



Mike Holt's Guide to

BECOMING A GREAT INSTRUCTOR

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Mike Holt Enterprises, Inc.

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Mike Holt's Guide to Becoming a Great Instructor

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I dedicate this book to the
Lord Jesus Christ, my mentor and teacher.

Proverbs 16:3



Our Commitment

We are committed to serving the electrical industry with integrity and respect by always searching for the most accurate interpretation of the *NEC*® and creating the highest quality instructional material that makes learning easy.

We are invested in the idea of changing lives, and build our products with the goal of not only helping you meet your licensing requirements, but also with the goal that this knowledge will improve your expertise in the field and help you throughout your career.

We are committed to building a life-long relationship with you, and to helping you in each stage of your electrical career. Whether you are an apprentice just getting started in the industry, or an electrician preparing to take an exam, we are here to help you. When you need Continuing Education credits to renew your license, we will do everything we can to get our online courses and seminars approved in your state. Or if you are a contractor looking to train your team, we have a solution for you. And if you have advanced to the point where you are now teaching others, we are here to help you build your program and provide tools to make that task easier.

We genuinely care about providing quality electrical training that will help you take your skills to the next level.

Thanks for choosing Mike Holt Enterprises for your electrical training needs. We are here to help you every step of the way and encourage you to contact us so we can be a part of your success.

God bless,



A stylized, handwritten signature in blue ink that reads "Mike Holt".



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HOW TO USE THIS TEXTBOOK

"We hope you have fun, learn something new, and adopt the vision that when you are the best instructor you can be, you can change lives. Thank you for allowing us to be a part of your journey to becoming a Great Instructor."

This textbook was designed to help you further develop the skills you need to become a great instructor. To achieve even a modest level of success requires continuing your own education, reviewing your own performance, looking for new and fresh ways to reach and engage your audience, and reexamining your commitment to educating the next generation.

The content of this textbook is universal and applies to many different teaching situations. Information is organized in a way that makes it easy for you to work through it, as well as providing a powerful quick reference when you need to look back for advice. Use this textbook as a tool to develop an understanding of who you are as an instructor. Once you've identified your strengths and weaknesses, you can maximize your abilities to convey your knowledge and experience to each of the different types of students you'll encounter.

Questions

There are practice questions at the end of each section in this textbook to keep you focused and review what you've learned. The answers to these questions can be found within the text related to that section. There is not an Answer Key available for this textbook; the questions are included to help you explore the text and learn the concepts.

Videos

To get the most out of this workbook, follow along with the DVDs or online videos. They are available at www.MikeHolt.com/GreatInstructor. Mike and the panel discuss the nuances of presenting effectively in various settings. Speaking from decades of combined personal experiences, they address the challenges that instructors face and provide practical solutions to deliver the best learning experience possible.

Mike Holt Certified Instructor Program

Want to become a Mike Holt Certified Instructor? Take the online course and earn your certification credentials. The program is based on the content and questions from this book. Scores of 90% or more are considered passing grade, and those who pass will receive a Mike Holt Certified Instructor Certificate. This online program provides immediate feedback on correct answers and the opportunity to get your score. For more information visit www.mikeholt/GreatInstructor.





ABOUT THE AUTHOR

Mike Holt—Author



Founder and President
Mike Holt Enterprises
Groveland, FL
www.MikeHolt.com

Mike Holt's electrical career has spanned all aspects of the electrical trade from being an electrical helper to becoming a contractor, inspector, instructor, consultant, and publisher. His training career began in 1974 when he became an exam preparation instructor at a local community school. His classes were so successful that his students encouraged him to open a training school dedicated to helping the electrical industry. In 1975, Mike started his school while also running a full-service electrical contracting firm. By 1980, his school grew so much that he had to stop electrical contracting so he could devote his complete energy to electrical training. Today, Mike Holt Enterprises has become the leader in electrical training and publishing.

Mike's own educational journey impacts the way he designs training. As a young man Mike was unable to complete his high school diploma due to life circumstances but realizing that success depends on one's education, he immediately attained his GED. Then ten years later he attended the University of Miami's Graduate School for a Master's in Business Administration (MBA). Because of this experience, he understands the needs of his students, and strongly encourages and motivates them to continue their own education. He has never lost sight of how hard it can be for students who are intimidated by the *Code*, by school or by their own feelings about learning and has used these lessons as building blocks for this training program.

Mike has written and created hundreds of books, DVDs, online courses, MP3s, and other training products that have made a huge impact on the industry. He has mastered the art of explaining complicated concepts in a straight-forward and direct style. His ability to simplify technical concepts and his powerful presentation style has made him one of the most sought after speakers in the industry; he has been hired by many of the top companies across the United States. Mike's articles have been seen in numerous industry magazines, such as *Electrical Construction & Maintenance (EC&M)*, *CEE News*, *Electrical Design and Installation (EDI)*, *Electrical Contractor (EC)*, *International Association of Electrical Inspectors (IAEI News)*, *The Electrical Distributor (TED)*, *Power Quality (PQ)*, and *Solar Pro*.

Mike resides in Central Florida, is the father of seven children, has five grandchildren, and enjoys many outside interests and activities. His commitment to pushing boundaries and setting high standards has also extended into his personal life. He is a 9-time National Barefoot Champion, has set many world records, and has competed in three World Barefoot Tournaments. In 2015, at the age of 63, he started a new career in competitive mountain bike racing—many crashes and bruises later, he still has a great time motivating himself mentally and physically.

For 40 years Mike has been dedicated to improving the industry, building powerful training programs, and changing lives. What sets him apart is his commitment to living a balanced lifestyle; placing God first, family, career, then self.

Special Acknowledgments

First, I want to thank God for my godly wife who's always by my side and my children, Belynda, Melissa, Autumn, Steven, Michael, Meghan, and Brittney.

A special thank you must be sent to the staff at the National Fire Protection Association (NFPA), publishers of the *NEC*—in particular Jeff Sargent for his assistance in answering my many *Code* questions over the years. Jeff, you're a "first class" guy, and I admire your dedication and commitment to helping others understand the *NEC*. Other former NFPA staff members I would like to thank include John Caloggero, Joe Ross, and Dick Murray for their help in the past.



ABOUT THE TEAM

Video Team



Daniel Brian House

Mike Holt Enterprises, Inc.
Ocala, FL
www.MikeHolt.com

Brian House is a high-energy entrepreneur with a passion for doing business the right way. He's a licensed electrical contractor and since the 1990s has worked throughout the southeast United States. Brian expresses his commitment to the industry and his love for its people whether he's teaching, or working on books and instructional programs for Mike Holt Enterprises.

Since 2004 Brian has actively been involved in developing in-house electrical apprenticeship programs. In 2010 he started teaching nationally for Mike Holt Enterprises on a variety of topics including Code Changes, Grounding vs. Bonding, Exam Preparation and How to Be a Great Instructor.

Brian and his wife Carissa have shared the joy of four children and many foster children during 18 years of marriage. When not mentoring youth at work or church, he can be found racing mountain bikes with his kids or fly fishing on Florida's Intracoastal Waterway.



Ryan Jackson

Electrical Inspector
Draper City, UTB

Ryan Jackson is an electrical consultant in the Salt Lake City, Utah, area who began his career as a carpenter while in high school. He started doing electrical work when he was 18 and, at the age of 23, Ryan landed his first job as an electrical inspector. He subsequently became certified in building, plumbing, and mechanical inspection (commercial and residential), as well as building and electrical plan review. Two years after becoming an inspector, he was approached by a friend in the area asking him to fill in for him at an electrical seminar. After his first class Ryan was hooked, and is now a highly sought after seminar instructor. He's taught in several states, and loves helping people increase their understanding of the *Code*.

Ryan Jackson met Mike in 2005 and helped with his 2005 *Understanding the NEC, Volume 2* videos and textbooks. He believes there are only a few opportunities that can change a person's life and career—and meeting Mike was one of them.

When Ryan isn't working, he can often be found in his garage turning wood on his lathe, or in the kitchen where he enjoys wine making. Ryan married his high school sweetheart, Sharie, and they have two beautiful children together: Kaitlynn and Aaron.



Eric Stromberg

Electrical Engineer/Instructor
Stromberg Engineering, Inc.
Los Alamos, NM
www.strombergengineering.com

Eric Stromberg worked as a journeyman electrician, before and during the time he attended college. When he graduated with a degree in Electrical Engineering in 1982, he took a job as an electronics technician. Eric became a licensed fire alarm installation superintendent and spent the next seven years installing and maintaining life safety systems in high-rise buildings.

In 1989, Eric went to work for Dow Chemical, where he designed power distribution systems for world-class industrial facilities. Eric began teaching *National Electrical Code* classes to engineers in 1997. He received his professional engineering license, for the State of Texas, in 2003 and, in 2005, started Stromberg Engineering.

In 2013, Eric retired from Dow Chemical and now lives in the mountains of northern New Mexico. Eric's oldest daughter, Ainsley, lives in Boston, Massachusetts with her husband Nathan. His son, Austin, is in the Air Force and is stationed at Minot, North Dakota. His youngest daughter, Brianna, is a singer/songwriter who lives in Austin, Texas.

Editorial and Production Team

A special thanks goes to **Toni Culbreath** for her outstanding contribution to this project. She worked tirelessly to proofread and edit this publication. Her attention to detail and dedication is irreplaceable.

Many thanks to **Cathleen Kwas** who did the design, layout, and production of this book. Her desire to create the best possible product for our customers is greatly appreciated.

Thanks to **Bruce Marcho** , his intern Ryan Mace, and camera man Scott Wark for doing such an excellent job recording, editing, and producing the videos. Bruce has played a vital role in the production of our products for over 25 years.



NOTES

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Introduction



INTRODUCTION

Notes



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to view the video for the
section *Introduction and
Program Goals*.

Great instructors aren't born—they're made. Or (more precisely) they're taught. The purpose of this course is to teach you how to be a truly great instructor, a person who makes a difference in the lives of others.

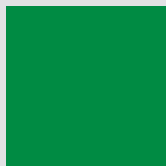
This program will help you:

- Understand the fundamental skills necessary to help you change the lives of your audience.
- Identify gaps in your presentation skills through self diagnostics.
- Create strategies and plans for the development of improved presentation skills.
- Understand the importance of pre-class preparation.
- Learn how to use Mike Holt's products in your classes.
- Learn proven, time-tested ways to be the best, most prepared, and most professional instructor you can be.

Great instructors have the power to capture an audience, sway opinions, and convert opponents to their cause. You can make a difference in your students' lives by helping them succeed.

By the time you finish this course, you'll have a better understanding of the fundamentals of being a great instructor. This textbook is divided into seven major sections that focus on each of these fundamentals:

- Part 1. The Relationship
- Part 2. The Student
- Part 3. The Instructor
- Part 4. Presentation Skills
- Part 5. The Classroom Setting
- Part 6. The Presentation
- Summary



PRACTICE QUESTIONS

Introduction

Notes

1. Great instructors aren't born—they're made. Or (more precisely) they're taught.
 - (a) True
 - (b) False

2. Great instructors have the power to _____.
 - (a) capture an audience
 - (b) sway opinions
 - (c) convert opponents to their cause
 - (d) all of these



NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part
1
The Relationship



PART 1—THE RELATIONSHIP

Notes



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section *The Relationship*
1.1, 1.2.

1.1 Introduction

An instructor has the awesome responsibility of transferring knowledge to the audience to help them understand the value of education and how it improves their work and life skills, resulting in more productive and satisfying lives.

A great instructor forges relationships and sows seeds of information that students will remember for many years. Do you remember the name of one of your grade-school teachers?

In a presentation, two things happen simultaneously: the instructor is making a commitment to help students learn, and the students are evaluating the instructor's ability and commitment to them.

Whether you're presenting in a classroom, at a CEU seminar, a business meeting, or any other setting, the basic needs of your listeners are the same. The audience needs to understand you're there to share, help, counsel, provide wisdom and inspiration, and maybe leave them with something that can change their lives. The dynamic of presenting is a partnership rather than a performance, a linkage rather than a confrontation, coming closer rather than pulling apart.

Even though you're the instructor, it should be all about the audience. Through slide design, content, nonverbal behavior, engaging questions, and appropriate silences, the instructor should send the message that "this presentation isn't about me or my thoughts, it's all about you."

The relationship begins before the class does. Meet and greet your participants before class. This helps break the ice as well as providing you with an opportunity to gauge the students' prior exposure to your topic. The subject of your opening sentence should be about your students.

From your opening, let them know what the common goals are. Be sure to define the beginning, middle, and end of your presentation so everyone will know what you'll be talking about.



If you're doing a class for another organization, be sure you know what the objectives are and what they want you to cover. If possible, get a copy of their flyer and review it carefully. Try to find out as much as possible about the knowledge level of the students and their learning needs so you can provide the right level of instruction and the right focus for your audience.

Your objective isn't to "run the show" but to cover appropriate material to aid students in the learning process so they can succeed.

1.2 Get the Student Involved

Get students involved by asking questions that relate to their situation. Get into their heads. The more times "you" or "your" are used in your presentations, the easier it is to build a relationship with them. Use phrases such as:

- "As you see on this table..."
- "You've probably installed this..."
- "Now as you look at the photo..."

Pay attention to the listeners' eyes and body language. Doing so will tell you whether or not you're connecting with them, and if they're interested and understanding the information you're providing.

1.3 Relationships

Concentrate on building relationships. If you can communicate to each student that their feelings are important, you can begin to develop a relationship. "Look, I understand how you're feeling. I know what it's like to feel the way you do right now. I've been there."

There has to be a willingness to go the extra mile, and to *extend* yourself on the student's behalf. Doing so will demonstrate that you care about them and you'll find them returning to future classes.

Try to be sensitive to their feelings, let them know that you really want to help and expect to see them again. To spark a long-term relationship, the instructor must immerse himself or herself in the concerns of the students. When the instructor says, "I know how you feel," the students must believe it!

Notes



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section *The Relationship*
1.3, Summary.

Notes

- If you're bored and drift through the process, they'll drift with you.
- If you're having a good time, they'll smile and enjoy themselves with you.
- If you like and respect them, they'll like and respect you.

Use real-life examples to which your students can relate when explaining concepts. This not only drives home a point, but it makes students feel like you're speaking directly to them. They're hearing a story or a situation they may have faced in their own lives. If you share experiences that expose your own weaknesses and vulnerabilities, they'll identify with you.

A student once asked me, "Mike, how do you show your vulnerability yet be seen as a knowledgeable instructor or at least worthy of teaching the class?" This is an important point! You'd better be ready to teach the class! 100 percent! And realize there's stuff that you're teaching that you don't totally 100 percent know. You must be willing to recognize it! If you have a student who you know is more knowledgeable about the point you're presenting, ask that person to explain it. This allows you to become more of a facilitator and engage your students in the topic.

Remember that it isn't all about you—be honest! Knowing what you don't know is just as important as knowing answers to questions. It's better to say you don't know than to try to fake it and be wrong. This approach adds credibility to you as an instructor and to your presentation.

1.4 Summary

It's important for you, as an instructor, to make the commitment to help students learn. Your goal must be to inspire them so they'll be able to change their lives.

Your presentation is all about the needs of your listeners so be sure your objectives are relevant and involve your students in discussion.

Keep the presentation fun and it will be more enjoyable for everyone. Remember, you're building relationships, so acknowledge that feelings are important and use real-life examples so your students can better relate to the concepts you're presenting.



PRACTICE QUESTIONS

1.1 Introduction

Notes

1. A great instructor ____ that students will remember for many years.
 - (a) forges relationships
 - (b) sows seeds of information
 - (c) a and b
 - (d) none of these
2. In a presentation, the instructor is _____.
 - (a) making a commitment to help students learn
 - (b) the students are evaluating the instructor's ability and commitment to them
 - (c) neither a nor b
 - (d) a and b
3. Whether you're presenting in a classroom, at a CEU seminar, a business meeting, or any other setting, the basic needs of your listeners are the same.
 - (a) True
 - (b) False
4. The dynamic of presenting is a performance rather than a partnership, a confrontation rather than a linkage, pulling apart rather than coming closer.
 - (a) True
 - (b) False
5. Even though you're the instructor, the presentation should be all about the _____.
 - (a) facility
 - (b) audience
 - (c) classroom environment
 - (d) break schedule
6. Through slide design, content, nonverbal behavior, engaging questions, and appropriate silences, the instructor should send the message that "_____."
 - (a) this presentation isn't about me or my thoughts, it's all about you
 - (b) this is a great learning opportunity
 - (c) today is your lucky day because this is going to be a great presentation
 - (d) you're here to learn something

Notes

7. The relationship begins before the class does.
 - (a) True
 - (b) False
8. ____ your participants before class. This helps break the ice as well as providing you with an opportunity to gauge the students' prior exposure to your topic.
 - (a) Meet
 - (b) Greet
 - (c) a or b
 - (d) a and b
9. From your opening, let the students know what the ____.
 - (a) questions will be on the exam
 - (b) common goals are
 - (c) a and b
 - (d) none of these
10. Be sure to define the ____ of your presentation so everyone will know what you'll be talking about.
 - (a) beginning
 - (b) middle
 - (c) end
 - (d) all of these

1.2 Get the Student Involved

11. Get students involved by ____.
 - (a) asking questions related to their situation
 - (b) giving everyone a quiz on the first day of class
 - (c) telling jokes
 - (d) any of these
12. Paying attention to the listeners' eyes and body language will tell you whether or not you're connecting with them, and if they're interested and understanding the information you're providing.
 - (a) True
 - (b) False

1.3 Relationships

Notes

13. Concentrate on building ____.
- (a) student's self-esteem
 - (b) relationships
 - (c) your own reputation as an expert on these topics
 - (d) all of these
14. There has to be a willingness to go the extra mile, and to *extend* yourself on the student's behalf.
- (a) True
 - (b) False
15. To spark a long-term relationship, the instructor must immerse himself or herself in the ____ of the students.
- (a) minds
 - (b) lives
 - (c) concerns
 - (d) none of these
16. As the instructor, if ____.
- (a) you're bored and drift through the process, they'll drift with you
 - (b) you're having a good time, they'll smile and enjoy themselves with you
 - (c) you like and respect them, they'll like and respect you
 - (d) all of these
17. Use ____ examples to which your students can relate when explaining concepts.
- (a) documented
 - (b) theoretical
 - (c) real-life
 - (d) none of these
18. If you share experiences that expose your own weaknesses and vulnerabilities, the students will ____ you.
- (a) ignore
 - (b) identify with
 - (c) think less of
 - (d) embrace

Notes

19. If you have a student who you know is more knowledgeable about the point you're presenting, ask that person to _____.
 - (a) explain it
 - (b) leave the room
 - (c) keep quiet
 - (d) none of these
20. Knowing what you don't know is just as important as knowing answers to questions. It's better to say you don't know than to try to fake it and be wrong.
 - (a) True
 - (b) False

Part
2
The Student



PART 2—THE STUDENT

Notes



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to view the video for the
section *The Student* 2.1, 2.2.

2.1 Introduction

Understanding how students think and feel is the best way to apply what we learned in Part 1. They instinctively know how you feel—and whether or not you like or respect them. Never think that your students are stupid! Many times during a presentation or seminar your impact will be determined by how you view the audience. Be confident that they're there to learn and prepare accordingly.

2.2 Decision-Making Styles

In reality, you're trying to sell somebody something—in this case, the information you'll be presenting. It starts with having the listeners' interests at heart, a relationship with them, a commitment on your part, and you communicating in a way in which they can relate and feel safe. Realize that success is building a relationship so that you can partner with your students in their learning.

Information must be presented in a manner that persuades the listener to accept your ideas, and to encourage students to want to learn. To do this you need to understand and take into consideration the five decision-making styles as you prepare. Doing so will help you communicate more effectively. People with these decision-making styles will be represented in nearly every group you teach:

- Charismatics
- Thinkers
- Skeptics
- Followers
- Controllers

Charismatics get excited about what you're discussing and enjoy new, out-of-the-box ideas. They aren't interested in the details, so keep it simple and straight forward with lots of visual aids—they just want to hear the bottom-line, not all of the details. You must engage charismatics immediately, before they lose interest. Charismatics are visual people so:

- Don't use too much text in slides.
- Set up your slides to illustrate a vision using graphics.

Thinkers are open to new ideas, but are careful and methodical. They like hard facts and research information—that’s what convinces them. Never make a statement in your class that you can’t support. Guarded and cautious, they explore every advantage and disadvantage. Thinkers are open to new ideas when they’re supported by facts. They’re rational and use numbers to make their decisions. They might not have the best social skills when quizzing you about the information—they’ll challenge you about the facts. While they’re proactive and do want to win, thinkers use logic and exhaustive analysis to make decisions.

Skeptics are distrustful of information that doesn’t fit their view of the world and will challenge every data point right away. They use their “gut” to make a final decision. You must be credible in their eyes before they’ll listen to you, and you need to welcome their challenges. They say what they think without regard to your reaction. While thinkers take in the data to make a decision, skeptics look through the data to find what supports their vision.

Don’t become defensive, and don’t rush a skeptic. They’re unafraid of being wrong so they make bold, risky comments. They’re interested in where you obtained your information, ideas, and recommendations. Be prepared to present the sources of your data. Be careful not to become upset with the skeptic, but try to help them integrate the data into their view. There is; however, a high probability that you won’t change their mind.

Followers come across as open and enthusiastic although they want proof supporting the idea being presented. They rely on past decisions, take time to change their opinion, and are politically sensitive. They buy well-known brands and want to protect what they already have. They’re excellent with people and are always aware of how their behavior affects others (political).

Controllers are unemotional, analytical, hate uncertainty, and are inclined to follow their own ideas. Highly independent, they like to be in control of the decision-making process. They don’t like to be pushed. Because they see information through their own perspective, it can be difficult to get them to accept information that runs contrary to their point of view. They’re also perfectionists who aren’t very interested in getting along with other people or making others feel comfortable.

Controllers march to their own beat and have a tendency to shoot the messenger. You must maintain control as the instructor, and politely keep them in check. If they won’t conform, there may come a point where you need to be more forceful. Don’t allow them to take control of the class. We’ll talk more about this later.

In working with students, understanding individual decision-making styles can help you better communicate and be able to provide answers to their questions in a way they’ll understand. Work in a manner that fits their style in order to improve the likelihood of them understanding the material.

Notes



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to view the video for the
section *The Student 2.3*,
Summary.

2.3 Learning Styles

Not all students learn in the same way. Students have different learning styles that instructors must recognize in order to reach them. Learning styles are simply different approaches to learning. The types of learning styles are:

- Visual Learners—65%
- Auditory Learners—30%
- Tactile/Kinesthetic Learners—5%

When you become comfortable incorporating these different learning styles into the way you present material, you'll realize your full potential as an instructor.

Visual learners prefer to sit at the front of the classroom to avoid visual obstructions (for example, people's heads). They need to see the teacher's body language and facial expression to fully understand the content of a lesson. They think in pictures and learn best from visual displays such as diagrams, illustrated textbooks, PowerPoint presentations with lots of graphics/images/photos, videos and DVDs, and handouts.



Provide a book or handout and follow it in your presentation. This is very helpful to visual learners and reduces the need for them to take notes. They may still prefer to take detailed notes to absorb the information during a lecture or classroom discussion. They like concise, good-looking presentations that are neat and orderly.

In the right setting, "Elmo" projection cameras can be used to display small parts and diagrams, and smart boards can provide a high level of interactivity to small groups for processes such as brainstorming. Anything visual can add to the experience for visual learners.

Auditory learners learn best through verbal lectures, discussions, talking things through, and listening to what others have to say.

In one case a young man sat through one of my seminars with his baseball hat pulled down over his eyes and his head in his hands. After the seminar he came up to me and said, “This was the best class I have ever had in my life.” Although he appeared to be disinterested, he was really focusing in the way he needed to so he wasn’t distracted.

Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Avoid speaking in a monotone as you’ll lose this type of learner. They learn better when the instructor doesn’t talk too fast. Presenting the same information three or four times in different ways helps students grasp what you’re saying if you have a tendency to become excited and speak quickly.

These learners often benefit from reading text aloud and using a recording device. Written words may have little meaning for them until they’re heard. They don’t like to spend time figuring out complicated charts. Keep background noise to a minimum. Extraneous noise makes it difficult for them to pay attention. Be aware of noises in the classroom. Take precautions to prevent the air-conditioner from cycling off and on excessively (have the fan turned to “on” instead of “auto”) and coordinate the timing of the caterer refreshing sodas, water, coffee, and other items, if this is a class at a hotel or banquet hall.

Tactile/kinesthetic learners are people who learn best through a hands-on approach; moving, doing, and touching. They actively explore the physical world around them. These students may find it difficult to sit still for long periods of time, and may become distracted by their need for activity and exploration. These students will also benefit from writing notes in order to interact and absorb the information.

For all types of learners, structure your presentation so you:

- Tell them what you’re going to tell them.
- Tell them.
- Tell them what you told them.
- Then ask them, “What did I tell you?”

Knowing about and understanding student learning styles helps instructors develop coping strategies to compensate for students’ weaknesses and capitalize on their strengths. There are many excellent resources available on the internet; do a search on “learning styles” to help take your training to the next level.

Notes

2.4 Summary

Be confident that your students are there to learn and prepare accordingly. Understand and take into consideration the five decision-making styles and the three learning styles as you prepare.

Decision-Making Styles

- Charismatics
- Thinkers
- Skeptics
- Followers
- Controllers

Learning Styles

- Visual
- Auditory
- Tactile/Kinesthetic



PRACTICE QUESTIONS

Notes

2.1 Introduction

1. Understanding how students _____ is the best way to apply what we learned in Part 1.
 - (a) think
 - (b) feel
 - (c) a or b
 - (d) a and b
2. Many times during a presentation or seminar your impact will be determined by how _____.
 - (a) loudly you talk
 - (b) you view the audience
 - (c) a and b
 - (d) none of these

2.2 Decision-Making Styles

3. “Selling” the information you’ll be presenting starts with _____.
 - (a) the listeners’ interests at heart
 - (b) having a relationship with your audience and a commitment on your part
 - (c) you communicating in a way in which your students can relate and feel safe
 - (d) all of these
4. Realize that success is a matter of a relationship with your students and you should work toward having them view you as a(n) _____.
 - (a) expert
 - (b) partner
 - (c) leader
 - (d) none of these
5. Information must be presented in a manner that persuades the listener to accept your ideas, and to encourage students to want to learn. To do this you need to understand and take into consideration the _____ decision-making styles as you prepare.
 - (a) three
 - (b) four
 - (c) five
 - (d) six

Notes

6. Various decision-making styles will be represented in nearly every group you teach and include _____.
 - (a) Charismatics and Thinkers
 - (b) Skeptics and Followers
 - (c) Controllers
 - (d) all of these
7. _____ get excited about what you're discussing and enjoy new, out-of-the-box ideas.
 - (a) Controllers
 - (b) Skeptics
 - (c) Charismatics
 - (d) Followers
8. Charismatics aren't interested in the details, so keep it simple and straight forward with lots of text—they just want to hear the bottom-line, not all of the details.
 - (a) True
 - (b) False
9. You must engage charismatics immediately, before they lose interest.
 - (a) True
 - (b) False
10. Charismatics are visual people so don't use too many graphics in slides, and set them up using text to illustrate the information you're presenting.
 - (a) True
 - (b) False
11. _____ are open to new ideas, but are careful and methodical.
 - (a) Controllers
 - (b) Thinkers
 - (c) Charismatics
 - (d) Skeptics
12. Thinkers like hard facts and research information—that's what convinces them.
 - (a) True
 - (b) False

13. Thinkers are ____.
- (a) guarded and cautious
 - (b) explore every advantage and disadvantage
 - (c) open to new ideas when they're supported by facts
 - (d) all of these
14. Thinkers are irrational and never use numbers to make their decisions.
- (a) True
 - (b) False
15. Thinkers might not have the best social skills when quizzing you about the information—but they'll never challenge you about the facts.
- (a) True
 - (b) False
16. While they're proactive and do want to win, thinkers use ____ to make decisions.
- (a) exhaustive analysis
 - (b) logic
 - (c) a and b
 - (d) none of these
17. ____ are distrustful of information that doesn't fit their view of the world and will challenge every data point right away.
- (a) Controllers
 - (b) Thinkers
 - (c) Followers
 - (d) Skeptics
18. ____ use their "gut" to make a final decision so you must be credible in their eyes before they'll listen to you, and you need to welcome their challenges.
- (a) Controllers
 - (b) Thinkers
 - (c) Charismatics
 - (d) Skeptics

Notes

19. Skeptics are interested in ____ you obtained your information, ideas, and recommendations.
 - (a) where
 - (b) when
 - (c) how
 - (d) none of these
20. Be prepared to present the sources of your data to skeptics and be careful not to become upset with them.
 - (a) True
 - (b) False
21. ____ come across as open and enthusiastic although they want proof supporting the idea being presented.
 - (a) Controllers
 - (b) Thinkers
 - (c) Followers
 - (d) Skeptics
22. Followers ____.
 - (a) rely on past decisions
 - (b) take time to change their opinion
 - (c) are politically sensitive
 - (d) all of these
23. Followers buy little-known brands and want to protect what they already have.
 - (a) True
 - (b) False
24. Followers are excellent with people and are always aware of how their behavior affects others (political).
 - (a) True
 - (b) False
25. ____ are unemotional, analytical, hate uncertainty, and are inclined to follow their own ideas.
 - (a) Controllers
 - (b) Skeptics
 - (c) Thinkers
 - (d) Followers

26. Controllers _____.
(a) are highly independent
(b) like to be in control of the decision-making process
(c) don't like to be pushed
(d) all of these
27. Controllers see information through their own perspective so it can be difficult to get them to accept information that runs contrary to their point of view.
(a) True
(b) False
28. Even though controllers are perfectionists they're very interested in getting along with other people and making others feel comfortable.
(a) True
(b) False
29. You must maintain control as the instructor, and politely keep controllers in check. If they won't conform, there may come a point where you need to be more forceful; don't allow them to take control of the class.
(a) True
(b) False
30. In working with students, understanding and working with individual decision-making styles can help you _____.
(a) better communicate
(b) be able to provide answers to their questions in a way they'll understand
(c) improve the likelihood of them understanding the material
(d) all of these

2.3 Learning Styles

31. All students learn in the same way.
(a) True
(b) False
32. Learning styles are simply different approaches to learning.
(a) True
(b) False

Notes

33. The types of learning styles are ____ learners.
- (a) visual
 - (b) auditory
 - (c) tactile/kinesthetic
 - (d) all of these
34. ____ learners prefer to sit at the front of the classroom to avoid visual obstructions (for example, people's heads).
- (a) Visual
 - (b) Auditory
 - (c) Tactile/kinesthetic
 - (d) all of these
35. Visual learners ____.
- (a) need to see the teacher's body language and facial expression to fully understand the content of a lesson
 - (b) think in pictures and learn best from visual displays such as diagrams, illustrated textbooks, PowerPoint presentations with lots of graphics/images/photos, videos and DVDs, and handouts
 - (c) a and b
 - (d) none of these
36. Providing a ____ and following it in your presentation is very helpful to visual learners and reduces the need for them to take notes.
- (a) handout
 - (b) book
 - (c) a or b
 - (d) none of these
37. Visual learners like concise, good-looking presentations that are neat and orderly.
- (a) True
 - (b) False
38. Anything visual can add to the experience for visual learners.
- (a) True
 - (b) False

39. ____ learners learn best through verbal lectures, discussions, talking things through, and listening to what others have to say.
- (a) Visual
 - (b) Auditory
 - (c) Tactile/kinesthetic
 - (d) all of these
40. Auditory learners interpret the underlying meanings of speech through listening to ____ and other nuances, so avoid speaking in a monotone or talking too fast.
- (a) tone of voice
 - (b) pitch
 - (c) speed
 - (d) all of these
41. Presenting the same information ____ times in different ways helps students who are auditory learners grasp what you're saying if you have a tendency to become excited and speak quickly.
- (a) one or two
 - (b) two or three
 - (c) three or four
 - (d) four or five
42. Auditory learners often benefit from reading text aloud and ____.
- (a) taking copious notes
 - (b) reading graphs
 - (c) using a recording device
 - (d) none of these
43. Auditory learners don't like to spend time figuring out complicated charts.
- (a) True
 - (b) False
44. Background noise doesn't affect auditory learners and extraneous noise makes it easy for them to pay attention.
- (a) True
 - (b) False

Notes

45. ____ learners are people who learn best through a hands-on approach; moving, doing, and touching.
- (a) Visual
 - (b) Auditory
 - (c) Tactile/kinesthetic
 - (d) all of these
46. Tactile/Kinesthetic learners ____.
- (a) actively explore the physical world around them
 - (b) may find it difficult to sit still for long periods of time
 - (c) may become distracted by their need for activity and exploration
 - (d) all of these
47. For ____ learners, structure your presentation so you tell them what you're going to tell them, tell them, tell them what you told them, and then ask them, "What did I tell you?"
- (a) visual
 - (b) auditory
 - (c) tactile/kinesthetic
 - (d) all types of
48. Knowing about, and understanding, student learning styles helps instructors develop coping strategies to compensate for students' ____ and capitalize on their ____.
- (a) strengths, weaknesses
 - (b) weaknesses, strengths
 - (c) decision-making style, learning style
 - (d) learning style, decision-making style

Part
3
The Instructor



PART 3—THE INSTRUCTOR

Notes



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section *The Instructor* 3.1.

3.1 Introduction

Your responsibility as an instructor is to lead and help your students have a great learning experience. That means you're going to the class or program with a vision, a goal, with a plan. You know exactly what you're going to do. If you have the right material, and are properly trained, you can give your audience an awesome presentation that shows them what to do, where to go, and how to get there.

Students are easily intimidated, are concerned about being treated unfairly, and often struggle with feeling unimportant. Meeting people before class gives you the opportunity to discover how they're feeling and to help them relax and be comfortable. Be sure your students feel welcome, believe you respect them, and know you'll treat them fairly.

Even if you're speaking from a stage or platform, you can engage your audience simply by making eye contact with a majority of the students within the room.



Key Elements of a Great Instructor

Understanding the key elements of a great instructor are just as important to an effective presentation as understanding the various decision-making and learning styles. Remember the following points as you prepare:

Credibility. In order to be a credible instructor, you must be prepared. If you're prepared, you'll portray confidence which encourages listeners to accept the information you're sharing. When people trust you and your ideas, they tend to see you as believable, well informed, and sincere.

Acquire expertise in building and cultivating positive, trusting relationships. People will know you have their best interests at heart. They'll also view you as possessing a strong emotional character (steady temperament) and integrity (honesty and reliability).

Build a track record of trustworthiness. Follow through on promises and commitments you've made. Share or give credit to those who contribute good ideas. Present consistent values. Above all—be prepared!

Common Ground. Frame the goals of the class on common ground and describe the benefits of the position you're advocating.

Put other's best interests first. When people believe you have their interests in mind, they tend to trust you and your ideas. Encourage the exploration of different ideas. To demonstrate your openness to the perspective of others, listen carefully to their thoughts. Establish an environment where everyone can share their ideas and know that their opinions are valued.

Valuable Information. Support your position with striking data mixed with compelling stories, examples, and images. It's the package and you're excited!

Sharing vibrant data demonstrates your interest and energy for the subject you're discussing. Remember to use candor! When you own up to your flaws, people see you as a truthful person since it's assumed that most individuals try to conceal their faults. Thus, an honest acknowledgment of any weaknesses in your position can help you build trust with your audience, further corroborating your credibility and your genuine interest in helping them.

Understanding of Emotion. Understand and connect with the feelings of your students. Demonstrate your conviction that your idea is worth their time and attention by being sincere. They'll remember what you're passionate about. If you can light the fire of emotion in your listeners, they'll pass it on to others and you'll achieve the true goal of any instructor—you'll change lives!

One of the instructor's responsibilities is committing to offer his or her knowledge, talent, ideas, and wisdom openly, showing a desire to help. Avoid withholding information that pertains to the scope of the class. In order to be a success, you must have a successor. Be open, be committed to the students, and pass your knowledge on.

Share your knowledge and resources with other instructors. When your students see this they'll realize you're interested in the best for everyone which will improve the experience for all. Always show respect and compassion toward everyone and maintain a high degree of integrity in your life.

3.2 Attitude

Don't leave your attitude to chance. Decide before you begin preparing your material that you're on a mission to change the lives of your students. Think about what you can do to serve and inspire them. Keep your attitude inspirational, kind, and respectful.

It's well known that the selfless service of a teacher has provided the inspiration that has encouraged many to greatness. Ask yourself, "What can I do to serve my student?"

If you're not there for your students, they'll know it; they can read your insincerity.

Notes



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the section *The Instructor*
3.2, 3.3, 3.4.

Notes

How do you want people to feel about the class? Do you want them to learn? Teach them. Do you want them to have fun? Give them something to enjoy. Expect a high level of professionalism and you'll receive it.

3.3 Dress

What you wear communicates a self portrait. If a picture is worth a thousand words, make sure this one tells the right story. We all like people who, on special occasions, dress up a little bit for us. It tells us they care.

Don't "dress down" or act to "fit in" with the students. You aren't their peer, you're their leader and you need to inspire them. Dressing properly puts you in a position of authority.

Dress Professionally

1. At a minimum, instructors should wear business casual clothes, such as a polo shirt with a collar, dress slacks, and shined leather shoes. Avoid wearing blue jeans, cut-offs or shorts, running shoes, or scuffed and dirty work boots. Shirts shouldn't have a logo, unless it's for your own company or school.
2. The next level of dress includes a dress shirt.
3. Level three includes a tie and possibly a sport coat.
4. A suit and tie places you at level four. If you've been hired to teach by an organization you should always dress in this manner.

Men. If you don't wear a white shirt, wear a color that looks good on you. If you keep adjusting your collar or pulling your pants up because they're too big, choose another outfit. Your audience will pick up on your comfort level, so it works to your advantage to feel good in what you're wearing.

When choosing your suit, keep the background color of your stage in mind, and choose a suit that will help you stand out. Consider having someone with good fashion sense help with your clothing decisions.

Women. Keep clothing, make-up, and accessories simple—nothing flashy or overdone. Avoid wearing jingling bracelets, loud prints, or shoes that draw the eye away from your face. Wear a fabric that doesn't wrinkle excessively. When choosing a suit or a blouse, keep the background color of your stage in mind. Choose colors that flatter and frame

your face. Your goal should be to dress in a professional, classic manner so students can focus on the message and not on the outfit.

3.4 Empathy

Some instructors never really understand the challenges their students face. Often they're so busy talking about their own achievements or interests they miss the students' needs. You must look at the world through their perspective to understand their mindset. Find out what's happening in their lives; remember—they're evaluating you and your presentation from their perspective.

The best way to develop empathy with your students is to be available to talk with them before class, during breaks and lunch, and after class. Make it a practice to be the first one to enter the room and the last to leave.

3.5 Authority and Enthusiasm

Fill the room with *authority* and *enthusiasm* for what you're about to say by being excited about teaching this particular topic. If you find yourself becoming bored presenting the same thing over and over, it's time to select and teach something different.

You command your students—by your poise and your presence (which includes how you dress and conduct yourself)—to put everything aside *except paying attention to you and your presentation*. Let them know something exciting is going to happen.

Through your efforts, each student should *feel* a change in the dynamics of the room and a sense that something is about to happen. Your presentation shouldn't cause them stress, it should create a comfortable atmosphere in which to learn.

On occasion, you may encounter a student who's not enthusiastic or connected to your presentation. They may even appear to be rude and their body language might tell you they're not listening. They could be playing with a handheld device, reading a newspaper, or seem to be ignoring you completely. They may even be sleeping!

Remember it's always possible that there are things going on in their lives that aren't evident to you that influence this seemingly negative behavior—looks can be deceiving. Be tactful in dealing with these situations. If they're not disruptive to the class, you might choose to talk to them during a break and clarify your perception and find out what is happening that is making them be disruptive. However, you need to consider the best strategy for the class as a whole. These students need to understand that their personal concerns can't disrupt the class and everyone else's learning.

Notes



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3.5, 3.6, 3.7.

3.6 Mood

Do you want to know how your program is going? Look at the body language of the people in the class. Are your student's eyes engaged? Are they leaning forward or are they looking away or disengaged?

Be aware that you can't always rely on the students' body language as feedback—remember the guy with the baseball hat and the guy with his eyes closed the whole time? People with different learning styles will react differently in the classroom. They might also have other issues or concerns that have nothing to do with the class or your presentation. You can't count on body language as feedback from everyone although it can be a good barometer if you are on the right track. If it's after lunch and someone is falling asleep, you might decide to take a short (5-minute or so) break.

Students mirror the instructor's mood. If you're tired, they'll feel tired. If you're excited and enthusiastic most of them will feel that way too.

3.7 Nervousness

Nervousness is good for you. It activates the adrenaline that puts an edge on your presentation. Being nervous before doing a class is normal. If you're completely prepared and understand your own personality, strengths, and weaknesses, you'll do fine after a few minutes.

It's a common misconception that nervousness, and the adrenaline it produces, will cause you to forget what you're doing. Actually, it does just the opposite. Adrenaline sharpens your thought processes and helps you stay focused. Your preparation will be the key to your success and will give you the confidence you need to overcome this.

To help you get your nervousness under control try taking a short walk before class. This walk will settle your adrenaline and put that energy into a positive direction so that it can work for you. You can also take a few deep breaths right before you begin your program in order to project a calm authority for your students.

3.8 Preparation

You must connect your knowledge with your students' needs, and they must realize that what you're saying will work for them. If there are any gaps in your knowledge or if you lack confidence in the training material, you'll find it more difficult to accomplish this. Be sure you're totally prepared.

Visualize a successful presentation to help you prepare and build your anticipation prior to a class. Success begins with a vision of your goal. Spend time the night before the class to mentally experience your student's responses to your presentation.

Sometimes you may feel like you're "faking it" or you're a "pretender." Don't worry; all great instructors often feel this way. Confidence will grow with time and with successful presentations.

Personal Preparation. An ill-prepared instructor sends a dramatic message to the student: "I don't think you're very important, because if you were, I'd be better prepared. I don't have time for you." Be honest, if you don't have time to adequately prepare, then perhaps you should consider taking a break from teaching. Students will know if you aren't prepared.

Students develop perceptions about instructors that affect their attitudes about the class and their receptiveness to learning from that person. They might have loved the topic, but the instructor wasn't prepared and enthusiastic, which resulted in a poor presentation.

Preparation helps you develop confidence in the training material. Review any PowerPoint slides before class begins and make any necessary notes. Visualize a successful introduction and presentation.

Teach new and different things on occasion to provide variety and to keep from becoming "stale." Consider "reinventing yourself" every five years.

Make sure to prepare yourself both physically and mentally. If your goal is to be a "great" instructor and not just a good one you will want to improve the way you eat, assign a high priority to getting enough exercise, and read something new that challenges you mentally. Be sure you get enough rest, because the students will know if you are tired. Take some time before your program for reflection and to refresh yourself.

In order to provide a well-rounded training program, it's important for you to maintain balance in your life. Keep your own spiritual, mental, and physical needs in perspective. Set your life priorities to include time for your spiritual needs, family relationships, work commitments, recreation, and physical well-being. You'll be better prepared to provide a great educational experience for your students if your own life is in balance.

Plan. To help save time preparing for your lesson you want to have a plan which allows you the time to get your work done and maintain your sanity and health. First, write down what you want to accomplish with your presentation. Fill in the blanks:

1. My objective for the talk is _____.
2. Key messages I want to get across are _____.
3. The underlying theme of my talk will be _____.

Notes



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4. I want my students to say _____ when I'm done.

5. I want my students to feel _____ when I'm done.

6. I want my students to do _____ when I'm done.

Don't work problems on the board "off the cuff." Too often, you'll think you can work a calculation easily and then have no clue why you have an incorrect answer. What do you think that might do to your credibility? Be sure you have examples worked out in advance so you're prepared and can include the slides in your PowerPoint presentation. If students ask questions on the fly, take those problems and work them outside of class to present at the next class. You don't want to confuse students by making errors while working through it quickly in class. It is better to wait and do the presentation correctly with all of the steps mapped out to share with all of the students.

Plan for the possibility that you'll finish your presentation early and prepare additional slides that can be used to "fill in" that time. Advance planning will help you feel more confident and less like a "pretender." Another option is to review summary slides of that day's presentation. This will fill in the time while reinforcing what you have taught the students up to that point.

Supplies. Be prepared. Create a checklist of all of the teaching materials and supplies you'll need and be sure you have them with you:

- | | |
|--|---|
| <input type="checkbox"/> Business Cards | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Class Textbook | <input type="checkbox"/> <i>Code</i> Book |
| <input type="checkbox"/> Computer | <input type="checkbox"/> Jump/Flash Drive (back up files) |
| <input type="checkbox"/> Projector | <input type="checkbox"/> Cables |
| <input type="checkbox"/> Watch | <input type="checkbox"/> Writing Pens |
| <input type="checkbox"/> PowerPoint Backup | <input type="checkbox"/> Extra batteries |
| <input type="checkbox"/> Microphone if you are a traveling presenter | |

Flyer. Preparation actually begins the day you produce the flyer announcing the seminar. Be sure you clearly describe how students will benefit from the program. Let them know what they need to bring: papers, *Code* book or other references, calculator, and so on. Include a picture of the instructor, and maybe a picture of the office personnel who'll help with registration and information on the class location.

Confirmation Letter. Send students a confirmation letter that reminds them of what to bring to the class such as books, calculator, jacket or sweater, and/or any other items they'll need. Include the location and time to check in as well as information on the class/seminar hotel location and host city if pertinent.

Handouts. Use professionally prepared material and be sure each student has a copy of the class textbook.

Notes

3.9 Presence

“*Presence*” is something that the student *feels* about the instructor, often before he or she even appears. Great instructors have “presence” because they’re prepared. It silently assures students that *the instructor can handle anything*.

Take time to cultivate feelings of emotional closeness with your students—as if they had shared a special moment with you. Engulf students in the sudden awareness that something unusual is going to happen, and communicate with them at a high level of involvement and concern.

3.10 Take Control

Great instructors project a sense of purpose. They carry themselves well, their attitude is outward, and they’re aware of their surroundings. They visualize a successful presentation as they prepare. Great instructors are more concerned about the students’ needs than their own. Nothing is tentative; they have a sense of purpose, are decisive, and well prepared. They project a positive attitude of confidence, with sensitivity toward the students.

3.11 Teach

Great instructors *teach* rather than showing off their knowledge. Never expect your students to know something they haven’t been taught! Don’t ask them a question about material you haven’t covered—this is a sure-fire way to discourage them. Help them understand by presenting material in a positive way, bringing the subject to their level, and making learning fun and interesting.

Teach students what they need to know. Don’t waste time on useless technical points or go into a topic that’s more in-depth than necessary. If there are several different ways of solving a problem, concentrate on teaching them the easiest way to solve it. You can expose your students to the different methods that can be used, just don’t spend a lot of time on them.

Evaluate your instructional goals to be sure you’re teaching material that fits the class objectives and the students’ needs and current ability levels. Make learning fun for them.



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3.9, 3.10, 3.11.

Notes



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to view the video for the
section *The Instructor*
3.12, Summary.

Don't teach your passion unless it's the topic of the class. It's easy for instructors to focus on a topic that's very important to them, but perhaps not essential to goals and objectives of the class. Don't give in to the temptation to over-teach something about which you're passionate.

Teach by using positive methods with a positive attitude. Don't concentrate on negative examples, such as pictures of "bad" installations. Doing so can backfire and lead your students into developing a negative attitude about their work environment and co-workers. Positive teaching will lead to positive attitudes.

3.12 Your Performance

Your students are continuously evaluating your performance and forming opinions. Everybody is always watching you all the time. It never ends. It just takes one event, one time, to lose credibility.

Are you responding in a positive manner to help each student answer the following questions?

- **Is this instructor prepared and does he or she care?** Are you an expert on the material you're teaching and are you excited about helping others?
- **Am I glad I came?** As the instructor, are *you* glad you're there?
- **Is this instructor a phony?** If you don't know an answer, just say so. Ask them to e-mail you later and you'll try to find the answer. Never lie to cover up. If you make a mistake, admit it!
- **Does this instructor know what he or she's talking about?** Know your audience and be prepared to impress them.
- **Is this instructor giving me everything he or she has?** Give the students everything you have. Don't hold anything back; don't worry that a student will become your competitor.
- **What's the point? Is there a point?** Establish clear objectives in the beginning of the class and then follow through with them to the end.
- **How much longer will this go on?** If you do your job, the students will be wondering, "Where did the time go?"

3.13 Summary

It's important to do your best to master the key elements of a becoming a great instructor:

- Establish credibility.
- Find common ground. You and your audience must be in agreement in order to achieve a common goal.
- Connect with the listener. Show interest.
- Dress professionally.
- Prepare for success. If you have a professional program, a great curriculum, invest in the necessary material, you'll have the basics. You'll have students who want to be there. Be motivated, enthusiastic, prepared and committed to them, and you're going to have a very successful program. People are going to think you're a great instructor.
- Give it everything you have.



PRACTICE QUESTIONS

Notes

3.1 Introduction

1. Your responsibility as an instructor is to _____.
 - (a) lead
 - (b) help your students have a great learning experience
 - (c) a and b
 - (d) none of these
2. You must go to the class or program with a _____ and know exactly what you're going to do.
 - (a) vision
 - (b) goal
 - (c) plan
 - (d) all of these
3. Students _____.
 - (a) are easily intimidated
 - (b) are concerned about being treated unfairly
 - (c) often struggle with feeling unimportant
 - (d) all of these
4. Meeting people before class gives you the opportunity to _____.
 - (a) discover how they're feeling
 - (b) help them relax
 - (c) help them be comfortable
 - (d) all of these
5. Be sure your students _____.
 - (a) feel welcome
 - (b) believe you respect them
 - (c) know you'll treat them fairly
 - (d) all of these
6. Even if you're speaking from a stage or platform, you can engage your audience simply by ignoring the majority of the students within the room.
 - (a) True
 - (b) False

7. Understanding the key elements of a great instructor isn't important to an effective presentation.
 - (a) True
 - (b) False
8. As you prepare for your class, remember the key elements of a great instructor which are _____.
 - (a) credibility and common ground
 - (b) valuable information and understanding of emotion
 - (c) a and b
 - (d) none of these
9. In order to be a credible instructor, you must be prepared so you'll portray confidence which encourages listeners to accept the information you're sharing.
 - (a) True
 - (b) False
10. Your credibility as an instructor increases as you build a track record of trustworthiness, follow through on promises and commitments you've made, share or give credit to those who contribute good ideas, and present consistent values.
 - (a) True
 - (b) False
11. Frame the goals of the class on _____ and describe the benefits of the position you're advocating.
 - (a) common ground
 - (b) your PowerPoint slides
 - (c) textbooks
 - (d) none of these
12. Show your information is valuable by supporting your position with striking data mixed with compelling stories, examples, and images.
 - (a) true
 - (b) false

Notes

13. ____ the feelings of your students.
- (a) Understand
 - (b) Connect with
 - (c) a and b
 - (d) none of these
14. Demonstrate your conviction that your idea is worth your students' time and attention by being ____.
- (a) humble
 - (b) loud
 - (c) sincere
 - (d) funny
15. One of the instructor's responsibilities is committing to offer his or her ____ openly, showing a desire to help.
- (a) knowledge and talent
 - (b) ideas and wisdom
 - (c) a and b
 - (d) none of these
16. Always show respect and compassion toward your students and maintain a high degree of integrity in your life.
- (a) True
 - (b) False

3.2 Attitude

17. Keep your attitude ____.
- (a) inspirational
 - (b) kind
 - (c) respectful
 - (d) all of these
18. Expect a high level of ____ from your students and you'll receive it.
- (a) energy
 - (b) professionalism
 - (c) a and b
 - (d) none of these

3.3 Dress

Notes

19. What you wear communicates _____.
(a) a self portrait
(b) your importance
(c) intelligence
(d) none of these
20. Always dress to project a personality that isn't yours.
(a) True
(b) False
21. Always "dress down" and act to "fit in" with the students because you're their peer.
(a) True
(b) False
22. At a minimum, instructors should wear business casual clothes, such as a polo shirt with a collar, dress slacks, and shined leather shoes. Avoid wearing blue jeans, cut-offs or shorts, running shoes, or scuffed and dirty work boots.
(a) True
(b) False
23. The second level of dress includes a _____.
(a) tie and possibly a sport coat
(b) dress shirt
(c) suit and tie
(d) none of these
24. Level three dressing includes a _____.
(a) tie and possibly a sport coat
(b) dress shirt
(c) suit and tie
(d) none of these
25. A _____ places you at level four. If you've been hired to teach by an organization you should always dress in this manner.
(a) tie and possibly a sport coat
(b) dress shirt
(c) suit and tie
(d) none of these

Notes

3.4 Empathy

26. The best way to develop empathy with your students is to be available to talk with them ____.
- (a) before class
 - (b) during breaks and lunch
 - (c) after class
 - (d) all of these
27. Make it a practice to be the first one to enter the room and the last to leave.
- (a) True
 - (b) False

3.5 Authority and Enthusiasm

28. Fill the room with ____ for what you're about to say by being excited about teaching this particular topic.
- (a) authority
 - (b) enthusiasm
 - (c) a and b
 - (d) none of these
29. You command your students—by your ____ (which includes how you dress and conduct yourself)—to put everything aside except paying attention to you and your presentation.
- (a) poise
 - (b) presence
 - (c) a and b
 - (d) none of these
30. Your presentation shouldn't cause stress for your students, it should create a comfortable atmosphere in which to learn.
- (a) True
 - (b) False
31. Be ____ in dealing with a student who's not enthusiastic or connected to your presentation, or who might not appear to be paying attention.
- (a) precise
 - (b) overbearing
 - (c) firm
 - (d) tactful

3.6 Mood

32. You can always rely on the students' body language as feedback.
- (a) True
 - (b) False

3.7 Nervousness

33. _____ is good for you because it activates the adrenaline that puts an edge on your presentation.
- (a) Nervousness
 - (b) Fear
 - (c) Confidence
 - (d) none of these
34. Being nervous before doing a class is normal. If you're completely prepared and understand your own _____, you'll do fine after a few minutes.
- (a) personality
 - (b) strengths
 - (c) weaknesses
 - (d) all of these

3.8 Preparation

35. You must connect your knowledge with your students' needs, and they must realize that what you're saying will work for them. If there are any gaps in your knowledge or if you lack confidence in the training material, you'll find it more difficult to accomplish this. Be sure you're totally prepared.
- (a) True
 - (b) False
36. Visualize a successful presentation to help you _____ prior to a class.
- (a) prepare
 - (b) build your anticipation
 - (c) a and b
 - (d) none of these

Notes

37. Spend time the ____ before the class to mentally rehearse your student's responses to your presentation.
- (a) day
 - (b) night
 - (c) week
 - (d) hour
38. Students develop perceptions about instructors that affect their attitudes about the class and their receptiveness to ____ that person.
- (a) learning from
 - (b) listening to
 - (c) respecting
 - (d) none of these
39. Preparation helps you develop confidence in the training material.
- (a) True
 - (b) False
40. Make sure to prepare yourself for your presentation both physically and mentally.
- (a) True
 - (b) False
41. In order to provide a well-rounded training program, it's important for you to maintain balance in your life.
- (a) True
 - (b) False
42. Have a(n) ____ that will help you prepare quickly for your presentation, which allows you the time to get your work done and maintain your sanity and health.
- (a) habit
 - (b) goal
 - (c) idea
 - (d) plan
43. Be sure you have examples worked out in advance so ____ and can include the slides in your PowerPoint presentation.
- (a) you're prepared
 - (b) you look good
 - (c) you won't be in a position where your students ask a question that you can't answer
 - (d) none of these

44. Create a checklist of all of the _____ you'll need and be sure you have them with you.
- (a) posters and tape
 - (b) slides and projectors
 - (c) paperwork and pens/pencils
 - (d) teaching materials and supplies
45. Preparation actually begins the day you _____.
- (a) are invited to do a presentation
 - (b) produce the flyer announcing the seminar
 - (c) book the venue for the seminar
 - (d) none of these
46. Be sure you clearly describe in your flyer how students will _____ the program and let them know what they need to bring.
- (a) register for
 - (b) pay for
 - (c) benefit from
 - (d) none of these
47. Send students a _____ that reminds them of what to bring to the class, the location and time to check in, and information on the class/seminar hotel location and host city if pertinent.
- (a) confirmation letter
 - (b) congratulatory memo
 - (c) short e-mail
 - (d) none of these
48. Use professionally prepared material for handouts and be sure each student has a copy of the class textbook.
- (a) True
 - (b) False

3.9 Presence

49. Great instructors have "presence" because they're _____.
- (a) well dressed
 - (b) authoritative
 - (c) enthusiastic
 - (d) prepared

Notes

3.10 Take Control

50. Great instructors project a sense of _____.
(a) humor
(b) purpose
(c) aloofness
(d) none of these
51. Great instructors are more concerned about their own needs than the students'.
(a) True
(b) False

3.11 Teach

52. Great instructors teach rather than showing off their knowledge.
(a) True
(b) False
53. Never expect your students to know something they haven't been taught! Don't ask them a question about material you haven't covered.
(a) True
(b) False
54. Teach students what they need to know. Don't waste time on useless technical points or go into a topic that's more in depth than necessary.
(a) True
(b) False
55. Evaluate your _____ to be sure you're teaching material that fits the class objectives and the students' needs.
(a) values
(b) instructional goals
(c) presentation
(d) none of these
56. Teach by including lots of negative examples, such as pictures of "bad" installations.
(a) True
(b) False

3.12 Your Performance

Notes

57. Your students are continuously evaluating your _____ and forming opinions.
- (a) clothing
 - (b) speech mannerisms
 - (c) teaching material
 - (d) performance



NOTES

[illegible]

Part
4
Presentation Skills



PART 4—PRESENTATION SKILLS

Notes



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to view the video for the
section *Your Presentation*
Skills 4.1, 4.2, 4.3.

4.1 Introduction

Your presentation skills are the tools you use to transfer knowledge. Your ability to apply each of these skills effectively will determine how well you communicate the subject you're teaching, and how successful you are at building respect in the classroom. Key elements such as eye contact, encouraging student participation, and the proper use of humor can have a positive impact on your presentation.

4.2 Eye Contact

Eye contact does more to enhance your presentation than anything else. Learning to be comfortable using eye contact effectively is one improvement you can make. Your voice may carry your message, but your eyes are what hold your students. Don't single out a single student or area of the room. Look at everybody so you develop a relationship. Think of eye contact as the electric current that keeps students engaged.

Direct eye contact may not be comfortable for some students. Auditory learners may actually close their eyes to better focus on your words. Some students might be uncomfortable because of low self-esteem or other personal issues.

Cultural differences can affect a student's comfort with eye contact. In some cultures, direct eye contact may be perceived as a lack of respect for the speaker. Accept this as a normal situation without doing or saying anything that might make someone uncomfortable.

Never turn your back to your students to write on a board, point at a visual aid, use a pointer, or anything else while speaking. Use the pointer that's built into PowerPoint's slide show as the laser pointer, and only use a wireless mouse to change slides—never use it as a pointer.

Always face your audience because as soon as you look away, you've lost the relationship. Remember, relationship is a key element to being a great instructor. Never speak from the back of the room.

4.3 Hands

What do you do with your hands? If you're comfortable and confident with your audience and subject matter, your hands won't be a problem. Sometimes, though, you just

need to do something with them! Just be aware that your hands can speak louder than your words.

You should simply use your hands naturally, but understand what actions they might communicate:

- One hand nervously twirling a mustache or lock of hair gives the impression that you might need some time to think about the issue/question.
- Hands in pockets might communicate that you're nervous and you don't know what to do with them. However, I have a habit of putting my hands in my pockets when a student asks me a question.
- Note: Empty your pockets prior to a presentation because jangling coins can be distracting to the class and you might not hear a thing.
- Hands folded together over the chest or crossed can suggest you've closed up, but I have a tendency to fold my hands over my chest when I'm trying to figure out the answer to a difficult question.

Just do what comes naturally—relax. It's not what you do with your hands that counts; it's the language of the entire body that conveys the real message. It's a good idea to record yourself teaching and then watch the recording. That way you'll be able to see the nuances you're projecting and make changes if necessary.

4.4 Humor

You can make fun of yourself, but never make fun of a student. Be very careful about teasing them, even if done in a good-natured way. Even if the person is someone you know well, others in the class may take it the wrong way.

Don't degrade others with inappropriate jokes and don't use inappropriate dialogue or profanity to try to relate to a work situation. Don't build a presentation around jokes you've collected. Do incorporate relevant bits and pieces of humor into your message. Never use off-color words or jokes, or profanity in class.



Notes



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section *Your Presentation*
Skills 4.4, 4.5, 4.6, 4.7.

Before you use a joke, be sure it passes all of the tests: not prejudicial, not sexist, not racist, not targeted at a group, not political, nor inappropriate for a business setting. Avoid slang words because they can be offensive to some groups, and idioms might not be understood by everyone in the class.

4.5 Move Around

Don't sit unless you're working on something with an individual student or there are no more than five people in the class. Travel around the room during your presentation so people will have to keep their eyes focused on you. When you sit, the students' eyes are likely to begin to relax making it difficult for them to pay attention. Moving around creates a lively energy, encourages your students to keep their eyes open, and reduces your own stress.

On the other hand, too much erratic movement can be very distracting and annoying, and may cause tension in the audience. I personally use a barstool when presenting. When I feel the need to rest my legs and feet, I lean on the stool and continue my presentation. But I don't sit on it.

4.6 Names

People love to be noticed and appreciate it when you use their names, so try to remember the names of your students. Nameplates on the table in front of each student will help you remember everyone's name. Also provide name badges if appropriate—but not the ones that are pinned on and make holes in clothing. This makes it easier for you and fellow students to learn names and build relationships.

4.7 Participation

Student participation stimulates involvement and motivation to learn. It's the fastest form of learning, and students remember more when they're engaged in the process. Learning isn't a spectator sport! If a question comes up about something you haven't yet taught, let the student know you'll be addressing that subject later in the presentation. If it is a calculation problem add it to the following class program so you can show them the steps to work the problem.

Audience participation feeds information about the student to the instructor and aids in student analysis and evaluation. This feedback is important to the instructor in determining

if the class objectives are being met. That comes from questions, body language, and evaluations, so:

- Make student participation easy for everyone.
- Be a cheerleader and be open to suggestions.

You can't always have 100 percent participation, because some people have their own agenda, or they're exhausted, on medication, ill, or any number of other issues. Some instructors become so preoccupied with one student looking around, or looking at a watch (when everyone else is interested and involved) that the he or she loses focus.

Don't work so hard on that one person who just really wants to take a little nap during your presentation. You might drive yourself nuts trying to address the single student who just isn't paying attention, and in the meantime forget that everyone else is already interested and ready to go forward.

4.8 Politically Correct

We all react negatively to improper or offensive personal comments so:

- Don't make a sarcastic reference to the city you're visiting if you do traveling seminars.
- Don't make a reference to an age group, gender, race, weight, dress code, religion, and so forth.
- Be aware of stereotypes.
- Never draw attention to poor performance no matter how worthy your intentions might be. Students are never lifted by words that identify them as losers, even though you intended to motivate them.
- Watch your language; what may be colorful and contemporary to you can easily be offensive to members of your audience. Don't try to "fit in" with your students by using inappropriate language or crude expressions.
- Don't "turn the tables" on a student. They can criticize *you*, but if you criticize *them*, you'll lose their respect and admiration.

Notes



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section *Your Presentation*
Skills 4.8, 4.9, 4.10,
4.11, Summary.

4.9 Presentation Duration

After years of presenting and teaching we've discovered that there's a 75:15-minute time ratio that works best when presenting to adults. The average adult can listen with understanding for 75 minutes and then need a 15-minute break. The simple act of having a set duration for teaching segments allows students to focus on learning rather than wondering when the next break will be.

Regular breaks maximize attention span. While it may seem difficult to incorporate this rule into technical training, it's important to be aware of the natural limitations of your students.

4.10 Talking Speed

Studies indicate that people speak at an average rate of 120 to 150 words per minute, but the brain can absorb the meaning of words when spoken at up to 300 words per minute. However, be sure you speak clearly and make sure your students are capable of understanding the subject if you speak at a fast rate. If you have a strong accent, or talk too softly consider taking voice lessons. Be sure you enunciate your words clearly; don't slur them.

Recognize the importance of silence or a pause in your presentation at appropriate times. Increasing your talking speed can be used to emphasize an area of passion and decreasing it can emphasize an extremely important point. A great instructor will couple talking speed, pitch, and inflection with eye contact and body language for more impact.

4.11 Voice

Your voice gives the students their first introduction to you and their first impression about you. It, along with your grammar, will communicate joy, nervousness, anticipation, authority, or boredom. Be sure your voice communicates authority and competence. Practice changing the pitch and intensity of your voice and don't speak in a monotone. Use changes of inflection and volume to add emphasis to key points.

Talk loudly enough to be clearly heard and emphasize key words. Employ a sound system where necessary. Pause between your thoughts. Practice out loud and record yourself. Ask yourself, "Will this tone of voice keep someone's interest?" Insert emotion into your voice when you talk.

Be careful not to overuse words such as “like,” “uh,” “um,” and so forth. It’s easy to overuse these words to gather your thoughts when you’re unprepared or nervous. The better your grammar, the more professional and authoritative you’ll sound. Perfection isn’t the goal because you may end up turning your students off. Do make every effort to avoid colloquialisms, slang, or trendy forms of speech or phrases.

Author’s Comment: A “colloquialism” is generally a local or regional dialect expression, such as the use of “y’all” rather than “you all,” or “gonna” rather than “going to.”

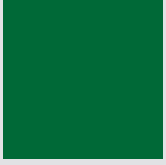
Recording yourself is one way to evaluate speech patterns and improve your presentation.

4.12 Summary

Eye contact is critical to the success of your presentation. Remember, the way you move your hands is part of your body language so be aware of what you do with them.

The proper use of humor makes any classroom setting more enjoyable for everyone, but be careful when using it because you must never be offensive.

Moving around the room helps your students remain focused and can reduce the amount of stress you might be feeling. Use your tone of voice and talking speed to add energy and passion to your presentation.



PRACTICE QUESTIONS

Notes

4.1 Introduction

1. Your ____ are the tools you use to transfer knowledge.
 - (a) use of stories and opinions
 - (b) presentation skills
 - (c) a and b
 - (d) none of these
2. Key presentation skill elements such as ____ can have a positive impact on your presentation.
 - (a) eye contact
 - (b) encouraging student participation
 - (c) proper use of humor
 - (d) all of these

4.2 Eye Contact

3. Eye contact does more to enhance your presentation than anything else.
 - (a) True
 - (b) False
4. Think of eye contact as the electric current that keeps students _____.
 - (a) awake
 - (b) entertained
 - (c) engaged
 - (d) none of these
5. Direct eye contact may not be comfortable for some students.
 - (a) True
 - (b) False
6. Always face your audience because as soon as you look away, you've lost the _____.
 - (a) mood
 - (b) enthusiasm
 - (c) authority
 - (d) relationship

4.3 Hands

7. Do what comes naturally with your hands and relax. It's not what you do with them that counts; it's the language of the entire body that conveys the ____.
- (a) intent
 - (b) philosophy
 - (c) real message
 - (d) enthusiasm

4.4 Humor

8. You can make fun of a student, but never make fun of yourself.
- (a) True
 - (b) False
9. Don't build a presentation around jokes you've collected. Incorporate relevant bits and pieces of humor into your message instead.
- (a) True
 - (b) False
10. Never use ____ in class.
- (a) off-color words
 - (b) off-color jokes
 - (c) profanity
 - (d) all of these
11. Before you use a joke, be sure it passes all the tests: not prejudicial, not sexist, not racist, not targeted at a group, not political, nor inappropriate for a business setting.
- (a) True
 - (b) False
12. Avoid slang words because they can be offensive to some groups, and idioms might not be understood by everyone in the class.
- (a) True
 - (b) False

Notes

4.5 Move Around

13. Don't sit unless you're working on something with an individual student or there are no more than _____ people in the class.
- (a) three
 - (b) four
 - (c) five
 - (d) six
14. Travel around the room during your presentation so people will have to _____.
- (a) try to figure out what you will be doing next
 - (b) keep their eyes focused on you
 - (c) move around also
 - (d) stay awake
15. Too much erratic movement can be very distracting and annoying, and may cause tension in the audience.
- (a) True
 - (b) False

4.6 Names

16. _____ on the table in front of each student will help you remember everyone's name.
- (a) Name badges
 - (b) Nameplates
 - (c) a or b
 - (d) none of these
17. Provide name badges—but not the ones that are pinned on and make holes in clothing.
- (a) True
 - (b) False

4.7 Participation

18. Student participation _____, and students remember more when they're engaged in the process.
- (a) stimulates involvement
 - (b) stimulates motivation to learn
 - (c) is the fastest form of learning
 - (d) all of these

19. Audience participation provides important feedback to the instructor so he or she can determine if the class objectives are being met.
- (a) True
 - (b) False
20. Student feedback comes from ____.
- (a) questions
 - (b) body language
 - (c) evaluations
 - (d) all of these
21. You should always have 100 percent student participation.
- (a) True
 - (b) False

4.8 Politically Correct

22. Don't make a reference to a(n) ____.
- (a) age group or gender
 - (b) race or weight
 - (c) dress code or religion
 - (d) all of these
23. Watch your language; what may be colorful and contemporary to you can easily be offensive to members of your audience.
- (a) True
 - (b) False
24. Don't "turn the tables" on a student. They can criticize *you*, but if you criticize *them*, you'll lose their respect and admiration.
- (a) True
 - (b) False

Notes

4.9 Presentation Duration

25. The average adult can listen with understanding for ____ minutes and then need a ____ -minute break.
- (a) 60, 5
 - (b) 65, 10
 - (c) 75, 15
 - (d) 80, 20
26. Regular breaks ____ attention span.
- (a) minimize
 - (b) maximize
 - (c) a and b
 - (d) none of these

4.10 Talking Speed

27. Studies indicate that people speak at an average rate of 120 to 150 words per minute, but the brain can absorb the meaning of words when spoken at up to ____ words per minute.
- (a) 100
 - (b) 200
 - (c) 300
 - (d) 400
28. Be sure you enunciate your words ____; don't slur them.
- (a) clearly
 - (b) carefully
 - (c) loudly
 - (d) slowly
29. A great instructor will couple talking speed, pitch, and inflection with eye contact and body language for more impact.
- (a) True
 - (b) False

4.11 Voice

Notes

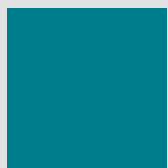
30. Be sure your voice communicates _____ and don't speak in a monotone.
- (a) competence
 - (b) authority
 - (c) a and b
 - (d) none of these
31. Talk _____ enough to be clearly heard, emphasize key words, and pause between your thoughts.
- (a) quickly
 - (b) loudly
 - (c) softly
 - (d) slowly
32. The better your _____, the more professional and authoritative you'll sound.
- (a) presentation
 - (b) attire
 - (c) graphics
 - (d) grammar
33. Recording yourself is one way to evaluate speech patterns and improve your presentation.
- (a) True
 - (b) False



NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part
5
**The Classroom
Setting**



PART 5—THE CLASSROOM SETTING

Notes



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section *The Classroom Setting*
5.1, 5.2, 5.3.

5.1 Introduction

When was the last time an instructor captured your imagination before he or she even started speaking? If you dress up the classroom it shows that something is about to happen and demonstrates that you're prepared. A nice classroom setting with handouts can help set the stage for the excitement ahead.

Beginning, Middle, and End. The students should be anticipating that the program will have a beginning, middle, and an end. Try to have props within sight so the students think, "I wonder what those are for? This seminar is really going to be something." At the beginning of the presentation you should tell them what you're going to teach them. During the middle of the presentation you should teach them, and at the end you should provide a summary that tells your students what you taught them. Feedback should be gathered using an evaluation instrument that will ask students what you taught them.

Control. Don't teach in an unacceptable environment (such as in a supply house or warehouse), and don't teach a topic you're not happy with or in a manner you believe won't have favorable results. The final class outcome will reflect on you as an instructor, so do all you can to be sure the facilities and class curriculum are correct for the situation.

5.2 Classroom

Be sure the class environment is conducive to learning and is comfortable for you to teach in. If the facility isn't acceptable, request or find something that is. A nice classroom environment is more enjoyable for your students. Teaching a class in a shop or similar industrial area should be avoided.

Motivating Posters. If you're teaching high school classes or young adults, you may be able to motivate your students with posters or visuals of sports cars, motorcycles, boats, or other things that interest them. Encourage them in their studies by pointing out that these things are attainable if they become trained professionals. Share information about high-wage jobs in the field that they may wish to pursue.

Noise. Be careful when setting up your facilities if teaching in a hotel, hall or conference area. Be sure the room next door isn't booked for a wedding or other noisy party that could cause distractions. If there's an occasional commotion or outburst, try to ignore it and not draw attention to it. If it's very noticeable, you may be able to relieve any student tension or distraction with a subtle joke about the situation. (For example; it sounds like they're

having lots of fun next door, they must be studying trigonometry!) Don't acknowledge minor commotions caused by students leaving the room or catering staff bringing in soft drinks, water, coffee, and so on.

Room Quality. The quality of the room makes a big difference in the moods of the students. Make an effort to use the most professional facilities you can. Don't worry about intimidating your students, they like nice facilities. You can never have a facility that's too nice.

Chairs are another important part of the learning environment. Sit in one yourself and imagine how this will feel after an hour or more. Make certain your students have tables, and not just chairs.

Room Temperature. The temperature of the room is an important factor. Too cold and your students are wondering how they can get warmer. Too warm and they'll relax and possibly fall asleep. Find out how the temperature is controlled and if you need to have it changed, do so in one-degree increments.

If the temperature is just right (just a little cold) the body will attempt to keep itself warm. Blood circulation increases and provides more oxygen to the brain and results in improved attention span. Drinking coffee can help keep people alert as well.

Pay attention to the temperature during the day and make adjustments as needed. In the information students receive before coming to class, suggest they bring along a jacket or sweater.

5.3 Classroom Layout

Where possible, have the room set up in a classroom style layout with two people per 6-foot table or three per 8-foot table. A herringbone pattern is good for small groups. If there are more tables set up than you'll need, remove the ones from the back rows before students arrive. This will move the class together.

When selecting meeting room space, order a room based on the number of tables you want, not on the number of attendees you expect. Also order it 50 percent larger than your actual needs. If you're expecting 30 students, plan for 45 and order 23 tables (assuming 6-foot tables) with two chairs per table. This will give your students sufficient working space and if more people than expected arrive you can add chairs to the tables.



Notes

There should be sufficient room between tables (at least three feet) so it doesn't feel like the chairs are cramped together without enough space to move. Be sure to specify this when you order the room. Make sure there's enough space between your instructor table and the student tables so you'll be free to move around. Slide the rows away from the center if necessary to make enough room for yourself.

Avoid round tables as they can lead to student cross conversations and inattention during the presentation. In addition, if the tables are round, only about 25 percent of the people will be facing the right direction! Avoid auditorium style seating where possible as the students can spread out and "get lost" in this type of arrangement. It's better to have everyone grouped together.

When making meeting room arrangements for a two-day event, be sure you have the same room both days. Don't allow the facility's event planners to move you to a different room for the second day.

Be sure the proper equipment (such as an AV screen and projection table) is provided and don't allow the screen to be set up in a corner. Specify the screen size as follows:

- One 8 x 8-foot screen for a class of up to 40 people
- One 9 x 12-foot screen for a class of up to 100 people
- One 12 x 12-foot screen for a class of up to 150 people
- Two 12 x 12-foot screens for a class of up to 300 people
- Four 12 x 12-foot screens for a class size of over 300 people

5.4 Audiovisual Aids/Props

Use audiovisual aids that give you freedom to move around, such as wireless microphones and wireless computer controls for PowerPoint presentations. You can do a web search and read reviews for the newest wireless presentation remotes that include a count-down timer that can be set to go off (vibrate) just before a break is scheduled to help you with tracking time.

PowerPoint presentations provide an easy-to-follow outline that gives structure and cohesion to your presentation. The appropriate use of graphics can help students understand technical concepts or difficult topics. Additional props can add to the presentation; everyone likes to see new products and/or toys.

Don't make the mistake of filling PowerPoint slides with text and simply reading them to the audience. Be prepared to provide the instruction without reading every slide word for word. Use the presentation as a guide.



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to view the video for the
section *The Classroom Setting*
5.4, 5.5, 5.6, 5.7, 5.8, 5.9,
5.10, 5.11, 5.12.

5.5 Equipment

Be prepared at all times. Check out the classroom/meeting room and equipment before students arrive; preferably the day before. Check the:

- Table/chair layout. Remove extras.
- Lighting. Remove lamps that wash out the screen.
- Tripping hazards. Tape down power cords.
- Temperature. Adjust the room temperature if necessary.

This is also the time to decide where you want your props and audiovisual gear.

If there's any equipment failure after you begin, don't draw attention to it. What do you do with a major failure? The situation looks bleak and it could be a long wait.

- Don't get mad.
- Stay calm.
- Take a break and see how long it will take to work things out.
- Tell a brief story that relates to the situation.
- Return to the subject and act as if nothing is wrong.

If you're using a PowerPoint presentation on your own laptop computer, you should be prepared for equipment failure by having a backup copy of it on a CD, DVD, SD card, and/or a USB jump drive or flash drive. Keep a copy of the file(s) on your website or ftp site that you can access from the Internet. If the unexpected happens and your computer fails, you'll have a copy that can be used on a substitute computer. Use a remote device to advance the PowerPoint and be sure you have extra batteries. Have a backup bulb for the projector, or arrange for a backup projector.

Tape down the power cords for your computer and projector to avoid tripping over them or knocking the equipment to the floor. Pay attention to details such as being sure the computer is plugged in before beginning the presentation and turning your cell phone off. If you'll be using it as a clock, mute it.

5.6 Handouts

Verify the number of expected attendees before the class and be sure to have more handouts/textbooks than the number of students you anticipate. Providing this type of material allows students to go back at a later time and review what you talked about.

Notes

Make an effort to distribute handouts/textbooks before class or during breaks to avoid distractions and interruptions while you're teaching. Expect some attendees to be late, and try not to create a distraction when getting their materials to them.

5.7 Lighting

Check out the lighting the night before the class to be sure it's sufficient for the students to be able to read their books and notes. Ensure there's no direct lighting on the screen(s) that might diminish the quality of your PowerPoint presentation. If there's a glare on the screen don't dim the lights, try to re-position the screen or have some lamps removed to resolve the problem instead. Make sure someone is there who's familiar with the operation and switching of the lighting and can make adjustments as needed.

5.8 Microphones/Sound Systems

Anytime you have more than 40 students you should have a sound system. A sound system helps ensure that each student can hear you and also saves your throat and voice.

Use portable sound systems for small classes. A small portable system like "Go Speak" will work for classes under 100 students. Do a web search on "portable PA systems" and be sure to read reviews to get the best value for your money.

A handheld wired microphone ties you down and isn't a good solution. A handheld wireless type is a little better and allows you movement but ties up your hands. The next best option is a wireless clip-on microphone that you put on your shirt or tie, but you'll need to limit your head motions for optimum pick up. A wireless on-ear microphone is the best. Whichever one you choose to use, be sure to turn it off during breaks!

5.9 Platforms

Platforms are necessary so your students can see you when the class has more than 150 attendees. Remember, it's all about the students so use a platform when necessary even if you're uncomfortable doing so. Make sure you contact the event facility in advance to arrange for one.

5.10 Podiums/Lecterns

Don't use them! Podiums and lecterns place a barrier between you and your students when you should be doing everything in your power to get close to them.

Use an adjustable table for your laptop to bring it up to a height where you can see it and work with it while standing, but without having to bend over too much (your back will thank you). Being able to see the laptop monitor while moving around the room will improve your comfort level while presenting, and allow you to read from it instead of turning your back to the students to do so.

5.11 Projectors

Provide your own projector if possible so you know that any equipment compatibility problems will be minimized. If you must arrange the use of one from the facility, request a projector that has a brightness of at least 2,500 lumens for classrooms and 5,000 lumens for larger venues. The contrast ratio should be 4,000:1 or higher (10,000:1 is very good).

An LCD projector is best for color although DLP is best for lumens, but that type may not provide the picture quality needed for PowerPoint slides. Make sure you have backup lamps and an available backup projector in case of equipment failure.

Laser projectors combine the best qualities of every type and have exceptional brightness. In addition, there are no lamps to change and they have an extremely long life. This type of projector gives the best performance and lowest cost of operation, but the initial cost is higher.

Write down the name of the manufacturer and model of projectors that you've used and liked, and talk to other presenters about the kind that works best for them. You can also study projector specifications using internet resources to find recommendations for the best projector for your needs.

5.12 Refreshments

It's important for students to be comfortable during a presentation. Pitchers of water or bottled water should be available during the day. Extra water at the refreshment table is a good idea. Even if coffee is provided, some participants will prefer water.

Notes

If you're working with a convention center, order regular coffee based on 15 people per gallon. Decaffeinated coffee (1 gallon per 50 people) and tea (½ gallon per 100 people) are also good to have. Don't include "refresh" in your contract because an offer to "refresh" the coffee means whatever is there will be taken away and a new full pot(s) will be brought in—at full charge. Arrange for the pots to be left out until they're empty.

Be very clear about who's authorized to order beverages and/or snacks and make sure that information is included in the contract. Check with the hotel if you can pay for beverages on the basis of what is actually consumed. If you have beverages provided for breaks, and are being charged "on consumption," count the number left over at the end of the day and only pay for those that were consumed.

Don't include lunch in the registration unless it reduces the meeting room costs significantly or is necessary for the meeting logistics. Some meeting locations aren't close to other dining facilities, or traffic would prevent the students from returning on time. Being able to get everyone back to class promptly is important and must be factored into this decision.

If you do include lunch, turn in a count that's 90 percent of that expected. Determine if the convention center will add more if needed. If you turn in a number that's higher than the number of actual attendees, you'll be charged for the initial number you provided to the facility.

Have your contract with the facility specify who's authorized to approve charges and then approve all of them every day. Doing so will allow you to bring up any errors or discrepancies on your bill in a timely manner and while the day is still fresh in your mind.

5.13 Summary

The classroom setting is an integral part of any presentation. Capture your students' attention as soon as they walk in the door by dressing it up and having handouts available. Make it as nice as possible. Do your best to not teach in an unacceptable environment; avoid shops and similar industrial areas.

Be sure the classroom is laid out so it doesn't feel cramped. Having space for people to be able to take notes, lay handouts and/or textbooks open, and be able to move around will help your students be more comfortable.

Remember to use audiovisual equipment appropriate for the size of your classroom and number of attendees.



PRACTICE QUESTIONS

5.1 Introduction

Notes

1. A nice classroom setting with _____ can help set the stage for the excitement that will come.
 - (a) posters
 - (b) handouts
 - (c) nameplates
 - (d) none of these
2. The students should be anticipating that the program will have _____.
 - (a) a beginning, middle, and an end
 - (b) humor, slides, and textbooks
 - (c) a and b
 - (d) none of these
3. At the beginning of the presentation you should _____.
 - (a) tell the students what you're going to teach them
 - (b) teach them
 - (c) provide a summary that tells your students what you taught them
 - (d) none of these
4. During the middle of the presentation you should _____.
 - (a) tell the students what you're going to teach them
 - (b) teach them
 - (c) provide a summary that tells your students what you taught them
 - (d) none of these
5. At the end of your presentation you should _____.
 - (a) tell the students what you're going to teach them
 - (b) teach them
 - (c) provide a summary that tells your students what you taught them
 - (d) none of these
6. Feedback should be gathered using an evaluation instrument that will ask students what you taught them.
 - (a) True
 - (b) False

Notes

7. The final class outcome will reflect on you as a(n) _____, so do all you can to be sure the facilities and class curriculum are correct for the situation.

(a) leader
(b) person
(c) facilitator
(d) instructor

5.2 Classroom

8. Be sure the class environment is conducive to learning and is comfortable for _____.

(a) everyone to get relaxed in
(b) you to teach in
(c) everyone's ability to move around
(d) none of these

9. If the facility isn't acceptable, _____ something that is.

(a) request
(b) find
(c) a or b
(d) none of these

10. If you're teaching _____, you may be able to motivate your students with posters or visuals of sports cars, motorcycles, boats, or other things that interest them.

(a) grade school classes or older adults
(b) high school classes or young adults
(c) high school classes or older adults
(d) all of these

11. Be careful when setting up your facilities. Be sure the room next door isn't booked for a wedding or other noisy party that could cause distractions.

(a) True
(b) False

12. Don't acknowledge _____ caused by students leaving the room or catering staff bringing in soft drinks, water, coffee, and so on.

(a) loud crashes
(b) doors slamming
(c) sirens
(d) minor commotions

13. The quality of the room makes no difference to the mood or learning of your students.
- (a) true
 - (b) false
14. Make an effort to use the ____ facilities you can.
- (a) most professional
 - (b) cheapest
 - (c) largest
 - (d) most elegant
15. Make certain your students have tables, and not just chairs.
- (a) True
 - (b) False
16. Since the temperature of the room is an important factor, find out how it's controlled and if you need to have it changed do so in ____-degree increments.
- (a) one
 - (b) two
 - (c) three
 - (d) four

5.3 Classroom Layout

17. Where possible, have the room set up in a classroom style layout with ____ people per 6-foot table or ____ per 8-foot table.
- (a) one, two
 - (b) two, three
 - (c) three, four
 - (d) four, five
18. If there are more tables set up than you'll need, remove the ones from the ____ rows before students arrive which will move the class together.
- (a) front
 - (b) middle
 - (c) back
 - (d) any of these

Notes

19. Order a room based on the number of tables you want, not on the number of attendees you expect, and order it ____ percent larger than your actual needs.
 - (a) 20
 - (b) 30
 - (c) 40
 - (d) 50
20. There should be sufficient room between tables (at least ____ feet) so it doesn't feel like the chairs are cramped together without enough space to move. Be sure to specify this when you order the room.
 - (a) two
 - (b) three
 - (c) four
 - (d) five
21. Make sure there's enough space between your ____ and the student tables so you'll be free to move around.
 - (a) instructor table
 - (b) projection equipment
 - (c) instructor chair
 - (d) all of these
22. Use round tables and avoid auditorium style seating.
 - (a) True
 - (b) False
23. When making meeting room arrangements for a two-day event, be sure you have different rooms each day.
 - (a) True
 - (b) False
24. Be sure the proper equipment (such as an AV screen and projection table) is provided and don't allow the screen to be set up in a corner.
 - (a) True
 - (b) False
25. Specify the number of screens and the size(s) based on the class size.
 - (a) True
 - (b) False

5.4 Audiovisual Aids/Props

26. Use audiovisual aids that give you freedom to move around, such as wireless _____.
(a) microphones
(b) computer controls for PowerPoint presentations
(c) a and b
(d) none of these
27. PowerPoint presentations provide an easy-to-follow outline that gives _____ to your presentation.
(a) structure
(b) cohesion
(c) logic
(d) a and b
28. The appropriate use of _____ can help students understand technical concepts or difficult topics.
(a) spreadsheets
(b) graphics
(c) photos of bad installations
(d) your voice
29. Don't fill your PowerPoint slides with text and simply read them to the audience, use them as a guide.
(a) True
(b) False

5.5 Equipment

30. Check out the classroom/meeting room and equipment before students arrive; preferably the _____ before.
(a) hour
(b) day
(c) week
(d) month

Notes

31. When checking out the classroom/meeting room and equipment, be sure to ____ and decide where you want your props and audiovisual gear.
 - (a) check the table/chair layout and lighting
 - (b) tape down power cords
 - (c) adjust the room temperature if necessary
 - (d) all of these
32. If there's a major equipment failure after you begin ____.
 - (a) don't get mad
 - (b) stay calm, take a break, and see how long it will take to work things out
 - (c) tell a brief story that relates to the situation, then return to the subject and act as if nothing is wrong
 - (d) all of these
33. If you're using a PowerPoint presentation on your own laptop computer, you should be prepared for equipment failure by having a backup copy of it on a CD, DVD, SD card, and/or a USB jump drive or flash drive.
 - (a) True
 - (b) False

5.6 Handouts

34. Verify the number of expected attendees before the class and be sure to have more handouts/textbooks than the number of students you anticipate.
 - (a) True
 - (b) False
35. Make an effort to distribute handouts/textbooks ____ to avoid distractions and interruptions while you're teaching.
 - (a) before class
 - (b) during breaks
 - (c) at lunchtime
 - (d) a or b

5.7 Lighting

36. Check out the lighting the _____ the class to be sure it's sufficient for the students to be able to read their books and notes.
- (a) morning of
 - (b) day before
 - (c) night before
 - (d) none of these
37. If there's a glare on the screen don't dim the lights, try to re-position the screen or have some lamps removed to resolve the problem instead.
- (a) True
 - (b) False

5.8 Microphones/Sound Systems

38. Anytime you have more than _____ students you should have a sound system.
- (a) 10
 - (b) 20
 - (c) 30
 - (d) 40
39. A small portable system like "Go Speak" will work for classes under _____ students.
- (a) 50
 - (b) 75
 - (c) 100
 - (d) 125
40. A _____ microphone is the best, and be sure to turn off whichever type you use during breaks.
- (a) wireless on-ear
 - (b) handheld wired
 - (c) wireless clip-on
 - (d) handheld wireless

Notes

5.9 Platforms

41. Platforms are necessary so your students can see you when the class has more than ____ attendees.
- (a) 75
 - (b) 100
 - (c) 125
 - (d) 150

5.10 Podiums/Lecterns

42. Podiums and lecterns place a barrier between you and your students and give you more authority so use them whenever possible.
- (a) True
 - (b) False
43. Use an adjustable table for your ____ to bring it up to a height where you can see it and work with it while standing, but without having to bend over too much.
- (a) projector
 - (b) laptop
 - (c) pointer
 - (d) coffee

5.11 Projectors

44. Provide your own projector if possible so you know that any equipment compatibility problems will be minimized.
- (a) True
 - (b) False
45. If you must arrange the use of a projector from the facility, request one that has a brightness of at least ____ lumens for classrooms and ____ lumens for larger venues.
- (a) 1,500, 2,500
 - (b) 1,500, 5,000
 - (c) 2,400, 4,000
 - (d) 2,500, 5,000

46. The projector's contrast ratio should be ____ or higher (10,000:1 is very good).
- (a) 2,000:1
 - (b) 4,000:1
 - (c) 2,000:2
 - (d) 4,000:2

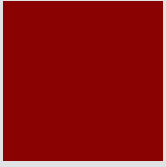
5.12 Refreshments

47. Since it's important for students to be comfortable during a presentation, pitchers of water or bottled water should be available ____.
- (a) at breaks
 - (b) during the day
 - (c) during lunch
 - (d) none of these
48. If you're working with a convention center, order regular coffee based on ____ people per gallon.
- (a) 5
 - (b) 10
 - (c) 15
 - (d) 20
49. Don't include "refresh" in your contract because an offer to "refresh" the coffee means whatever is there will be taken away and a new full pot(s) will be brought in—at full charge. Arrange for the pots to be left out until they're empty.
- (a) True
 - (b) False
50. Be very clear about who's authorized to order beverages and/or snacks and make sure that information is included in the contract.
- (a) True
 - (b) False
51. If you have beverages provided for breaks, and are being charged "on consumption," count the number left over at the end of the day and only pay for those that were consumed.
- (a) True
 - (b) False

Notes

52. Don't include lunch in the registration unless _____.
(a) it reduces the meeting room costs significantly
(b) it's necessary for the meeting logistics
(c) a or b
(d) none of these
53. If you do include lunch, turn in a count that's _____ percent of that expected. The convention center will always add more if needed.
(a) 30
(b) 60
(c) 90
(d) 120
54. Have your contract with the facility specify who's authorized to approve charges and then approve all of them _____.
(a) every 30 minutes
(b) every hour
(c) at the lunch break and at the end of the day
(d) every day

Part
6
The Presentation



PART 6—THE PRESENTATION

Notes



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section *The Presentation*
6.1, 6.2, 6.3.

6.1 Introduction

This is what it's all about. We've already talked about everything leading up to you being in front of your students and teaching them. The presentation is the tool used to help you transfer knowledge to your students, to inspire them, and to change their lives.

First Minutes. The first few minutes of a presentation are crucial. The hardest part is simply getting started. You'll want to:

- Soften the strangeness of the moment, and meeting people in advance is a good way to accomplish this goal.
- Defuse the students' defenses by being just a little playful in the introduction.
- Slice through the natural reluctance to expose feelings and emotions, and talking to people before the class begins helps encourage your students to open up.

Meeting and talking with as many people as possible before class begins helps everyone relax because you're getting to know each other. Your introduction actually begins during this time and not at the "official" beginning of your presentation.

Before your students arrive, set out a flyer that contains a detailed outline of what they can expect. Be sure it contains a biography of you and your interests so they can better relate to you. Meet and greet people before the class begins and during break times.

Let your students know up front that you're *delighted* to have them there. Tell them, right off the bat, "I've been looking forward to this moment and I'm excited to be here." and mean it!

Make Friends. Make friends by using eye contact, move on to another face, lock in, read the reaction, and then continue. Just keep making friends by speaking in a way that comes easily and naturally for you. An easy way to get people involved is to ask them a simple question about traffic, the meeting location, or some other universal topic.

Don't force students to introduce themselves at the beginning of the class. Some of them will be uneasy speaking or being in the spotlight, so be sensitive when asking for volunteers. Many students may feel uncomfortable with public introductions, especially at the beginning of a class, so consider the audience carefully before asking for them to participate early on. In fact, I recommend you don't ask people to introduce themselves because you have a finite amount of time in which to complete your presentation and you can't control how long they'll talk.

Focus on the student who shows the most interest, and transmit real feeling to him or her with friendly eye contact. Let that person know he or she is important and begin to build a relationship. You'll be warmed up in no time, and your students won't be far behind. You can easily involve everyone by asking them what they hope to get out of this program.

6.2 Breaks

It's always better to schedule breaks in advance than to wait until someone shouts out, "Hey! How about a break?" Have a timer that will alert you when it's time for a scheduled break. Schedule them at appointed times and follow a consistent timetable.

You can insert a slide in your presentation at a point where you think a break might be called for as a reminder to yourself. This can be a subtle clue such as a slide advertising your website or an upcoming class.

Break Schedule. When you call a break, let everyone know the specific time to return, and then start promptly when the break is over. Use a PowerPoint count-down timer to help everyone stay on schedule.

Don't continually look at your watch to schedule breaks. Take it off and lay it by your laptop where you can easily see it. Using a timer instead of your watch may work better for you.

For an 8-hour program, I suggest the following break schedule:

Start	8:00 am
First break	9:15 am (10 to 15 minutes)
Second break	10:45 am (10 to 15 minutes)
Lunch	12:00 noon (one hour)
Third break	2:15 pm (10 to 15 minutes)
Fourth break	3:45 pm (10 to 15 minutes)
End	5:00 pm

Print it out and give each student a copy so they'll know when they can take care of any personal business without missing portions of your presentation.

Start Back on Time. Be sure you start on time after a break! A count-down timer will help you stay on schedule. If nothing else, refer to a clock in the room that everyone can see, and tell the group what time you'll resume speaking.

Notes



Scan the QR code above,
or go here

**[www.mikeholt.com/
videos/great18](http://www.mikeholt.com/videos/great18)**

to view the video for the
section *The Presentation*
6.4, 6.5, 6.6, 6.7.

Questions at Break. What do you do if you get questions as you're starting after a break? Simply explain that you can't answer the question(s) at this time because the break is over, and you'll get with them later. If you receive questions during break that are pertinent to the topic, write them down to share with the class. As the students are making their way back to their seats, you can share these questions and answers which will begin bringing them back on task.

Let students know you'll be available after class to answer questions individually. Don't schedule anything else that might infringe on this time.

6.3 Create Conflict

Bring up an issue you know will "get them started." Show some information that you know some people in the group just won't believe. This will make them sit up and take notice. There are many interesting sources of little-known facts that you can incorporate into your presentation or your count-down timer.

This can be a very touchy strategy—use it with caution so the conflict doesn't snowball into confrontation. Anything you bring up during a class should be carefully planned in advance.

6.4 Disruptive Students

What do you do if a student becomes rude and hostile? You meet rudeness with helpfulness. Maintain control of yourself and the class. Concentrate on the issues. As soon as you "lose it" with this person, you'll become the bad guy. If you're patient and helpful—and the student is abrasive—someone will eventually say, "Let's get on with it."

Never lose your temper. When you feel it heating up, tell yourself you're being tested. Instructors who lose their tempers are regarded as "out of control." Nothing justifies inappropriate behavior. Anger casts a cloud over a presentation and you must be prepared to cool it before you lose control. Stop before you become angry. Self-control is mandatory and must always be maintained.

Handling disruptive students effectively is an important skill for instructors. If you're told a particular student is likely to cause problems, make it a point to talk to him or her before class. Think of a way to make them feel as though they're an important part of your "team."

There are at least two kinds of disruptive students: *crusaders* and *constant talkers*.

Crusaders. A crusader is the leader of an unlikely cause. This person is speaking on a subject that's of overriding importance to them and they generally don't observe parliamentary procedure. Their goal is to draw attention to their cause. The last thing you want to do is to destroy the crusader in the class because he or she can become a martyr in the eyes of the audience.

Anticipate the crusaders among your students before you begin your presentation. Let him or her know that others might share their point of view, but now isn't the time to discuss the issue.

If they persist, don't allow them to dominate the class. Be crisp and decisive. Don't let yourself be intimidated. Give the crusader the feeling that *something* has been derived from the effort and explain that you need to finish your program.

Constant Talkers. What do you do with a student who won't stop talking? He or she keeps interrupting you, asking the same question over and over. Stay calm; try to rephrase your answer each time you respond. Don't laugh at him/her and don't be sarcastic or condescending. The moment you start to discipline the mischief-maker, you'll lose the sympathy of your students and become the culprit.

If you've been hired by an organization, consider asking one of the organizers to be an advocate for you. Ask that person to deal with difficult students and arrange a nonverbal cue that will let him or her know a problem is developing. However, if they don't deal with the situation, you'll need to do so.

If students are speaking to each other in class and disrupting those around them, politely put a stop to it without being insulting.

When dealing with disruptive students or a difficult class, having an advocate present can be invaluable. Identify possible advocates during your time spent before class when meeting the students. Be aware of those who are friendly and out-going, and seem knowledgeable. Call on them to answer questions or for comments to move the flow of conversation away from the disruptive participants.

6.5 Guest Speaker

If you're a guest speaker, provide a written introduction including a short biography. Find out if you'll be introduced and how. Keep your introduction as brief as possible.

If you're hosting to a guest speaker or have a co-instructor, beware of the risk you're taking especially if the speaker isn't known to you. Have a plan to guide him or her back on topic if they stray, and control them if necessary. When I have a guest speaker, I give them an hour for their presentation.

Notes



Scan the QR code above,
or go here
**[www.mikeholt.com/
videos/great19](http://www.mikeholt.com/videos/great19)**
to view the video for the
section *The Presentation*
6.8, 6.9, 6.10, 6.11.

6.6 Mistakes

If you say something or do something that's obviously wrong or inappropriate (and eventually you will) don't say, "Oh no, I goofed!" in a flustered voice. Don't be afraid to admit to the mistake. Everyone makes them so don't make it a big deal. Instead say:

- "Let me say that differently."
- "I want to rephrase my response to you."
- "Here's another way to talk about this issue."

6.7 Move On

Make your point clearly; nail down exactly what you want your students to learn and then move on. Just say what you want to say. Be 100 percent prepared and don't allow yourself to become sidetracked.

6.8 Note Taking

Some people like to be given outline points. Tell people you have specific points for them, and they'll instinctively pick up their pencils and start taking notes.

Some studies indicate that the very act of taking notes helps people remember the material, even if they never review them. When students take notes, it forces them to think about what they're learning, process the information in different parts of their brains, and makes it easier for access later on.

Remember that some students learn better by listening with all of their attention (auditory learners) rather than taking notes, so don't make it an issue. Providing a detailed handout or textbook so note taking isn't essential helps these people completely focus on what you're saying.

6.9 Presentation Structure

Define the scope of the class and share it with your students so they'll know what to expect. Your presentation should have a beginning which includes the objectives for the session, or "what you plan to teach them," a middle which is where you teach them, an ending which includes a summary telling them what you taught them, and then an evaluation or feedback step where you ask them what they learned.

6.10 Questions

Be sure you understand the audience's needs and clearly let your students know you welcome comments and questions.

Acknowledge the Questioner. As you're answering questions, watch for the next question(s), and acknowledge that person so they'll know you saw them and will allow them to ask their question after you've finished answering the current or preceding one(s).

Clear Answer. Be sure you understand the questions and answer them with a short, crisp, and clear response that makes students feel happy they asked. Don't try to impress your students with useless information because most prefer a simple "yes" or "no" rather than a reply that drones on forever.

Convoluting Questions. If you receive a convoluted question, ask the student to repeat it. Quite often these types of questions are about something you haven't yet taught, or aren't within the scope of the class. As the question is repeated, you'll find it becomes shorter and clearer. It might also change in emphasis if not in meaning.



Repeat the question as you understand it and prompt the student to confirm your clarification. This will ensure you have a clear understanding of the question and give you more time to consider your answer as well. In addition, this helps the other students hear the question correctly.

Help the questioner think his or her way through the troubling issue. After you answer the question as you understand it, be sure to ask the student, "Did I answer your question?"

Dissenters. When you hear a dissenting voice, listen to it carefully. Listen to the dissenter with your eyes so that he or she feels you're giving them serious consideration. Don't disagree negatively, just ease into it by saying something such as "That's a good point, but . . .," or "Let me add something to that . . .," or "There's another factor to consider here . . ."

Let students know you can be wrong, and encourage them to present their point of view with substantiation. Let them know that if they can prove their point with the appropriate resource, such as a *Code* reference, you'll accept it. Don't allow them to continue to argue a point based on an opinion or feeling they can't verify.

Notes

Try to keep the discussion moving past their point of contention and stay within the scope of the class. If necessary, let them know that you need to move on but will discuss their point with them during break or after class.

Don't Fake It. If you don't know the answer to a question, say so. If a student asks a question you can't answer, you might reply, "I don't know the answer to that, but if you'd like to send me an e-mail after the class, I'll try to find out." When they do send you an e-mail question, keep your reply short and to the point. In some cases, just sending them a *Code* reference that contains the answer is enough. Refer them to the *Code* Forum at www.MikeHolt.com/forum if the question falls into the realm of consulting, especially if you don't provide that service.

Instructor Questions. Whenever possible, ask your students questions and challenge them to participate so you develop a connection (ideas, emotions, and creativity) between you and them. Explore ways for you to hold their interest so they want to learn from you with openness and curiosity.

When you have questions for students to answer, never use a trick question. Don't play games; just teach! It takes effort to get people to understand the material and feel good about themselves, so don't make them feel badly because of difficult-to-understand questions.

Don't become defensive if you're asked a question and you don't know the answer, or if a student challenges the accuracy of an answer you've given. Never intimidate students because, if you do, they'll become afraid to ask any more of them.

Don't ask the class a question about something you haven't already explained. Never single out a particular student to answer a question and put him or her on the spot. There'll be other students in the class confident enough to volunteer answers.

No Questions? Why might students not ask questions about the material you've been covering?

- You've talked too long. They don't want to hear any more about the subject—and they'll strangle the first person that says anything that even sounds like a question.
- They're confused. Bewildered students seldom ask questions. They don't like to admit they didn't understand the material, and they won't struggle to make sense out of it. They just sit there quietly. This can happen when you teach very technical subjects and speak at a rapid rate. If all of the material presented was new, they might still be in the process of absorbing it. When a presentation consists of opinion rather facts (like this one does), there isn't really much room for discussion. If someone disagrees with your opinion, that just means they have a different one—accept it!

- You stepped on their toes. You said something that alienated them—and they're turned off.
- You never reached them. Some students listened attentively but you never connected with them. Did they have no interest in the subject? Was the message clear?
- You talked above their level of interest.
- You talked above their level of knowledge.
- Too much detail. Have you told so much that they're overwhelmed? Was the main point obscured? Did you saturate your students' brains with information they really didn't need?
- They think it's disrespectful to the instructor. Some students may sit in silence because they think it's disrespectful to question the concepts and ideas of the instructor.
- They have something else on their minds. Maybe there's something going on in their personal life that's distracting them from focusing on your presentation. Others might even be there against their will.
- You didn't make it clear you welcome comments and questions.
- You hurried through the program, giving the impression you didn't have time for questions. If you're properly prepared, and in control of your class, you won't need to hurry through your presentation. Be sure to pace yourself so there's sufficient time for a summary and for questions.
- Challenge your students to participate. If you challenge your students to participate, you might find they begin to ask questions. Develop a connection of ideas, emotions, and creativity between you and your audience. Add an element of fun.

Seeking Approval. Some students aren't really seeking answers to their questions. They're seeking approval. A sensitive instructor can detect the difference, and should give confirmation or approval to the student.

Students Answering Student Questions. What do you do if a student attempts to answer a question posed by another student? My response may surprise you, but I encourage students to become part of the process. If a student attempts to answer another student's question, I permit it as long as it has to do with something I already taught and pertains to the current topic.

Notes

Encourage students to answer questions from other students. Facilitate the discussion and interaction. Sometimes they'll explain something better than you did! Encourage everyone to become part of the process. It will help you understand what they learned.

If the student's answer is correct, confirm it. If they're wrong, explain the subject again so everyone has a better opportunity to fully understand it. Don't allow long discussions outside the scope of the class.

Students Asking Questions When They Already Know the Answer. Sometimes a student will ask a question and you know he or she already knows the answer. Don't be annoyed, they might be asking on behalf of a friend who's afraid to speak up in class. Maybe they're asking so they're sure another student hears (or heard) the answer.

Verify You Answered the Question. After you've answered the question, return to the student and ask if you answered it. Sometimes I'll be asked a question and I'll respond. I'll then return to the student only to discover that I didn't understand the question and my response didn't solve their problem. How would you know this if you didn't ask, "Did I answer your question?"

6.11 Survey/Evaluation of Presentation

Have an evaluation of your presentation so you can better understand how effectively you communicated with your students. You'll learn what worked and what areas need improvement.

Your goal is to not receive any of the following comments in your evaluation:

- "The instructor had no energy and read to us like we were idiots."
- "The presentation had no relevance to my problems."
- "The instructor talked endlessly about himself (herself)."
- "I couldn't understand the graphics and the handouts were of poor quality."
- "The instructor fumbled the questions, and contradicted himself."
- "The instructor rambled on with a lot of empty words. Just bull, if you ask me."
- "The instructor didn't seem to enjoy himself (herself) and I never felt comfortable."

Personal Value. Use the evaluation as a tool for self improvement. Don't allow yourself to become devastated by any negative feedback, but use it to better yourself. Look at the

positive remarks and continue to grow in your ability. It might take years of presenting to feel really confident in your teaching ability. The positive comments and the opportunities to see the “lights come on” as your students learn make all the work and effort worthwhile.

Be sure to use feedback and class interaction to update your presentation. Make notes of student comments received in class as well as the outcome of the written evaluation. It can be very beneficial to have an assistant with you to help make notes during the class so you don’t forget the comments. You may be able to use a student volunteer as an assistant, or offer a previous student a free class in return for helping you. Continuous evaluation and updating of your presentation is essential in order to keep your material current and fresh.

Timing. Don’t leave the evaluation until the last few minutes of class because everyone is preparing to leave. A good time to have students fill out the evaluation is during one of the afternoon breaks. Doing so will give your students ample time to complete it and you’ll receive better information because they aren’t feeling rushed.

Make sure your evaluation sheet isn’t too long, or people will just circle numbers in order to avoid spending the time thinking about the questions. An example of an evaluation sheet you can use is on the next page.

Notes

Name (optional): _____ Title: _____

	Poor					Excellent				
1. How important was the subject matter to you?	0	2	4	6	8	10				
2. How well did the seminar meet your needs?	0	2	4	6	8	10				
3. Was the presentation interesting and informative?	0	2	4	6	8	10				
4. Was the technical content appropriate?	0	2	4	6	8	10				
5. Was it worth your time to attend?	0	2	4	6	8	10				
6. How would you rate the seminar overall?	0	2	4	6	8	10				
7. How would you rate the instructor's skills?										
Knowledge of the subject	0	2	4	6	8	10				
Responsiveness to questions	0	2	4	6	8	10				
Ability to adapt to the students' needs	0	2	4	6	8	10				
Ability to present ideas/concepts clearly	0	2	4	6	8	10				
Use of visual aids	0	2	4	6	8	10				
8. What was the most important thing you learned today?										
9. What concept was the most difficult for you to grasp today?										
10. What was especially good about the session?										
11. What were you disappointed about?										
12. How can the session be improved?										
13. Do you have any comments or suggestions concerning your instructor?										
14. Do you have any comments or suggestions concerning the seminar topic?										
15. What other seminars would you be interested in attending?										

Classroom

Rate the meeting room facilities overall	Poor	Fair	Good	Great
How comfortable was the seating?	Poor	Fair	Good	Great
Should this facility be used again and why?				

Other Comments or Suggestions

Don't e-mail evaluation forms to students and think they'll respond because most of them won't. Be sure to take a short break (5 minutes) in the afternoon and ask your students to complete the evaluation forms if they haven't already done so. Let them know how important the completed forms are to you.

6.12 Summary

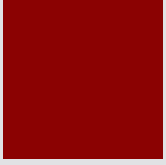
Remember your presentation skills are the tools you use to transfer knowledge. Make the most of the first few minutes by convincing your students you're *delighted* to have them there.

Be sure to schedule breaks, and when you call one be clear as to the time it will end. Begin again promptly at the time you said you would.

Understand your students' needs and be sure they know you welcome their questions and comments. Help them feel as though they're part of the program.

Pace yourself so you're able to meet your presentation objectives by covering all of your material. You need to know where in your presentation you're supposed to be at any given time.

Use evaluations to improve your communication and presentation skills.



PRACTICE QUESTIONS

Notes

6.1 Introduction

1. The presentation is the tool used to help you ____, to inspire them, and to change their lives.
 - (a) transfer knowledge to your students
 - (b) demonstrate your effectiveness as an instructor
 - (c) a and b
 - (d) none of these
2. The first few minutes of a presentation are crucial and the hardest part is simply getting started, so you'll want to ____.
 - (a) soften the strangeness of the moment and meeting people in advance is a good way to accomplish this goal
 - (b) defuse the students' defenses by being just a little playful in the introduction
 - (c) slice through the natural reluctance to expose feelings and emotions and talking to people before the class begins helps encourage your students to open up
 - (d) all of these
3. Meeting and talking with as many people as possible before class begins helps everyone relax because you're getting to know each other and your introduction actually begins during this time rather than at the "official" beginning of your presentation.
 - (a) True
 - (b) False
4. Make friends by using ____.
 - (a) hand gestures
 - (b) body language
 - (c) eye contact
 - (d) none of these
5. Don't force students to introduce themselves at the beginning of the class. Some of them will be uneasy ____, so be sensitive when asking for volunteers.
 - (a) speaking
 - (b) being in the spotlight
 - (c) a or b
 - (d) none of these

6.2 Breaks

6. Schedule _____ at appointed times and follow a consistent timetable.
 - (a) the beginning of class
 - (b) breaks
 - (c) lunch
 - (d) the end of class
7. When you call a break, let everyone know the specific time to return, and then _____.
 - (a) wait for everyone to return before you start at the designated time
 - (b) start promptly at the designated time
 - (c) a or b
 - (d) none of these
8. Be sure that after the break, you start on time and a countdown timer or clock will help you stay on schedule.
 - (a) True
 - (b) False
9. If you get questions as you're starting after a break, simply explain that you can't answer the question(s) at this time because the break is over, and you'll get with them later.
 - (a) True
 - (b) False
10. If you receive questions during break that are pertinent to the topic, write them down _____.
 - (a) to share with the class
 - (b) so you'll remember them
 - (c) and modify your presentation to answer them next time you do this class
 - (d) all of these

6.3 Create Conflict

11. Create conflict by bringing up an issue you know will "get them started." Show some information that you know some people in the group just won't believe.
 - (a) True
 - (b) False

Notes

6.4 Disruptive Students

12. If a student becomes rude and hostile you should _____.
 - (a) meet rudeness with helpfulness
 - (b) maintain control of yourself and the class
 - (c) concentrate on the issues
 - (d) all of these
13. Never lose your temper. Self-control is mandatory and must always be maintained.
 - (a) True
 - (b) False
14. There are at least two kinds of disruptive students; _____.
 - (a) controllers and thinkers
 - (b) crusaders and constant talkers
 - (c) skeptics and followers
 - (d) charismatics and charmers
15. A crusader _____.
 - (a) is the leader of an unlikely cause
 - (b) is speaking on a subject that's of overriding importance to them
 - (c) generally doesn't observe parliamentary procedure
 - (d) all of these
16. If crusaders persist _____.
 - (a) don't allow them to dominate the class
 - (b) be crisp and decisive
 - (c) don't let yourself be intimidated
 - (d) all of these
17. If a student won't stop talking, and he or she keeps interrupting, you should _____.
 - (a) stay calm and try to rephrase your answer each time you respond
 - (b) not laugh at the student
 - (c) not be sarcastic or condescending
 - (d) all of these

18. If students are speaking to each other in class and disrupting those around them, ____ put a stop to it without being insulting.
- (a) firmly
 - (b) aggressively
 - (c) politely
 - (d) quickly
19. When dealing with disruptive students or a difficult class, having a(n) ____ in the class can be invaluable.
- (a) advocate
 - (b) assistant
 - (c) spokesperson
 - (d) none of these

6.5 Guest Speaker

20. If you're a guest speaker, provide a ____ introduction including a short biography.
- (a) video
 - (b) written
 - (c) verbal
 - (d) any of these
21. If you're hosting a guest speaker or have a co-instructor, have a plan to ____.
- (a) guide him or her back on topic if they stray
 - (b) control them if necessary
 - (c) a and b
 - (d) none of these

6.6 Mistakes

22. If you say something or do something that's obviously wrong or inappropriate (and eventually you will) say, "Oh no, I goofed!" in a loud, flustered voice.
- (a) True
 - (b) False

Notes

6.7 Move On

23. ____ and then move on.
- (a) Make your point clearly
 - (b) Nail down exactly what you want your students to learn
 - (c) a and b
 - (d) none of these

6.8 Note Taking

24. Some studies indicate that the very act of ____ helps people remember the material.
- (a) listening carefully
 - (b) using PowerPoint slides
 - (c) speaking softly
 - (d) taking notes
25. When students take notes, it ____.
- (a) forces them to think about what they're learning
 - (b) forces them to process the information in different parts of the brains
 - (c) makes it easier for access later on
 - (d) all of these

6.9 Presentation Structure

26. Define the ____ of the class and share it with your students so they'll know what to expect.
- (a) scope
 - (b) topic
 - (c) introduction
 - (d) length
27. Your presentation should have a(n) ____.
- (a) beginning
 - (b) middle
 - (c) end and evaluation
 - (d) all of these

6.10 Questions

28. Be sure you understand the audience's needs and clearly let your students know you welcome ____.
- (a) comments
 - (b) questions
 - (c) a and b
 - (d) none of these
29. As you're answering questions, watch for the next question(s), and acknowledge that person so they'll know you saw them and will allow them to ask their question after you've finished answering the current or preceding one(s).
- (a) True
 - (b) False
30. Be sure you understand the questions and answer them with a ____ response that makes students feel happy they asked.
- (a) short
 - (b) crisp
 - (c) clear
 - (d) all of these
31. If you receive a convoluted question, ask the student to repeat it.
- (a) True
 - (b) False
32. Repeat questions as you understand them and prompt the person asking to confirm your clarification as this will ____.
- (a) ensure you have a clear understanding of the question
 - (b) give you more time to consider your answer
 - (c) help the other students hear the question correctly
 - (d) all of these
33. After you answer the question as you understand it, be sure to ask the student, "Did I answer your question?"
- (a) True
 - (b) False

Notes

34. When you hear a dissenting voice, _____.
(a) ignore it
(b) listen to it carefully
(c) a or b
(d) none of these
35. Let students know _____.
(a) you can be wrong and encourage them to present their point of view with substantiation
(b) if they can prove their point with the appropriate resource, you'll accept it
(c) a and b
(d) none of these
36. If you don't know the answer to a question, _____.
(a) fake it
(b) ignore it
(c) ask the student to repeat it
(d) say so
37. Whenever possible, ask your students questions and challenge them to participate so you develop a _____ (ideas, emotions, and creativity) between you and them.
(a) connection
(b) rapport
(c) friendship
(d) relationship
38. When you have questions for students to answer, never use a trick question.
(a) True
(b) False
39. Don't ask the class a question about something you haven't already explained and never single out a particular student to answer a question and put him or her on the spot.
(a) True
(b) False
40. Students might not ask questions about the material you've been covering if _____.
(a) you've talked too long
(b) they're confused
(c) they're overwhelmed because you provided too much detail
(d) any of these

41. Some students aren't really seeking answers to their questions, they're seeking ____.
- (a) recognition
 - (b) approval
 - (c) a and b
 - (d) none of these
42. Encourage students to become part of the question/answer process by allowing a student to answer another student's question as long as it ____.
- (a) has to do with something that's already been taught
 - (b) pertains to the current topic
 - (c) a and b
 - (d) none of these
43. If the student's answer to another student's question is correct, confirm it and if they're wrong, explain the ____ again so everyone has a better opportunity to fully understand it.
- (a) question
 - (b) subject
 - (c) answer
 - (d) none of these
44. Students will never ask questions if they already know the answer.
- (a) True
 - (b) False
45. After you've answered the question, ____.
- (a) return to the student and ask if you answered it
 - (b) ask the class if there are any other questions about this topic
 - (c) move on
 - (d) none of these

6.11 Survey/Evaluation of Presentation

46. Have an evaluation of your presentation so you can better understand how effectively you ____ your students.
- (a) connected with
 - (b) with formed a relationship with
 - (c) entertained
 - (d) communicated with

Notes

47. Use the evaluation as a tool ____.
- (a) to boost your confidence
 - (b) to measure how well you communicated
 - (c) for self improvement
 - (d) all of these
48. Be sure to use ____ to update your presentation.
- (a) feedback and class interaction
 - (b) questions and answers
 - (c) a and b
 - (d) none of these
49. Always leave the evaluation until the last few minutes of class because everyone is preparing to leave and will give only positive feedback
- (a) True
 - (b) False
50. Don't e-mail evaluation forms to students and think they'll respond because most of them won't.
- (a) True
 - (b) False

Summary



SUMMARY

Notes



Go here

[www.mikeholt.com/
videos/great20](http://www.mikeholt.com/videos/great20)

to view the video for the
section *The Summary*.

In this textbook ***Becoming a Great Instructor***, we've shown subject-matter experts how to share their expertise with others, and explained the skills and attitudes necessary for a teacher to be effective in helping students understand and learn. The information presented was divided into six major areas, each of which included several major points:

Part 1. The Relationship

- You're transferring knowledge to change lives.
- It's all about them, inspire them.
- Get them involved, be sure to go the extra mile so they know you care about them.
- Have a good time; remember that the students will mirror you mood.
- Use real-life examples and be real so your students know they can connect with you.

Part 2. The Student

- Remember the five decision-making styles:
 - o Charismatics who get excited about what you're discussing and enjoy out-of-the-box ideas.
 - o Thinkers who are open to new ideas but are careful and methodical.
 - o Skeptics who are distrustful of information that doesn't fit their view of the world and will challenge the information you're sharing.
 - o Followers who rely on past decisions, take time to change their opinion, and are politically sensitive.
 - o Controllers who are unemotional, analytical, hate uncertainty, are inclined to follow their own ideas, and may be a little difficult.
- Remember the three learning styles:
 - o Visual learners who need to see your body language and facial expressions, and who learn best if from visual displays—65%
 - o Auditory learners who learn best through verbal lectures, discussions, talking things through, and listening to what others have to say—30%

- o Tactile/Kinesthetic learners are those who learn best through a hands-on approach, actively exploring the physical world around them—5%

Part 3. The Instructor

- The key elements of a great instructor are:
 - o Credibility and honesty
 - o Common ground
 - o Valuable information
 - o Understanding of emotion
- Command by your presence and poise; come in properly dressed, ready, and excited.
- Preparation is the key to success.
- Teach what they need to know—keep it simple!
 - o Make learning fun.
- Give it everything you have.

Part 4. Presentation Skills

- Eye contact enhances your presentation.
- Use humor carefully.
- Move around the class with purpose; don't stay in one place and don't sit down.
- Use peoples' names.
- Use student participation to gauge whether or not they're engaged and involved.
- Be politically correct; don't become involved in personal opinions.
- Use the 75/15 rule which is 75 minutes of lecture followed by a 15-minute break.
- Don't continuously talk too fast or too slow; vary the speed at which you speak to drive home a point.
- Change the pitch and intensity of your voice to better communicate excitement, anticipation, and authority.

Part 5. The Classroom Setting

- Capture your students' imagination before you start; before they even walk in the door.
- Use the most professional facility you can.
- Room temperature will effect attention span—too hot, too cold, just right.
- Set up the room in a classroom style with tables—you don't want something set up in a theatre style or a room designed for 20 people that contains 80 chairs.
- Select the correct audiovisual equipment for the venue.
- Be prepared for equipment failure by having spare projector bulbs, backups of your presentation file(s), and anything else you can think of—anything can happen.
- Use a platform when necessary.
- Provide water, coffee, tea, and soda so people can be comfortable.

Part 6. The Presentation

- Make the most of the first few minutes.
- Make eye contact.
- Make friends.
- Use a schedule for breaks and return on time.
- Have an absolute plan and be sure to have a beginning, middle, and end to your program.
- Understand the students' needs and welcome questions and comments.
- Pace yourself.
- Use evaluations to learn to communicate better with your audience.

Congratulations!

Notes

You're now ready to go out and be a **Great Instructor**. You've learned the basic skills and attitudes, and from this point on, it's like anything else in life—practice makes perfect. The more presentations you give, the more comfortable and effective you'll become, and the more your students will learn.

Here—in no particular order—are a number of important presentation tips and techniques that were covered in this course. Use these until they become second nature, make them your own, and you'll be taking it to the next level.

- Make an honest effort to involve all of your students. Answer questions *graciously*. Every question you receive is an indication of interest. *Welcome it!* When questions arise, your body language comes into play. Listen with your eyes and make sure they stay fastened on the questioner.
- Project your voice and yourself forcefully and with empathy.
- Put yourself in your students' shoes and get inside their minds before you begin. Be sensitive to any references to age, gender, race, and so on. Remember that you're building long-term relationships.
- Never turn your back on the audience.
- Close your presentation *strongly*. Ask your students to do something significant and leave a message for them to remember.
- Don't make it difficult for your students to follow you. Keep coming back to your point and be sure it's clear. Instructions that are specific are always more successful than those that are open-ended. Keep looking for ways to crystallize issues so you can reach complete agreement. Have a good time and demonstrate that you really enjoy the topic. If you have a sense of humor, it will blossom when you feel you really know your subject.
- Keep an eye on the audience and move around. Read your students' body language and don't be afraid to call a break. If you have a person who can't seem to get comfortable, pick up the pace and move on to the next topic. If you have a student who keeps looking up, gawking around, looking at their watch or clock, then there's a concentration problem. If there are smiles and heads that nod in agreement, you're on the right track.

Notes

- State your point early because people don't want to be held in suspense for very long. Say it, show it, and sum it up quickly. Make clear to the students what's expected of them. Brief them on what's going to happen, how long it will take, and what you expect them to do. Take nothing for granted, and assume nothing. Make everything clear right up front. Don't allow yourself to be distracted and move off the topic; stay within the scope of your presentation.
- Localize your presentation, personalize it, and relate it to your audience.
- Take control of the class and direct traffic. Don't let the big talkers clobber the people who can't get their thoughts out. Watch for "the barometer student." There's usually one person who reacts more quickly than the others. Let that person help you anticipate the overall relations of the class.
- You must always be *for* your students. You're on *their* side—first, last, and always.
- When you make a mistake, admit it and apologize.

Good luck and remember that the work you are doing is changing lives. The job of a great instructor is to make a difference in the lives of their students. Enjoy the journey.

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