| Presenter's Performance Tool  (v1.2) | | | |
|---|---|---|---|
| **Your Target Actions** (don't try these all at once)<br><br>*From PresentationScience.Net – A Will Thalheimer Workshop* | **Your Notes** (perhaps describe importance, your approach, anything! | **In What Situation Will You Get Started?** | **Status of Your Efforts** (circle if true) |
| *These are intentionally NOT in order within the sections (because these should be used afterward, not during the video presentations)* | | | |
| **ENGAGE** | | | |
| 1. Never read my presentation, not even when practicing. | | | Started<br>Good Progress<br>Full Success |
| 2. Don't carry notes with me while presenting. Or hide them or make them less salient. | | | Started<br>Good Progress<br>Full Success |
| 3. Use a microphone when one is available. | | | Started<br>Good Progress<br>Full Success |
| 4. Use a wireless presenter tool to advance my slides/animations. | | | Started<br>Good Progress<br>Full Success |
| 5. Modulate my voice. | | | Started<br>Good Progress<br>Full Success |
| 6. Pause for effect. | | | Started<br>Good Progress<br>Full Success |
| 7. Protect my voice. | | | Started<br>Good Progress<br>Full Success |
| 8. Work to strengthen my voice with regular speaking. | | | Started<br>Good Progress<br>Full Success |
| 9. Speak from a location where it's easy to bond with my audience. | | | Started<br>Good Progress<br>Full Success |
| 10. Use interactivity and a personal touch during webinars or online speaking. | | | Started<br>Good Progress<br>Full Success |
| 11. Add my image (video or photo) to my recorded videos. | | | Started<br>Good Progress<br>Full Success |
| 12. Use conversational language. | | | Started<br>Good Progress<br>Full Success |

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| 13. Tell relevant stories. | | | Started<br>Good Progress<br>Full Success |
| 14. Avoid triggering people's issues. | | | Started<br>Good Progress<br>Full Success |
| 15. Be nice, smile, relate in a personal way. | | | Started<br>Good Progress<br>Full Success |
| 16. Be credible, impressive. | | | Started<br>Good Progress<br>Full Success |
| 17. Be humble, authentic. | | | Started<br>Good Progress<br>Full Success |
| 18. Show passion for my topic. | | | Started<br>Good Progress<br>Full Success |
| 19. Point to critical elements on my slides as I refer to those elements. | | | Started<br>Good Progress<br>Full Success |
| 20. Use an interactivity map to prompt myself to have sufficient engaging activities. | | | Started<br>Good Progress<br>Full Success |
| 21. Add decorative elements to support credibility, but make sure they do not grab too much attention. | | | Started<br>Good Progress<br>Full Success |
| 22. Use bullet points on less than 5-10% of my slides. | | | Started<br>Good Progress<br>Full Success |
| 23. Disguise my bullet points as objects. | | | Started<br>Good Progress<br>Full Success |
| 24. Chunk my bullets into separate categories. | | | Started<br>Good Progress<br>Full Success |
| 25. Slide my bullets, putting separate concepts on their own slides. | | | Started<br>Good Progress<br>Full Success |

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| 26. Assign my bullets to my audience and have them review the bullets on their own. | | | Started<br>Good Progress<br>Full Success |
| 27. Maximize my slide geography, while balancing this for aesthetics and credibility. | | | Started<br>Good Progress<br>Full Success |
| 28. Limit objects and words on any one slide. | | | Started<br>Good Progress<br>Full Success |
| 29. Utilize white space between elements. | | | Started<br>Good Progress<br>Full Success |
| 30. Show slide elements one at a time. | | | Started<br>Good Progress<br>Full Success |
| 31. Vary approaches, visuals, interactions, everything! to ensure learners don't habituate and continue paying attention. | | | Started<br>Good Progress<br>Full Success |
| 32. Work to go beyond entertainment and beyond conveying concepts—to engage in a manner that leads to learning, remembering, and action. | | | Started<br>Good Progress<br>Full Success |
| 33. Work not to be fooled by positive audience reactions, by attentiveness, by survey ratings, but to seek meaningful engagement. | | | Started<br>Good Progress<br>Full Success |
| 34. Use written exercises, where appropriate to focus audience members' attention on important concepts. | | | Started<br>Good Progress<br>Full Success |
| 35. Share my authentic self, as appropriate, briefly, almost serendipitously, to build a bond with my audience. | | | Started<br>Good Progress<br>Full Success |
| 36. Provide content that surprises in a learning-relevant way—that makes people want to learn more. | | | Started<br>Good Progress<br>Full Success |
| 37. *Add Your Own* | | | Started<br>Good Progress<br>Full Success |
| 38. *Add Your Own* | | | Started<br>Good Progress<br>Full Success |
| **End of Engage** | | | |

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| **LEARN** | | | | |
| 39. | Aim beyond transfer learning to also encourage creative insights. | | | Started<br>Good Progress<br>Full Success |
| 40. | Ensure that my content is valid and credible. | | | Started<br>Good Progress<br>Full Success |
| 41. | Avoid confirmatory bias when I build my content. Be skeptical of data, content, quotations; double check my sources. | | | Started<br>Good Progress<br>Full Success |
| 42. | Avoid trying to teach too much content. Focus instead on high-priority content, supporting this content with activities, interactions, reflection. | | | Started<br>Good Progress<br>Full Success |
| 43. | Use discussions to support learning, using instructions/prompts to spur useful conversations. Don't assume discussions are always useful. | | | Started<br>Good Progress<br>Full Success |
| 44. | Do the work necessary to really know my audience. | | | Started<br>Good Progress<br>Full Success |
| 45. | Avoid "fleas" in presenting data, putting labels near the data, not in a legend away from the data. | | | Started<br>Good Progress<br>Full Success |
| 46. | Surface my audience members' prior knowledge to support their understanding. | | | Started<br>Good Progress<br>Full Success |
| 47. | Do the work necessary to determine my audience's most common misconceptions. | | | Started<br>Good Progress<br>Full Success |
| 48. | Help my audience overcome their biggest misconceptions. | | | Started<br>Good Progress<br>Full Success |
| 49. | Share both good and bad examples. | | | Started<br>Good Progress<br>Full Success |
| 50. | For complex procedure, first overview the whole process, then cover the parts, then provide practice on the whole process. | | | Started<br>Good Progress<br>Full Success |

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| 51. | Use worked examples, where appropriate, especially for people new to complex procedures. | | | Started Good Progress Full Success |
| 52. | Use comparisons to help my audience understand my content. | | | Started Good Progress Full Success |
| 53. | Let my audience members learn not just from me, but from each other, when appropriate. | | | Started Good Progress Full Success |
| 54. | Ask periodically, especially after key sections of content, "what questions do you have?" | | | Started Good Progress Full Success |
| 55. | Before asking for questions, ensure my audience has had time to reflect on the learning. | | | Started Good Progress Full Success |
| 56. | Do the work necessary to become a better observer of the signals my audience is sending. | | | Started Good Progress Full Success |
| 57. | Use scenario questions to help gauge my audience's comprehension. | | | Started Good Progress Full Success |
| 58. | Ask my audience to engage in realistic tasks to help gauge my audience's comprehension. | | | Started Good Progress Full Success |
| 59. | Ask open-ended questions periodically and focus on the reasoning behind the answers—to encourage deep learning and creativity. | | | Started Good Progress Full Success |
| 60. | Ask forced choice questions periodically and ask for the reasoning behind the choices people make—to encourage deep learning and creativity. | | | Started Good Progress Full Success |
| 61. | Share content that is particularly unique, valuable, surprising, and relevant—to encourage deep learning and creativity. | | | Started Good Progress Full Success |
| 62. | Teach people what they need to know, and generally avoid teaching them things they already know, unless you need to energize them to action. | | | Started Good Progress Full Success |
| 63. | Utilize the Magic Question to guide your presentation design. "What do learners need to be able to do, and in what situations do they need to do those things?" | | | Started Good Progress Full Success |

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| 64. | Add annotations (like arrows, boxes, and labels) to graphs or other visuals to help your audience members make sense of them. | | | Started<br>Good Progress<br>Full Success |
| 65. | Don't assume that observing your audience tells you everything you need to know about how you're doing. Add methods that Assess. SOAR! | | | Started<br>Good Progress<br>Full Success |
| 66. | Use Scenario Questions to introduce topics (to make content relevant). | | | Started<br>Good Progress<br>Full Success |
| 67. | Use Scenario Questions soon after covering topics (to help audience test and clarify their knowledge). | | | Started<br>Good Progress<br>Full Success |
| 68. | To enable audience to have creative energy, give breaks, vary activities, include some fun, have them move around, put them in different groups. | | | Started<br>Good Progress<br>Full Success |
| 69. | To enable creative thinking, do odd activities before brainstorming, remind audience of their goals, use diverse groups; share new data, models, research. | | | Started<br>Good Progress<br>Full Success |
| 70. | Ask audience members to be creative, especially in the context of a specific exercise (one where you hope they generate unique, relevant ideas). | | | Started<br>Good Progress<br>Full Success |
| 71. | To enable creative thinking, do odd activities before brainstorming, remind audience of their goals, use diverse groups; share new data, models, research. | | | Started<br>Good Progress<br>Full Success |
| 72. | To enable a creative, open mindset, avoid focusing only on right & wrong. Admit shades of gray. Accept some wild ideas, except if dangerously wrong. | | | Started<br>Good Progress<br>Full Success |
| 73. | *Add Your Own* | | | Started<br>Good Progress<br>Full Success |
| 74. | *Add Your Own* | | | Started<br>Good Progress<br>Full Success |
| 75. | *Add Your Own* | | | Started<br>Good Progress<br>Full Success |
| **End of Learn** | | | |

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| **REMEMBER** | | | |
| 76. | Do the work it takes to understand my audience members' future performance situations—and the contextual cues in those situations that will be most salient to them. | | | Started<br>Good Progress<br>Full Success |
| 77. | Prioritize these situations, tasks, and decisions to focus on those that are most important to know, and most difficult to get right. | | | Started<br>Good Progress<br>Full Success |
| 78. | Focus content topics on what to do, not just what to know—always including some focus on the situations where the audience can use the info. | | | Started<br>Good Progress<br>Full Success |
| 79. | Help your audience be able to notice the cues that will be most important for them when they encounter key situations in their future. | | | Started<br>Good Progress<br>Full Success |
| 80. | Provide audience members with hands-on or real-world practice, where appropriate, to give them context-based realistic practice. | | | Started<br>Good Progress<br>Full Success |
| 81. | Provide audience members with simulations of real-world situations (especially where real situations are difficult or dangerous to provide). | | | Started<br>Good Progress<br>Full Success |
| 82. | Provide audience members with realistic decision-making practice, including scenario questions, case studies, role plays, and similar. | | | Started<br>Good Progress<br>Full Success |
| 83. | When knowledge recall is critical for work performance, give audience members practice in knowledge recall. | | | Started<br>Good Progress<br>Full Success |
| 84. | Utilize a substantial amount of your presentation time engaging your audience members in some form of realistic retrieval practice, say 30% or more! | | | Started<br>Good Progress<br>Full Success |
| 85. | Present key content more than once, utilizing repetitions; not rote repetitions, but varied attention-getting repetitions. | | | Started<br>Good Progress<br>Full Success |
| 86. | Spread repetitions over time, whether through macro, micro, or middle spacings. | | | Started<br>Good Progress<br>Full Success |

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| 87. | Avoid chapterizing your content, but instead interleave it with repetitions from previous or forthcoming topics. | | | Started<br>Good Progress<br>Full Success |
| 88. | Go beyond one-event presentations, where appropriate; instead engaging your audience members at multiple touch points over time. | | | Started<br>Good Progress<br>Full Success |
| 89. | Utilize online presentations (or meetings, etc.) and spread these sessions over time, repeating key concepts or providing practice over sessions. | | | Started<br>Good Progress<br>Full Success |
| 90. | Utilize recorded presentation segments, preferably shorter than 20 minutes, providing them to your audience to repeat concepts/practice over time. | | | Started<br>Good Progress<br>Full Success |
| 91. | Augment your face-to-face presentations with online learning opportunities spread over time, enabling repetitions of key concepts/practice. | | | Started<br>Good Progress<br>Full Success |
| 92. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 93. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 94. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 95. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 96. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| | **End of Remember** | | | |

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| **ACT** | | | | |
| 97. | Ask audience members to target two or three goals for what they want to apply in their work or lives. | | | Started<br>Good Progress<br>Full Success |
| 98. | Ask them to voice their goals with another person in the presentation, and maybe describe why important or how they will accomplish those goals. | | | Started<br>Good Progress<br>Full Success |
| 99. | Ask them to put their goals in their calendars or on their to-do lists. | | | Started<br>Good Progress<br>Full Success |
| 100. | Ask them to share their goals with someone important in their work or lives; their boss, coworker, good friend, spouse, etc. | | | Started<br>Good Progress<br>Full Success |
| 101. | Ask them to ask the person or persons so designated to monitor their progress toward the goals. | | | Started<br>Good Progress<br>Full Success |
| 102. | Provide your audience members with a job aid or tool they can access periodically as a guide to action. | | | Started<br>Good Progress<br>Full Success |
| 103. | Get your audience members to plan for an event or work toward a deadline. | | | Started<br>Good Progress<br>Full Success |
| 104. | Use triggered action planning in addition to goal setting to support follow-through. | | | Started<br>Good Progress<br>Full Success |
| 105. | Ask people to read an article or access some web information after your presentation. | | | Started<br>Good Progress<br>Full Success |
| 106. | Ask your audience members to write down a goal or obligation on a slip of paper and put it where they will find it soon after the presentation. | | | Started<br>Good Progress<br>Full Success |
| 107. | Ask your audience members to commit to share what they've learned with others. | | | Started<br>Good Progress<br>Full Success |
| 108. | Ask your audience members to commit to engaging in more learning with you. | | | Started<br>Good Progress<br>Full Success |

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| 109. | Ask your audience members to partner up with another member of the audience, or a small group, and commit to working together toward goals. | | | Started<br>Good Progress<br>Full Success |
| 110. | Offer your audience members an opportunity to get a series of reminders, challenges, etc. sent to them over the next month or so. | | | Started<br>Good Progress<br>Full Success |
| 111. | Offer your audience a chance to get on a mailing list directly related to the content and skills of your presentation. | | | Started<br>Good Progress<br>Full Success |
| 112. | Present online with a tool that enables you and your audience to stay connected and keep learning from each other. | | | Started<br>Good Progress<br>Full Success |
| 113. | Offer a follow-up learning opportunity. | | | Started<br>Good Progress<br>Full Success |
| 114. | Assign project work and monitor the progress of those who engage with it. | | | Started<br>Good Progress<br>Full Success |
| 115. | Teach skills, not just knowledge. | | | Started<br>Good Progress<br>Full Success |
| 116. | Provide audience members with substantial practice on the skills taught. | | | Started<br>Good Progress<br>Full Success |
| 117. | Inoculate them against the obstacles they will face by anticipating those obstacles and having your audience wrangle with solutions and workarounds. | | | Started<br>Good Progress<br>Full Success |
| 118. | Provide support after the presentation. | | | Started<br>Good Progress<br>Full Success |
| 119. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 120. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| **End of Act** | | | | |

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| **PRESENTATION PREPARATION AND IMPROVEMENT** | | | | |
| 121. | Practice your presentation as you will actually present it. Break it down in parts if helpful, but ultimately practice the whole thing through many times. | | | Started<br>Good Progress<br>Full Success |
| 122. | Practice the very beginning of your presentation a zillion times (the first 5-10 minutes or so). | | | Started<br>Good Progress<br>Full Success |
| 123. | To get better over the long run, give all kinds of presentations to all kinds of audiences. | | | Started<br>Good Progress<br>Full Success |
| 124. | Practice your presentation soon before you will give it, including the day and night before, the morning of, etc., especially the closing and opening! | | | Started<br>Good Progress<br>Full Success |
| 125. | Visit your presentation room well before it is time for you to give your presentation. Get comfortable there. Practice there if you can. | | | Started<br>Good Progress<br>Full Success |
| 126. | Go early to your presentation room to double-check your technology, etc. Same goes for online presentations. Always double-check everything. | | | Started<br>Good Progress<br>Full Success |
| 127. | Bring a copy of presentation on a thumb drive. Just in case! | | | Started<br>Good Progress<br>Full Success |
| 128. | Videotape yourself giving presentations, using what you see to work on your areas of weakness. | | | Started<br>Good Progress<br>Full Success |
| 129. | Periodically get feedback from someone knowledgeable about good presentation design and delivery. | | | Started<br>Good Progress<br>Full Success |
| 130. | Where appropriate, utilize a good set of survey questions to get feedback about your presentation design and delivery. | | | Started<br>Good Progress<br>Full Success |
| 131. | Consider using Performance-Focused Smile Sheets as your survey methodology.<br>https://www.worklearning.com/smilesheets/ | | | Started<br>Good Progress<br>Full Success |
| 132. | Consider contacting Will Thalheimer to set up a time to talk about how he can help you further.<br>https://www.worklearning.com/contact/ | | | Started<br>Good Progress<br>Full Success |
| **End of Presentation Preparation and Improvement** | | | | |

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| **ADD YOUR OWN GOALS** | | | | |
| 133. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 134. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 135. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 136. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 137. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 138. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 139. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 140. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 141. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| 142. | Add Your Own | | | Started<br>Good Progress<br>Full Success |
| **End of the Presenter's Performance Tool** | | | | |