handling Difficult Situations:

1. A C B D	2. A B C D	3. A B C D	4. A B C D	5. C D B A
6. A C B	7. A D C B	8. B C A D	9. D B C A	10. C B A D

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FIELDING AUDIENCE QUESTIONS

What are questions we could be asked today?

KEY THOUGHTS TO KEEP IN MIND

- You Are There To Be Of Service
- The Ideal Is For Planned Spontaneity
- Decide When The Best Time For “Q&A” Will Be
- The “Q&A” Session Is Actually A Separate Presentation

The question and answer period is actually another presentation and vital to most speaking situations. Many consider the “Q&A” session as being “off script,” and therefore may feel that they are now going to find out how much you really know. Be prepared…

It is really all about preparation. You have created your presentation yourself so it should be natural to go through it piece by piece to determine any research that should be discovered. Think about what your audience may ask and prepare answers before your presentation. Anticipate all possibilities in advance. Compile a list of the most challenging questions you might be asked. Be prepared.

Even though you are totally prepared for most any question, take a moment to “ponder” before you reply. This is the concept of “Planned Spontaneity.”

Ask yourself these questions and make sure that you can answer them for each of your presentations:

- How does a “Q&A” session clarify my main points?
- How does a “Q&A” session reinforce the objectives of my message?
- How does a “Q&A” session substantiate the recommended action to be taken?

TIMING OF “Q&A”

A decision needs to be made if you are going to specifically field all questions at the end or in a specific section of the presentation or are you willing to take questions whenever a participant wants to ask one.

The opportunity for your audience to ask questions after the main body of your presentation is an excellent way to reinforce your message. This timing helps avoid audience interruptions that may make it difficult for you to stay focused and also hard to follow for your audience. In addition, as questions are asked for clarification just prior to the close, audience members are less likely to leave your presentation with misconceptions about the concepts you delivered.

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If you request to hold questions until a later point and someone asks a question anyway, there are a number of possibilities:

- Restate what you had indicated earlier as to when the "Q&A" session will be…
- Thank them for their question and indicate that their question will be answered "shortly" or state a specific timeline as in "that will be covered in one of the next main points"…
- Another example, based on the nature of the question, go directly to a flip chart, whiteboard or some such device; write across the top the words PARKING LOT, followed by their question. Indicate to them that you are recording their question so that it can be inserted in the best position within the presentation that will provide it the most focus.
- There may be a question that is best not to address when it is asked or even during the official "Q&A" session. In that case, indicate that you would meet with that individual to give their question the true focus that it deserves.

PLACE YOUR CLOSE AFTER THE "Q&A"

By positioning your actual closing statements after the "Q&A" session, you create the opportunity to "Finish Strong." You want your close to be memorable as this will be the last thing that they hear you say and what they will most probably remember the most. Otherwise, with the "Q&A" session being last, you actually do not have much control over what the last question will be.

Instead of closing with the last question, the audience receives your prepared and planned conclusion. Potentially you could state something like, "Before I make some concluding remarks, who has a question to ask?" Then when you take the amount of time available for the "Q&A" session, you finish with your conclusion.

In this way you can end on a positive and upbeat manner rather than trailing off with "So if there are no further questions, I guess that's it…."

PRIME THE PUMP

You want to show energy about the potential questions. Possibly state, "Who has the first question?" Look expectant after you ask this question. If no question is asked, "Prime The Pump" by sharing a planned question by stating, "A question I'm often asked is…." (Fill in the blank and then answer it.)

If there still are no questions, try in a somewhat humorous tone "Are there any OTHER questions?" Be aware that potentially some of the enthusiasm for your presentation is lost if there are no questions asked. Usually, "Priming The Pump" will motivate audience members to ask questions.

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STACK THE DECK

One way to eliminate potential fear of surprise questions is a “Q&A” technique in which you request that questions from the audience be submitted on 3 x 5 cards that have been provided.

When these are collected, you have the ability to choose the questions that you will address. You also have the option of adding in additional questions that you feel would be of service to your audience.

Be aware that whenever you open up your presentation to audience participation, there are risks of losing control. This technique allows for far more control.

FOCUS ON THE QUESTION

Focus on the individual asking the question as if in slow motion. If the room setup allows you to take a step or so forward towards the person stating their question, this is usually considered a positive. If not a step, a calculated upper body lean shows that you are giving their question your total attention.

It is highly recommend to paraphrase their question. This addresses a number of important issues and assists you in controlling the meaning. Especially if there is a large audience, it assists everyone in hearing the question. Paraphrasing the question can provide a further opportunity to formulate an appropriate response. You also insure you understood what the person asked. Usually there will be a head nod by the person with the question. This head nod sends the message that you have heard and understood their question.

When you begin your reply, focus your eye contact on the person asking the question for 3 to 5 seconds. Be aware that most likely, many others in the audience would appreciate hearing your answer. At that point, continue your 3 to 5 second eye contact throughout the audience. As you conclude your reply, reconnect with the person who asked the question. Usually his or her facial expression will tell if you answered the question satisfactorily. There may be the occasional time to ask if your reply did appropriately answer the question, yet this is an area in which to be quite observant. This practice can initiate a deeper question based on the nature of the first question. How prepared are you for a deeper cut?

Remember, the only purpose for the Q & A session is to clarify the material within your presentation. If you move outside of that scope, be very cautious.

BE CONCISE

Keep your answer concise and to the point. A good rule of thumb is 60 seconds or less. The audience realizes that your presentation conclusion is soon after the “Q&A” session. In addition, possibly the only person interested in the answer is the one who asked the question! If you can answer with a “yes” or “no,” then do so. This keeps the pace moving and will help keep the attention of the audience.

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IT IS OK TO SAY YOU DON'T KNOW

Really, know your subject inside and out. Determine several levels of potential questions.

Once you have done your research, continuously update your information to stay current in your field. Be as prepared as you can, yet be aware that no one knows everything about anything. We are all ignorant, just on different subjects.

When you are this prepared, you do not need to be afraid to say, "I don't know…I will do some further research and get back to you with a reply." If the occasion does come for you to use some such statement, it is recommend that you honestly thank them for the question. This is going to make you that much more of an expert on your subject. Determine a way to contact them after you have researched their question so that you can provide an answer.

At that point, move on to the next question knowing that you have a new opportunity to become more knowledgeable on your subject.

ANSWERING A QUESTION WITH A QUESTION

Answering a question with a question can be a significant negative. Many may feel that you are being evasive by ducking the issue. An appropriate paraphrase can put everything on track.

EQUALITY IS IMPORTANT

Imagine if you were to state "That was a great question," or "Good question" to some and not to all that ask questions. Do you suppose that those who did not receive such a positive statement could feel slighted? If that is the slightest possibility, it could stifle others from asking questions.

If you want to affirm a specific question, simply say, "Thank you for asking that question."

Make everyone feel equally good about asking questions. Do not evaluate questions with your public statements. You may be surprised how easy it is to offend someone. Once offended, you may have lost their ear and their support indefinitely.

WHEN "Q&A" BECOMES A SPEECH

There may be times when calling on someone that you thought had a question, instead they want to make a comment, perhaps an extended comment that could possibly be labeled a speech.

After an appropriate time, when you carefully determine that this person does not have a question, proceed cautiously. Of course, it does make a difference who that person is, as in your supervisor or higher or if they are a primary decision maker in your presentation.

One possible way to handle this situation is to monitor the speaking rate of the individual. When he or she takes a moment for a breath, you may want to consider stating something similar to "Thanks for your comment…. Next question please."

As you are making this statement, ideally look elsewhere in the room and most likely the "long-winded comment maker" will not be sure whether you interrupted them or whether you really thought he or she was finished.

It becomes a time for risk assessment to allow them to continue with the "speech" or not. One risk is that it will deprive other members of the audience of the opportunity to ask questions. Another is that at some point you will run out of time and never be able to "Finish Strong." However, based on who they are, walking on eggshells sums up the circumstances.

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COMPLEX OR CONFUSING QUESTIONS

Ask to have it repeated or clarified. Attempting to respond without fully and completely knowing the question is “Speaker Suicide.” To fulfill expectations without understanding what the expectations are is highly improbable and maybe impossible.

A“Q&A” session is not a fencing match. Your defense is kindness and respect. Your offense is your knowledge and experience of your subject material.

OTHER QUESTION CATEGORIES

Inappropriate Questions: Inappropriate might be when a questioner includes incorrect or misleading information in the question. Ideally, you would take this off-line carefully by indicating something similar to “I would need to do some specific research in order to reply accurately. Let’s you and I get together at the next break to set up a way to be in contact.”

It is remotely possible that someone may ask a “none-of-your-business” type of question. The likelihood appears quite slim based experts personal experiences. Honesty is still the best policy. Keep it positive and move on.

Intimidating Questions: It is possible that someone may feel the need to test your authority, knowledge, experience or confidence. Stay open and positive and don’t let this bother you. For example, someone could say, “I don’t believe you.” or “Where did you get that information?” Ideally, you would be able and willing to indicate the source of your information and move on.

You may decide to tactfully deal with this type of question by indicating something similar to “I don’t have any way to confirm that at this point.”

It is recommend against using the statement “no comment.” This is too similar to another statement, “I claim the 5th.” With the use of these statements, there will be an assumption that you are hiding something, so your credibility on other points could well be brought under suspicion also.

No Win Questions: You have perhaps had occasion to watch various TV programs involving a courtroom scene where under cross-examination certain “trick” questions are used that no matter how it is answered truthfully, it appears to come out wrong.

A classic is, “Yes or no, are you still beating your wife?”

Imagine stating quite calmly that you are unable to answer with a yes or no. You do not need to be limited by what you can say.

No matter the question, do not be defensive, evasive, or contentious. Always focus on showing respect and having a genuine desire to answer. The others in the audience will realize that the individual asking this type of question is being difficult. Choose the high road and the rest of the audience will stay with you. If you choose to lower your standards and wade in, you run a big risk of losing all credibility.

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MENTAL ANSWERS	VERBAL ANSWERS
What are you asking me this for?	Your question is intriguing; I will need to do more research before I can give you an accurate answer.
You're just trying to show off!	I don't have that information with me, and I'll be happy to get it for you later.
Have you lost your mind?	I appreciate your interest; however, would you hold the rest of your questions until the end?
I don't like you or your question!	That's an excellent point; please jot that down and give it to me later.
If you ask me another question I'm going to scream or worse!	Your question was not clear to me. Will you please clarify?
You never get the point, do you?	Let me make sure that I understand your question correctly. You asked…
Not now, you fool!	Let me take a moment to make sure that I can answer you correctly.
FILL IN YOUR FAVORITES	**FILL IN YOUR FAVORITES**

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STEERING THE AUDIENCE

OR…

HOW TO REGAIN CONTROL WHEN THINGS ARE GOING AWRY!

FOCUS

- "Let me ask you to refocus so that we can stay on track."
- "Let's focus on the task at hand."

FLEXIBILITY

- "Since you seem to be familiar with this material, let me move ahead to…"
- "It seems as though these issues have already been addressed. Would you like me to continue or end here?"

FIRMNESS

- Assert your authority by using your voice – lower, not louder
- Move closer to the "challenging" participant
- Make eye contact with the "challenging" participant
- Ask directly, "Considering the scope of this presentation, what information would be of most benefit to you?"

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IN SUMMARY...

1.

2.

3.

THE 5 P'S

"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."

~ Maya Angelou, Poet and Author ~

PURPOSE: **(Mind-set & Skill-set)**

- What is the Purpose of this Presentation? (The Desired End Results)
- Create the "Cliff Note" elevator summary.

PREPARATION: **(Mind-set & Skill-set)**

- Who will be in attendance? What are their expectations?
- How do I provide relevance to my audience participants?
- What are my time constraints?
- When is the presentation? How much time can I dedicate to preparation?
- What resources do I have available? (Assistance, Information, Equipment)

PRESENCE: **(Mind-set & Skill-set)**

- What are the components of Authentic Presence?
- Where do I currently rate within the spectrums of these components?
- How can I improve in each of these vital components?
- Where do first impression, appearance, and image rank in importance?

PRESENTATION: **(Mind-set & Skill-set)**

- The actual delivery process.
- Handling Question and Answer Sessions.

POST: **(Mind-set & Skill-set)**

- After my presentation, what action will the audience take that is different?
- After the presentation, what new information will they know that is different?
- Once they have heard the presentation, what will they believe that is different?

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DAY 4 & PROGRAM EVALUATION

REMINDER

Please be prepared to attend:

1. Final 30-Minute Video Review (individually scheduled)

Verify that this appointment is scheduled on your Calendar

Please also join our Boeing Authenticity Code Community of Practice where you can interact with other Authenticity Code Program graduates.

bit.ly/tacgrad

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DAY 1 - APQ BINGO CARD

APQ		
Confidence The air of assurance, such that others know you have the required strength and resolve	**Polish/Poise** The look of sophistication, conveying a background of education and experience	**Inspiration** Feeling passionately about the vision and mission of the organization
Warmth The willingness of being accessible to others and of being interested in them	**Thoughtfulness** The projection of thinking or having thought through something before responding	**Trustworthiness** Models true positive character qualities and top-level competence of their profession
Respect Values the thoughts and opinions of others and openly considers these as viable options and opportunities	**Clarity** The ability to communicate your message in an intuitively clear and compelling way	**Sincerity** The conviction of believing in and meaning what you say
Integrity Your beliefs, works, and actions are aligned and demonstrated through the willingness and skills to constructively share your point of view and follow through on your commitments	**Passion** The expression of commitment, motivation, and drive that shows people you really believe in what you do	**Openness** No prejudging; the willingness to consider another's point of view

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DAY 2 - APQ BINGO CARD

APQ		
Confidence The air of assurance, such that others know you have the required strength and resolve	**Polish/Poise** The look of sophistication, conveying a background of education and experience	**Inspiration** Feeling passionately about the vision and mission of the organization
Passion The expression of commitment, motivation, and drive that shows people you really believe in what you do	**Openness** No prejudging; the willingness to consider another's point of view	**Integrity** Your beliefs, works, and actions are aligned and demonstrated through the willingness and skills to constructively share your point of view and follow through on your commitments
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Thoughtfulness The projection of thinking or having thought through something before responding	**Trustworthiness** Models true positive character qualities and top-level competence of their profession	**Warmth** The willingness of being accessible to others and of being interested in them

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DAY 3 - APQ BINGO CARD

APQ		
Confidence The air of assurance, such that others know you have the required strength and resolve	**Polish/Poise** The look of sophistication, conveying a background of education and experience	**Inspiration** Feeling passionately about the vision and mission of the organization
Warmth The willingness of being accessible to others and of being interested in them	**Thoughtfulness** The projection of thinking or having thought through something before responding	**Trustworthiness** Models true positive character qualities and top-level competence of their profession
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DAY 4 - APQ BINGO CARD

APQ		
Confidence The air of assurance, such that others know you have the required strength and resolve	**Polish/Poise** The look of sophistication, conveying a background of education and experience	**Inspiration** Feeling passionately about the vision and mission of the organization
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