LIFE IS A SERIES OF PRESENTATIONS:
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Life IS a Series of Presentations

READ THIS STUFF FIRST
This course is designed to...

The title of the course is lengthy, but the premise is concise.

*Life Is a Series of Presentations: Inspire, Inform & Influence. Anytime, Anywhere.* is designed with the premise that the ability of participants to make confident and persuasive presentations is critical to corporate success.

For the purposes of the course, “presentations” are defined as any opportunity to inspire, inform, and influence others. Opportunities include e-mail, voice-mail, telephone conversations, one-on-one interactions, presentations to small groups such as teams, sales presentations, and formal presentations with large groups such as seminars or workshops.

The premise that effective presentations are critical to corporate success should not be surprising. Participants in the course know that:

- Managers and employees spend more than 75% of their work-time in interpersonal situations that involve inspiring, informing, or influencing others.
- Shared information and ideas improve work processes and contribute to organizational growth.
- People are deluged with so much information that they find it difficult to distinguish between what is clutter and what is important—and they have no time or patience to deal with clutter.

People have communicated with one another since infancy, but the process of transmitting information from one mind to the minds of others is a very complex process. *Life Is a Series of Presentations* however, simplifies the process through the P.O.I.N.T. model. The model prescribes a series of steps to follow that enable participants to inspire, inform, and influence others confidently and persuasively.

The course is based on the book *Life Is a Series of Presentations* by Tony Jeary. Activities include a video-visit with Tony, an explanation and demonstration of the P.O.I.N.T. model, focused discussions, and a variety of exercises and practices to develop and reinforce skills.

By the way, we know that your organization has its unique personality, needs, and issues. *Life Is a Series Presentations* has been designed with that in mind. We have provided three different agendas that will allow you to customize the training to your organization’s own needs. It is flexible enough to be used as the foundation for a new training initiative, or you can easily adapt it and integrate it into your existing training initiatives.

The rock-bottom benefits are...

Here are benefits of this course for participants and for organizations:

Participants will:
- Establish credibility as employees with abilities to inspire, inform, and influence others by making confident and persuasive presentations.
- Be perceived by others as highly effective leaders who significantly impact the success of their organizations.
- Improve working relationships with bosses, coworkers, and customers.
- Make a substantial difference in the outcomes they are expected to produce.
- Increase efficiency and effectiveness not only in their own job-responsibilities but also in job-responsibilities of others.
- Increase career opportunities.
- Improve job and personal satisfaction.

Organizations will:
- Want to retain participants because of their skills to inspire, inform, and influence others—and thus, contribute to corporate success.
- Acknowledge the ability of participants to inspire and influence others, thereby leading to increased productivity, improved customer satisfaction, continuous innovation, and positive relationships with both external and internal customers and suppliers.
- Recognize the skills of participants to improve work processes and operations, and to reduce wasted time, re-work, waste, rejects, and costs.
- Appreciate the contribution of participants to the morale and job satisfaction of everyone in the organization.
Participants will know how to...

When they have completed this course, participants will be able to:

• Explain why work (and life) is a series of “presentations”

• Identify the three categories of presentations: Inspire, Inform, and Influence

• Articulate why and how the P.O.I.N.T. model is effective

• Apply the steps of the P.O.I.N.T. model in common presentation situations, including e-mail, voice-mail, live phone conversations, one-on-one, and small group/team

• Demonstrate confidence and persuasiveness when making presentations
Participants will experience...

- A video-introduction to Tony Jeary, author of *Life Is a Series of Presentations*²

- A video explanation and demonstration of the P.O.I.N.T. model

- Focused discussions

- A variety of exercises and practices to develop and reinforce skills

- Plans to use skills back on their jobs

- Pre-and Post-Evaluations of what they have learned

The complete package includes...

  Anytime. Anywhere. videotape or DVD*

- Facilitator’s Guide

- Reproducible Participant Materials

- Reproducible Self-Study Materials

*One more thing while we’re thinking about it. Although we use the term “video” throughout this facilitator’s guide, if you’re using the DVD, the process is basically the same. So, where we say “video” or “videotape,” just think DVD.

If you haven’t already read the book, Life IS A Series of Presentations, you may want to so so prior to this session. A cross-reference of the P.O.I.N.T. model (covered in this training program) and the I PRESENT model (shown in the book) is found in the facilitator resource section of this guide.
How to use this guide...

The following pages represent our best effort at coming up with an easy-to-use road map for conducting *Life IS a Series of Presentations: Inspire, Inform & Influence. Anytime. Anywhere.*

The guide uses a step-by-step approach. For each step, we have included the time it takes, what it is about, what you will need, and how to do it.

Finally, we have included some helpful icons to make this guide even easier to follow (please see the Icon Map on page 8).

Of course, since you are probably on a close-to-first-name basis with the people you are training (okay, maybe not—but hopefully you do know what part of the universe they call “home sweet home”), you may have some strong feelings about what will work and what will not for your class. *

* That’s okay. We’re not the kind of people who will send out the “instructional design police” to confiscate your official Jr. Facilitator Secret Instructional Acronym Decoder Ring.

Please feel free to modify this, rearrange it, or just chuck it all and do your own thing; whatever you think makes the most sense for your audience.

The only thing we ask is that you promise that people will walk out of the course knowing more and caring more about how to inspire, inform, and influence others than they did when they walked in. Because if they do, we will have collectively gained one small victory in the quest to make the world a little better place in which to live.
Icon Map

- information you should say to participants
- an appropriate time for group discussion
- play the video or DVD
- use the flipchart to record ideas
- use the appropriate PowerPoint® slide or overhead
- refer participants to printed materials
What can be reproduced and what cannot...

We would really appreciate it if you followed the instructions below for reproducing or otherwise using the materials in this course.

Please do not rent, sell, loan, or make copies of:

- The videotape or DVD
- The Facilitator’s Guide

Please do feel free to make copies to your heart’s content of:

- The Participant Materials
- The Self-Study Materials

Thank you for your help.
Set your agenda...

To be honest, we have seen people go on for hours about just one of the scenarios in a course. Okay, so it was us; but that is beside the point.

The point is that time is the most valuable resource we have; and like anyone else in this warp-speed world, you want to spend it wisely and productively. So to help you do that, here are three (3) workable agendas for presenting this program.

We recommend the One-Day Course and agenda in order for participants to benefit from a full experience learning how to inspire, inform, and influence others confidently and persuasively. The One-Day Course also affords participants a number of opportunities to practice the skills they are learning.

We recognize, however, that time constraints in your organization may not permit a One-Day, Eight-Hour Course. If that is the case, we provide a Four-Hour Course and a One-Hour Overview.

A 3-D Outline™ showing all agenda options is on the following pages.

Guidelines for Facilitating the Four-Hour Course and the One-Hour Overview are in the Facilitator’s Resource Section of this Guide.

Objectives: Participants will be able to...
- Recognize that every interaction with managers, coworkers, and customers is a “presentation”–an opportunity to inspire, inform, or influence them.
- Articulate distinctions among skills that are intended to inspire, those intended to inform, and those intended to influence.
- Describe the five steps of the P.O.I.N.T. model and the elements within each step.
- Apply the P.O.I.N.T. model when making presentations in their organizations.
- Demonstrate confidence and persuasiveness when making presentations.

<table>
<thead>
<tr>
<th>Step</th>
<th>Time It Takes</th>
<th>WHAT It’s About</th>
<th>WHY</th>
<th>HOW</th>
</tr>
</thead>
</table>
| 1    | NA            | Arrival of Participants. | Welcome participants.  
   |                |                | Provide administrative information.  
   |                |                | Distribute Participant Materials. | PowerPoint® or Flipchart (Welcome to Life IS a Series of Presentations) 
   |                |                | Distribute:  
   |                |                | Name tents, markers.  
   |                |                | “You are here…” worksheets.  
   |                |                | Participant Materials. |
| 2    | 45            | Break the Ice  
   |                | Introductions.  
   |                | Learning Outcomes and Agenda.  
   |                | Identification of presentation skills to improve. | To let participants know the purpose of the course and benefits for them.  
   |                |                | To review the process the course will take. | Facilitator introduces self, describes course, reviews Learning Outcomes and Agenda.  
   |                |                | Participants introduce themselves and identify presentation skills they want to improve. |
| 3    | 30            | Getting People Focused  
   |                | Description of the course.  
   |                | Identification of impacts of poor presentation skills and benefits of good skills.  
   |                | Preparation for the Video. | To focus participants on the content they will see/learn from the video in Step 4. | Small group exercise to identify impacts on participants and their organizations of poor presentation/communication skills.  
   |                |                | Small group exercise to identify the benefits for participants and their organizations of good presentation skills.  
   |                |                | Discussion. |
| 4    | 60            | Video  
   |                | Tony Jeary presents his concept of “life as a series of presentations.”  
   |                | Narrator and others explain and demonstrate the P.O.I.N.T. model. | To introduce the P.O.I.N.T. model—the foundation of the course. | Video.  
   |                |                | Discussion of each element of the P.O.I.N.T. model. |
| 5    | 45            | Practice #1: Getting Comfortable with P.O.I.N.T.  
   |                | An introductory practice to help participants get comfortable using the P.O.I.N.T. model. | To build skills using the P.O.I.N.T. model to develop and deliver presentations. | Participants use a Scenario to practice “presenting” an e-mail or voice-mail and one-on-one conversation.  
   |                |                | Pairs-practice and feedback. |
| 6    | 15            | Something for Your Arsenal  
   |                | An exercise in communicating with understanding. | To demonstrate the power of words, descriptions, and examples to enhance people’s understanding. | Adaptation of the game, “Taboo,” that challenges participants to get other participants to understand and to say a word in their mind. |
| 7    | 45            | Practice #2: Inspiring  
   |                | The 2nd incremental step in learning to apply the P.O.I.N.T. model. | To further build skills using the P.O.I.N.T. model, concentrating on “inspiring” someone. | Participants use a Scenario to practice “inspiring” someone.  
<p>|                |                | Trio-practices and feedback. |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Section Title</th>
<th>Content</th>
</tr>
</thead>
</table>
| 8    | 15       | **Something Else for Your Arsenal**  
• Example of clutter in presentations. | • To demonstrate the capacity of people to cut through clutter in presentations.  
• To illustrate that an audience will not endure clutter for long.  
• Research on the ability of people to read words as long as the 1st and last letters are in the proper place. All other letters in words can be arranged in any order. |
| 9    | 45       | **Practice #3: Informing**  
• The 3rd incremental step in learning to use the P.O.I.N.T. model. | • To continue building skills using the P.O.I.N.T. model, concentrating on “informing” others.  
• Participants use a Scenario to practice “informing” a small group of employees about changes in an organization.  
• Trio-practices and feedback. |
| 10   | 15       | **And Another Thing for Your Arsenal**  
• Examples of over-used words and phrases in presentations. | • To create awareness that over-used words in presentations can have a detrimental effect on presentations.  
• Review a list of words and phrases that are over-used.  
• Discuss alternative words and phrases that are more likely to capture the attention of audiences. |
| 11   | 45       | **Practice #4: Influencing**  
• The final practice in applying the P.O.I.N.T. model. | • To build skills using the P.O.I.N.T. model, concentrating on “influencing” others.  
• Participants use a Scenario to practice “influencing” two managers to adopt a new work process.  
• Trio-practices and feedback. |
| 12   | 30       | **For Your Arsenal: The Collective Wisdom of the Group**  
• Tapping into the collective experiences and wisdom of participants to brainstorm additional ideas and techniques they have found effective when making presentations. | • To help participants build a file of tips and techniques for making effective presentations.  
• Small group brainstorming of ideas and techniques for effective:  
  • E-mails and voice-mails.  
  • One-on-one conversations.  
  • Presentations to small groups, e.g., teams.  
  • Presentations to large groups, e.g., seminars, workshops, sales presentations. |
| 13   | 30       | **Focus on Future**  
• Participants plan how they will use steps of the P.O.I.N.T. model in work situations. | • To encourage participants to apply on the job what they have learned in the course.  
• Participants complete planning worksheet. |
| 14   | 30       | **Wrap Up**  
• Administrative items to close the course. | • To provide participants an opportunity to assess their presentation skills now that they have completed the course.  
• To receive feedback from participants about features of the course they liked as well as changes they recommend.  
• Post-Course Assessment.  
• Course Evaluation. |
|      | 7.5 hrs  |               |         |
### Agenda for the One-Day (Eight-Hour) Course

<table>
<thead>
<tr>
<th>Step</th>
<th>Item</th>
<th>Time</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 minute breaks in a.m. and p.m. and 90 minute lunch</td>
<td>120 minutes</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td>Arrival of Participants</td>
<td>NA</td>
<td>26</td>
</tr>
<tr>
<td>#2</td>
<td>Break the Ice</td>
<td>45 minutes</td>
<td>29</td>
</tr>
<tr>
<td>#3</td>
<td>Get People Focused</td>
<td>30 minutes</td>
<td>37</td>
</tr>
<tr>
<td>#4</td>
<td>Video</td>
<td>60 minutes</td>
<td>40</td>
</tr>
<tr>
<td>#5</td>
<td>Practice #1</td>
<td>45 minutes</td>
<td>45</td>
</tr>
<tr>
<td>#6</td>
<td>Something for Your Arsenal</td>
<td>15 minutes</td>
<td>47</td>
</tr>
<tr>
<td>#7</td>
<td>Practice #2</td>
<td>45 minutes</td>
<td>51</td>
</tr>
<tr>
<td>#8</td>
<td>Something Else for Your Arsenal</td>
<td>15 minutes</td>
<td>53</td>
</tr>
<tr>
<td>#9</td>
<td>Practice #3</td>
<td>45 minutes</td>
<td>55</td>
</tr>
<tr>
<td>#10</td>
<td>And Another Thing for Your Arsenal</td>
<td>15 minutes</td>
<td>57</td>
</tr>
<tr>
<td>#11</td>
<td>Practice #4</td>
<td>45 minutes</td>
<td>58</td>
</tr>
<tr>
<td>#12</td>
<td>For Your Arsenal: The Collective Experiences &amp; Wisdom of the Group</td>
<td>30 minutes</td>
<td>60</td>
</tr>
<tr>
<td>#13</td>
<td>Focus on the Future</td>
<td>30 minutes</td>
<td>62</td>
</tr>
<tr>
<td>#14</td>
<td>Wrap Up</td>
<td>30 minutes</td>
<td>64</td>
</tr>
<tr>
<td>Total Time</td>
<td></td>
<td>480 minutes/8 hours</td>
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Agenda for the Four-Hour Course

Trainer’s Note: In the Agenda outlined below, Steps 6 though 12 found in the One-Day Course are skipped in the Four-Hour Course. Guidelines for Facilitating the Four-Hour Course are in the Facilitator’s Resource Section of this Guide.

<table>
<thead>
<tr>
<th>Step</th>
<th>Item</th>
<th>Time</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 minute breaks in a.m. and p.m. and 90 minute lunch</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td>Arrival of Participants</td>
<td>NA</td>
<td>26</td>
</tr>
<tr>
<td>#2</td>
<td>Break the Ice</td>
<td>45 minutes</td>
<td>29</td>
</tr>
<tr>
<td>#3</td>
<td>Get People Focused</td>
<td>30 minutes</td>
<td>37</td>
</tr>
<tr>
<td>#4</td>
<td>Video</td>
<td>60 minutes</td>
<td>40</td>
</tr>
<tr>
<td>#5</td>
<td>Practice #1</td>
<td>45 minutes</td>
<td>45</td>
</tr>
<tr>
<td>#13</td>
<td>Focus on the Future</td>
<td>30 minutes</td>
<td>62</td>
</tr>
<tr>
<td>#14</td>
<td>Wrap Up</td>
<td>30 minutes</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Total Time</td>
<td>240 minutes</td>
<td>57</td>
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</tbody>
</table>

Agenda for a One-Hour Overview

The Overview is designed for participants who want to see the video, followed by a brief discussion.

Trainer’s Note: Guidelines for Facilitating the One-Hour Overview are in the Facilitator’s Resource Section of this Guide.

<table>
<thead>
<tr>
<th>Step</th>
<th>Item</th>
<th>Time</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Introduction to the topic and the video</td>
<td>15 minutes</td>
<td>37</td>
</tr>
<tr>
<td>#2</td>
<td>Video Presentation</td>
<td>30 minutes</td>
<td>40</td>
</tr>
<tr>
<td>#3</td>
<td>Wrap Up the Session</td>
<td>15 minutes</td>
<td>64</td>
</tr>
</tbody>
</table>
**Step 2: Break the Ice**

**Time it takes:** 45 minutes

**What it's about:** Facilitator introduction, brief description of the course, review of Learning Outcomes and Agenda, and introductions by participants.

**What you’ll need:**
- Overhead/PowerPoint® slides A-2 through A-4
- Flipchart #2

**How to do it:**

1. Introduce yourself in whatever way you feel is appropriate and welcoming. (Helpful hint—avoid simply giving your name, rank, and serial number or, worse yet, years left until retirement.) Tell participants that you will ask them to introduce themselves in a few minutes.

2. Introduce the course by saying:

   Do you ever get frustrated with your manager, coworkers, or customers?

   **Trainer's Note:** The question is rhetorical. Participants likely will nod or otherwise express agreement, but don’t get into a discussion of ways participants are frustrated by others! They will have an opportunity to “vent” when they introduce themselves. Continue with your introduction to the course.
Let me give you three quick examples.

One example is that when I give my coworkers pep talks to inspire them to take on new and challenging jobs, they find all kinds of excuses why they aren’t interested.

A second example is that when I explain to coworkers such things as changes in a benefit plan or a new work process—or when I try to describe new products or services to my customers, they just don’t seem to understand what is OBVIOUSLY very clear. Sometimes I have to explain things over and over again—and they STILL don’t get it.

My third example is that when I tell my manager about some really great ideas I have to improve operational efficiency, she/he doesn’t seem at all influenced or convinced.

Every time things like that happen, I stew about it for while; but then I’m able to regain my composure by thinking of a comment by Lily Tomlin that the reason we invented language was to satisfy our deep-seated need to complain about everyone and everything.

So after I have satisfied my deep-seated need to complain, I admit that the problem probably isn’t with others but with me. Maybe I just don’t have the skills to inspire, inform, and influence others so that they’re almost hanging on my every word.
And that’s why this course is so important to me. And because you’re here today, I suspect that you also want to improve your presentation skills.

So, let’s get on with it.

3. Describe the course briefly by saying:

This course is based on the book by Tony Jeary, entitled *Life Is a Series of Presentations*. We have expanded on the book’s title by adding the words *Inspire, Inform, and Influence. Anytime. Anytime. Anywhere.*

You may be a bit puzzled by Jeary’s use of the word “presentations.” We generally think of presentations as seminars or workshops given in conference rooms and using all kinds of audio/visual equipment.

Jeary’s concept of presentations, however, is more inclusive. He considers presentations as daily opportunities we have to “present” our thoughts and ideas in order to inspire, inform, or influence others. “Presentations,” therefore, include such things as e-mails, voice-mails, telephone conversations, interactions that are one-on-one, in small groups or teams, at staff meetings—as well as formal presentations, such as sales presentations.
**Step 4 Video**

**Time it takes:** 60 minutes

**What it’s about:** Tony Jeary presents his concept of “life as a series of presentations”; narrator and others explain and demonstrate the P.O.I.N.T. model.

**What you’ll need:**
- Participant Materials

**How to do it:**

1. Preface showing the video by saying:

   During your introductions, you identified presentation skills you want to improve. And in the activity we just completed, we discussed the impact of poor presentations and the benefits of powerful and persuasive presentations. The video we’re about to see addresses those topics and others and gives us a model we can follow whenever we make presentations.

2. Refer participants to their Materials on page 8, “Video Observation Form,” and review the directions.
Trainer's Note: So that participants are not overwhelmed with responsibility for making notes for every one of the questions, assign primary responsibility for specific questions to several participants.

3. Play the video/DVD up to the “Stop & Discuss” graphic at the conclusion of the “P” step in the P.O.I.N.T. model.

4. Ask the participants you assigned to questions #1 and #2 for their responses. Use the “Video Observation Form” as your guide for discussion.

Trainer's Note: At the end of this step in your guide, on page 43, is the Facilitator's copy of the Video Observation Form. The pages list possible responses participants might give for each of the questions.

You have seven questions to discuss and limited time for this step! Also, you don’t want participants to lose interest/get bored with lengthy discussion of each question. So, coach participants to be brief and keep discussions moving.

5. Continue the same process for questions #3 through #7, stopping at the “Stop & Discuss” graphic after each step of the P.O.I.N.T. model and discussing the question concerning each step.

6. When you have completed discussion of the “T” of the P.O.I.N.T. model, refer participants to “Putting All the Steps Together” on the Video Observation Form. Tell them they will now see a demonstration of all five steps of the model in a work situation.
7. Play the video through the demonstration of all five steps.

   Trainer's Note: There is not a "Stop & Discuss" graphic at the end of the demonstration of all 5 steps when Neal concludes with the words, "I think they really appreciated the fact that I was prepared . . . Things pretty much went off without a hitch after that."

   You may choose, however, to stop the tape in order to discuss Neal's effective use of P.O.I.N.T.

   If you choose to stop the tape and discuss Neal's use of P.O.I.N.T., follow the discussion with the remainder of the video—which is important because the Narrator provides an excellent summary.

8. Move to Step 5 (Practice #1).
Facilitator’s Copy of Possible Responses for Questions on the Video Observation Form

1. What is Tony Jeary’s concept of “life as a series of presentations”?
   □ A presentation happens anytime we have an opportunity to inspire, inform, or influence people.
   □ Could be a phone call, quick conversation in a hallway, e-mail, staff meeting.
   □ Wouldn’t it be great to be more confident, persuasive, build better working relationships, and enhance your leadership abilities?

2. What key points does the narrator make about the benefits of making effective presentations?
   □ Our ability to make effective presentations can mean the difference between solving a problem or missing the mark, closing a deal or not, creating shared understanding or more confusion, success or disaster.
   □ We need to inspire, inform, and influence just to get our jobs done and meet our obligations.
   □ Everyone is on information overload and has multiple urgent priorities.
   □ Thus, we need to cut through the clutter, involve others, create shared understanding, and get buy-in for ideas and priorities.
   □ Using the P.O.I.N.T. model helps us make our point confidently, credibly, and persuasively.

3. What elements are included in the “P” (Prepare) step of the P.O.I.N.T. model?
   □ Identify/eliminate unknowns (e.g., familiar with the room and equipment).
   □ Know your audience (e.g., are they detail-oriented? Just want the big picture? Senior managers? Mid-level managers? Entry-level employees? Extroverts/introverts?).
   □ Be clear on objectives (e.g., what do we want to get across and why?; getting perspective from others on how to be effective with specific individuals or groups; questions/concerns they may have).
   □ Minimize interruptions (e.g., phone or by others).
   □ Mine presentation arsenal (e.g., folder of clippings and stories, quotations, examples).
   □ Get mentally prepared (e.g., in the right frame of mind).

   • Question you might ask the large group if time permits: What effective techniques do you use when preparing to make a presentation?

   Trainer’s Note: Responses to the question might overlap into other steps of the P.O.I.N.T. model. If so, ask participants to “keep those techniques in mind and bring them up when we debrief other steps of the model.”
Step 5

Practice #1: Getting Comfortable with P.O.I.N.T.

Time it takes: 45 minutes

What it’s about: An easy practice to help participants get comfortable using the P.O.I.N.T. model.

What you’ll need:

• Participant Materials

How to do it:

1. Introduce the practice by saying:

   Neal (in the video) obviously is experienced using the P.O.I.N.T. model. We, on the other hand, are just learning about it.

   Throughout the course, we will incrementally build a comfort level with the P.O.I.N.T. model. Our first practice, therefore, is just to get our feet wet using the model.

2. Refer participants to their Materials, page 11, “Practice #1: Getting Comfortable with P.O.I.N.T.,” and review directions for the practice.
3. As participants prepare for and deliver their presentations, monitor the time allotted for:
   - Preparations
   - Deliveries of voice-mail/e-mails and feedback
   - Deliveries of presentations and feedback

   Trainer’s Note: Participants will be so busy preparing for and doing the practices they will not be keeping track of the time allotted for each part of the practice. So, you should let them know when it’s time to move from preparations to Part 1 and to Part 2.

4. When pairs have completed their practices, ask what they learned in their use of the steps in P.O.I.N.T.

5. Compliment participants for their first application of the P.O.I.N.T. model and move to Step 6 (Something for Your Arsenal).
Step 6

Something for Your Arsenal

Time it takes: 15 minutes

What it’s about: Demonstrates the power of words, descriptions and examples to enhance people’s understanding.

What you’ll need:

- Overheads/PowerPoint® A-6 through A-9

How to do it:

*Trainer's Note: The purpose of activities in this step, and in steps 8 and 9 of your Guide is to provide participants with “tools” for their arsenals (an element of “P” in the P.O.I.N.T. model). Because the activities are light and fun, they also help reduce anxiety participants generally feel when asked to practice in front of fellow participants.*

1. Introduce the activity by saying:

The “P” in the P.O.I.N.T. model suggests that you mine your arsenal of stories, examples, and so forth. Here’s something you might want to add to your arsenal.

I’m sure you participate in games such as Trivial Pursuit, Password, Pictionary, Scrabble, and so forth. You may also be familiar with a game called “Taboo.”
Like most adult games, Taboo is both fun and educational. For the purposes of this course, Taboo demonstrates that the words, descriptions, and examples we use when describing something either helps others understand what we are saying or totally confuses them.

“Taboo” is copyrighted by Hasbro, Inc., so we will only do a brief adaptation of the game.

2. Show Overhead/PowerPoint® A-6 and explain by saying:

Suppose you want to get others to understand that you are thinking of the word “fixture,” but you cannot use any of the “taboo” words: light, lamp, appliance, electrical, or permanent. You cannot say “sounds like mixture” or “rhymes with words that end in ‘ure’.” You cannot visually demonstrate the word such as pointing to a fixture. And, you cannot use a part of the word such as “fix.”

So, given all the restrictions of what you cannot do, what creative words, descriptions, or examples could you use to get others to say the word “fixture?” Let me give you a hint. This is not like Password in which you can only say single words to lead others to say the word you want them to say. You’ll find it much more helpful if you use descriptions of the appearance of fixtures, where fixtures are generally found, or to give examples of the purposes of fixtures.
3. Ask participants the words, descriptions, and examples they might use.

*Possible clues: This is something that may be hung on a wall or ceiling in a home or building; usually has a switch to provide illumination.*

4. Explain the next exercise by saying:

   *When we make presentations we sometimes over-use jargon, trite, or tired old phrases. They just don’t capture people’s attention—or may even defy comprehension. On the other hand, the use of creative words, descriptions, and examples can give others a new way of looking at things and do wonders in capturing their attention and enhancing their understanding—especially when the topics of presentations are complex.*

   *So let’s see how creative we can be in our words, descriptions, and examples.*

5. Show Overhead/PowerPoint® A-7 and review the directions for the exercise. Say:

   *We will form groups of three to four. Decide who in the group will try to get the group to say the word that will be shown on the overhead/PowerPoint®. That person will sit facing the overhead/PowerPoint®. The others will turn their back to the overhead/PowerPoint®.*
In addition to the word on the overhead/PowerPoint® are the “taboo” words and “cannot-do” rules. I will call time in 60 seconds (or as soon as groups say the word) and ask each group a few questions. There will be two rounds of the exercise.

6. Show Overhead/PowerPoint® A-8 for the 1st round of the exercise and begin the 1st round.

7. Call time in 60 seconds (unless the groups finish in less time) and ask:
   - Was the person able to get you to say the word?
   - What creative words, descriptions, and examples did the person use?

8. Show Overhead/PowerPoint® A-9, begin the 2nd round of the exercise, and debrief as you did for the 1st round.

9. When the two rounds have been completed, summarize the exercise by saying:
   If our presentations are bland, time will run out on the willingness of others to be attentive—like in 60 seconds. And, when time runs out, so does our opportunity to capture the attention of others. They will sit up and listen, however, if our presentations are refreshing and exciting with creative words, descriptions, and examples.

10. Move to Step 7 (Practice #2: Inspiring).
Time it takes: 45 minutes

What it’s about: The 2nd incremental next step in learning to apply the P.O.I.N.T. model.

What you’ll need:

• Participant Materials

How to do it:

1. Introduce the practice by saying:

   In our first Practice, we took a step in getting comfortable using the P.O.I.N.T. model. We followed that practice with an exercise that illustrated how creative words, descriptions, and examples can spice up a presentation, make it enjoyable, and enhance an audience’s understanding.

   In our next Practice, we’ll take another step in reinforcing our ability and confidence in using steps of the P.O.I.N.T. model.

2. Refer participants to their Materials, “Guidelines for Practice #2: Inspiring,” on page 15 and review the guidelines.
3. After reviewing the Guidelines, refer participants to their Materials, page 16 for “Scenario for Practice #2: Inspiring” and page 17 for “Preparation Worksheet for Practice #2: Inspiring.” Tell them:
   • They have 20 minutes to read the scenario and complete their preparations.
   • In 20 minutes you will call time and direct them to begin the Practice.

4. After 20 minutes for preparations, direct the trios to begin their practices. Tell them that you will let them know when it is time to end the practice and to give feedback to the Presenter.

5. Give trios five minutes to complete their practices. Then refer them to their Materials, “Guidelines for Giving Feedback,” on page 19 and review the Guidelines.
Step 13

Focus on Future

Time it takes: 30 minutes

What it’s about: Participants plan how they will use steps of the P.O.I.N.T. model in work situations.

What you’ll need:

• Participant Materials

How to do it:

1. Introduce the activity, “Focus on the Future,” by reminding participants that:

• When we reviewed the Agenda at the beginning of the course, you stated that too many courses end with participants having enjoyed the experience, but with no plan to use what they learned.

• If we do not immediately use the skills we learned today, the course will have been a waste of our time. It is not like riding a bike. There is not that much to remember about riding a bike other than balance; but there is a great deal to remember about making effective presentations—and if we do not use the skills immediately, the skills will atrophy, and we will lapse back into the ways we made presentations prior to the course.
Life IS a Series of Presentations

- (Referring to the chart created during their introductions: “Skills to Improve”). “Focus on the Future” will give them another opportunity to reflect on additional presentation skills they want to improve.

2. Refer participants to their Materials, page 28, “Focus on the Future,” and ask them to read and complete the material. Allow 15 minutes.

3. Transition to Step 14 (Wrap Up) by saying:

   Thanks for your active involvement throughout the course and for the experiences and wisdom you shared. Right now, you probably have had it, both mentally and physically. So, we’ll move to the final portion of the course, which is primarily a number of administrative things we need to do before we turn out the lights and head home.

Cross-Reference of VisionPoint’s P.O.I.N.T. Model and Jeary’s I PRESENT Model

In his book, Tony Jeary builds on his "I PRESENT" model of Eight Essential Presentation Practices. VisionPoint incorporates Jeary’s eight essentials in Five Elements of P.O.I.N.T., yet remains faithful to Jeary’s model.

<table>
<thead>
<tr>
<th>P.O.I.N.T. Five Elements of Presentations</th>
<th>I PRESENT Eight Essential Presentation Practices</th>
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<tbody>
<tr>
<td>P – Prepare</td>
<td>I – Involve Your Audience</td>
</tr>
<tr>
<td>O – Outline Intent</td>
<td>P – Prepare Your Audience</td>
</tr>
<tr>
<td>I – Involve Audience</td>
<td>R – Research Your Presentation Arsenal:</td>
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<tr>
<td>N – Narrow Focus</td>
<td>E – Explain why</td>
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<td>T – Tailor</td>
<td>S – State Management/Proper Mental State</td>
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<td></td>
<td>E – Eliminate Unknowns and Turn them into</td>
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<tr>
<td></td>
<td>Knowns</td>
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<td></td>
<td>N – (k)Now your audience</td>
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<tr>
<td></td>
<td>T – Tailor Throughout</td>
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How the P.O.I.N.T. Model Incorporates the I-PRESENT Model:

<table>
<thead>
<tr>
<th>Elements of the P.O.I.N.T. Model</th>
<th>Corresponding Elements of the I-PRESENT Model</th>
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<tbody>
<tr>
<td>P – Prepare</td>
<td>P – Prepare your audience</td>
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<tr>
<td></td>
<td>R – Research your presentation arsenal</td>
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<td>E – Eliminate unknowns</td>
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<td></td>
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<td>E – Explain why</td>
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<td>I – Involve audience</td>
</tr>
<tr>
<td>N – Narrow focus</td>
<td>(no corresponding element)</td>
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<tr>
<td>T – Tailor</td>
<td>T – Tailor</td>
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