# The Authenticity Code™

## Authentic Presence & Presentation Skills




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The Authenticity Code™

Authentic Presence & Presentation Skills

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Transformative Learning That Lasts

# PROGRAM INTRODUCTION

FACILITATOR BIOS

PROGRAM SPONSORS / GRADUATE PANEL

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 their 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 many executive presence and presentation skills programs. Dr. Lamm-Hartman has coached thousands of CEO's, executives and entrepreneurs worldwide.

She worked internally at ARCO Chemical in International Training and Development. She knows what it is like to work internally and has a strong client partnership philosophy. For the past 18 plus years, Dr. Lamm- Hartman has been a preferred executive coach for hundreds of Boeing executives with exceptional results, including promotions, developmental job assignments, and saving E-Series. Dr. Lamm-Hartman has also designed and is teaching The Authenticity Code™ Programs, team development programs, and culture-change offsites to thousands of professionals and leaders world-wide. Up to 80% of employees who participated in these programs have achieved a promotion. Sharon has her Top-Secret Security Access and helps executive clients and customer relationships in classified environments. Sharon has consulted on several corporate change efforts, training change agents, and developing effective strategic implementation and communication plans.

In addition to her private practice, consulting, and being on the global lecture circuit, 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 was the co-founder and first Director of Central Phoenix Women, a networking organization for women business leaders, and wrote a regular column for Phoenix Woman Magazine. She is a regular instructor for WBENC's WeTHRIVE program.

Dr. Lamm-Hartman holds a doctorate from Columbia University in Leadership and Organization Development, a Masters in Industrial and Labor Relations from Cornell University, and two Bachelor degrees. Dr. Lamm-Hartman also trained as a Life Coach with world-renowned author and life coach teacher, Dr. Martha Beck. Dr. Lamm-Hartman is a Certified Executive and Presentation Coach and is certified in the Myers Briggs Type Indicator.

Dr. Lamm-Hartman is an Adjunct Professor of Leadership at Columbia University where she has taught Leadership classes to Doctorate Level students. She also worked as an Adjunct Faculty member at The Center for Creative Leadership teaching courses on Developing Leadership Talent.

Dr. Lamm-Hartman has been quoted on her views of coaching in numerous publications including, Forbes, CEO Magazine, The New York Times, MORE magazine, and Oprah's magazine, 'O' magazine. Dr. Lamm-Hartman has been honored and received awards from the Center for Creative Leadership and the Academy of Human Resource Development for her work and research on personal transformation and leadership development.

Dr. Sharon recently became a best-selling author in the Wall Street Journal, USA Today and Amazon with her book release of The Authenticity Code™. Her book just received the Axiom GOLD Medalist award for best 2022 Business Fable. WBENC buys her book for all WeTHRIVE participants. She has been named as one of the top 100 Women to KNOW Across America by the KNOW Women Group.

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## FACILITATOR & COACH



**Lisa Ann Landry**
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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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## 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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## PROGRAM FACILITATOR



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Renée Campisi is a National Board Certified Coach, expert facilitator, and corporate change leader with more than 25 years of experience helping leaders, teams, and organizations perform at their highest level. She has led high-performance transformations for Fortune 500 companies, guided global teams through cultural and operational change, and built departments from the ground up; all while staying anchored in the belief that people are the most valuable part of any strategy.

Renée brings a rare blend of sharp business acumen, grounded presence, and heart-centered leadership to everything she does. Her coaching and facilitation style offers the perfect mix of energizing and thought-provoking, as well as practical yet soul-stretching. Renée has been with IOL for over two years and is consistently requested as a senior executive and VP coach because of the outstanding results she achieves with her coaching clients.

Renée brings deep experience in strategy, organizational effectiveness, executive coaching, keynote speaking, leadership development, C-level retreat production and facilitation, change management, and design thinking to large Fortune 500 companies such as Accenture, American Express, Pearson Education, Albertsons, Freeport-McMoRan, Abu Dhabi National Oil Company, and Barrick Gold. In previous roles, she served as a senior leader at Accenture, Pearson Education, Neudesic-IBM, and Freeport-McMoRan, leading professional services consulting and strategy organizations. Renée has also partnered with locally headquartered mid-sized companies and technology startups in the greater Phoenix area, serving in C-suite roles and as an executive coach to CEOs, COOs, and CFOs.

Recently, Renée created and facilitated an online strategic planning process for Freeport-McMoRan, partnering with the C-suite to develop key strategic themes and a roadmap that guided a series of online workshops involving 180 people across the globe, resulting in clearly defined projects ready for immediate action. Renée also helped design and implement a leadership development curriculum for Freeport-McMoRan that spanned North and South America, helping to upskill site general managers and their direct reports. She served as head coach to other training professionals and leveraged site-based learning cohorts to create a community of learning and reinforce newly acquired skills for the program's 150 participants.

Renée resides in Phoenix, Arizona, but originally hails from Michigan, where she earned her undergraduate degree in Finance from Michigan State University. She is personally committed to continuing her learning throughout her career. In December 2025, she augmented her coaching skill set by becoming nationally board certified in motivational interviewing, the #1 scientifically proven behavior-change method. She currently holds certifications in Prosci® Change Management, Cultivating Teams with IDEO U®, Agile Leadership with Scrum Alliance® (CAL-E and CAL-T), and Executive Leadership from the USC Marshall School of Business.

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## PROGRAM FACILITATOR



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Amber Summer is a junior leadership consultant with Inside Out Learning Inc. She is a Professional Coach who is PCC-level certified through the International Coaching Federation and has been coaching professionally for a decade. She brings her experience in coaching, personal development, and workshop facilitation, alongside her passion for helping leaders and individuals grow and develop authentic leadership skills to her role at Inside Out Learning.

She also has a passion for healthy and successful organizational culture and believes that strong leadership can make a company great, and their team members even great. Her love of organizational culture led her to pursue and achieve dual master's degrees in Executive Coaching & Consulting and Organizational Leadership from the Townsend Institute at Concordia University Irvine. She also holds a bachelor's degree in psychology, is a certified health coach through the National Board of Health and Wellness Coaches and continues to expand her expertise in trauma-informed leadership and cultural humility.

Amber has also designed and facilitated programs on topics such as Goal Setting, Servant Leadership, Emotional Intelligence, Communication and Conflict Resolution, Resilience and Burnout Recovery, and Creating Cultures of Trust and Engagement and has led workshops and retreats for clients across corporate, nonprofit, and educational sectors.

Outside of her work, Amber finds grounding and inspiration in nature, horses, and music. She is passionate about helping others reconnect with their purpose and lead from a place of authenticity, courage, and heart

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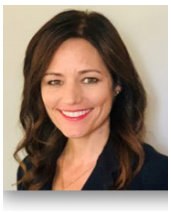
## PROGRAM COORDINATOR & POWERPOINT COACH



**Lane Rossiter**
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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



**Randy Surch**
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## GRADUATE PANEL



**Julie Bennett**
Boeing Test & Evaluation
NW Environmental Test Leader



**Garrett T. Parlette**
Boeing Test and Evaluation
Field Quality Manager



**Rachel Koechel**
BT&E Flight Operations Support Manager
Military Programs

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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 *Body Language* **Non-Verbal Communication**

+

**Your Audience**

Know Your Audience – Audience Understanding Matrix
*Tailor Your Message to Your Audience – Style Recognition*

+

**Your Presentation**

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

=

**Your Success**

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## PROGRAM AGENDA OVERVIEW

| Pre | Day 1 | Day 2 | Day 3 |
|---|---|---|---|
| Particpant Kick-off | 8:00 AM Start | 8:00 AM Start | 8:00 AM Start |
| Completion of Questionnaire | Program Introduction | Communication: Verbal and Non-Verbal | Participant Presentations |
| Delivery of Professional Bio & Resume Documents | Graduate Panel | Giving and Receiving Feedback | Group Photo |
| Individual Participant Benchmark Video Recorded Presentations | Authentic Presence Qualities | Participant Presentations | Summary |
| | "Formula" Presentation Success Overview | Authentic Brand | 1:30 PM Program Close |
| | Style Recognition | "Formula" (Agenda) | |
| | "Formula" (Know Your Audience) | "Formula" (Clear Body Message) | |
| | AI Audience Analyzer and Workshop 1 Presentation Builder | "Formula" (Finish Strong) | |
| | "Formula" (Attention-Getting Opening) | AI Full Presentation Builder | |
| | "Formula" (Executive Summary) | Managing the Environment | |
| | Creating Compelling Slides | Workshop Activity | |
| | Workshop Activity | 6:30 PM Day Close | |
| | 7:00 PM Day Close | | |

| Post |
|---|
| Individual Participant 30-Minute Video Reviews and Recap of Feedback |

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# The Authenticity Code™

## Authentic Presence & Presentation Skills

INSIDE-OUT LEARNING INC
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# DAY 1

AUTHENTIC PRESENCE QUALITIES

FORMULA FOR PRESENTATION SUCCESS OVERVIEW

STYLE RECOGNITION

KNOW YOUR AUDIENCE

AI AUDIENCE ANALYZER

AI WORKSHOP 1 PRESENTATION BUILDER

FORMULA (ATTENTION-GETTING OPENING)

FORMULA (EXECUTIVE SUMMARY)

CREATING COMPELLING SLIDES

WORKSHOP 1

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## AGENDA: DAY 1

8:00 AM Attention-Getting Opening
Program Introductions
Past Graduate Panel
Participant Introductions
Break
Authentic Presence Qualities
Overview of “Formula for Presentation Success”
Style Recognition
Break
“Formula” (Know your Audience)
AI Audience Analyzer & Workshop 1 Presentation Builder Tools Set-up in BCAI
Lunch
“Formula” (Attention-Getting Opening)
“Formula” (Executive Summary)
Create Compelling Slides
Explain Workshop & Close

2:45 PM Workshop:
- Choose Two Authentic Presence Qualities
- Work on Presentation
- Audience Description
- Attention-Getting Opening
- Executive Summary

7:00 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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## 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: 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<br>PEOPLE | Party<br>PEOPLE | 27<br>26<br>25<br>24<br>23<br>22<br>21 | People<br>PARTY | Party<br>PARTY |
| Planner<br>PEOPLE<br>**INDIRECT** | Point<br>PEOPLE | 20<br>19<br>18<br>17<br>16<br>15<br>14 | Planner<br>PARTY | Point<br>PARTY<br>**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<br>PLANNER | Party<br>PLANNER | 14<br>15<br>16<br>17<br>18<br>19<br>20 | People<br>POINT | Party<br>POINT |
| Planner<br>PLANNER | Point<br>PLANNER | 21<br>22<br>23<br>24<br>25<br>26<br>27 | Planner<br>POINT | Point<br>POINT |

**GUARDED**

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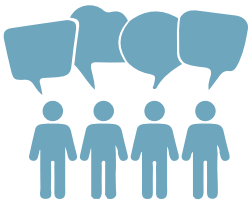
## TOOL: STYLE RECOGNITION



| | 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!"<br>"Let's get this settled right now!"<br>"What's the bottom line?"<br>"Cut to the chase; what are the options?"<br>"Here's how we'll proceed…"<br>"I want to win this – no ifs ands or buts."<br>"Tell me what the goal is."<br>"You handle it, but keep me informed." | |
|  | Party Person | "Hey! Here's an idea! Whattaya think?"<br>"Why don't you noodle on that for a while?"<br>"I feel this is the way we ought to go."<br>"Tell me what you think about…"<br>"Spare me the details. Just give me the drift."<br>"I think we're making progress. Now let's…"<br>"My sense is that…"<br>"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?"<br>"Have we determined the impact of this on the staff?"<br>"I really enjoy working with you."<br>"I'd like to help you however I can."<br>"We can work this out, I'm sure."<br>"How do you really feel about this?"<br>"How's this likely to end up? I'd like to know first." | |
|  | Planner Person | "Now, let's look at this logically."<br>"Is that really the right thing to do? Can we justify that?"<br>"Let's take this first step. Then we can decide step two."<br>"Give me all the facts first."<br>"What guidelines make sense for this project?"<br>"Precisely what do you mean?"<br>"I don't want any surprises."<br>"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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## 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.<br>• Clarity of assignment and/or task.<br>• Facts and data to support your decision.<br>• Support their Business Goals and Objectives (BG&O's).<br>• 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).<br>• 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.<br>• Industry position on bullet 1 (particularly competitors and elite companies-Fortune 500).<br>• Feedback from other key stakeholders.<br>• Cost impacts (go/no-go). |
| What are they willing to compromise? | • In all cases, it's mixed across the group:<br>- Some choose cost and schedule over quality.<br>• Making the hard decision vs. following the status-quo.<br>• Teamwork vs. individual contributor (team first vs. me first). |

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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"<br>What is the purpose of the presentation? | |
| WHY— "Value Proposition"<br>What is the benefit to the audience? | |
| WANT— "Desired Outcome"<br>What is the action that you want your audience to take? | |

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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.<br><br>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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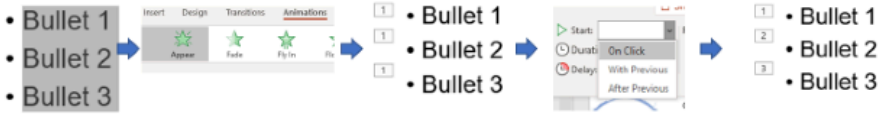
## POWERPOINT TIPS

### Quickly Animate Bullet Points in Sequence

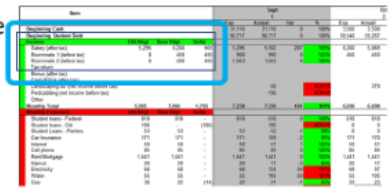
- Select a series of bullet points
- Click Animate/Appear
- While the bullet points are selected, go to the "Timing" menu
- In the "Start" dropdown box ,choose "On Click" (select it again if it's already selected)




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

Try these combinations of highlights and animations

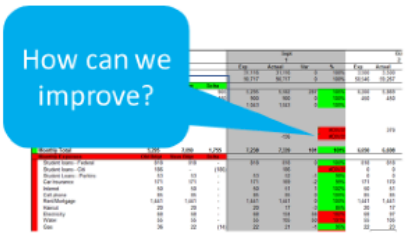
- Use a highlight box
  - Click Insert/Shape/ Rounded Rectangle
  - Draw a rectangle around the data that supports your point
  - Click Shape Fill and choose "No Fill"
  - Click Shape Outline and choose a thicker weight and a color that contrasts with your content
  - Click Animations and choose "Appear"
- 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"

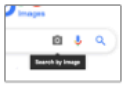



Troubleshooting and Tips:
- ALWAYS test your animations to see that they are exhibiting expected behavior
- If your morph stops working, it's probably because you changed something on the anchor slide or the duplicated slide and it's not registering as the same object anymore.
  - To fix: check for modified 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.

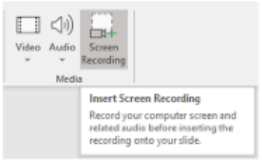



- Click "All sizes" to view alternative sizes of the same image



## 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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## WORKSHOP ACTIVITY 1

### PRESENTATION INTRODUCTION

**Purpose:**

- Practice using the concepts you learned today: Formula for Presentation Success, including the Audience Understanding Matrix and Style Recognition, Attention-Getting Opening, and Executive Summary.
- Prepare to present the first part of your presentation. Tomorrow, in a 3-5 minute presentation, you will present your two Developing APQs, Audience Description, Attention-Getting Opening, and Executive Summary.

**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. Remember to use one another as a sounding board.

**Part 1:**

1. Choose two Authentic Presence Qualities (page 21) you commit to further develop.
2. Create a simple slide listing your two APQs, and prepare to verbally state your two Authentic Presence Qualities at the beginning of your presentation tomorrow.

**Part 2:**

1. Choose a topic that you wish to use for your videotaped presentation 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.
- 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 32)
    - Create a slide(s) with your Executive Summary (page 33) 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 40.
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 by 6:30 am tomorrow.

Your Support Team:

- Your Accountability Partner – Use him/her 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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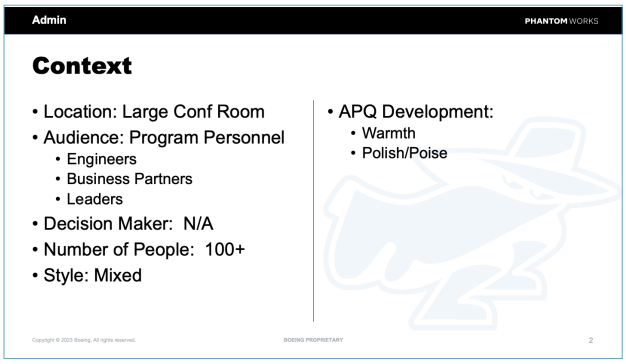
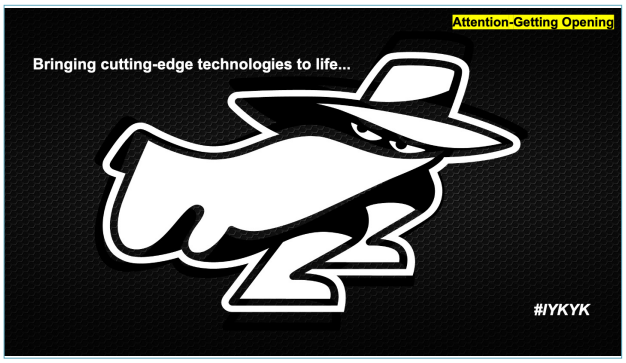
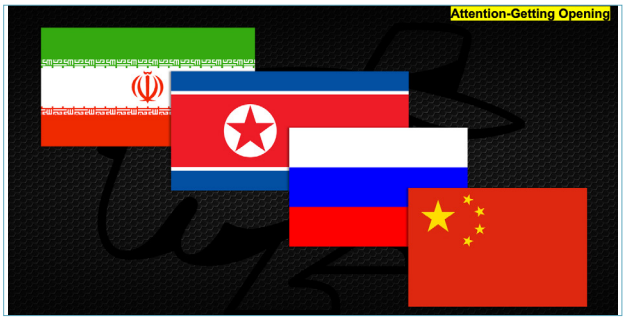
# WORKSHOP ACTIVITY 1 PRESENTATION EXAMPLES

## EXAMPLE 1

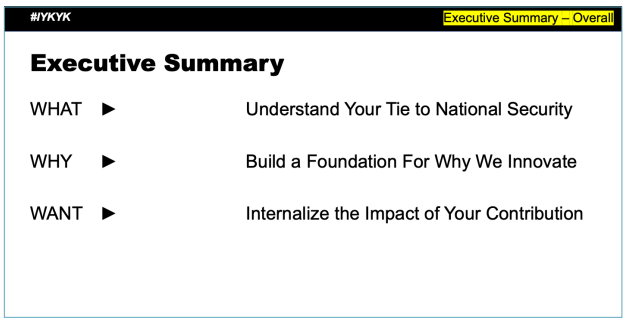






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# WORKSHOP ACTIVITY 1 PRESENTATION EXAMPLES

## EXAMPLE 2

**Authentic Presence Qualities**
Development Plan



- Thoughtfulness
  - Slow down – Take a min before responding
  - Calm and methodical
  - Let others finish
- Openness
  - Multiple perspectives
  - Contradictions
  - Genuine listening





BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

**Audience Summary**



Who: Leah Rusher

Style: Planner

Where: Leah's Office

How many: 1

BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

**Audience Summary**

Who: Leah Rusher



Role: Senior Test & Evaluation Director (TED)

- BCA and MDA Flight Test Engineering
- Test Program Management
- New role

Relationship

- My boss's boss
- Former Test Program Manager

BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

Attention-Getting Opening

"A plane so innovative, it would forever change the way the world flies."



"Queen of the Skies"

Joe Sutter

Visionary



Risk of bankruptcy

Attention-Getting Opening

| | |
|---|---|
| Up to 30,000 | Estimate of single aisle market by 2025 |
| 7% | Improvement in Airline Related Operating Cost (AROC) to flip |
| 2% | Aviation contribution to global CO2 emissions (~800 million tonnes in 2022) |
| 30% | Potential emission improvement with TTBW configuration |
| Over 10 years | Number of years truss braced wing concept has been studied |

BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

Attention-Getting Opening

2 Partners

$1.1B

1 X-66



7 Organizations

8 BT&E Sites



6.5 years

3 MD-90s



BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

**Executive Summary**

Executive Summary – Overall



- **Purpose:**
  - Provide X-66 program overview
  - Become a champion and sounding board
- **Why:**
  - Innovative and exciting program
    - Technical challenges
    - Organizational challenges
    - No playbook
  - Inform future product decisions
  - Safety through functional excellence
- **Desired Outcome:**
  - Build a partnership
  - Non-advocate input
  - Share experience

BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

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# WORKSHOP ACTIVITY 1 PRESENTATION EXAMPLES

## EXAMPLE 3

### Developing APQs

Clarity & Confidence

### Audience Description

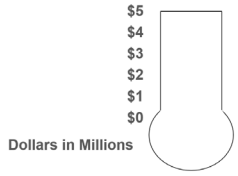
**Meeting:** Top Executive Committee
**Key Decision Maker:** CEO
**Audience:** Top Executive Committee
**Location:** Company Board Room
**Personality Type:** Mixed

### Working Capital Update

John Smith
Executive Committee Review

Attention-Getting Opening

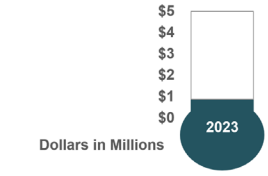
### Working Capital Status




*Initially Targeted $5M Improvement By End Of 2026*

Attention-Getting Opening

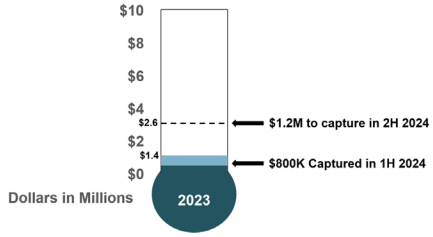
### Working Capital Status




*$600K Captured in 4Q 2023*

Attention-Getting Opening

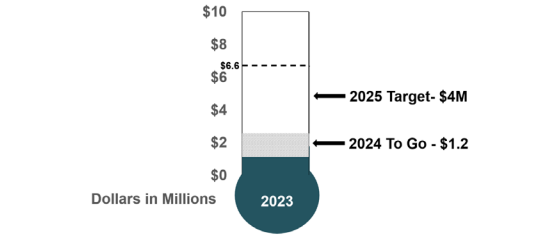
### Working Capital Status




*$1.4M Captured Through 1H 2024 . . . Increased Target to $10M*

Attention-Getting Opening

### Working Capital Status




*$4M Target in 2025*

Executive Summary

### Executive Summary

- **Purpose:**
  –Update on Working Capital improvements
- **Value Proposition:**
  – Improve operational efficiency
  – Cultural change has started
  – Potential 25% - 30% increase in stock price
- **Action:**
  – Flow down of recommended communication message

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## IN SUMMARY...

1.

2.

3.

## HOMEWORK

1. Complete the Day 1 evaluation.



2. Please complete Workshop Activity 1 Preparation on pages 38-39.
3. Attend one-on-one coaching for feedback on your benchmark presentation and support for your presentation and one-on-one coaching for PowerPoint help.
4. Send your PowerPoint file via Message Courier to Lane (Lalanya) Rossiter by 6:30 am tomorrow.

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# The Authenticity Code™

## Authentic Presence & Presentation Skills

INSIDE-OUT LEARNING INC
Transformative Learning That Lasts

# DAY 2

COMMUNICATION: VERBAL & NON-VERBAL

GIVING AND RECEIVING FEEDBACK

AUTHENTIC BRAND STATEMENT

FORMULA (AGENDA)

FORMULA (CLEAR BODY MESSAGE)

FORMULA (FINISH STRONG)

AI FULL PRESENTATION BUILDER

MANAGING THE PHYSICAL ENVIRONMENT

WORKSHOP 2

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## AGENDA: DAY 2

8:00 am
- Attention-Getting Opening
- Agenda for the Day & APQ
- Communication: Verbal and Non-Verbal
- Giving and Receiving Feedback
- Participant Presentations
- Break
- Authentic Brand
- “Formula” (Agenda)
- “Formula” (Clear Body Message)
- “Formula” (Finish Strong)
- Lunch
- AI Full Presentation Builder
- Managing the Environment
- Explain Workshop
- Close Out

2:15 pm
- Workshop
  - Coaching and Presentation Feedback
  - 2 APQ’s
  - Authentic Brand Statement
  - Attention-Getting Opening
  - Executive Summary
  - Agenda
  - Clear Body Message
  - Finish Strong
  - Finalize Presentation and Practice

6:30 pm
- Day Close

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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

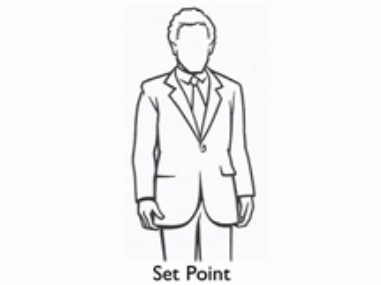
Choose a central spot with your feet pointing straight ahead into the middle of the audience. Lean slightly forward into the audience. This drives the energy towards the listeners. Do the same if seated at a table.

### 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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# 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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## PRESENTATION FEEDBACK FORM

Feedback to: _____

Feedback from: _____

### ADDITIONAL COMMENTS

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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., BT&E ITL (Integrated Test Leader), OGL (Operational Group Leader), Business Partner, Chief Pilot, Executive, ExCo, Vice President, 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 or communication
- Create your future self AI avatar and look at it every day

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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)<br>• Choose whether to verbally state it or show it visually |
| **"R"** Relevant Info/Data | • Essential data supporting your point:<br>  • Your findings/results<br>  • 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<br>• 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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## 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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## WORKSHOP ACTIVITY 2

### TOMORROW'S PRESENTATION: 7 – 10 MINUTES:

- Share your Authentic Brand Statement (#1-5): Slide (page 61)
- List Your 2 APQs: Same slide as Authentic Brand Statement (page 21)
- Audience & key decision maker(s): Slide (page 30)
- Edit slides for your Attention-Getting Opening (page 32) & Executive Summary (page 33): Slides
- Create slides for:
  - Agenda (page 63)
  - Clear Body Message (page 64)
  - Finish Strong (page 65)

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.

1. For inspiration look at www.ted.com for examples of award-winning presentations.
2. Complete writing your presentation using the formula for presentation success worksheet (starting on page 71) including: the attention-getting opening, executive summary, agenda, the body, and finish strong. Based on feedback you received, edit your attention-getting opening and executive summary if needed. Always keep in mind what you know about your audience (see your audience understanding matrix on page 30). For complete examples for your final presentation, start on page 74.
3. Practice:
   - Visualization tool (see page 73 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 (one simple slide for your Brand + your two APQs listed).
5. Send your PowerPoint file via Message Courier to Lane (Lalanya) Rossiter by 6:30 am tomorrow.

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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 71-72).
- 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<br><br>Image<br><br>Analogy<br><br>Question<br><br>Quote |
| **EXECUTIVE SUMMARY** |
| WHAT—What is the purpose of the presentation?<br>(Educate, Update, Program Proposal, Value of Product/Service) |
| WHY—What is the benefit to the audience?<br>(Bottom-line Impact—cost savings, market share, time/efficiency savings) |
| WANT—What is the action that you want your audience to take?<br>(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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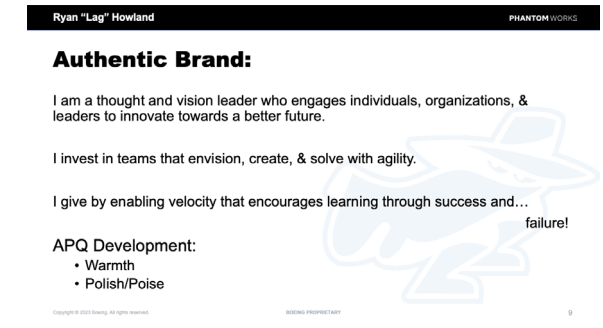
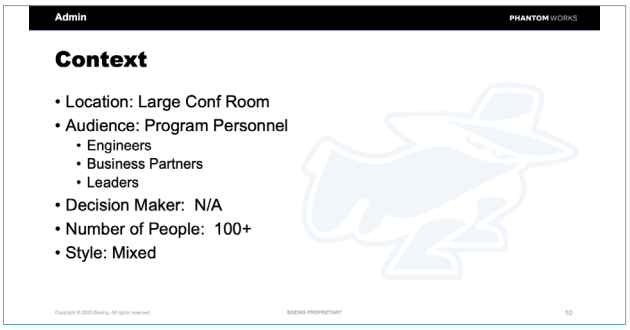
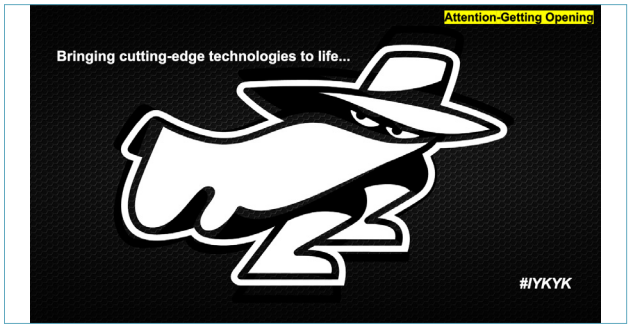
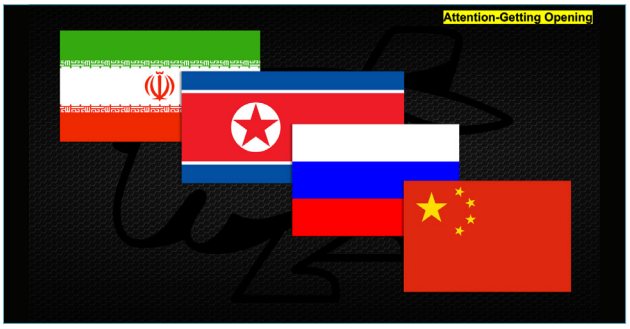
# FINAL PRESENTATION EXAMPLES

## EXAMPLE 1



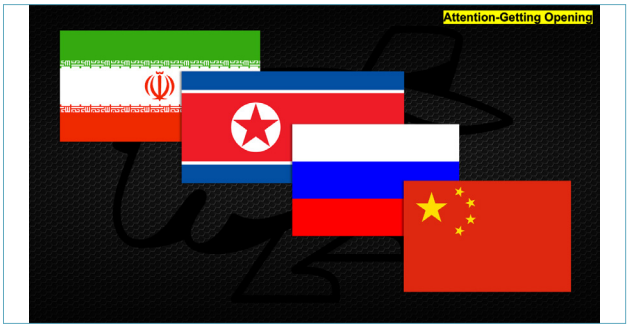



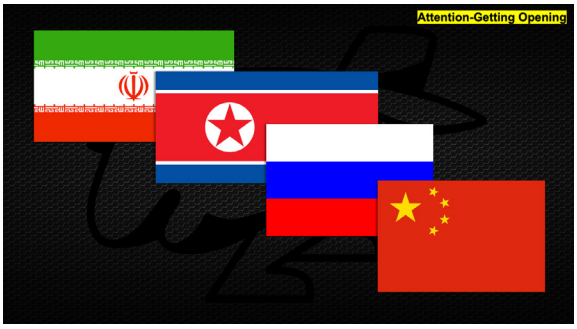






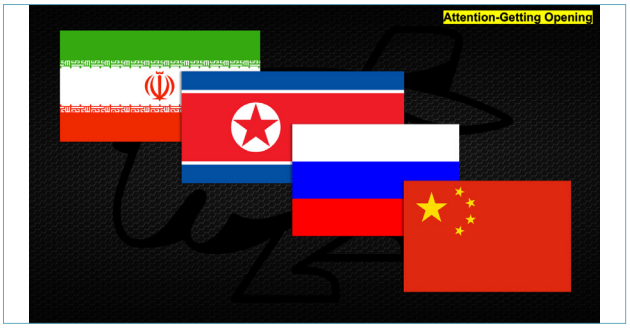










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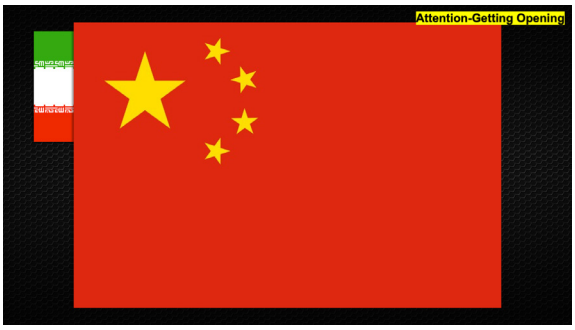
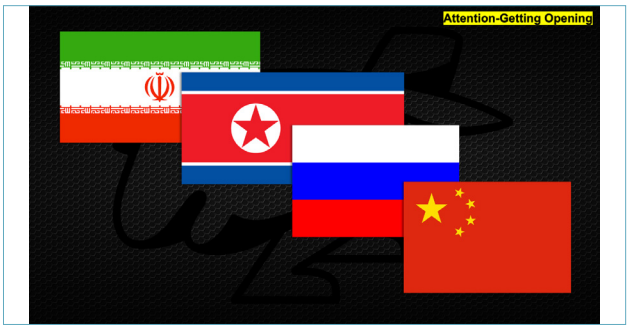
# FINAL PRESENTATION EXAMPLES

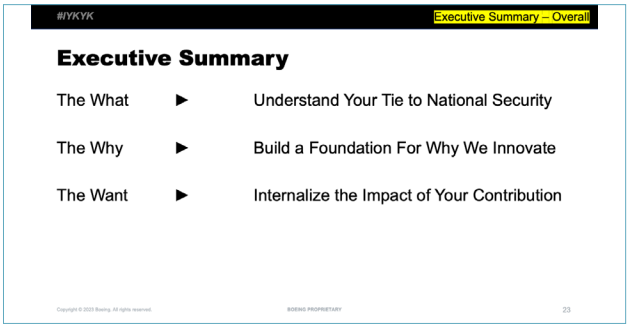
## EXAMPLE 1 CONTINUED

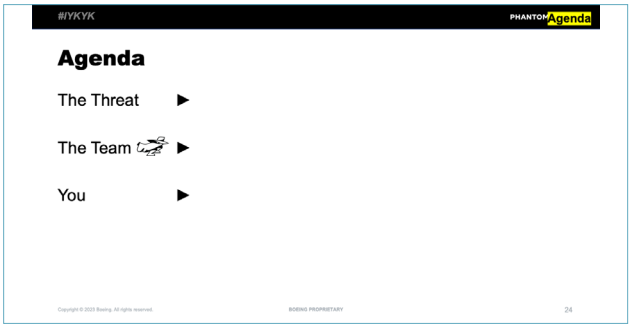








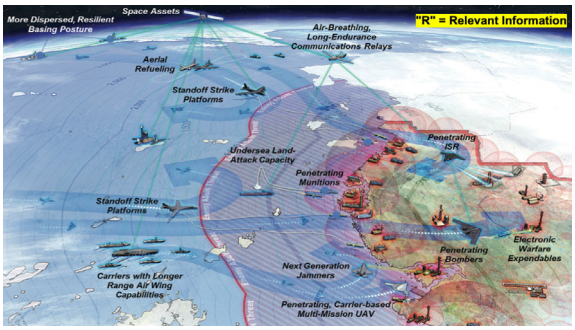
















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## FINAL PRESENTATION EXAMPLES

### EXAMPLE 1 CONTINUED










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# FINAL PRESENTATION EXAMPLES

## EXAMPLE 2

### Authentic Presence

I am a **role model** leader who increases the **technical reputation** of BT&E with our program partners. I foster healthy and meaningful **relationships**.
I give this by providing a **safe space to fail**, setting **high expectations**, and **identifying connections** across diverse situations to deliver value.

- Thoughtfulness
  - Slow down
  - Calm and methodical
  - Let others finish
- Openness
  - Multiple perspectives
  - Contradictions
  - Genuine listening







BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

### Audience Summary

**Who:** Leah Rusher



**Role: Senior Test & Evaluation Director (TED)**

- BCA and MDA Flight Test Engineering
- Test Program Management
- New role

**Relationship**

- My boss's boss
- Former Test Program Manager

**Style: Planner**

- Process and the why
- Facts and Data
- Functional Excellence

BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

### X-66 / Sustainable Flight Demonstrator (SFD)

**Program Overview**
**Emily Prewett – Test Program Manager**




BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

**Attention-Getting Opening**

2 Partners

FSA

$1.1B/FSAA

30%

7 Organizations

8 BT&E Sites

No TIA

3 MD-90s

6.5 years

BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

**Attention-Getting Opening**

### The Future




### Executive Summary

Executive Summary – Overall



- **Purpose:**
  - Inform and update
  - Answer questions
- **Why:**
  - Align on functional excellence
  - Ensure effective and efficient test program strategy
  - Utilization of enterprise capability
- **Desired Outcome:**
  - Input & support

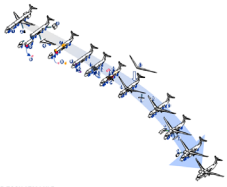
BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

### Agenda

Agenda



- X-66 Program Objectives
- Program Plan/Schedule
- Modification/Build
- Test Program Strategy
- New and Novel Approaches



BOEING PROPRIETARY DATA / EAR ECCN 9E991 NLR

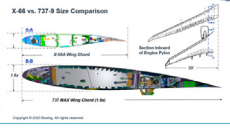
### Program Objectives Overview

"H" = Highlight the Point,
"O" = OK, So What
"R" = Relevant Information

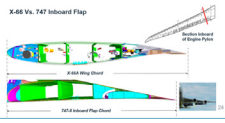
**Thin Wing Systems Integration**



X-66 vs. 737-9 Size Comparison



X-66 Vs. 747 Inboard Flap



### Program Objectives Overview

"R" = Relevant Information
"S" = Summarize the Point
"E" = Ease to the Next Topic

**Thin Wing Systems Integration**

**TTBW Aero Performance**

**Stability & Control**



**Handling Qualities**

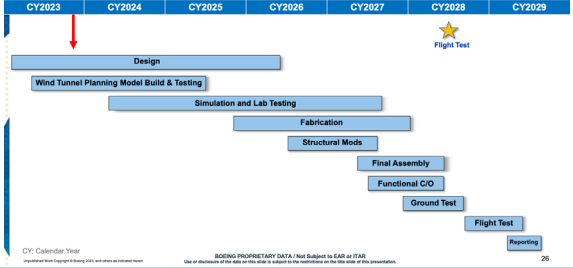
**Aeroelastic Stability & Flutter**

**Static & Dynamic Loads**

***Provision for future spirals***

### X-66 Program Plan

"H" = Highlight the Point,
"O" = OK, So What
"R" = Relevant Information




CY: Calendar Year

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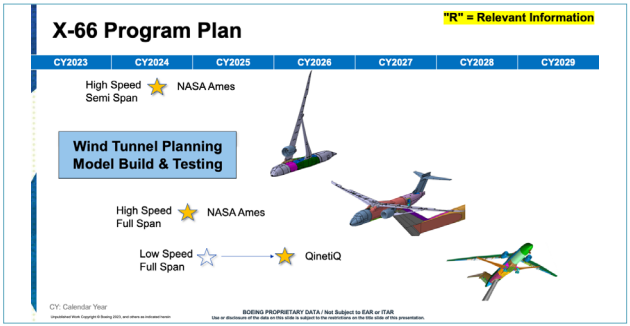
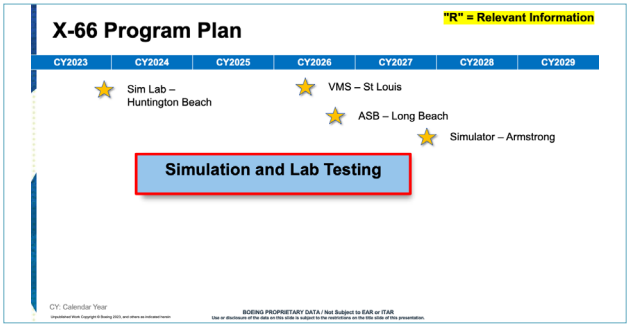
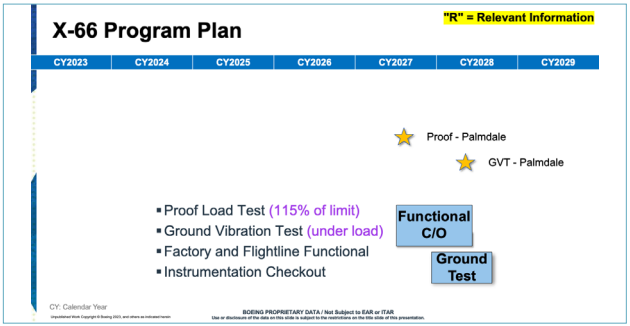
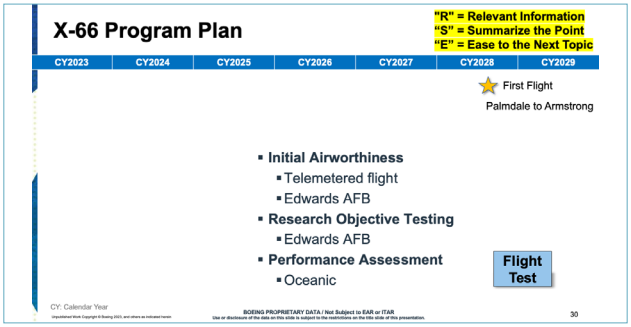
# FINAL PRESENTATION EXAMPLES

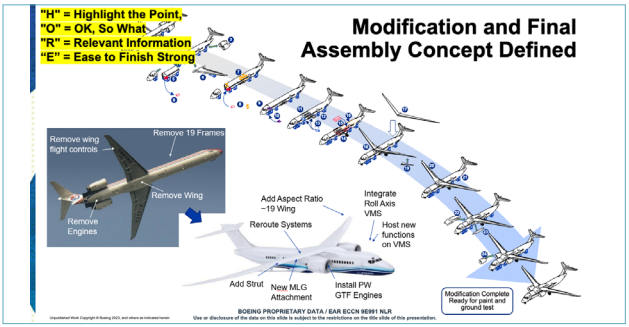
## EXAMPLE 2 CONTINUED

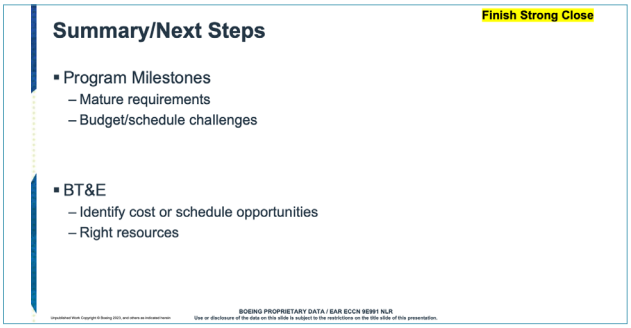






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# FINAL PRESENTATION EXAMPLES

## EXAMPLE 3

### Authentic Brand & APQs

**MY AUTHENTIC BRAND IS:**

I AM A _____ (insert #1) who _____ (insert #2).

I _____(insert #3).

I give this by _____(insert #4 and #5).

**Developing APQs: Warmth and Inspiration**

### Audience Description

**Meeting:** Top Executive Committee

**Key Decision Maker:** CEO

**Audience:** Top Executive Committee

**Location:** Company Board Room

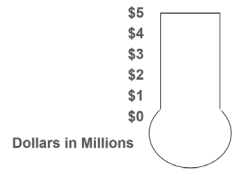
**Personality Type:** Mixed

### Working Capital Update

John Smith
Executive Committee Review

Attention-Getting Opening

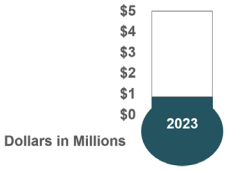
### Working Capital Status




*Initially Targeted $5M Improvement By End Of 2026*

Attention-Getting Opening

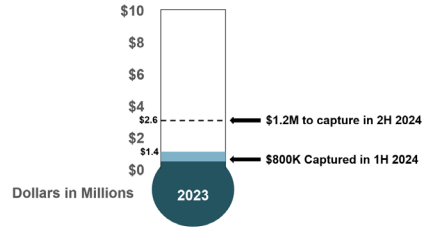
### Working Capital Status




*$600K Captured in 4Q 2023*

Attention-Getting Opening

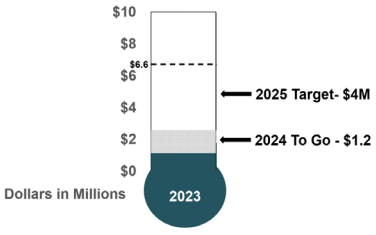
### Working Capital Status




*$1.4M Captured Through 1H 2024 . . . Increased Target to $10M*

Attention-Getting Opening

### Working Capital Status




*$4M Target in 2025*

Executive Summary

### Executive Summary

- **Purpose:**
  - –Update on Working Capital improvements
- **Value Proposition:**
  - – Improve operational efficiency
  - – Cultural change has started
  - – Potential 25% - 30% increase in stock price
- **Action:**
  - – Flow down of recommended communication message

Agenda

### Agenda

- Working Capital Status
- Metrics
- Next Actions

"H" = Highlight the Point,
"O" = OK, So What

### Working Capital Status



- 2024 target - $2.0M improvement
- Procure to Pay
- Inventory Management
- Communication strategy in place

*Accelerating financial benefit…driving working capital culture*

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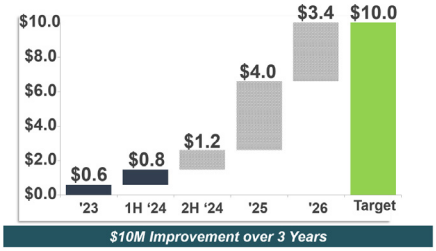
# FINAL PRESENTATION EXAMPLES

## EXAMPLE 3 CONTINUED

"R" = Relevant Information

### Working Capital Status

$ in Millions




*$10M Improvement over 3 Years*

"E" = Ease to Next Point

### Agenda

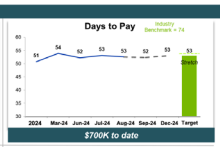
- Working Capital Status
- Metrics
- Next Actions

"H" = Highlight the Next Points (Overview)

### Working Capital Metrics "Overview"




*$100K to date*




*$700K to date*

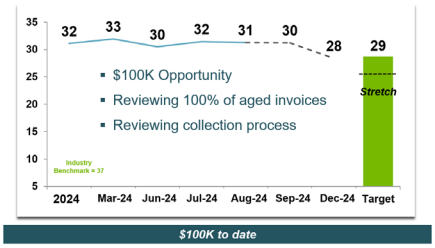



*$500K to date*

| Business Unit | Achieved YTD | YE Target |
|---|---|---|
| Alpha | $594 | $1,000 |
| Bravo | $398 | $600 |
| Charlie | $210 | $400 |
| Delta | $16 | |
| Total ($ in Thousands) | $1,218 | $2,000 |

"R" = Relevant Information

### Days to Collect




*$100K to date*

"E" = Ease to Finish Strong

### Agenda

- Working Capital Status
- Metrics
- Next Actions

Finish Strong Close/Summary

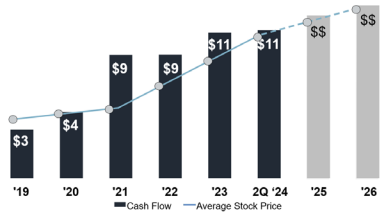
### Actions

- Complete 2024 Commitments
- Drive Inventory Accountability
- Enhance 2025 Financial accountability
- Flow down of recommended communication message

*Changing the Culture – Everyday!*

Finish Strong

### Cash Flow and Stock Price

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## IN SUMMARY...

1.

2.

3.

## HOMEWORK

1. Complete the Day 2 evaluation.



2. Round 1 - Sign-up for 30-minute coaching appointments with your IOL group leader
3. Round 2 - Sign-up for 20-minute coaching appointments with IOL team members
4. Sign up for PowerPoint Slide Assistance with Lane or Austin
5. Complete Workshop Activity (Page 69)
6. Work with accountability partner
7. Send your PowerPoint file via Message Courier to Lane (Lalanya) Rossiter by 6:30 am tomorrow.

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The Authenticity **Code**™

Authentic Presence & Presentation Skills

INSIDE-OUT LEARNING INC
*Transformative Learning That Lasts*

# DAY 3 AND PROGRAM CLOSE

DAY 3 AGENDA

DAY ASSIGNMENT & CLOSE

EVALUATION & REMINDER

NOTES

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## AGENDA: DAY 3

| | |
|---|---|
| 8:00 am | Attention-Getting Opening<br>Agenda for the Day<br>Participant Presentations with Breaks<br>Group Photo<br>Lunch<br>Summary |
| 1:30 pm | Program Close |

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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 3 & PROGRAM EVALUATION

# REMINDER

Please be prepared to attend:

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

**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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## NOTES

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## DAY 1 - APQ BINGO CARD

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

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## DAY 2 - APQ BINGO CARD

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

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## DAY 3 - APQ BINGO CARD

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

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