

“The Seven Strategies of Master Presenters is a brilliant reference tool for every speaker to use to consistently create defining moments for their listeners.”

**Mark Victor Hansen** Co-creator, #1 New York Times best-selling series *Chicken Soup for the Soul*® and Co-author, *The One Minute Millionaire*

# *The* SEVEN STRATEGIES *of* MASTER PRESENTERS

BY

**DR. BRAD MCRAE**

*Author of The Seven Strategies of Master Negotiators*

**DAVID BROOKS**

*Toastmasters World Champion of Public Speaking*

**FOREWORD BY TED CORCORAN,**  
*President of Toastmasters International*

# INTRODUCTION

People are the common denominators of progress ...  
no improvement is possible with unimproved people.

-- John Kenneth Galbraith<sup>1</sup>

Why are presentation skills so important to the progress of organizations and to the careers of individuals who give them? The following examples answer this question especially well.

Rudolph Giuliani became the face of despair and the symbol of determination after the tragic events of September 11, 2001. In fact, he spoke so well that he became known as America's mayor. Five of Mayor Giuliani's strategies for making and delivering a dynamic presentation follow:

## **Develop and Communicate Strong Beliefs**

After September 11, 2001, Mayor Giuliani asked the Police Department to create a statistical category specifically accounting for incidents directed at Arab Americans. He wanted to be able to "track whether we had a growing problem on our hands and where in the city such incidents were occurring. We let people know that anyone who harassed or abused someone because of their ethnicity would be arrested. I believe those twin efforts – speaking out about the need not to engage in group blame, as well as letting New Yorkers know we wouldn't tolerate any sort of harassment – helped to reduce the risk on incidents of violence."<sup>2</sup>

## **Don't Save Your Best Argument for Last**

Those first five minutes are the optimal opportunity to get the audience moving in the right direction. You've got to seize it. Don't save your best argument for last, when maybe only a third of them are listening.<sup>3</sup>

## **Use Facts to Build Your Case**

There were many instances where presenters need to use facts and objective criteria to make their case. During his tenure as mayor, Giuliani wanted New Yorkers to know that progress was being made and that more progress would be forthcoming. Amongst the facts that he used to make his case were:

- The murder rate was reduced by two-thirds.
- Crime fell by 57 percent and shootings by 75 percent.
- Emergency response time fell from 8:36 minutes to 7:30 minutes, which was a minute that saved lives.
- Funding for the largest public school system (1.1 million schoolchildren) increased from \$8 billion to \$12 billion.
- New York City posted its strongest seven-year job gain on record, creating more than 485,000 new private-sector jobs.

- By the end of 2000, the city's unemployment rate had fallen to under 6 percent.

By reading Giuliani's book *Leadership*, you will see that the mayor used facts, statistics, and objective criteria every chance he got to build his case for what New York needed and for what New York had accomplished. Building a strong case and building a strong presentation are both based on facts.

### **Be able to explain and simplify**

I was in the Reagan Justice Department when the idea of a waiting period for the purchase of a handgun first came up. I was in favor of it, which was against the weight of opinion within the administration. What persuaded me more than anything else was a Canadian study that showed that a waiting period imposed in the late 1970s had cut suicides in half. For me, that fact alone underlined the idea that when someone needs to buy a gun "right this minute" he probably shouldn't have one.<sup>4</sup>

### **Challenge the Audience and Challenge Yourself**

No area of leadership should escape constant re-examination to make sure it is aligned with the purpose. That includes speeches. Considering the State of the City speech each year, I believed the purpose wasn't simply to report whether the city was in good or bad shape. I wanted to produce a blueprint for what I hoped to achieve.... Successful or not, the idea behind the speeches was to set a direction for the city. I wanted to challenge my administration, the City Council, myself, and the voters and citizens.<sup>5</sup>

The second example is about one of the legends of American business and how Lee Iacocca, almost single-handedly, through his superb presentation skills, saved the Chrysler Corporation. Iacocca became the pitchman for Chrysler on television, telling all who would listen, "If you can find a better car than Chrysler, buy it." He made presentation after presentation to the dealership network convincing them to stay with Chrysler. Likewise, he negotiated wage concessions with the unions and negotiated loan guarantees with the United States Congress to keep Chrysler afloat. The loan guarantees were repaid seven years ahead of schedule. Iacocca was being paid only one dollar a year in salary with stock options as an incentive. He used his presentation skills to turn around a failing company. In the process, he turned himself into a multi-millionaire.

In his book, *You've Got to Be Believed to Be Heard*,<sup>6</sup> Bert Decker compares Lee Iacocca and Lawrence Rawl. Lawrence Rawl was the president and CEO of the Exxon Corporation during the *Exxon Valdez* environmental disaster. In 1989 that ship ran aground and spilled over 11 million gallons of Alaskan oil in the straits of Prince William Sound. In countless media interviews, Rawl steadfastly refused to acknowledge the seriousness of the problem, either for the people of Prince William Sound or for Exxon's business.<sup>7</sup>

When asked about the cost of the clean up, Rawl said that the impact on Exxon's bottom line would be minimal. By the fall of 1992 the company had spent \$2.1 billion on cleanup efforts. The \$5 billion it had to pay out in punitive damages were the largest ever awarded in a pollution case!<sup>8</sup> After the *Exxon Valdez* spill, thousands of Exxon customers mailed their Exxon credit

cards back to Rawl. Ten years after the *Exxon Valdez*, consumers still had a negative view of Exxon based on how poorly the crisis was handled at the highest level in the company.

In his book, Decker asks a most interesting question. “What do we think would have happened if Lee Iacocca were president of Exxon and Lawrence Rawl were president of Chrysler during the time of their respective crises.” Decker’s question makes an exceptional point. These men probably had similar IQ’s. However, their EQ that is their emotional intelligence, which includes their ability to communicate and present during a crisis, were as different as night and day.

This example illustrates that how we present ourselves and our messages can have a powerful impact on how well we are perceived and how well we perform. Whether speaking to one person alone, to two or three in a meeting, to hundreds in an auditorium, or to tens of thousands through mass media, presentation skills matter. The ability to present clearly, credibly, and confidently is important to us individually, and to our organizations and communities.

This book is devoted to understanding and mastering *The Seven Strategies of Master Presenters* and it will show you how to take your presentation skills to the highest level possible.

The Seven Strategies were developed by carefully reading the literature on effective presentation skills, by interviewing 25 of the top presenters in North America, and by interviewing some of the top speech coaches.<sup>9</sup> It was further developed in the classroom, by teaching these strategies and skills to people from all walks of life who attended our courses on “*The Seven Strategies of Master Presenters*.” Through instruction and testing, we saw people in our classes improve dramatically, progressing from average to good and from good to great.

In this book we look at some of the critical differences between Master Presenters and their less successful counterparts. We explore the importance of gaining an audience’s trust and establishing credibility as a presenter in the first few minutes of any presentation. We then examine the power of the “slight edge technique” and illustrate incremental improvements that will make it easier to develop these most important skills. We also look at why most people fail to develop this critically important skill set, leaving their more presentation-savvy counterparts’ careers to soar while theirs do not. Lastly, we provide a means for you to survey your current presentation skills and determine your developmental needs.

## **Determining what matters most about a presenter**

Most courses on “High Impact Presentation Skills” ask the participants to do an exercise in which they list the qualities of the best and worst presenters they have ever seen. This is a good exercise and one that we have used ourselves. Recently, however, we learned how to ask a much more powerful question that goes to the foundation of successful presentations. That question involves looking at some of the presenters who have had the most impact on us and determining what accounted for that impact.

Just as astronomers look closely at the light from distant stars to try to figure out historically how the universe was formed, Master Presenters look to the past, in particular at their favorite

and/or most influential elementary school, junior high, high school or university teacher in order to determine *why* those teachers were so influential.

For example, when one of our seminar participants thought back, he realized that one name stood out from all of the rest: Mrs. Goltz. His description of Mrs. Goltz follows.

*I have spoken to as many of my old high school friends as I could find. One of the most amazing things about these reunions is that after everyone catches up on what has happened to all of their friends, frequently the conversation turns to one particular teacher – our junior year English teacher – Mrs. Goltz. She taught with a passion and intensity that is hard to describe in words. And it wasn't just about English literature. It was much deeper than that. In addition to reading some of the best English literature, her classes were a voyage of discovery.*

*Somehow we all ended up with literary nicknames in Mrs. Goltz's class. Sometimes she chose the name; sometimes other classmates gave us the name. I became so taken with Steinbeck that one of my classmates started calling me Steinbeck. After reading the Grapes of Wrath, I became interested in social justice and Mrs. Goltz gave me a biography of Ghandi to read. Another student, who eventually became a psychologist, was called Freud. If you have seen the movie, "The Dead Poet's Society," that's the type of influence Mrs. Goltz had on her students and that is the type of culture we had in our classroom.*

In the space below, we ask you to do an exercise. Yes, we know it is out of the ordinary to jump right into an exercise while still in the Introduction, and we expect that many of you will be tempted to skip it. However, it would be a mistake to do so. This exercise will help you to determine the teachers that you found most influential and, more importantly, why you found them so effective and memorable. You will find that the teachers you list were memorable or influential for a specific reason. That reason was important at that time in your life and that reason may still be important now. That reason may be a message from the past--a vital suggestion as to how you should change or enhance your current presentation style.

---

**Exercise 1-1: Think about your favourite, most memorable, and/or most influential teacher from elementary school, junior high or middle school, high school, and/or college or university. What were the characteristics that made that teacher so outstanding? Why do you remember that teacher more clearly, more fondly, and more intensely than all of the others? Please write down your recollections under each heading below. You do not have to fill in all of the categories, only the ones that stir intense and/or fond memories.**

**Recollections of my most memorable/influential elementary school teacher(s).**

**Recollections of my most memorable/influential junior high or middle school teacher(s).**

**Recollections of most memorable/influential high school teacher(s).**

**Recollections of most memorable/influential college/university professors/ teachers.**

---

**Exercise 1-2: Which aspects of your favorite and/or most influential teachers do you most wish to emulate, and how will you do it?**

---

Through analyzing our students' examples, our own observations of expert presenters, and from reviewing the literature, we found that five factors were consistently used to describe these Master Presenters. The five factors were:

- Credible
- Competent
- Compatible
- Caring
- Dynamic

One way to help remember this is 4 "C's" and a "D", or 4 CDs.

## **Credible**

Keynote presentations are at the pinnacle that is the very top of the presentation business. Very few get there, and even fewer survive. They are paid large sums of money for usually very short presentations. Master Presenters know that they have a very short

period of time to establish their ABC's, which stands for Authenticity, Believability, and Credibility. -- Warren Evans

Likewise, Edward R. Murrow said:

To be persuasive, we must be believable.  
To be believable, we must be credible.  
To be credible, we must be truthful

Among the factors that contribute to credibility as a presenter are: honesty, authenticity and accurately telling the audience what you will cover and sticking to it.

### **Being Honest**

Being honest as a presenter means that we have to present the most accurate, up-to-date material possible. If a question is asked, and we don't know the answer, we should say we don't know the answer, and will do our best to find out.

### **Being Authentic**

We must be authentic in that we must practice what we preach. In talking to meeting and event planners about their war/horror stories, one factor that audiences will absolutely not forgive is an inauthentic presenter. High on the list of inauthentic presenters are the egotistical know-it-alls, who not only think they know everything, but who also let the audience know how lucky it is that the presenter has taken the time to speak to a group of lesser beings. A second, but equally unforgivable authenticity sin is the presenter who gets caught not practicing what is being presented, such as the stress management expert who becomes inordinately stressed because something isn't working in the session, the detail management expert who does not end the session on time, the technical expert whose information is blatantly out of date or just plain wrong, or the high-tech presentation expert whose equipment won't work.

### **Being clear on what you will and will not cover**

We must be absolutely clear as to what we will and will not cover. In training and workshop situations, most presenters rightfully ask for the participants' expectations. The presenter can very effectively use this information to align his or her presentation with the audience's expectation. It also affords the presenter the opportunity to negotiate what can and cannot be effectively covered. For example, in Brad's negotiation course, he does not specifically cover union/management negotiations, because the purpose of the course is on negotiating and influencing as personal and interpersonal effectiveness tools. He does, however, cover strategies and skills that can help in the effectiveness of all negotiations. If the participant is specifically interested in union/management negotiations, other courses and books are recommended.

It is equally important to encourage people to pass if their expectations have already been covered. If you, as the presenter, are respectful of the participants' time, it increases the likelihood that they will be respectful of your and each other's time.

## Competent

As a presenter you have two minutes to demonstrate that you are competent. If you don't demonstrate it in the first two minutes of your presentation, you can still do so, but it will require much more time and effort. Master Presenters establish their competence in numerous ways: based on their experience, based on their research, based on synthesizing the research of others, and based on their dedicated study and in-depth understanding of their material.

One of the things that Brad does that is unique, is to use the participants' expectations of what they want to learn in the session to explain some of the most interesting research on the negotiation process. This is effective for two reasons. First, it is unexpected and we have never heard other presenters present some of their in-depth material during the time that they are gathering the participants' expectations. Second, the research that he presents is so well thought out and so powerful it gives him instant credibility. For example, when Brad teaches *The Seven Strategies of Master Negotiators* course, invariably, one participant will mention that they would like to be more confident in their ability to negotiate. At this point, he presents research on the "Eight competencies that differentiate effective senior managers from their average counterparts". Since one of the competencies is self-confidence, he demonstrates how Master Negotiators developed their self-confidence by developing the other seven competencies. Brad also gives the participants a newsletter that summarizes the scientific research on the eight competencies so that participants can concentrate on the material rather than try to take copious notes.

The act of presenting the material and then supplying a copy of the material in the form of one of his *Negotiation Newsletters*<sup>10</sup> enhances Brad's credibility. A third way Brad establishes his credibility is by handing out a copy of his Annotated Bibliography that has over 125 books and films listed.<sup>11</sup> Likewise, if you have written an article or a book, this is the time to have it on hand.

---

**Exercise 1-3: Part 1: Master Presenters establish their competency as early as possible in the presentation. The material that is presented must be incredibly clear, powerful and purposeful. In the space below, please list any techniques and/or tools that you have seen Master Presenters use that established their competency early in their presentation.**

**Part 2: In the space below please list one or two tools or techniques that you will use to establish your competency at the earliest point possible in your next presentation.**

---

## Compatible

*I think when you are “up on stage” you are not delivering a message. Rather, you are establishing a contact between soul and soul. The listeners want to know who you are, and what you are like, before they will hear, really hear, anything you have to say. They want to know what you have in common with them, and what you have that is unique to you, from which they may learn. Both strands are important. “Who are you?” is the foremost question that every listener brings to your presentation. Therefore, if you think in your head that there is some role you should play, some other presenter that you should “be like,” some style of another that you should emulate, then you are ducking the foremost question on their mind. The key style of your presentation should be that you are just yourself.*

-- Richard Bolles

One of the most efficient ways to learn is to learn from the experience of others. This process is called modeling. We watch how “the model” does something and we incorporate that behavior into our own repertoire. Psychological research on modeling demonstrates that we feel more comfortable with and are more likely to model behavior of people that we feel are more similar to us. Therefore, you need to establish your compatibility with your audience within the first two minutes.

Master Presenters do everything within their power to be, or at least appear to be, compatible with the audience members. One way Brad does this, after being introduced as the author of several books on negotiating and influencing skills, and having studied negotiating skills at the Harvard Program on Negotiation is by remarking, “*You would think that someone with all that training could get their kids to clean up their rooms.*” First, it is true, second, it makes him human, and third, it demonstrates that all of us have some negotiations that are more difficult than others. As this example demonstrates, one of the best ways to demonstrate compatibility is with self-deprecating humor. Likewise, David is often introduced with the following: “*David has spoken in 42 U.S. states, 8 Canadian provinces, and 12 countries.*” Then, in his opening remarks he says, “*I need to clarify one point you heard in my introduction. It’s true that I have spoken in 42 U.S. states, 8 Canadian provinces, and 12 countries, but I’ve got to be honest with you. In eight of those 12 countries, it was just to ask for directions.*”

In the same vein, Master Presenter Harold Taylor establishes his compatibility with his audiences by relating the fact that he had to develop time management skills because his business was failing, his marriage was failing and he had bleeding ulcers. Harold’s droll and dry sense of humor makes it easy for anyone to identify with him. Contrast this with a well known presenter whose introduction makes him or her sound like superman or superwoman: the person who overcame everything and, in addition to raising six children, has adopted 28 others, is on the board of every charity, and is an Olympic athlete. Unlike the superman or superwoman presenter, people in the audience can identify with Harold.<sup>12</sup>

Master Presenters make sure that they are seen as being compatible with the members of the audience. This is especially true if we are from different ethnic and/or professional cultures. Our intuition, when it is on, can help us form a bond of compatibility with our audience. For

example, Brad had the privilege of presenting *The Seven Strategies of Master Negotiators* to a Native Band Council. During the session Brad told the story of an eye accident that happened to his daughter along with his efforts to reduce the likelihood of this type of accident happening to other children. For this session, Brad told this story much earlier than usual. Because most North American aboriginal cultures are so strongly child-centered, his story helped him form an early bond of compatibility with the course participants. However, when our intuition is off, it can have the opposite effect.

## Caring

*I think that the very first thing that a Master Presenter does is that he or she doesn't think about teaching or presenting but about learning and connecting. And so that the very first thing that they do is focus on the individuals in their audience rather than focusing on themselves. They do not seek to tell, they think to influence. They do not seek to communicate, they seek to connect. They don't believe it is something you do to an audience, but something you do with an audience. They understand that their purpose is not to speak, but to serve.*

-- Nido Qubein

Nido is talking about the old maxim that, “*People don't care how much you know until they know how much you care*”. Although presenters may be able to fool their audiences in the short run, they can never fool their audiences in the long run. It is also true that excellent presenters, who did care at one point in their career, can become so enamoured and/or burdened by their success, that the caring has been worn out of them. One way to find out how caring you appear to your audience is to ask several people who have seen you present to rate you from 1 to 10 on how caring you appear to be. You can also ask someone who has seen you present in the past and ask them if you come across as more or less caring in a current presentation. Lastly, you can also ask this question in a more formal way by including it on a presentation evaluation form.

## Dynamic

In an economy of more—more ads, more e-mail, more meetings—the only scarce commodity is attention. If you want to get people's attention, whether during a formal presentation, a casual conversation, or a chance meeting on an airplane, you have to offer a compelling performance.

-- Curtis Sittenfeld, *Fast Company*, September 1999

*Audiences want to see a presenter at his or her best. That means, were you to momentarily think of yourself as a log, they want to see you when you are burning most brightly, and when your energy lights up your whole being. That always comes from one thing, and one thing only: and that is, from speaking on a subject that you care passionately about. A presenter willing to speak on “any subject” - - say, one that a committee assigns to them - - whether or not they feel passionate about it, is a presenter who is willing to appear at their worst. “Best” comes from energy, and energy comes from passion that lights up your whole being. There is no way around that fundamental truth.*

-- Richard Bolles

Master Presenters bring hope, motivation, and energy to the people they are presenting to. Members of the audience can feel the energy level in the room increase. They also find it

difficult not to pay attention. If you want to hear some of these Master Presenters in action you can order copies of their audio and videotapes from Convention Cassettes Unlimited.<sup>13</sup> Several of the tapes that we highly recommend are “Motivational PEG Session” by Mark Victor Hanson (co-author of *Chicken Soup for the Soul*), NSA National Meeting, July 2001, “Presentation Magic by the Motivator” by Les Brown, and “Crafting Magical Moments” by Jeanne Robertson, NSA National Meeting, August 2000. The amazing thing is, you can feel the same sensation from listening to their tapes.

Part of being dynamic is being forward-looking. It is extremely unlikely, no matter how good a presenter you are, that you can deliver a real barnburner by asking the participants in your audience to maintain the status quo. Master Presenters, on the other hand, give their audiences both the hope and the means to move both themselves and their organizations up the performance escalator to the next level.

Now that we have established that Master Presenters are credible, competent, compatible, caring and dynamic, we have to find out how they got to be that way. One of the secrets to becoming a Master Presenter is “The Slight Edge Technique”.

## **The Slight Edge Technique**

One of Brad’s favorite sayings is that, “Real change, like ageing, takes place slowly.” Using the slight edge technique helps ensure that we make the changes we want to make, and reinforces the power of incremental improvements.

The slight edge is a matter of presence of mind – knowing what you are doing at the moment you are doing it.<sup>14</sup> -- Kenneth Wydro

The slight edge technique involves both developing a particular skill and being able to use it intentionally. In other words, the slight edge technique means: being a student of the game, and gaining enough experience to know exactly what to do and when to do it. Studies of elite athletes, musicians and actors demonstrate intentionality in action. Master Presenters have attained that same high degree of intentionality and mastery. There are many speakers who have trained just as hard at giving presentations, but lack the degree of intentionality and mastery to make them a run-away success.

Among the factors that contribute to intentionality are willingness to:

- Work.
- Invest in your career.
- Give up on other interests to focus on professional speaking.
- Set SMART (specific, measurable, attainable, realistic and time-limited) goals.
- Get to know your audience each and every time.
- Read and keep current in your area of expertise.
- Solicit salient feedback.
- Be outside of one’s comfort zone.
- Find the best coach to help you move to the next level.

## **The Power of Incremental Improvements**

In major league baseball, a batter who gets two hits out of every 10 times at bat is called a .200 hitter. A .200 hitter [won't last long in the major leagues.] But a hitter who gets three hits out of every 10 times at bat is a .300 hitter and considered a great success. In the current market, .300 hitters are often paid with millions of dollars.<sup>15</sup> - - Kenneth Wydro

Small incremental improvements yield drastically better results because the power of incremental improvements is about growing inch-by-inch. Jan Carlzon, former president and CEO of Scandinavian Airlines Systems recognized this when he said, "It is easier to do 1000 things one percent better than to try to do one thing 1000% better."

## **Master Presenters Develop Reciprocal Rapport**

Most, if not all, of the above skills are dependent on one's ability to develop a message and deliver that message effectively. Master Presenters do everything in their power to build a strong, powerful reciprocal rapport with their audience – and they do it within two minutes of beginning of their presentation. Master Presenters can do more in two minutes and have a stronger rapport with their audience than other presenters are able to achieve in an hour, two hours, a full day, and even a week. This begs the question as to how Master Presenters are able to achieve such a high degree of rapport.

Master Presenters achieve this by applying the following four methods, and/or combinations of methods:

- Increase the audience's level of expectations/aspirations and deliver over and above what the audience expects
- Continually demonstrate their level of expertise and mastery over the subject
- Demonstrate that their methods of delivery are at an "Oscar level" of performance
- Prove to the audience, beyond a shadow of a doubt, how they will benefit from the presentation.

How Master Presenters do this will be examined in *The Seven Strategies of Master Presenters*. Each of the following seven strategies will be fully explored in the subsequent chapters of this book.

Strategy 1: Know Thy Audience

Strategy 2: Prepare Outstanding Content

Strategy 3: Use Superior Organization

Strategy 4: Develop Dynamic Delivery

Strategy 5: Make It Memorable, Actionable and Transferable

Strategy 6: Manage Yourself, Difficult Participants and Difficult Situations

Strategy 7: Total Quality Improvement

Conclusion: The Power of Life-Long Learning

Interviews with Master Presenters from across North America will be used to illustrate each of the strategies and bring them to life. Lastly, exercises have been developed to help you identify your strengths and weaknesses, and to develop an individually tailored program to enhance your strengths and overcome areas of weakness.

## How to use this book and put your good intentions to work

“One Sunday as President Lincoln was leaving church, he was approached by an aide who asked him if he enjoyed the sermon. “It was well crafted and delivered.” he replied.

His aide pursued the matter, asking, “So you liked the sermon?” Irritated, Lincoln replied, “No son, I did not!” “It was well crafted and delivered, but the preacher failed in one thing. He didn’t challenge us to do anything great with what he shared – in that he failed.”

Just like the preacher in the above story, we will have failed unless we challenge you to do something specific and concrete with what you learned. Therefore, at appropriate points in this book, you will be given exercises that are designed to make sure your good intentions are translated into concrete action steps, starting with The Presentation Skills Survey. The survey was designed to help you think about yourself as a presenter.

---

---

### Presentation survey

---

---

1. Approximately how many presentations do you give in a year? \_\_\_\_
2. Approximately how many presentations do you attend in a year? \_\_\_\_
3. The best compliment you have ever received from one of your presentations was:
4. How comfortable are you, in general, in giving presentations in front of a group?

Not at all  
comfortable

Very comfortable

1      2      3      4      5      6      7

5. In terms of preparing for your presentations, how well prepared are you usually?

Not as well prepared as I should be						Very well prepared
1	2	3	4	5	6	7

6. In terms of delivery, how dynamic are you?

Not at all Dynamic						Very Dynamic
1	2	3	4	5	6	7

7. How effectively do you use a variety of presentation tools (e.g., overheads, flip charts, stories)?

Not at all effectively						Very effectively
1	2	3	4	5	6	7

8. How effective are you in obtaining direct and clear feedback from your presentations?

I receive very little feedback from my presentations						I systematically seek out feedback using a variety of assessment techniques
1	2	3	4	5	6	7

9. How long lasting an impact do your presentations have on the audience ?

Not at all memorable						Lasting memory 5 years or more
1	2	3	4	5	6	7

10. How much of an impact do your presentations have on your audience?

Not at all impactful						Participants are absolutely committed to make improvements
1	2	3	4	5	6	7

11. How important is the development of presentations skills and strategies for you and your career?

Not at all Important						Becoming a better presenter is one of my top priorities
1	2	3	4	5	6	7

12. The one thing you most need to change or improve to help you be a more effective presenter is:

---

Doing this survey will help you to do a differential diagnosis of where your presentation skills are working for you and to better identify those skills you want to improve. You should also have a better appreciation of just how important these skills are whether you are making a presentation to one person or a thousand.

The ability to present with confidence and poise is critical to your career. Yet Master Presenters are not born, they are developed. In the next seven chapters, we will guide you step-by-step through the development process. Armed with this knowledge, a little time, and a lot of practice, you, too, can learn to speak like the Masters.

---

<sup>1</sup> Galbraith, John Kenneth, *The Affluent Society*. New York, NY: Houghton Mifflin, 1998.

<sup>2</sup> Giuliani, Rudolph with Ken Kurson. *Leadership*. New York, NY: Hyperion, 2002, p. 359-360.

<sup>3</sup> Ibid. p. 232.

<sup>4</sup> Ibid. p. 224.

<sup>5</sup> Ibid. p. 319.

<sup>6</sup> Decker, Bert with James Denney. *You've Got To Be Believed To Be Heard*. New York, NY: St. Martin's Press, 1992.

<sup>7</sup> The oil spill blackened over 1,300 miles of pristine Alaskan shoreline.

<sup>8</sup> Susskind, Lawrence and Patrick Field. *Dealing with an Angry Public: The Mutual Gains Approach to Resolving Disputes*. New York, NY: The Free Press, 1996, p. 89.

<sup>9</sup> See Appendix A -- Who's Who for a description of the Master Presenters we interviewed.

<sup>10</sup> See Appendix C for a copy of The Negotiation Newsletter: "Eight competencies that differentiate effective senior managers from their average counterparts".

<sup>11</sup> A copy of this newsletter is given to the participants regardless of whether the presentation is to 20 participants or to a keynote 500 people. You can view or download a copy of the annotated bibliography by going to the Newsletters section of Brad's website at [www.bradmcrae.com](http://www.bradmcrae.com)

<sup>12</sup> If you want to see a master at using self-depreciating humour to introduce a topic, we highly recommend Harold Taylor's videotape, "Making Time Work For You".

<sup>13</sup> Convention Cassettes Limited 74 - 923 Hovley Lane E., Suite 250, Palm Desert, California, 92260. Phone (760) 773-4498; Fax (760) 773-9671; e-mail [info@ConventionCassettes.com](mailto:info@ConventionCassettes.com) Website: [www.Convention.com](http://www.Convention.com)

<sup>14</sup> Wydro, Kenneth. *Think On Your Feet: The Art of Thinking and Speaking Under Pressure*. Englewood Cliffs, NJ: Prentice-Hall, 1981, p. 18-19.

<sup>15</sup> Ibid. p.17.