BSBCMM411

MAKE PRESENTATIONS

BSBCMM411

Make presentations

Release 1

Learner Guide

Aspire Version 1.1

Aspire also has learning resources available in these areas:
· Foundation skills
· LLN and employability skills (non-competency)
· Community services
· Early Childhood Education and Care
· Allied health

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Before you begin

This Learner Guide is based on the unit of competency *BSBCMM411 Make presentations*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at:
www.training.gov.au.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete. The features of this Learner Guide are detailed in the following table.

Feature of the Learner Guide	How you can use each feature
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	These highlight key learning points and provide realistic examples of workplace situations.
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Summaries	Key learning points are provided at the end of each topic.
Learning Checkpoints	There is a Learning Checkpoint at the end of each topic. Your trainer will tell you which Learning Checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table provides definitions for each foundation skill.

Foundation skill area	Foundation skill description
Reading	▪ Reviews and analyses documents to identify information relevant to a specific presentation
Writing	▪ Develops material to convey ideas and information to target audience in an engaging way
Oral Communication	▪ Presents information using words and non-verbal features appropriate to the audience and context ▪ Uses listening and questioning techniques to gather information required to develop and modify presentations
Problem solving	▪ Interprets audience reactions and changes words and non-verbal features accordingly
Planning and organising	▪ Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals
Initiative and enterprise	▪ Selects and uses appropriate conventions and protocols to encourage interaction and to present information ▪ Recognises the need to alter personal communication style in response to the needs and expectations of others
Self-management	▪ Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes
Technology	▪ Uses the main features and functions of digital tools to complete work tasks

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome		Rate your confidence in each section
Topic 1: Prepare presentations	1A	Plan presentation approach and intended outcomes	❑ Confident ❑ Basic understanding ❑ Not confident
	1B	Identify target audience, location and resources requirements	❑ Confident ❑ Basic understanding ❑ Not confident
	1C	Select presentation strategies and methods according to requirements	❑ Confident ❑ Basic understanding ❑ Not confident
	1D	Select techniques to evaluate presentation effectiveness	❑ Confident ❑ Basic understanding ❑ Not confident
Topic 2: Deliver presentations	2A	Summarise key concepts and ideas and present to target audience	❑ Confident ❑ Basic understanding ❑ Not confident
	2B	Provide an opportunity for questions and check understanding	❑ Confident ❑ Basic understanding ❑ Not confident
Topic 3: Review presentations	3A	Evaluate effectiveness and discuss feedback	❑ Confident ❑ Basic understanding ❑ Not confident
	3B	Use feedback to make improvements	❑ Confident ❑ Basic understanding ❑ Not confident

Topic 1 | Prepare presentations

1A   Plan presentation approach and intended outcomes

1B   Identify target audience, location and resources requirements

1C   Select presentation strategies and methods according to requirements

1D   Select techniques to evaluate presentation effectiveness

1A Plan presentation approach and intended outcomes

Presentations are a type of communication that can be adapted according to the needs of a business.

Presentations are given for many reasons. A presentation is a formal means of communicating that could be used to convey information about a status of a project, report research findings, sell a product or concept, or to inspire and motivate action.

A successful presentation needs to be planned. This will make ensure you work within the scope of the task and set the parameters for the presentation.

Presentation context

The context refers to the environment in which the communication activity occurs. All communication is contextual. This means the way to communicate and articulate a message depends on the:

- type and size of the audience
- purpose of the communication
- timing of the message or an idea that we want to convey
- setting for the communication.

Here are descriptions of different contexts that may help to determine a presentation approach:

Physical context

The place or setting of the presentation. It may be delivered face-to-face or remotely to staff using digital tools.

Physical context also refers to environment surrounding the communication, such as a noisy or distracting background or the ability for the audience to focus and hear what is being said.

Cultural context

This refers to the shared values, beliefs and behaviours of people in the audience. Cultural context may refer to ethnic or organisational culture.

Cultural context may influence the audience's perceptions of personal space, respect to authority, preparedness to ask questions and many other examples.

The cultural context of the presentation may influence the type of language used or the proportion of visual objects.

Social political context

Social context refers to the formality of the environment. For example, a presentation at a board meeting would require a structured and formal presentation. A presentation at a regular team meeting might be casual with the use of humour or images that the group can relate to.

A political environment refers to the sensitivity an audience may have to certain topics or affiliations of attendees that a presenter needs to be aware. This requires the presenter to plan and think carefully about the information they are providing.

Size of the audience

The delivery method and style of presentation will require the presenter to adjust according to the size of the audience. For example, presenting to a small group can allow for a wider variety of interpersonal interactions and more discussion.

A presentation to an audience of 200 people requires a different approach, such as questions being responded to at the end of the presentation.

The purpose of the presentation

As the presenter, you need to be clear why the communication needs to occur and decide what form of presentation would be suitable. For example, why conduct a presentation when you could email information or upload it to the organisation's intranet or website?

Here are some examples of the purpose for a presentation:

- A manager needs to communicate the results of a WHS audit to staff and be able to answer questions from staff to ensure they understand the impact of the audit.
- A team leader wants to introduce a new work process and must communicate to the team as a group so that the new process can be rolled out and is not delayed.
- Staff from HR need to explain to staff how to use a new payroll system so they can access information about the entitlements such as sick leave. Staff will then require a demonstration and trail using the new system.

A clearly defined purpose will help identify the objectives and the intended outcomes of a presentation.

Intended outcomes

An outcome is the action, behaviour or change of thinking that occurs as a result of the audience's engagement.

Effective presentations achieve their objectives and intended outcomes. The outcome of the presentation must be aligned with the presentation purpose and objectives.

Purpose	Objectives	Outcome
Why? **The reason for presentation**	**What do we want to achieve with communication?**	**What action or behaviour would be expected as a result?**

The outcomes need to be observable or measurable in some way. This way, you are able to determine the effectiveness or success of your presentation.

Here is an example:

Purpose	Objectives	Outcome
Why? **As a result of complaints, the customer service team are undergoing learning about culturally inclusive practices.**	**Customer service staff need to understand the impact of culturally appropriate work practices when interacting with the customers.**	**There have been no complaints from customers for 6 months. The customer service team have adopted inclusive and culturally appropriate practices in their communications with customers.**

The objectives of a presentation

Generally, a presentation has one or more of the following functions:

To inform	· Creating awareness about the issue, problem or solution
	· Announcing something new
	· Providing information on the issue or product
	· Explaining the solution to a problem or a decision that has been made
To influence	· Persuading the audience to change an opinion or consider a different path of action
	· Engaging or motivating the group to take (or not take) action
	· Persuading the audience of the benefits of a course of action.

To remind	• Reinforcing a message
	• Repeating information to ensure spontaneous awareness
	• Reminding the audience about critical information (for example, WHS procedures)

The objectives of a presentation objective must be *specific* and *measurable* so they can be used to evaluate the effectiveness of the presentation. For example:

The objective of the sales presentation to a group of prospective clients is to:

- increase awareness of the functionality of machinery brand X by 50% by the end of the conference
- engage 40% of the audience to respond to presenter's questions.

Well-written objectives guide the presentation approach and help a presenter select the most relevant information in their presentation.

Choose your presentation approach

The approach used depends on the needs of the audience, the objectives and intended outcomes for the presentation.

Your approach is the overall style used to reach the intended outcomes of the presentation. The following questions that can be helpful in deciding on the approach you will take:

- How much time do I need to communicate?
- Who is the audience?
- What is the key idea or concept that needs to be presented?
- What needs to be achieved in this presentation?
- What type of information is most suitable to achieve presentation objectives and outcomes?
- What is the best way to present and deliver the information (idea or concept)?

The approach will be determined by the context in which you are communicating and this will 'shape' the presentation. Some examples are shown below:

In a meeting with management:

Use a formal style of presenting, with a succinct and structured presentation illustrated by data and fact-driven persuasive communication techniques.

In a sales meeting:

Use short, informative and attention-grabbing presentation with minimal written elements and more visual impacts with images and audio components.

In an educational or training session:

Use a personal and engaging style including elements of storytelling. Encourage participation and questions from the audience and use of hard copy handouts as a resource for reading later on.

In a community setting:

Use a longer presentation with timed breaks, informal presentation style with collaboration between the audience members. Use of group work or visual aids to maintain interest.

Research presentation contents

To begin planning, research and prepare the presentation materials.

The purpose of research is information gathering to provide valid and reliable data to support problem solving or explore new ideas.

To deliver effective presentations, you would need to ensure that the information is:

- *Relevant*: appropriate to the contest, purpose and audience
- *Current*: the data is recent and up to date
- *Accurate*: information is correct and the method of data collection is valid and reliable.

To support your presentation, you may need to persuade the audience with a quote or show data to reinforce your message. You must only use reliable and reputable sources of information that you can quote with confidence.

Depending on the needs of the presentation, you may consider different types of research sources to support your presentation:

Industry research	• Published by industry associations, industry research reports focus on statistics and data relevant to industry trends, competition in the sector, growth factors, etc. This may be found in:
	– industry-specific magazines, blogs and podcasts
	– business-focused newspapers and news sites
	– peak bodies representing specific industries.
	• For example, The Australian Industry and Skills Committee (AISC).
Market research	• Undertaken by companies, market research data concerns consumer behaviour, preferences and trends.
	• The quality of research varies, therefore, check the source of publication and whether the research was undertaken by a professional research agency.
	• The findings of market research may not be made publicly available.
Scientific research	• Performed by scientists applying systematic and constructed scientific methods, research findings are published in academic journals which are peer-reviewed.
	• For example, COVID-19 vaccine trials published in The Lancet medical journal or demographic data available through the Australian Bureau of Statistics.
Academic research / professional research	• Typically conducted by researchers employed by universities. The findings are published in academic journals and university publications, for example, the Harvard Business Review.
	• Professional research is aimed at solving a particular problem for a business or organisation.
Internet research	• This involves finding suitable material available online. Although this is a cheap research method, care should be taken to ensure the information is reliable and unbiased.
	• For example, recommendations are backed up by evidence and the evidence should be provided or available to review.

Here are some tips for guiding your research effort:

- Always check your sources. Your credibility as a presenter will be stronger if you cite a key academic article, or a best-selling book or an article written by an award-winning investigative journalist.
- Consider interviewing people who are experts in the field. Take notes from your conversations or emails and quote them accurately.
- Check and present facts rather than opinions. Facts can be proven; opinions are based on facts but these may be misinterpreted.

- Always credit your sources. It is not only ethical, but it will help you avoid unintentional plagiarism. Be aware of copyright legislation where you are required to seek permission from the author or show where you sourced your information.
- Keep a record of the websites you visit to gather your information. This will become useful when you need to refer to it later.

When planning a presentation, include the following key elements:

- Purpose of the communication
- Time, location and duration
- Profile of the target audience
- Presentation objectives, intended outcomes
- Approach
- Information sources
- Structure including the timing and resources required:
  - Introduction
  - Body of the topic: key points
  - Conclusion

Below is an example of a presentation template that can be used to outline a presentation approach:

Presentation Plan	
Presentation title	
Time Location Duration	
Description of target audience	
Objectives	
Outcomes	
Approach	
Information sources	

Presentation Plan		
Structure of presentation		
Introduction	▪ Self-introduction ▪ What we are going to cover and why	Timing, resources
Body	Key points Questions	Timing and resources
Conclusions	Summary or Conclusion Thank you	
Questions/comments to the audience		

Example

Presentation approach for the intended outcome

Maya is an owner and manager of a small catering business, NutriLux, that employs 35 staff and works with multiple contractors and suppliers. Recently, the WHS auditor reported that some areas of the kitchen required improvements.

Maya needs to communicate to her team the importance of WHS and to raise awareness about the risks identified in the report. She wants each of her staff to take responsibility for their actions and improve their work practices.

The team have varying degrees of education and come from a variety of cultural backgrounds. Maya decides an effective way to communicate to the group is to arrange a face-to-face presentation.

Maya does not want her presentation to be like a discipline lesson. She wants to make her presentation engaging and motivating. She arranges to deliver her presentation at the following week's staff meeting where she will have 20 minutes to present the information, followed by a demonstration in the kitchen.

In preparation, Maya researches the statistics of serious injuries in catering. She searches the Safe Work Australia website and report by the Australian Bureau of Statistics. The data shows that trips and falls as the cause of a large number of work related accidents in commercial kitchens.

Practice Task 1

Read the case study, then complete the questions that follow.

Case study

Adam is a newly appointed marketing team leader at the food manufacturing company NutriFood. The organisation is restructuring, and his manager has asked team leaders to explain the new organisational structure to staff. In the new structure, the Marketing department will be working more closely with the Customer Experience team and sharing some functions.

A few members in Adam's team are resistant to change; they are unsure how the changes will affect their roles. Adam sees an opportunity for the marketing team to pilot new promotional projects on social media. He wants the Customer Experience team to provide feedback from customers on the effectiveness of the social media campaigns.

Adam plans to present his ideas in the monthly team meeting which runs for an hour. He is a bit nervous about presenting to his new team under these challenging circumstances, and he asks Linda, his Manager, for advice. Linda encourages Adam to first identify what he wants to achieve from the presentation and then structure his approach.

Question 1

Complete the table by identifying the context, audience and purpose of Adam's presentation.

Presentation context	Audience	Purpose of presentation

Question 2

Identify two presentation objectives and two intended outcomes that aligns with the purpose of Adam's presentation.

Purpose	Presentation Objectives	Intended outcome
To communicate organisational changes that will impact on the team's operational function and work roles.		

Question 3

Suggest an approach that Adam can use in his presentation to achieve his intended outcomes.

1B Identify target audience, location and resources requirements

The target audience is the group your presentation is focused at and tailored to.

In a business context, a target audience can be internal staff, such as managers or colleagues or external stakeholder group, such as customers, suppliers, partners or local communities.

A target market often is a group sharing common needs or characteristics. The term is used mostly in marketing and sales.

Audience characteristics

To determine the unique characteristics of your target audience, examine the factors that will influence their engagement.

Ask the following questions to find out who your audience is and what their information needs are:

- Are they internal or external to the business?
- Does the group come from the same department/site or do the same job?
- What must they do after the presentation; for example, will they need to practise a task or change their behaviours?
- Are there any people with particular communication needs, such as a disability, to consider when delivering the message?
- What type of presentations have worked best for the group previously?

Analyse your target audience

An effective presentation strategy matches the target audience's motivations and interests. You should gather insights into the influences that motivate the audience as well as the factors that affect their decision making.

One way you can define your primary audience is by profiling them – that is, listing their common characterises.

Here are some general characteristics of different audience groups:

Size of audience	- Small groups (teams, workgroups, focus groups, etc.)	
	- Large groups (department, organisation-wide, users of a website, supply chain, etc.)	
Types of organisations	- Public	- Not-for profit
	- Corporate	- Community

Geographic spread	- Local - National	- Global - International
Occupational types or roles	- Specialists - Managers - Leaders - Consultants - Contractors	- Suppliers - Customers - Regulators - Government representatives
Interest groups	- Investors - public interest groups - Government agencies	- Opinion leaders - Peak bodies - Regulators

Here are some detailed characteristics that would influence specific people in the audience:

Cultural Influences	- Cultural norms – the rules learned from belonging to a cultural group. Norms emerge from cultural values and specify expected ways of behaving. - Corporate or workplace culture describes norms within an organisation or an industry sector. For example, a professional culture in the financial sector.	
Reference groups	- A group of people who guide behaviour in specific situations; for example, political parties, clubs, informal associations, peers, etc. - Reference groups are used by others for guidance and information; for example, nurses may be a reference group for a community in a health crisis.	
Demographic characteristics	- Age - Gender - Sexual orientation - Race and ethnicity	- The level of education - Occupation - Income
Psychographic characteristics	- Perceptions and state of mind may affect how we perceive information, for example, excitement, frustration, fatigue, etc. - Motivations can stimulate a person, such as the need to be recognised as a professional, or for an achievement or promotion. - Attitudes and values may influence how the audience evaluates information or make decisions; for example, resistance to change or accepting change. - Relationships and the strength of connections and associations with others such as relationships within a team or with management.	

Profiling an audience should be based on research rather than personal assumptions or stereotypes. Depending on your presentation context, you may need to investigate the characteristic of your audience to develop your target audience profile.

Interviews	Interview or survey people from your potential target audience.
Enquiry (questioning)	Ask colleagues or managers about what they know about the group.
Analytics	Check analytics from websites, social media or emails and get insights into the comments or feedback.
Industry blogs	Read industry blogs to identify industry influencers and their communication messages.

Some presenters use a checklist of questions to ensure they have considered the needs of the audience and to tailor their message effectively.

Question	Yes/No
Is the presentation message relevant to the context?	❑ Yes ❑ No
Is the presentation content focused?	❑ Yes ❑ No
Is the information pitched at the right level?	❑ Yes ❑ No
Is the language used reflects how the target audience communicate?	❑ Yes ❑ No
Is the presentation addressing specific motivational points (pain points?)	❑ Yes ❑ No
Is the presentation aligned with the attitudes and values?	❑ Yes ❑ No
Is the key idea presented in a way that helps decision making (actions, behaviours)?	❑ Yes ❑ No

Select presentation location

The location or venue of your presentation should support your presentation purpose and objectives.

Knowing your audience and material may not be enough for an effective presentation if the venue is not appropriate. If you are presenting in a familiar setting in your workplace, or if you are invited to another venue, plan how to maximise the features of the venue.

If you plan to present remotely using video conferencing, check that this is suitable for each audience member in terms of the software and equipment needed to participate. You also need to check for time differences if you are presenting to people overseas or in other states or territories.

To provide your audience with the best experience, consider their preferences and a type of location that would best reflect their needs.

The key factors to consider when selecting a physical location and venue:

Comfort

- The size and layout of the venue, such as space for seating, space for moving around, etc.
- Temperature and noise levels
- Access to food and water

Accessibility

- Easy to locate
- Accessibility of the venue including amenities, such as toilets and space for wheelchairs to move
- Proximity to the office or public transport
- Parking facilities

Budget

- Affordability of venue
- Cost of catering

Atmosphere (ambience)

- Style of the venue and how it matches the brand of the organisation
- Prestige or the area

Technical requirements

Specific technical requirements for engagement; for example, sound system, data projector, internet connection capability (speed for live streaming), captions, assistive devices for people with hearing, voice or speech disorders.

Availability

Some venues or meeting rooms require a booking and deposit in advance; check the availability for the presentation date and time, and include the timing for setting up the room

Selecting the resources requirements

The most used software for presentations is Microsoft PowerPoint, although some organisations prefer to use other programs.

If you are choosing a slide presentation for the whole of part of your presentation, the application you will use depends on the platform used by the business. This may depend on the nature of the business and the available resources. For example, an organisation may predominantly use Microsoft software, but may also have one or more Apple computers with other software installed.

One popular software applications for presentations is Microsoft PowerPoint (ppt), which is:

- available as desktop software, online application and mobile app
- able to access external data sources such as photos, images, charts, animation, cinematic motion, 3D models and icons
- customisable via various templates
- interactive, featuring cinematic transitions and effects for objects and text
- cross-compatible with other Microsoft Office programs, including Word and Publisher

Other popular slide presentation software include Prezi, Keynote and Google Slides.

Choose aids and supports

To deliver an impactful presentation, consider which resources will be required and have them ready ahead of time.

You may need to use equipment, such as a computer or laptop, monitor, projector, keyboard and mouse, to deliver an electronic presentation. Here is a list about other equipment you might use.

Data projector or display monitor	• A digital projector can be attached to a computer or tablet to project the display onto a larger screen. A data projector can be used to display almost any digital multimedia. • Large digital monitors or televisions can be used instead of a projector via direct cabling or through a local area network, Wi-Fi network, internet or other wireless technology, such as Apple TV. • Always test the equipment before the presentation and ensure that you are competent in using it.

Digital pointer or annotation pen	• A handheld digital pointer can help you draw attention to an important point on the screen. • There are several computer and tablet applications with freehand annotation tools that allow the presenter to write on a presentation slide. • This can be used to add or draw attention to existing information.
Sound equipment and visual monitors	• Audio speakers will be required in a face to face presentation, particularly if your presentation uses video or sound effects. • Sometimes in a large venue it is necessary to install a background screen or extra screens around the room so that all participants can see a visual display clearly (without straining) by looking towards a stage area.
Network/ internet access	• To illustrate certain points you can provide a hyperlink to a video. This may require you to test or arrange with access logon privileges.
Microphones	• You may consider the use of a handheld. A lapel microphone can be used when not using a lectern or if you plan to move around.
Speaker notes and handouts	• Having a hard copy of the presenter's notes, internet documents or audience handouts can add value to an electronic presentation. • Handouts can also be provided in digital format either before or after the presentation. • With the advent of smartphones and tablets, many people consider an electronic version to be preferable and is easy to store and access from a mobile device.

Aids and materials

Presentation aids enhance the message to the audience. Some examples of categories of aids and support materials are listed below:

Visual
• PowerPoint slides • Flipcharts, butchers' paper and post-it-notes • Objects (such as samples or props to promote a discussion) • Images, flow charts, diagrams • Graphs, pie charts, tables • Maps • Demonstrations either in real time or recorded

Audio

- Sound effects
- Music
- A voice telling a story or anecdote
- Video
- Instructions for audience

Digital

- Videos
- Digital apps and tools
- Hyperlinks to websites
- Animation
- Augmented reality (AG)

Other sensory

- Experiential experience, such as smell, touch or taste.

Example

Target Audience profiling

Julian is a Community Engagement Manager in a Local Shire Council. The council is planning to move the lawn bowls centre to another location to make way for a new road.

Julian needs to prepare a presentation for a community consultation. Activity on the feedback page indicates that senior citizens resist the change, as they will have to travel further to play bowls and will lose their club buildings that have been operating for 52 years.

Julian plans to engage his target audience with lots of visual images of the new buildings and playing area to show off the benefits and features of the new facilities.

To prepare for his delivery, he develops a list of the characteristics of his target audience. Here is one profile:

Name: Bruce Johnson

Age: 74

Residence: Lives on the street of the existing club

Occupation: Retiree

Interest: Captain of the bowls club and plays bowls several times a week

Objections: Members will have to travel further to get to the club.

Practice Task 2

Question 1

Draw a line to match each characteristic of an audience to its description.

》 Cultural   》 A group of young people representing their school

》 Reference group   》 A workplace where staff wear casual dress on Fridays and can work from home one day a fortnight

》 Demographic   》 A club with a long tradition of members who are influential in the community

》 Psychographic   》 A group of managers being recognised for an achievement and hoping for a promotion

Question 2

List at least three resources required for a virtual presentation for an international audience.

Question 3

List three things to consider about presenting face-to-face in a rented conference hall filled with 250 people.
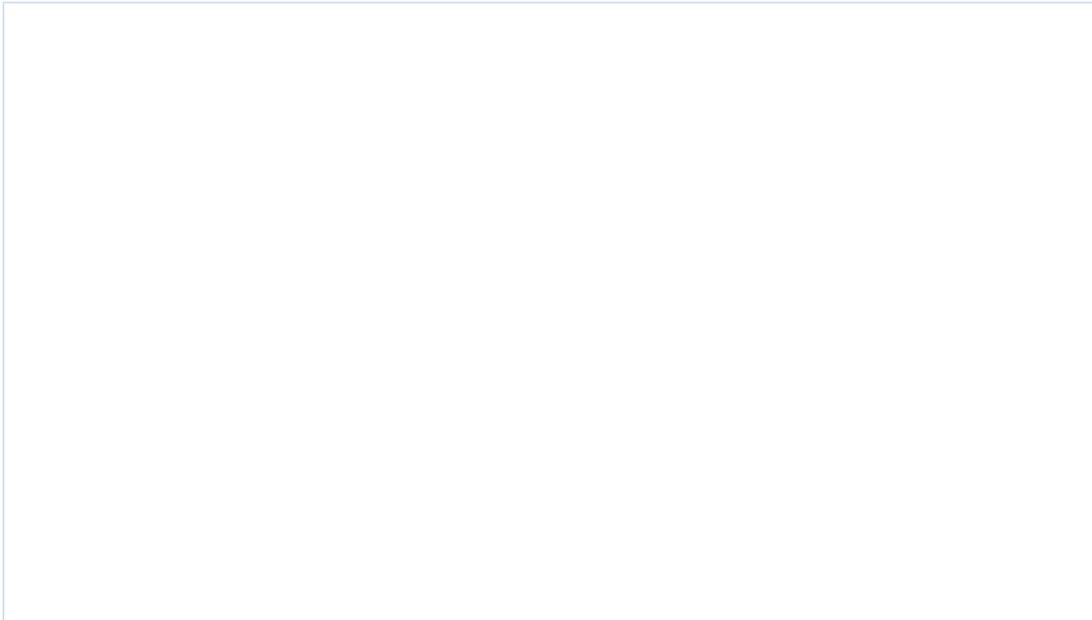
1C Select presentation strategies and methods according to requirements

A presentation strategy means bringing together the intended outcome, key message, resources and methods of delivery.

At the core of the strategy is the target audience.

- The intended outcome
- Presentation objective
- Key message (idea or concept)
- Resources required
- Delivery method and formats
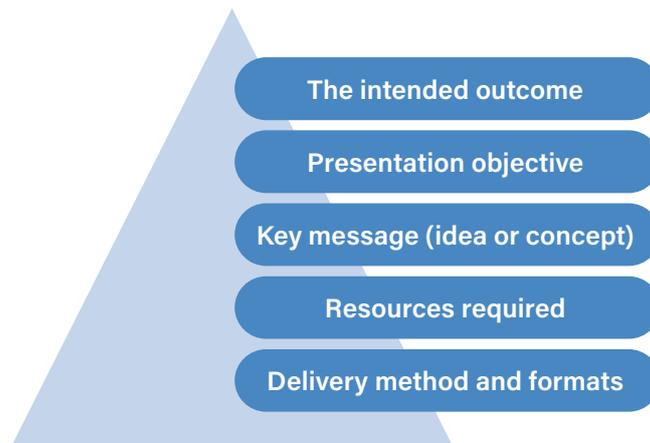
The key message is the core idea or concept that you want your audience to remember. Avoid confusing a presentation 'topic' with a 'message'. Your topic may be 'Workplace Health and Safety incidents', but your key message to the audience needs to be linked to the presentation objective and the intended outcome; for example, 'Every staff member must take responsibility for reporting incidents'.

Presenters need a set of skills to present their key message:

Key skill	Description
Information gathering skills	• Search and identify reliable and relevant sources of information. • Use research effectively to make a point and reinforce or back up ideas or concepts.
Oral communication skills	• Questioning and listening skills to gather information and modify the approach or content, for example: • listen to the needs or expectations of the audience • question the audience to gather information • use precise wording so the audience can understand meaning of the message • use persuasive techniques, such as emotive words or phrases, metaphors. • use non-verbal communication techniques effectively, such as appropriate body language to reinforce the message

Key skill	Description
Interpersonal skills	• Show empathy. • Understand other people's emotions. • Understand someone else's perspective.
Problem solving and critical thinking skills	• Set presentation objectives and identify desired outcomes. • Select evidence-based information to convey ideas. • Evaluate the content of the presentation. • Select the most suitable format, presentation aids and method of delivery to suit the audience and context. • Use appropriate verbal and non-verbal communication techniques effectively. • Interpret reactions and adjust the delivery according to feedback from the audience.
Planning and prioritising	• Structure the presentation delivery in a logical and succinct way. • Be prepared and organised for the presentation.

Presentation format

The format of presentation refers to the design, template or structure of your presentation.

At this stage of presentation preparation, you will need to select a format and delivery method that will appeal to your audience. Here is a description with a list of suitable aids.

Format	Description	Aids and materials
Textual verbal (PPT)	The most popular format of textual and visual presentation that uses visual aids with text and images	• PPT slides • Handouts distributed to the audience • Digital whiteboard
Storytelling	A narrative of sharing memories and life experiences by the presenter	• Sound and visual effects (music, images), props, etc.
Audio	A podcast or other digital audio files	• technical resources such as recording software and a digital device to listen

Format	Description	Aids and materials
Video demonstration	A display of moving visuals, visual files	• Videos • Technical resources, such as video recording software and a digital device to listen
Keynote address	A verbal presentation using notes or prompts by the speaker	• Printed text or digital devices, such as teleprompter with the script hidden from the audience.

Delivery method

Although presentation formats and methods are sometimes used interchangeably, delivery method indicates how the ideas or concepts are conveyed to the audience.

Delivery methods can be categorised according to:

- means of communication, for example, recorded electronic or face-to-face or combination of both
- use of technology recorded or virtual in real time
- forum of communication, such as a conference speech, sales meeting, etc.
- a spontaneous/impromptu or memorised speech.

Each method has advantages and disadvantages. For example, a recorded presentation can be listened to or viewed at a convenient that suits the participant, while a face-to-face live presentation requires the attendance of the person in real time.

Here is an overview of some delivery methods:

Face-to-face oral presentation	A traditional method of presenting using props or slides that allows interaction with an audience and creates a relationship, such as responding to comments and questions
Virtual visual presentation	Digital presentation using software and devices for a virtual presentation.
Impromptu presentation	On the spot presentations that are not planned or rehearsed, often delivered by experienced speakers (discussed in Topic 2)
Pre-recorded or self-paced presentation	A recording of the visual and/or audio presentation played at the convenience of the audience

Presenting as a team

Sometimes, you may be asked to present with another team member or colleague. There are many advantages of presenting as a team as this delivery method allows using strengths of each presenter. A disadvantage of team presentations includes the additional preparation time required to plan and rehearse an effective presentation. Without proper planning, a team presentation may disintegrate into a collection of individual speeches.

> **Tips for presenting as a team:**
>
> - Assess strengths and capabilities of each group member and allocate the most suitable content to that person's communication style; for example, assign entertaining parts for a creative individual.
> - Discuss how each person will contribute to the preparation and share workload.
> - Consider introductions and transitions from one member to another and work cohesively.
> - Plan transitions.
> - Discuss how you will handle questions from the audience.
> - Rehearse for the presentation together.

Presentation requirements

Organisational policies are systems or principles that guide decisions in an organisation or business. They are developed by the business to suit their operations and functions and are required to be followed by staff.

Most businesses will use a communication policy to ensure consistency of the information they share with others. There also may be reference to communication in a staff code of conduct document.

Organisational requirements relevant to presentations may include:

Staff Code of Conduct

- A set of rules, behavioural norms and practices that are unique to the organisation. It defines how employees should act and reflects the core values and culture of the organisation. Code of Conduct documents define communication processes that ensure staff communicate in a way that aligns with legislation, such as privacy legislation.

Corporate style guide / Brand guide

- A style guide details how the organisation wants its written communication to be structured. The purpose is to ensure consistency in the presentations produced by the organisation. A style guide might outline protocols and language style requirements for press releases and communication materials with external stakeholders.
- Style guides govern verbal and visual brand communication, including composition and design of visual communication; for example, colours, fonts, layouts and image locations.

Example

Organisational style guide

Jenni has recently been employed as a marketing assistant for an ad agency called Impact. The company often uses presentation slides to communicate to the clients. Jenni will use the standard templates to prepare for a meeting, but she will need to change the colour scheme to reflect the corporate colours of the client.

Here is a sample of the electronic design requirements contained in the template that Jenni will need to use:

- The company logo should appear on the top left.
- The date should appear on the bottom right.
- One heading should be used per slide.
- All headings to be Arial and all text to be Times New Roman.
- All headings to be bold and in font size 24.
- All body text should be in font size 12.
- There should be approximately three bullet points per slide.
- Use round bullet points.
- Images must reflect and promote the content.

Legislative obligations

Presentation requirements may refer to legislative requirements.

Organisations must comply with their legal obligations in planning and delivering presentations, for example, anti-discrimination, work health and safety (WHS), employee privacy and confidentiality.

Work Health and Safety Act 2011 (Cth) *and state WHS Acts*

These provide a framework to protect the health, safety and welfare of all workers at work. It also protects the health and safety of all other people who might be affected by the work. WHS impacts many aspects of presenting to a group, for example, safe use of electric equipment, evacuation procedures, etc.

Privacy Act 1988 (Cth)

Personal information must not be made public or used in presentation examples without consent of the individual. Distribution of information or materials must protect privacy (for example, contact details of all attendees are not to be distributed without their prior consent).

Anti-discrimination Acts

Anti-discrimination Acts, such as the *Commonwealth Age Discrimination Act 2004, Racial Discrimination Act 1975, Disability Discrimination Act 1992* and the *Sex Discrimination Act 1984*, ensure that all written, verbal and nonverbal interactions are free from derogatory, abusive and harmful words relating to age, race, gender, abilities and sexual orientation.

This legislation impacts written, and oral language used in presentations, selection of images, portrayal of social or racial groups in images and examples, etc.

Copyright Act 1968

Copyright protection refers to the legal right of the owner of intellectual property. It applies to reproduction and work – such as presentation images, sound and text – and requires seeking authorisation to reproduce such work. Images and citations need to be correctly attributed to the author.

Competition and Consumer Act 2012

All information provided to audiences must be correct and non-biased in order to comply with the *Competition and Consumer Act 2012* (Cth). Statements made in comparative advertising must be accurate. Inaccurate comparisons that mislead the public are prohibited under fair trading legislation.

Check presentation notes to be sure that statements made about products are accurate and factual and within the law. You may need to brief other presenters, as any false statements made by them will reflect on your organisation.

Example

Presentation strategy

Adam is a marketing team leader at NutriFood: a large food manufacturing company. His team was tasked with launching a new health and wellbeing product into the market, and they have developed a plan for the product launch. Adam needs support of the Customer Experience team to achieve the objectives of the launch.

Adam wants to do a presentation to both teams to explain the importance of the project to the future success of the company. He decides to organise a joint team presentation away from the office where both teams will be given the opportunity to get to know each other and discuss how they are going to work together. Adam has secured a small budget to hire a venue for the activity.

Adam has decided on a basic structure and timing for his presentation:

When:	12 April 2022
Where:	Hobsons Hotel Conference Room
How long:	3 hrs (9 am – 12 noon) with a 10 minute break at 10:30
Presentation Title	*The most successful launch in NutriFood history*
Audience	15 people from Marketing and 11 from the Customer Experience team
Key message	To build rapport and collaboration of teams to help with a successful launch of the new product into the market and development of a product launch plan
Intended Outcomes	Staff will gain a sound understanding of the marketing campaign objectives and work together as a team to meet those objectives.

Time planning	Content	Resources/Aids
5 min	Introduction	
40 min 20 min 20 min 20 min	▪ Key idea 1 ▪ Key idea 2 ▪ Key idea 3 ▪ Key idea 4	PPT slides, internet connection, data projector, samples of products, catering, whiteboards, markers
10 min	Conclusions, reflections and questions	
20 min	Lunch and feedback	Catering, feedback forms

Adam's next task is to develop his PPT slides. He wants his presentation to have a sensory impact, so he is planning to provide samples of the new products as gifts to each team member.

Practice Task 3

Read the case study and answer the questions that follow.

Case study

Yulia is a data analyst in a large financial company, PayGrade, and uses advanced computerised models to extract the data for important business decisions. Yulia works in a small team in the IT department and reports to her Department Manager Craig. Craig has asked Yulia to present her data modelling in the next Board meeting to persuade them to purchase a new process he believes will be profitable.

Yulia fears public speaking and tells Craig she has never done such an important presentation. Craig believes Yulia would be the best person to explain the data to support Craig's business idea. He presents to the Board regularly and knows the drill: the item is included in the meeting Agenda with time allocation, he is notified at least two weeks in advance, he then prepares his PowerPoint slides and brings support materials to the meeting, including a hard copy for each Board member. Craig has presented many times before and does not understand Yulia's anxiety.

Question 1

Provide two examples of information Craig can give Yulia's about the company's communication practices and legislative requirements.

Question 2

Give two examples of verbal and non-verbal communication skills Yulia can use to deliver her key message.

Question 3

Yulia decided to create an informative PPT presentation. 15 min is allocated for her presentation in the Board agenda. Suggest two strategies Yulia can use to structure her presentation.

Question 4

List at least three presentation delivery methods suitable for a group presentation in an organisation.

Question 5

Which of the following are suitable presentation methods for a Board meeting?
Tick all that apply.

○   Verbal presentation with music and animation

○   Verbal presentation with slides containing text and graphs

○   Storytelling

○   Video demonstration

○   Keynote address

1D Select techniques to evaluate presentation effectiveness

To determine if you met the presentation outcomes, evaluate the effectiveness of your presentation.

Different types of methods and techniques will suit different audiences and need to be guided by organisational policies, such as a communication policy.

You may benefit from asking the following questions:

- Who would you ask to evaluate your presentation?
- What aspects of your presentation would need evaluation?
- When would you need to receive feedback?

In the organisational context, you may be presenting to a range of stakeholders, and each of these may require a different approach. For example, your peers may need a different method compared to customers or suppliers.

Here are three examples of types of evaluations used in business.

Peer evaluations

Peer evaluations are conducted by members of the audience who provide constructive feedback for further improvement. As the name implies this might be used for fellow team members or others in a department where you work. Peer evaluations are popular in learning and research environments.

Self-evaluations

Self-evaluation is based on your own reflection and self-rating. Self-evaluations need to be honest and answer critical questions about your strengths and a reflection of areas for improvement.

Professional evaluations

Conducted by experts to evaluate a standard or work task. This involves introduction of evaluation criteria well in advance and a writing an evaluation report with feedback comments for improvement; for example, a manager evaluates a staff member's presentation.

Where possible, capture the thoughts and suggestions from an audience as soon as possible after the presentation. You may wish to use a variation of evaluation methods, such as a peer evaluation or a self-reflection.

Evaluation tools

Most people are prepared to provide their feedback on a presentation. However, some people prefer to give it anonymously, because they feel they can be more candid in their responses. An evaluation form may suggest that providing the person's name is optional; otherwise, you can leave space and ask the participants to provide their contact details if they would like to.

Here are some examples of various evaluation tools and techniques:

Evaluation techniques	Tools
Participant survey	- Electronic questionnaires - Automated questionnaires using digital software, such as Survey Monkey - Paper-based structured feedback form - Written responses to questions or a checklist
Self-reflection	- Self-rating scale - Reflection report
Face to face	- One-on-one interview - Small focus group interviews
Feedback in real time	- Digital platforms like Twitter, Facebook, etc. - Microblogging apps like Twitter, Instagram, etc. - Instant polling - Interaction platforms for crowdsourcing questions, live polls and quizzes (Slido, Crowdpur) - Gamification platforms (Quizizz)
Observation	Observation checklist

Advantages of digital techniques

Digital tools enable presenters or organisers to capture audience's feedback in real time during the presentation. Their reactions can be incorporated into the presentation delivery so that a speaker can respond to questions and comments immediately.

Another digital tool to track participants' reactions is a polling 'worm' that enables the audience to provide real-time feedback to the speaker's trigger words. The 'worm' curve rises or falls depending on the emotional impact of the word used by the presenter.

Other benefits of using apps include:

- using analytics after the event to check the reach of the activity among the audience
- identifying type and frequency of interactions within the tweets; for example, who was engaged and what was retweeted
- identifying unexpected reactions from the audience and changing track or modifying a presentation.

Survey Monkey is a popular online software allowing anyone to build a questionnaire. Be mindful of the limitations of a free version if you want to include more than ten questions.

You can learn more about this service platform here: aspirelr.link/survey-monkey

Example

Tracking participants' reactions

Sydney based technology start-up iPowow first launched its new technology called polling 'worm' during the leader's debate at the National Press Club on the Seven Network in 2013. The digital device enabled more than 10,000 viewers to provide real time feedback at a rate up to 1,000 new data points per second. 'The worm' appeared as a wavy line at the bottom of TV screens providing real-time responses of viewers to the debate.

The same technology was successfully used in the US to register reactions of 23.6 million participants from a global audience in 9 minutes. In Australia, Chanel 7 used real-time polling to effectively capture an emotional response to key points made in the debate or even specific words.

The purpose of the tool is to register reactions of viewer engagement. The technology is in massive growth stage and can deliver immensely valuable insights to speakers, event organisers and organisations.

Types of questions

Many techniques use a questionnaire and incorporate different types of questions.

Closed-ended questions

Closed questions have a choice of two responses (Yes/No or True/False) and can be used for checklists. For example,

"The presenter used examples".   ❑ Yes ❑ No

Open-ended questions

Open questions cannot be answered with Yes/No and require the respondent to elaborate on their answer. They probe for more information and usually start with *What? How? What else?* For example,

"How can this presentation be improved?"

Scaling questions

Scaling questions ask participants to rate their experience using a from 'strongly disagree' to 'strongly agree': Here is an example of a 5 point scale:

"The presenter was very engaging" :   1   2   3   4   5

Self-reflection is an unstructured questionnaire which works best with open-ended questions to delve in self-analysis. For example, you might ask:

- What was the best part of my presentation? Why?
- What could I have done differently to make it better?
- What did I learn from preparing for it?
- What would I change next time?

Presentation evaluation criteria

Using criteria will help you to prepare for your presentation; it can also be used as a checklist for organising the content. There is no set rule for choosing an evaluation criteria, and every presenter or organisation may have different preferences depending on the context.

Usually criteria are grouped into categories or headings:

- Delivery process
- Organisation of content
- Quality of presentation materials and aids
- Engagement with the audience

The main thing to remember is to align the criteria to the presentation objectives and outcomes. If you want to inform the audience of the new changes in technology, you may wish to select the criteria focused on quality of visual aids and the presenter's ability to explain certain features.

Evaluation forms

There are a wide variety of formats used in evaluation forms, and you should consider which types of questions may be more suitable for your purpose. For example, scaling questions measure the level of skill or proficiency (how well the presenter delivered), while closed-ended questions would indicate if a certain skill was demonstrated or not.

An audience with a lower literacy proficiency would appreciate more time to complete the evaluations or may have a preference for a more visual interactive tool.

Pictograms are also used as a part of an evaluation tool for an easy to recognise emojis.

I totally agree	I partly agree	I neither agree nor disagree	I somewhat disagree	I completely disagree
😊	🙂	😐	☹️	☹️

You can find many samples of free online templates suitable for evaluating a presentation on the internet.

Example

Sample evaluation form 1

Presenter name:	Evaluator
Date/s of communication:	❑ Colleague/peer ❑ Team member
Topic: Improving the work performance of the team	❑ Manager ❑ Other (specify) _____

To what extent did your team leader do the following?	Yes	Somewhat	No	Comments
1. Explained the value of the information				
2. Used communication skills that are appropriate				
3. Encouraged contributions from the audience				

To what extent did your team leader do the following?	Yes	Somewhat	No	Comments
4. Ensured any issues raised will be resolved promptly				
5. Adjusted their style to meet the social and cultural needs of the audience				
6. Developed and maintained rapport				
7. Encouraged organisational policies and procedures to be used				
8. Delivered the message using a suitable communication method				
9. Other:				
Additional comments				

Example

Sample evaluation form 2

Below is an example of a simple evaluation form that you can adapt to develop your own criteria that match your presentation requirements. Note that your evaluation effort should always consider how well you achieved your presentation communication objective.

ORAL PRESENTATION EVALUATION CRITERIA					
Please tick your response in the scale 1-5 (1 being the lowest, 5 being the highest					
Content	1	2	3	4	5
Clarity of ideas	❑	❑	❑	❑	❑
Appropriate use of graphs	❑	❑	❑	❑	❑
Logical flow	❑	❑	❑	❑	❑
Presentation is informative	❑	❑	❑	❑	❑

Sample evaluation form 3

Below is an example of a simple evaluation form that you can adapt to develop your own criteria that match your presentation requirements. Note that your evaluation effort should always consider how well you achieved your presentation communication objective.

ORAL PRESENTATION EVALUATION CRITERIA					
Please tick your response in the scale 1-5 (1 being the lowest, 5 being the highest					
Delivery	**1**	**2**	**3**	**4**	**5**
Confident	❑	❑	❑	❑	❑
Clear voice	❑	❑	❑	❑	❑
Good command of language	❑	❑	❑	❑	❑
Encourages questions	❑	❑	❑	❑	❑
What were the strengths of the presentation?					
How it could be improved?					

Example

Selecting presentation evaluation techniques

Isaac wants to become a professional speaker and wants to use every opportunity to practice his presentation skills. He often volunteers in his workplace to deliver sales presentations to clients. In his last experience, he felt confident in the material he was presenting but felt he needed work on his connection with the clients. In the feedback he received, clients commented that he needed to be more engaging. Isaac is not entirely sure how he can develop this skill if he is not sure what he does wrong.

Isaac asked his mentor Jason to help him. Jason suggests he develops a checklist to evaluate his performance with a focus on audience engagement. They work together and develop an inventory of behaviours that Isaac has to demonstrate during his next presentation, such as making an eye contact with the audience, not turning round to the screen to read slides, allowing questions at certain point of presentation, and using gestures and body movement when appropriate.

Izaac developed a checklist with the list of items into a one-page observation form. He decided to use a Yes or No response. He distributed the form to his peers before the presentation and asked them to observe his presentation.

The results were easy to see. The "yes's" indicated he was maintaining the eye contact and speaking to clients directly, and the question "Is the speaker aware of the audience's reactions and encourages questions?" received most "no's". This is something that Isaac has to work on.

Practice Task 4

Question 1

List at least three techniques to evaluate effectiveness of the presentation.

Question 2

Which of the following criteria relate to evaluation criteria? Tick all that apply.

○ Use of language

○ Time management

○ Attendance

○ Engagement with the audience

○ Key message was clear

Question 3

Identify two advantages of digital presentation valuation techniques.

Summary

- The presentation approach is about setting parameters, such as the context, purpose, objectives and intended outcomes of a presentation.
- The functions of presentation objectives are to inform, influence and reinforce (remind) a communication message.
- An effective presentation strategy needs to match the target audience's motivations and interests.
- The location should support the presentation purpose and objectives.
  - It is important to plan how you can maximise the features of the venue to deliver a powerful presentation.
- The target audience is at the core of your presentation strategy.
  - The most important reason for using presentation resources is to maintain target audience's attention and deliver the maximum impact.
- Resources help the presenter and add a professional touch to a delivery.
- Presentation formats, aids and delivery methods need to be aligned to the needs of the audience.
- Presentation requirements refer to legislation and organisational policies and practices.
- Selecting evaluation techniques is part of the presentation preparation process.
- Evaluation techniques and criteria need to be set in advance and be specific.

Learning Checkpoint 1
Prepare presentations

Part A

1. Draw a line to match each of the terms used in preparing a presentation to their definitions.

» Purpose	» The environment in which the communication activity occurs
» Context	» The action, behaviour or change of thinking that occurs because of the presentation
» Organisational requirements	» The reason for the presentation
» Intended outcome	» The style and type of techniques used to reach the intended outcomes
» Legislative obligations	» Policies and procedures developed by a business to guide staff in their work
» Approach	» Legal requirements that a business must follow and built into an organisations policies and procedures

2. Number each step from 1 to 6 in the order you would follow to outline a presentation plan.

○ Information sources

○ Presentation objectives, intended outcomes

○ Structure including the timing and resources required

○ Time, location and duration

○ Purpose

○ Profile of the target audience

3. Which of the following statements relate to organisational and legislative obligations for presentations? Tick all that apply.

    ◯ Organisational privacy policy and privacy laws

    ◯ Conflict resolution procedure

    ◯ Workplace health and safety procedures

    ◯ Staff Code of Conduct

    ◯ *Copyright Act 1968*

    ◯ Hiring policy

4. Which of the following information is needed when preparing for a presentation? Tick all that apply.

    ◯ A venue accessible to all participants

    ◯ A schedule that will suit participants from across Australia

    ◯ Gifts for the audience as a thank you for coming

    ◯ A new outfit that gives a professional image

    ◯ The demographic details of the audience

Part B

Read the case study and then complete the tasks that follow.

Case Study

Alia is an owner of a wellbeing retreat ClinicaVita and is very passionate about healthy living. ClinicaVita provides clients with an opportunity to relax and recharge, and Alia wants to further promote her new line of dinner meals to potential new clients. She is keen to grow her business and build on an already positive reputation.

She has an idea to develop a short educational presentation for clients when they first arrive at the retreat. Alia wants to provide information that will help her clients choose which services will suit best suit their needs. Alia will present to small groups of clients in the client lounge where they can be comfortable and sit on lounges and bean bags. She will focus on eating and resting patterns and provide some examples of food for the guests to taste. Many of her clients are busy career-focused and often compromise on their health especially lack of sleep.

Alia needs her presentation to be professional and informative to build on her brand image.

1. Outline at least one presentation outcome Alia would like to achieve from her presentation.

2. Suggest two ways Alia could make her presentation professional and informative.

3. Recommend at least two presentation aids or support materials that Alia could use to support her presentation and engage her audience.

4. Describe at least one presentation method suitable for her presentation to clients.

5. List at least two listening techniques and two communication techniques Alia could use when communicating her key message.

6. Which of the following are suitable types of evaluation techniques Alia can use with her clients to access her presentation? Tick all that apply.

○ Electronic questionnaire loaded on her website

○ Self-reflection report

○ Written responses to questions or a checklist

○ One-on-one interview

○ Observation checklist

○ Peer review

Topic 2 | Deliver presentations

2A   Summarise key concepts and ideas and present to target audience

2B   Provide an opportunity for questions and check understanding

2A Summarise key concepts and ideas and present to target audience

It can be a challenging to summarise information into a sharp presentation tailored to a specific audience.

If you are a subject expert or have researched your topic, you likely have a substantial body of knowledge and a limited time to express it. You will need to organise and structure your presentation so the key message is succinct, builds a persuasive argument and reaches the desired outcomes.

An experienced presenter will have an excellent understanding of their topic, be well prepared and be able to modify their presentation delivery style to match the audience needs and the context.

Structure your concept

Creating a storyboard is a useful method for arranging information.

In essence, a storyboard is an outline of the major points. It can be used to organise your ideas for a verbal presentation or for the order of slides and where text, pictures or charts will go. You can sketch a storyboard by hand on paper. Identify items that need to be presented earlier or later in the final presentation. Use the most logical flow, or order, for the information.

Title → Topics of discussion → Topic 1 → Conclusions
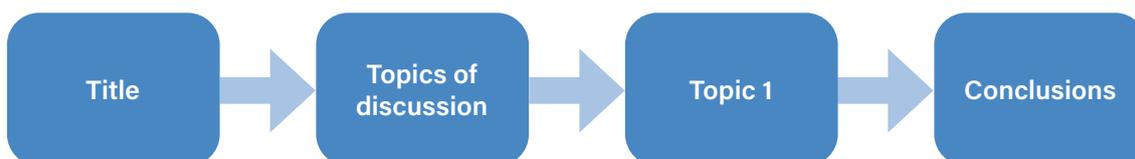
Another way to structure a presentation is to use a slide presentation, such as a PowerPoint, to organise information.

Here is an example of a plan for the presentation of a verbal face-to-face presentation using a slide deck:

Content:	Timing	Presentation aids

• Introduction
  – Greeting
  – Self-introduction
  – What we are going to talk about
  – Why it matters
	• Duration 5 min
	• (or timing 9:00-9:05)
		• Title PPT slide
		• Name slide
		• Contents slide

Content:	Timing	Presentation aids

• Body:
  – Key point 1
  – Key point 2
  – Key point 3
	• 5 min
	• 12 min
	• 8 min
		• Slide 1
		• Slide 2; flipchart and pens
		• Slide 3; 3 min video

• Summary	• 2 min	• Summary
• Question time	• 10 min	• Microphone

A structure is like a construction framework, i.e. the building blocks of the presentation. A good structure provides flow and helps clarify your message. Summarising and organising your ideas is typically similar whether presenting face-to-face or via video. The beginning, middle and the end must be consistent and relevant to the target audience.

Your introduction

An introduction should explain the purpose and outline the contents in the way that make them relevant to the audience. The following structure may help you create a strong introduction:

- Welcome
- Self-introduction – who you are and why you are presenting
- Explanation of what the audience is going to get from the presentation
- Brief overview of the delivery, such as key headings
- 'Housekeeping' items such as saving questions to the end of the presentation, location of toilets, time when there will be a break, etc.

The introduction sets the scene and is an opportunity for the presenter to establish rapport with the audience. A confident start will enable you to maintain the audience's attention and enable you to communicate for impact.

To begin with, introduce yourself in your authentic way; for example, reveal something personal about your life or tell an anecdote relevant to the presentation. This helps to personalise your presentation and command your audience's attention.

The body of the presentation

The body is the longest section of your presentation. To keep the audience's attention:

- give interim summaries that reinforce your message
- build your argument progressively to arrive to a conclusion
- create bridging sections that lead the audience from one point to another.

Try limit this section to the three main points you want to convey, and select the facts and arguments that best support your message. It is tempting to tell your audience everything you know on the subject; however, many people struggle to remember more than three ideas.

To organise the content and summarise your ideas, consider the following process:

1	Assemble	- Review all available information relevant to the topic including your research. - Scrutinize the information for relevance and reliability. - Discard information that is not exactly on the topic or not relevant to the target audience or context.
2	Select	- Evaluate how much time you have for each idea or topic. - Decide on the most relevant information to construct your key concept. - Discard further non-essential information.
3	Cluster	- Group similar information or data into subtopics of the key concept. - Arrange the subtopics under each key idea/concept heading.
4	Narrow down	- Narrow down subtopics into manageable size and scope. - Arrange the order of information so it will flow and will make logical sense to the audience.

To arrange the information so it flows, practice speaking out loud. This exercise will help identify repeated information or points that need to be communicated differently. For example, consider how the flow of information helps to build your argument or to inform or persuade the audience. Evaluate the impact of each point, and think about arranging these topic points to maintain the audience's attention.

The conclusion

The last section of your presentation will include either a summary or conclusion.

Summary	A statement or a shortlist of the key points in your presentation which does not offer any new insights.
Conclusion	An insight based on the key ideas that were presented. A conclusion should not introduce any new information but offer an impactful close that leaves the audience thinking or with a final impression.

For example, a work-in-progress presentation may require only a summary of the work done so far, or it may require direction on the next steps or actions. A market research presentation may call for a conclusion or recommendation based on research collected from customers. The closing statement should end on a high note and leave the audience with a sense of positivity.

Managing time

Most presentations have a time limit. This may be because there are other speakers or because there is only a short period of time allocated.

The total time allocated will need to allow for people to get settled, the presentation itself, time for questions, feedback, etc.

Here are some tips to help you be more productive:

- Allocate timeslots for each key idea in your presentation plan structure.
- Time yourself in rehearsal.
- Use a timer during the presentation.

Example

Sample presentation plan – key ideas

Key message	To build rapport and collaboration of teams to help with a successful launch of the new product into the market and development of a product launch plan.	
Intended Outcomes	Staff will gain a sound understanding of the marketing campaign objectives and work together as a team to meet those objectives.	
Time planning	**Content**	**Resources/Aids**
5 min	Introduction	
40 min	Body: · Marketing product launch objectives, product demonstration	· PPT slides · Internet connection
20 min	· Group discussion and brainstorming session	· Data projector
20 min	· Tea Break	· Product samples
20 min	· Allocation of roles and responsibilities	· Catering
10 min	· Team communication requirements	· Whiteboards, markers

Time planning	Content	Resources/Aids
10 min	Conclusions, reflections and questions	
20 min	Lunch and feedback	Catering, feedback forms

Selecting aids and support materials

Presentation aids need to support and enhance the key ideas to the presentation.

When using digital apps for communicating, make sure you are familiar with all of the available features such as screen sharing, mute and reactions. These tools can be used when presenting to a group such as asking for the mute to be turned on will you are presenting or sharing a PowerPoint slide deck with the audience.

PowerPoint slides

Slides should be used to strengthen the message and add to the audience's experience. Unfortunately, presenters often don't use them effectively. For example, they may use too many slides, or the slides can be hard to read because there is too much information. Slides should serve as a visual prompt to a presenter – not a substitute to a presenter's communication. The best slides are when text and images are balanced, and the text is organised into concise and meaningful bullet points.

Preparing the presentation	During the presentation
• Avoid using too many slides, this can divert attention of the audience. • Do not clutter your slides with many words and long sentences. • Use large fonts for the heading (32 point or more) and text (20 points of more). • Use simple colours and repeat them throughout. • Use animation sparingly.	• Make sure slides are visible. • Do not obstruct the screen. • Avoid turning to read the slides. • Test a laser pointer prior to the presentation. • Avoid using other people's slides. • Do not read your slides point by point to the audience.

Props: objects, artifacts, models

Props are objects that the speaker uses for the impact. Props can be used for emotional impact or gauge the audience's attention.

Key principles for using props
- Ensure relevance to the topic; for example, showing a drone when talking about arial photography.   - Ensure visibility; for example, making sure the audience can see the model of your drone   - Make sure the prop works.   - Do not disclose the prop too early to ensure the greatest impact.   - Put the prop away when you are finished with it.

Cue cards are note cards with words written on them are used by speakers to guide them or help recall what they need to say next. They are reminders, or prompts, and should be referred to sparingly.

The key principle for preparing cue cards and notes is to base them on the presentation structure.

Tips for creating cue cards and notes
- Make note cards easy to hold in your palm.   - Ensure they are legible.   - Number your cards in case you drop them.   - Colour code the ones that are not essential in case you need to speed up your presentation.   - Avoid writing down all your talk in full.   - Remember cue cards or notes are for prompts only.

Presenting to an audience

The interaction with your audience will depend on the type of delivery method you have chosen.

This may be a face-to-face oral presentation, virtual presentation, impromptu presentation or a pre-recorded presentation.

Depending on the context, one or more of these techniques may enhance your presentation:

Memorising	Mostly used by professional speakers who use the same speech frequently.
Reading	This requires excellent public speaking skills to provide a unique and memorable presentation that maintains and engages the interest of the audience.
Extemporaneous delivery	This refers to prepared presentation with limited preparation. The purpose is not to memorize the script but talk about freely and allow a flow of ideas while not straying from the key message.
Use of humour	Humour needs to be used sparingly. Be careful about how it may be perceived by the audience. Remember to be respectful to your audience and avoid political, cultural or sexual references.

Persuasive communication

Persuasive communication is a powerful tool to shape, reinforce or change audience responses.

Persuasive communication techniques can be used to change individual's beliefs or attitudes, or to alter behaviour. One of the most powerful strategies of persuasive communication is empathy. Empathy is the ability to recognise emotions in others and understand other people's perspectives (i.e. putting yourself in other person's shoes). Empathy should not be confused with sympathy, which is about a feeling of concern for someone or having feelings of pity for someone else's misfortune.

As a presenter, you should always remember that communication is a two-way process. As well as presenting your ideas in a form your audience can understand, you also need to listen and observe how your message is received.

The way you connect with your audience depends on the complexity of your idea, the size of the group, and their individual needs, expectations and differences. Different types of persuasive techniques will work better with certain communication methods.

Techniques to persuade

Persuasion is about convincing an audience that what you are offering is what they are looking for. Whether you are launching a new product, promoting a service or appealing for donations, your message needs to be memorable and provoke a response from the audience.

Persuasive technique	Details
Appeal to the needs of the audience	• Some theories suggest people are motivated by unfulfilled needs, such as a need for financial security, success or belonging. • Targeting the specific needs of individuals and groups will provoke a desired response or behaviour.

Point out the benefit of your solution/idea	• The audience needs to hear how they can benefit from your solution or idea, compared to the current situation.
	  – They need to make a connection between what you are suggesting and the benefit to their daily lives or their job.
	
	• Use motivating factors such as the benefits of leadership, pride, self-respect, recognition, security and reward.
	  – For example, a new work process could be sold on its greater efficiency, leading to a reduced workload for employees.
	
	• In a team, when one member is convinced of the benefits of a change, this can impact others in the team.

Make concessions and negotiate	• When suggesting a big change, it may be necessary to make concessions on certain points. • In preparation for a negotiation, you need to identify the aspects of the proposal or idea that are not essential for achieving your objective. – These can then be 'traded' for other aspects that are essential to the success of your idea.

Here are some more persuasive practices to incorporate into your presentation:

- Deliver your information with confidence.
- Handle questions authoritatively.
- Give clear and straightforward instructions.
- Create a welcoming environment where everyone feels comfortable in making a contribution.
- Make the audience the focal point for your references and examples.
- Incorporate innovation by saying what others are afraid to say or using language that surprises.
- Discuss problems and ask the audience to provide a solution.
- Be consistent and repeat key messages.
- Tell stories that create suspense or that the audience can relate to.

Verbal communication techniques

Verbal techniques can be used to vary and add interest to your information. Speak clearly and use an appropriate tone, pace and volume for the information you are delivering. Vary the pitch of your voice to avoid a monotone presentation that encourages boredom in the audience. Consider individual differences and the audience's ability to listen and understand what is being said. You may need to adjust the way you speak. For example, you may need to speak more slowly and clearly for people whose first language is not English. Keep your voice at its usual volume, though. Being shouted at does not increase a person's ability to understand English.

Use language that can be understood and assimilated by the target audience. Pitching language or information at the wrong level can reduce the effectiveness of your communication. Effective verbal communication relies on you using the appropriate structure, vocabulary, emphasis and supporting materials to suit your audience's characteristics.

Here are some language principles and techniques to keep in mind when delivering a presentation.

Technical jargon

Use technical and industry jargon only to people you know will understand. Always consider the audience's background and what they are likely to know. If such language is crucial to the presentation, then define technical words and phrases and confirm the audience's understanding.

Colloquial words and phrases

Avoid using Australian colloquialisms or slang that may confuse people whose first language is not English. Comments such as 'She'll be right' and 'We'll cover that in the arvo' may be meaningless to many people and may lead to misunderstandings.

Non-discriminatory language

Always use non-discriminatory and inclusive language. Repeating the word 'he' when you mean both males and females can be off-putting to many people.
Avoid sexist language or cultural stereotypes that are likely to offend members of the audience.

Use of pauses

Silence is a powerful technique if used well. Well-timed pauses can be used for a dramatic effect or emphasis. Pause before making a key point to highlight it. Remember that sometimes your audience may need a moment to process information and respond to you.

Nonverbal communication

Body language, particularly hand gestures and eye-contact, is used to emphasise important points. Smiling at appropriate times makes people feel comfortable. Adopt a non-threating stance; leaning forward and sweeping a glance across the audience from time to time lets them know you are aware of them.

Be aware of your body language to ensure congruence between your words and actions and avoid overusing particular gestures. An audience can be easily distracted by a presenter's personal habits, such as making repetitive hand movements or pacing during a presentation or demonstration.

Eye contact is a key element in any public speaking situation. Try not to focus on reading materials or slides while instructing or demonstrating. You need to be familiar with the content of your presentation so you can make eye contact with the audience, hold their attention and gauge their understanding. Use eye contact to emphasise key points in the instruction or demonstration. For example, when you are explaining safety instructions, make eye contact with each learner to ensure they are listening and responding positively.

Example

Speaking to your target audience

Toastmasters International, a worldwide non-profit organisation founded in 1924, promotes public speaking and offers training in public speaking. The organisation has over 16,000 clubs worldwide including some 800 in Australia. The mission of the organisation is to empower individuals to become more effective communicators and leaders. Judith Krauthamer, a vice president of Toastmaster's club in Maryland, USA, uses five basic guidelines to help speakers create an attention holding presentation that builds experience and a new confidence level with the audiences.

There are two key concepts that a good presentation is built on: the structure and the content. A good structure contains at least one thread that runs throughout and ties the parts together. The content creates a connection. "Listeners respond to content that is relatable and of personal value", says Judith. To meet those two key concepts, she gives presenters the following five tips:

1. Introduction creates anticipation about what the audience expect to learn from the presentation. Make it relevant to the rest of your presentation.

2. Aim for simplicity, a good story has a beginning, middle and the end. Avoid the abundance of detail, fewer details can have a much greater impact than too many.

3. Rely on your own voice and wisdom. If you research a topic, pick a topic your find comfortable.

4. Include something personal in the talk. People love and connect to stories.

5. Relate the conclusion back to the introduction. The audience has a sense of completion when a speaker offers an idea and finishes by solidifying the takeaway. The conclusion is likely to be the most memorable part of your talk and is what your typical listener would recall.

Adapted from Toastmasters International (2019): aspirelr.link/toastmasters-tips-for-crafting-a-speech

Practice Task 5

Question 1

Which of the following statements about presentation delivery are correct? Select yes or no for each one.

a)	Consistency in the content structure helps the audience follow key ideas.	» Yes	» No
b)	Presentations can be delivered with limited preparation while not straying from the key message.	» Yes	» No
c)	Presentations need to be limited to key three points.	» Yes	» No
d)	A storyboard is used to outline the major points and organise ideas.	» Yes	» No
e)	The introduction in a presentation is an opportunity for the presenter to establish rapport with the audience.	» Yes	» No

Question 2

List three persuasive communication techniques suitable for a verbal presentation.

Question 3

Which of the following statements relate to summarising key ideas? Tick all that apply.

○ Assemble information in alphabetical order.

○ Select only the relevant information and discard the rest.

○ Cluster similar ideas together or into subtopics.

○ Narrow down ideas into a manageable scope.

○ Organise ideas into the conclusion for a big ending.

2B Provide an opportunity for questions and check understanding

While you are presenting, you need to be aware of the response from the audience.

Look for cues from your audience which indicate whether they are following what you are saying. This can also help you to prepare for the type of questions that might follow your presentation.

An audience is rarely inactive during a presentation. They communicate their reactions using various verbal and nonverbal communication signals. Skilled presenters continually scan the audience for cues that allow them to gauge whether they need to make any changes to ensure the audience will need clarification of any key messages.

Misinterpretation of the message may mean the presentation objectives and outcomes will not be met. Therefore, presenters need not only provide opportunities but actively encourage the listeners to participate and seek clarification.

Opportunities for the audience to ask questions

Decide ahead of time how you are going to handle questions and add this to your plan. For example, would you prefer to answer questions as they arise during your presentation or after you have completed? Allowing the audience to ask questions throughout a presentation can break up the follow of ideas and can also take up a lot of time. You can ask the audience to save their questions until the end.

Some types of presentations lend themselves for the 'on the spot' Q&A. For example, when presenting a proposal you would want the audience to follow each detail and respond back.

Generally, there are three main Q&A settings:

During the presentation	- Some presenters seek to engage the audience throughout and prefer to respond to questions immediately as they may arise. - This requires the presenter to stay focused and filter the questions; for example, some of the questions may be addressed later in the presentation. - If managed well, this technique helps to create interest and provides the presenter with more immediate feedback on their contents or presentation style. - The risk is to divert from the topic in responding to questions that may not be directly relevant or not well articulated.

At the end of the presentation	• Allocate specified time at the end of the presentation and notify the audience at the beginning about the Q&A opportunity.
	• The advantage of this setting is that a presenter has an uninterrupted flow during the presentation.
	• The audience, meanwhile, may not remember the questions later or the presenter may lose the momentum.
After the presentations	• The audience can ask follow-up questions on the topic after the event or conference has finished by email, digital platform or through an organiser.
	• A presenter has more time to provide a more in-depth answer.
	• The disadvantage is that in most cases the presenter does not have the opportunity to clarify the meaning of the question and to ensure the answer was interpreted correctly.

Some large events hire a moderator who leads a question session. A moderator's role is to introduce a speaker, act as a time-keeper and be a connector between the audience and the speaker. To make sure that a moderator selects appropriate questions from the audience, you would need to brief and guide them prior to your presentation.

In most cases, though, presenters are responsible for managing presentation and question time. Below are some tips how to plan and ensure a smooth question session.

Tips for a successful Q&A session
• Brief the audience about when they can ask questions.
• Allocate enough time for questions and incorporate this into your plan.
• Stick to the time limit, such as a maximum of 5 questions or a time limit of 2 minutes per response.
• Make sure there are resources, such as a potable microphone for the audience, if applicable
• Avoid starting a debate and focusing only on one question. Remember, you are still responsible for engaging the whole audience and not one person posing a question.

Manage questions appropriately

While questions asked during a presentation are not necessarily a test of your credibility and expertise in delivery, some questions can be challenging. There are strategies you can use to deal with questions from the audience who are seeking clarification on a specific concept or ideas contained in your presentation.

Here is a range of strategies to manage questions.

Confidence and sensitivity	▪ Speak with confidence when answering questions, and avoid rushing your response or sounding frustrated or annoyed.
	▪ Be sensitive to the individual characteristics of the audience members when formulating your response. Use words that express empathy with the person's situation. Thank them for their question or comment.
Nonverbal communication	▪ Use body language that displays a positive, confident manner.
	▪ Use eye contact to acknowledge the person who asked the question but include the entire audience in your response by using hand gestures and body language.
	▪ Ensure congruence between body language and the message.
Active listening	▪ Allow the person to finish asking their question before seeking clarification or interjecting with an idea.
	▪ Delay making judgments and forming solutions until you have heard the person out.
	▪ You will not really listen if you are busy thinking about what you want to say next.
Pace your response	▪ You do not need to answer a question immediately.
	▪ Pause to collect your thoughts and ask the person to clarify their concern if necessary. This will give you time to plan your response.
Offer to follow up	▪ Questions that are off-topic or require complex or technical answers may be better handled after the presentation.
	▪ Give a brief answer and offer to speak to the person later or provide your contact details.
Multi-part questions	▪ Multi-part questions can pose extra challenges. Decide if you will answer all parts of the question or only the most relevant part. If necessary, ask the person to restate the question or to be more specific.
	▪ Acknowledge that there is more than one question being asked and identify those parts that you will answer immediately. Offer to address the other questions later.
Comments	▪ An audience may use the question session to make comments on the central idea or concepts being discussed.
	▪ Acknowledge the comments and thank them for their contribution to the discussion. If appropriate, offer to talk to them further after the presentation.
Stay focused	▪ Practise giving direct responses. Avoid spending too much time replying to one question (no matter how interesting you and the questioner find it) to ensure you allow time for other questions.
	▪ Quickly wrap up a discussion that has gone on too long or is not relevant to the purpose of the presentation.

Use the audience	- You do not have to answer every question personally. - Draw on the experience and ideas of the audience by reframing and redirecting questions to them.
Difficult questions	- Dealing with difficult questions is a skill that improves with experience. You may not immediately have sufficient knowledge of the audience to anticipate the questions, issues or concerns they may raise in response to the presentation's content. - Have a plan for dealing with persistent or aggressive questioners. Ask experienced presenters and trainers how they keep a presentation focused on the central idea, concepts and intended outcomes.

Example

Responding to your audience

Sophia was asked to present on the new CRM system the organisation was planning to introduce. She was told her objective was just to inform the team and explain how it would make life easier for them. Sophia put together a brief presentation which started by describing the new CRM and the reasons for implementing it.

As she began, Sophia observed the body language of her audience: arms were crossed, faces looked confused and some looked visibly bored. Sophia decided to stop and ask her audience if they were previously aware of plans to implement a new CRM. She was met with a chorus of no's and some remarks about the need to change things.

Sophia decided to pause her presentation and involve the audience. She asked them to describe the current CRM and all the things they liked and disliked about it. As the audience spoke, Sophia wrote down the comments on a white board. When they were done, Sophia jumped to part of her presentation that listed all the features and benefits of the new CRM. Her audience could see that the new CRM would have all the features they liked from the current CRM and the added functionality they were looking for.

Now with an engaged audience, Sophia continued her presentation to explain the timelines for implementation and the training that would be provided. Sophia left the meeting, satisfied she had achieved her objective, having sold the team on the benefits of the new CRM.

Encourage participation

Most presenters like being asked questions, because questions indicates the audience's involvement. For some audience members, however, it takes courage to ask a question, especially if a person is shy or anxious about speaking in public. Others may fear that their question is 'stupid'.

Empathy helps to understand what may hold others back from asking questions. Ask yourself, "What makes me comfortable to ask questions in public?" Below are some tips of how to nurture your audience's questions.

Tips to encourage the audience to seek clarification and ask questions:
- Let your audience know that you welcome questions and when to ask them.   - If you don't mind being interrupted throughout your presentation, tell your audience they can ask a question if they need more clarification and invite them to interrupt if they have a burning question.   - If you are delivering a longer presentation, allocate short question breaks.   - Invite participants to write their questions and pass out cards/pens to the audience.   - Validate each question from the audience, even if you have answered it in your presentation.   - Respond warmly to all questions and give credit to individuals for asking the question ("I am happy you asked").   - Use digital tools and aids for posting questions.   - Have a prepared question to start with if you think the audience will not have questions.   - Use your body language to express interest, for example, leaning forward, maintaining open posture, uncrossing arms indicating your willingness to listen.   - Remember to smile.

Example

Opportunities for the audience to ask questions

Franco is a Brand Manager in a fashion retain chain LuxeWear. The sales of men's formalwear were consistently falling, and the Marketing team made a strategic decision to discontinue some product lines and transition fully to online commerce. Franco is well aware the change will upset many employees, as they take pride in face-to-face customer service and knowledge of the brand. He needs to communicate to his staff the reasons behind the business decision and decides to make a formal 45-minute presentation for all internal stakeholders. Although the majority embrace the change, he expects an avalanche of challenging questions during his presentation. Franco sees how critical it is to provide opportunities for the audience to ask questions and clarify assumptions and bias.

Franco allocated 15 minutes for question time at the end of the presentation and 30 minutes to explain sales statistics and market data. This helped him stay focused and explain the new business strategy without interruption. While presenting his slides, he maintained eye contact with the audience and observed their body language to ensure he kept their attention.

During Q&A, one specific question flustered Franco. To gather his thoughts, he repeated the question and remembered a graph which illustrated the online solution model. Using the visual aid, he effectively explained the reasoning behind LuxeWear's business decision. Another staff member flared up and challenged the new ordering process. The entire situation felt awkward. Franco knew he was responsible for managing engagement of all people; he was also aware that getting into a lengthy discussion may derail his entire effort and rapport. He responded calmly by stating, *"I appreciate your point of view,"* before succinctly answering the initial question about the process. To move on, he said he would take one more question and invited participants to get in touch with him after the presentation if they needed further clarification.

Monitoring the level of understanding

To monitor the audience, you need to identify and interpret both their body language and verbal cues.

It can be hard for an audience to avoid showing their reactions to the material that is being presented. Various verbal and nonverbal behaviours communicate a participant's emotional response, such as interest, negativity, confusion or acknowledgement.

Presenters need to correctly interpret the cues given by participants to identify whether the audience is grasping the key ideas.

Verbal cues, such as people verbalising an issue or problem, asking a question or muttering under their breath, indicate that your central idea is not being transferred as effectively as it could. However, people may also use verbal cues to demonstrate positive responses.

Nonverbal cues are often very subtle and may not always be a reliable to way to establish if a problem exists. A combination of cues, however, can be more useful.

Here are examples of positive and negative nonverbal cues.

Positive nonverbal cues	Negative nonverbal cues
• Smiling • Leaning forward • Nodding • Watching the presenter	• Shrugging • Shaking the head or opening palms • Facial expressions showing surprise, or frowning with confusion or disbelief • Sighs, tongue-clicking or grunts

Deal effectively with lack of understanding

Signs that some of the audience does not understand something should be addressed as quickly as possible, as this may affect their ability to learn more complex or difficult concepts later in the presentation. Handle situations sensitively; it may be best left for a private conversation later.

Here are some strategies for dealing with confusion from the audience:

- Paraphrase any queries or concerns to ensure you understand the issue and then suggest solutions or alternatives.
- Ask the person to expand on why they are confused or unsure and lead them towards the solution.
- Invite other people to share their experience or knowledge of the topic.
- Give the information again in a different format.
- Arrange for additional support where necessary, or provide presentation materials in a format suitable for an audience member with a specific need.

Use questions to confirm understanding

Effective questioning may be used for many purposes: to obtain information, build rapport and check for understanding.

Presenters need to navigate through the types of questions and apply most suitable questioning techniques.

There are four main categories of questions:

Probing questions

- Used to ask for more detail ("Could you explain what you mean?")
- Used to gain insights into what someone has just said, to follow up on expression of a thought
- Used to extract more information from reluctant participants ("Where exactly is this information coming from?")

Rhetorical questions

- Asked for the effect rather than expecting a direct answer
- Express a speaker's opinion ("There is no point, is there?")
- Used to evoke emotional responses ("Who doesn't want to be happy?")
- Express despair or resistance ("Why me?")

Leading questions

- prompt the response or embed an assumption ("How late do you think will the meeting go"?).
- suggest a particular answer and are seeking confirmation ("Should victims be compensated?)
- Generally undesirable to avoid bias or manipulation.

Funnel questions

- Similar to probing questions but more restrictive
- Used for narrowing the answer to a specific point or to find out more detail on a particular point ("Out of these three treatment options, which one is the most effective?")
- May sound interrogative if tone of voice is inappropriate

Not all of these types may be effective in checking the audience's understanding. Answers to probing and funnel questions work best in revealing what key ideas and messages the audience is taking away from the presentation.

Rhetorical questions are often used for persuading people and building engagement; however, they can also be used in some situations to gauge the reaction from the audience. Rhetorical questions in the form of remarks from the audience such as "Who doesn't know that?" may indicate your presentation pitch is too simplistic and needs adjustment.

Open and closed types of questions were introduced in the discussion of presentation evaluation techniques. To recap, a short summary is included below:

Closed-ended questions

Questions inviting a one-word response, such as Yes or No.
Variations include:

- Dichotomous (2 choices)
- Multiple choice
- Scaling

Open-ended questions

Open-ended questions allow for longer responses and yield more information and insights.
They start with a function word:

- What
- When
- Which
- Where
- Who

Questioning techniques

Closed-ended questions can be effectively used for checking-in during the presentation; for example, "Does anyone have questions about the new reporting process before we move on to the next step?" The expected answer would be 'Yes' or 'No" and would help to confirm their understanding up to that discussion point.

Open ended questions are the most suitable to measure the depth of the target audience's understanding. For example, you may ask, "What is the sequence of the new reporting process?" The expectation is that the audience would respond by restating the process before attempting to remember the number of steps. This would provide a good indication of how much information the audience can recall or how well they can apply it.

Checking for direct confirmation

If you are worried that the audience does not understood a specific idea or message, focus of the area of enquiry before proceeding further. You can paraphrase the response or the question back to the listener, for example,

- "Would you like me to repeat the sequence for XXX?"
- "Do you mean the number of steps or the sequence of process steps?"

If you have doubts of how well your audience has understood specific information, you need to ensure the feedback loop is open from Sender to Receiver and back to Sender.

This would require you to ask a person (Receiver) to tell you what information they heard from your communication, for example:

- "So that I can make sure I communicated clearly, would you please tell me what you heard me say?"

To avoid being perceived as patronising, remember to be aware of your voice, tone and body language.

Sometimes messages or responses from the audience can be complex or some ideas can be confused. People may be still processing information at the time when they are responding or trying to ask you a question.

In such instances, use phrases in the form of statements:

- "It sounds that by 'steps' you mean 'sequence'. "
- "I do not feel clear about the key issue here."

Summarising

Summarising may be used in the middle of the communication exchange or at the end. Occasionally, summarising what a member of the audience said can help the person focus and articulate their question or response.

Summarising works well when combined with probing or funnel questions. For example,

"I hear that everyone is clear on the tasks for project scoping. Regarding the next project stage, what is the most critical task?"

Asking follow-up questions signals that you are listening and that you care about the audience's experience.

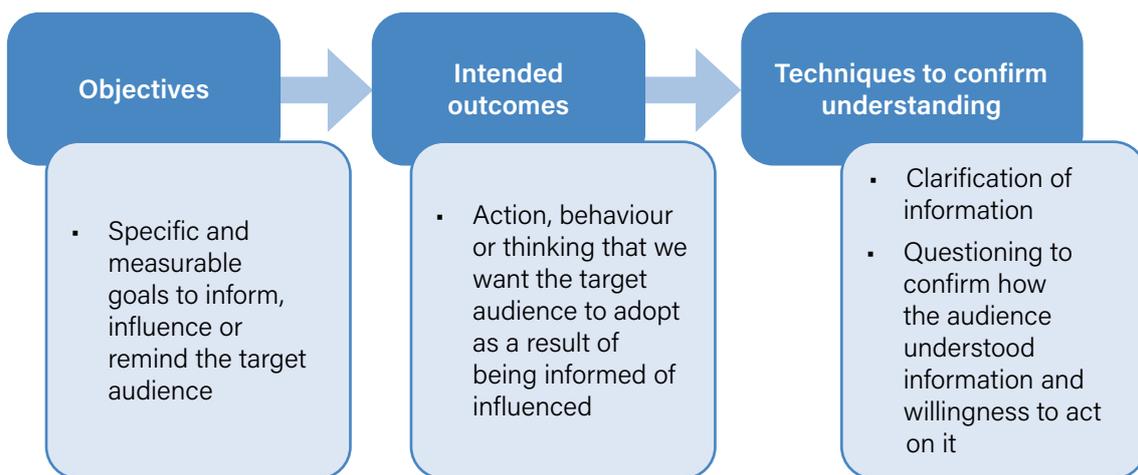> **Useful tips for techniques to confirm audience understanding:**
>
> - Use non-judgemental verbal language and an appropriate body language.
> - Admit if you are unsure what a member of the audience means.
> - Don't be afraid to ask for repetition or specific examples.
> - Ask if you understood it right and be prepared to be corrected.

Confirming presentation objectives have been achieved

Within a limited time, questions can focus on determining if the objectives have been achieved.

If an objective of a presentation is *to explain a number of possible solutions of the specific workplace problem*, questioning and clarification needs to confirm the audience's *understanding of a range of solutions* that were presented to them. The presenter would have to ask questions that link the audience's understanding with the presentation objectives. For example, after listing and talking about the number of potential solutions, the presenter may ask, "How many options have we got so far to solve this issue?" or "Which option was found most beneficial?"

The audience's responses would show their comprehension and whether they remember any of the options.

Objectives	Intended outcomes	Techniques to confirm understanding
▪ Specific and measurable goals to inform, influence or remind the target audience	▪ Action, behaviour or thinking that we want the target audience to adopt as a result of being informed of influenced	▪ Clarification of information ▪ Questioning to confirm how the audience understood information and willingness to act on it

Make adjustments to enhance understanding

Clarification or questioning can be used to check the audience's understanding will give you a much clearer picture of how well you are performing. The kind of questions the audience asks can reveal if you need to make adjustments. For instance, an audience member may ask to you to explain unfamiliar terminology. If the terminology is important for the topic, presenters can try to paraphrase them or pronounce the words distinctly.

Below are some examples of adjustments you may need to make:

Use of materials	▪ Replace examples with more relevant to the audience's work experiences or situation ("Let me give a recent example xxx"). ▪ Replace digital aids with props or demonstrations if the audience is not digitally literate.

Voice	- Speak up. - Slow your speaking pace.
Use of language	Adjust complexity of language to match the audience's proficiency. For example, if the commentary from the audience indicates they are familiar with the industry jargon, use it for the rest of the presentation.
Communication style	If questions and comments suggest that your audience need examples, adjust your style and refer to examples or visual aids that satisfy the need for specific information and data.

It is important to seek immediate feedback from the audience on the impact of the adjustment, for example, after adjusting your microphone, ask, "Can you hear me better now?"

Example

Adjusting presentation to confirm understanding

Sophie is a behavioural psychologist, and she was asked by HR Manager of an engineering company to deliver a presentation on professional networking. Networking is a popular topic, and she is frequently invited to speak about it. Most career people recognize the value of networking and want to hone their skills to build beneficial relationships.

Sophie has a ready-made presentation with entertaining visuals that are usually well received. Her standard format is 20 minutes of talking and 10 minutes of question time at the end. She is looking forward to meeting her audience, a workgroup of 15 engineers. Sophie starts her presentation and notices that many are sitting with their arms crossed and eyes wondering. She pauses and asks a probing question "Which networking techniques do you find useful?" One of the audience members speaks up. She explains that they are in the middle of a busy project and they were directed to attend the presentation by the HR manager as a PD activity.

Sophie realises she needs to adjust her presentation right there. Instead of continuing covering her slides, she decides building a rapport with the audience by asking them what they would like to get out of the remaining time of the presentation. Group's responses indicate they have misunderstood the concept and its value. Sophie senses that many in the audience are analytical thinkers and want to be persuaded. She softens her tone of voice and calmly explains research evidence. She delivers the rest of her presentation as a dialogue creating an ongoing feedback with the audience. The feedback forms completed by the audience praise Sophie for being flexible and responding to the needs of the audience.
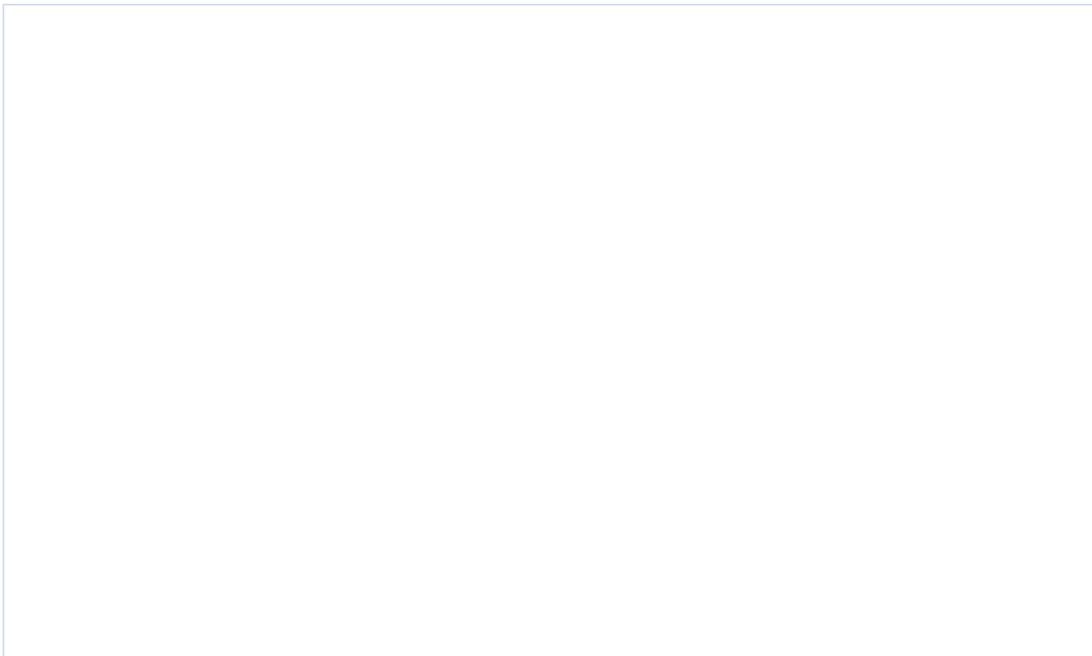
Practice Task 6

Question 1

List at least two verbal and two non-verbal techniques to encourage the audience to ask questions and seek clarification.
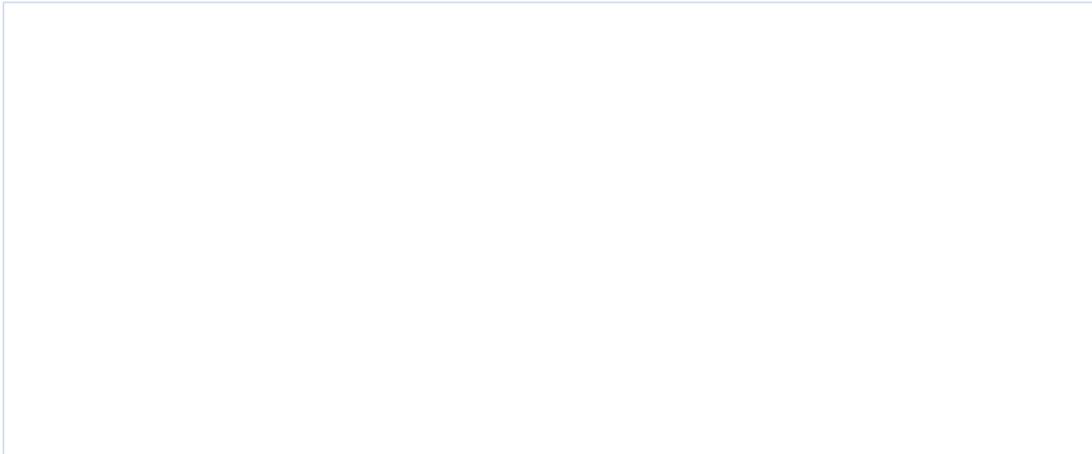
Question 2

Explain the benefits of two methods you may use to build a question and answer time into a presentation.

Question 3

Which of the following techniques can you use to answer questions clearly and concisely?
Tick all that apply.

○ Speak with confidence and avoid rushing your response or sounding frustrated or annoyed.

○ Allow the participant to finish asking their question before seeking clarification or interjecting with an idea.

○ Pause to collect your thoughts and ask the participant to clarify their concern.

○ Use body language that displays a positive, confident manner.

○ Spend as much time as you need to thoroughly reply to a question.

Question 4

Which of the following will help confirm that the audience understands key messages?
Tick all that apply.

○ Using closed-ended questions to check in during the presentation

○ Paraphrasing the response back the person

○ Using rhetorical questions to gain insights

○ Summarise the key messages at certain points in the presentation

○ Using funnelling questions to interrogate the audience

Question 5

Provide at two examples of adjustments that the presenter may need to make to achieve presentation objectives.

Summary

- A presentation needs to support the key messages and be succinct, build a persuasive argument and reach identified outcomes.
- A good structure provides a flow and makes the message easy to follow.
- Every person and every presenter have their own communication style.
- A style is a combination of techniques, approaches and personality.
- Persuasion is about convincing an audience that what you are offering is what they are looking for.
- To achieve presentation objectives, the audience needs to understand the ideas correctly and be able to act on them.
- One of the most challenging parts of delivering a presentation is managing questions; this is because it is something out of your control.
- Different questions styles and summarising can be used to confirm the audience understands the key concepts and ideas.
- Presenters need to be able to correctly interpret the cues given by participants to identify whether the audience is grasping the key ideas.
- Confirming of the audience's understanding has to be purposeful and align with the presentation objectives.
- Presenters need to be flexible and adaptable. They should be able to identify if and when adjustments to presentations need to be made.

Learning Checkpoint 2
Deliver presentations

Part A

1. Which of the following statements relate to summarising topic ideas in a presentation? Tick all that apply.

    ◯ Organising the topic into a structure for delivery

    ◯ Arranging key points into a sequence

    ◯ Clustering the information

    ◯ Using analytical communication style

    ◯ Using PPT slides effectively and avoiding clutter

2. Which of the following statements about persuasive communication are correct? Select yes or no for each one.

a) Persuasive communication is used to change individual's beliefs or attitudes towards about the issue.	≫ Yes	≫ No
b) Figurative language is used for persuasion by creating an impact on the audience.	≫ Yes	≫ No
c) Showing sympathy is a powerful persuasion strategy.	≫ Yes	≫ No
d) Non-verbal communication is not helpful to persuade the audience.	≫ Yes	≫ No
e) Presenters need to use analytical communication style rather than intuitive style to be more persuasive.	≫ Yes	≫ No

3. Which of the following statements are correct? Select yes or no for each one.

a) Reading slides point by point to the audience will keep the audience engaged and focused	≫ Yes	≫ No
b) Presenters need to have back up props if they are planning to demonstrate objects	≫ Yes	≫ No
c) Cue cards need to include word-for-word phrases to be an effective reminder	≫ Yes	≫ No
d) The use of a timer can be a distraction for a presenter and the audience.	≫ Yes	≫ No

Part B

Read the case study and answer the questions that follow.

Case Study

Amanda is a team leader in the event management company FunSpot. She and her team worked hard in the past month organising a product launch event for a client which is scheduled for the next two weeks. The effort involves external stakeholders of FunSpot, such as caterers and other suppliers. It is very important that all of them work as one because the success of the event depends on the process management: the event is meticulously timed, catering needs to be there at the exact time, and all props should be transported and ready for demonstration.

Amanda decided a face-to-face presentation with all of the stakeholders together would be the best way to inform everybody about the event, give instructions and motivate the group to work as a team. Amanda is very enthusiastic and believes in what she is doing. In her presentation, she just wants everybody "get the vibe" and have fun. Her idea is to go through the list of tasks, and is not sure yet if she should prepare a PPT because she thinks it could be boring. The most important thing for her is to paint a big picture. If someone has any questions, they can ask after the presentation.

Amanda starts her presentation with sound effects and energy. She is showing the images of the venue and talking through the sequence of the steps. One of the suppliers interrupts her, "Who needs to be there first?" Another asks "Who will be signing in the props?"

Some misunderstanding of Amanda's message is evident.

1. Outline two things Amanda could have done when preparing her presentation materials?
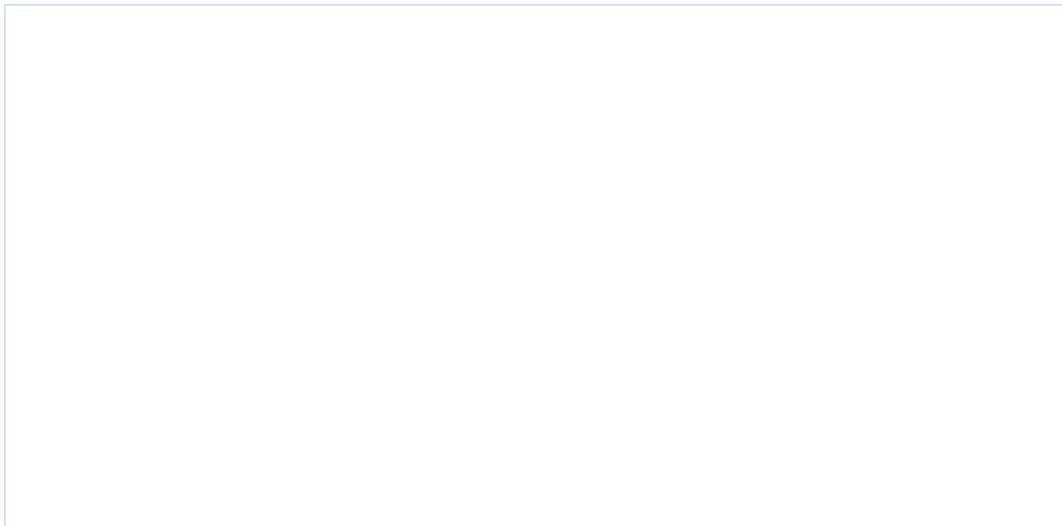
2. Suggest one verbal and non-verbal communication technique Amanda could use to help achieve her objective of informing staff.

3. Draw a line to match each term about Amanda responding to questions from the audience to its description.

» Questioning after the presentations   » This technique will help Amanda create interest and provide her with immediate feedback from the audience.

» Questioning during the presentation   » This technique will give Amanda an uninterrupted flow during her presentation.

» Questioning at the end of the presentation   » This technique will give Amanda more time to provide in-depth answers to questions from the audience.

4. List two techniques Amanda could have used to monitor the audience's understanding of her key messages and ideas.

5. What could Amanda have done to adjust her presentation to make sure her objectives of the presentation were being met? Explain your answer.
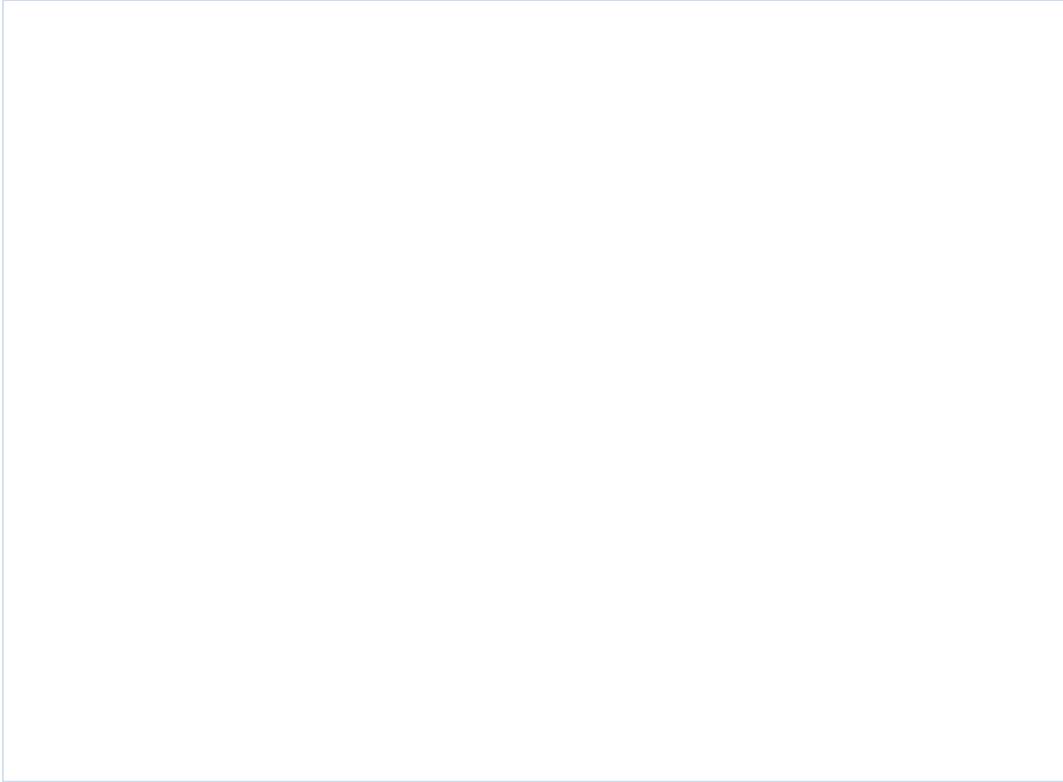
Topic 3 | Review presentations

3A Evaluate effectiveness and discuss feedback

3B Use feedback to make improvements

3A Evaluate effectiveness and discuss feedback

After the presentation has ended, evaluate if presentation's outcomes were achieved.

You may be able to discuss the presentation with the audience or other stakeholders immediately after the presentation, or you may need to make a time to follow-up up afterwards. There are three key opportunities to ask for an evaluation of your presentation:

- During the presentation
- Immediately after the presentation
- After the event

Asking the audience to evaluate your performance immediately after your presentation will capture more immediate impressions. Waiting to email a form or distributing the online survey link a week later may compromise the feedback you receive.

Your audience will include the target audience but can also include a range of other stakeholders who can provide you with feedback. This could be a manager, team leader, another colleague or the person who invited you to speak.

Evaluating your presentation

Audience members often focus on two key areas: the presenter's performance and the content of the presentation.

The audience will have formed an opinion about the venue, catering, other audience members, the material distributed and the various other components that added to their experience of the presentation. Gathering evaluation information about these elements is an important mechanism for improving future presentations.

To determine the success of a presentation, your evaluation tool, such as a questionnaire or verbal evaluation, will ask about their experience but also how it could be improved. You should have decided on the type of evaluation tool as a part of your planning process. To summarise, different types of evaluation methods includes surveys (either paper based or digital using an app), self-reflection, face to face interviews/discussion, or using an observation checklist.

Evaluation criteria

To assess the outcomes of your presentations, evaluations need to be focused on specific criteria. Identify which aspects of the presentation are most critical to evaluate and how you will measure your success (the achievement of the outcomes).

An evaluation can collect information on several components that make up your presentation, such as the:

- content and its effectiveness to communicate key messages
- knowledge of the presenter
- presentation skills of the presenter (voice, pace, timing, engagement)
- engagement and rapport with the audience
- use of and suitability of aids and support materials including technology.

After you have defined the criteria, think about how each criterion will be measured. One example of a poor measurement in an evaluation would be if you used the number of people attending as a measure of how you engaged the audience. Attendance numbers would measure the audience's awareness of the presentation or the effectiveness of the marketing to invite participants. It would not measure the engagement of the audience.

Three key principles for effective evaluations are validity, reliability, and accuracy.

Below are some guiding questions to verify if these principles were applied:

Validity	Reliability	Accuracy
- Is the evaluation measuring what it was intended to measure? - Do the assessment scores measure the specific criteria? - Can the evaluation tool provide information on the performance on each criterion?	- Are the questions written clearly so they cannot be interrupted differently by each participant? - Are all participants provided the same opportunity to evaluate the presentation?	- What type of responses will the evaluations give? - Would you be able to calculate average values using the results of the responses?

Measuring criteria

Here are some examples of matching evaluation criteria with measurements:

Aspect	Criteria	Unit of measurement
Presentation structure	Managing time	▪ Keeping to the time limit ▪ Covering all points within scheduled time ▪ Allowances made for a late start, breaks and questions
Organisation and flow of content	Structure of the topic	▪ Information is summarised into key points ▪ Logical sequence and flow of ideas ▪ Coverage and relevance of the content to the audience/topic
	Use of visual aid	▪ Quality of aids and support materials ▪ Impact and effective use of images ▪ Visibility of graphs and numbers ▪ Legibility of text (size of fonts)
Presentation skills	Oral communication	▪ Clarity of voice ▪ Pace and volume ▪ Clear sentences
	Engagement of the audience	▪ Building rapport ▪ Use of persuasive techniques ▪ Encouraging interaction and engagement ▪ Opportunity to ask questions and make comments

Evaluate the effectiveness

The better the structure of the questionnaire, the easier it is to analyse the information.

Depending on the type of tool you used, you need to collate the responses from the audience so you can see trends and the reactions of the audience.

Here are some examples of ways to total up the number of responses:

- For scaling questions, identify how many strongly agree responses vs do not agree responses.
- For open ended questions, summarise the comments and group together the similar themes to indicate the reactions from the audience.
- For Yes/No questions, tally up the number of responses for each of the two choices.

Digital survey tools provide responses that can be processed and analysed immediately. Software applications, such as Survey Monkey, automatically cross-tabulate responses so you can compare the answers to one question.

For example, imagine you want to compare responses from several audience groups, such as managers, team leaders and administrators. Responses could be tabulated like this:

Group	Yes	No	Not sure	Total
Managers	80%	7%	13%	100%
Team Leaders	46%	40%	14%	100%
Administrators	86%	8%	6%	100%

To gain more detailed insight, you would need to filter the data to focus on one group. For example, you can look into one the subgroup of sales managers and compare their responses. You would need to be careful how much you narrow down the results. If the size of the groups you are comparing are small, the results would be statistically insignificant, such as if you only had one response from a manager representing one area compared to a large number of responses from the other managers. It would be difficult to deduce any meaningful conclusions from these results.

Self-reflection

As soon as possible after the presentation, reflect and write down your impressions and reaction. Record what you think went well, what might not have gone so well and if the questions and response were what you anticipated. Consider how effective your choice of presentation style, pace and delivery were and what you might change or do differently next time. How well did you monitor audience cues and anticipated and handled questions from the audience? This type of self-reflection will allow you to consider the comments provided by others in relation to your own perceptions of your presentation performance.

Discuss feedback from participants and stakeholders

Asking for feedback can be a stressful experience. It takes courage to ask, and this may be why people hesitate to do so.

Colleagues, and those involved in the presentation, should be able to provide honest and encouraging feedback. Comments made should not be judgemental or target you personally. They must understand the intended outcomes of the presentation so they can then ask questions and challenge you respectfully in order to reflect critically on your performance.

You could provide stakeholders with a summary of the evaluations collected from the audience or provide them with an evaluation form (the same as was provided to the audience) with areas you wish them to comment on, such as pace and tone of delivery, rapport with the audience, clarity of expression, time management, quality of supporting materials and success (or otherwise) in achieving outcomes.

Discussions may be formal with arranged meetings and an agenda, or informal chats or discussion such as over lunch or after a meeting. Regardless of the format, the intention should be to determine if you delivered the intended outcomes for the audience and the organisation.

When arranging for a meeting to discuss feedback:

- explain what you would like to get out of the conversation
- actively listen to what the other person is saying
- approach the discussion with an open mind, and be prepared to take advice.

Example

Digital presentation evaluation

ConferInn is a conference management agency representing professional speakers. The success of ConferInn very much depends on recommending presenters to their corporate clients. After each event or presentation, the agency asks the audience to complete an evaluation form.

Hard copy feedback forms are distributed to all attendees prior to the presentation and collected after the event. A completion rate of feedback forms varies, but it is usually lower than 20%. Some attendees fail to complete the forms because they are rushing to leave, some do not have pen and some misplace or lose the forms.

Receiving feedback is vital for ConferInn to measure the engagement and communication skills using reliable techniques rather than ad hoc comments. Therefore, the company decided to invest in digital tools to collect immediate feedback.

The solution was a digital interactive feedback form using scaling questions to measure the audience experience and satisfaction. A text message is sent to registered participants with the link to a survey that can be completed on their smart phones in five minutes. During the trial month, a completion rate of feedback survey increased to 60%.

Practice Task 7

Question 1

Which of the following statements relate to evaluation of presentations? Tick all that apply.

○ Asking for an evaluation immediately after your presentation will capture the audience's first impressions.

○ Evaluations should focus on the presenter's performance and the content they delivered.

○ Evaluation criteria should measure if the outcomes of the presentation were achieved.

○ Reliability refers to each participant being able to interpret the evaluation questions in their own way.

○ Validity means the evaluation questions measure what it is intended to measure.

Question 2

For each of the presentation evaluation criteria provided, give at least one example of a suitable criteria to measure its effectiveness.

Evaluation criteria	How the criteria can be measured
Subject knowledge of the presenter	
Encouraged contributions from the audience	
Use of slides and handouts	
Use of video conferencing to develop rapport with the audience	

Question 3

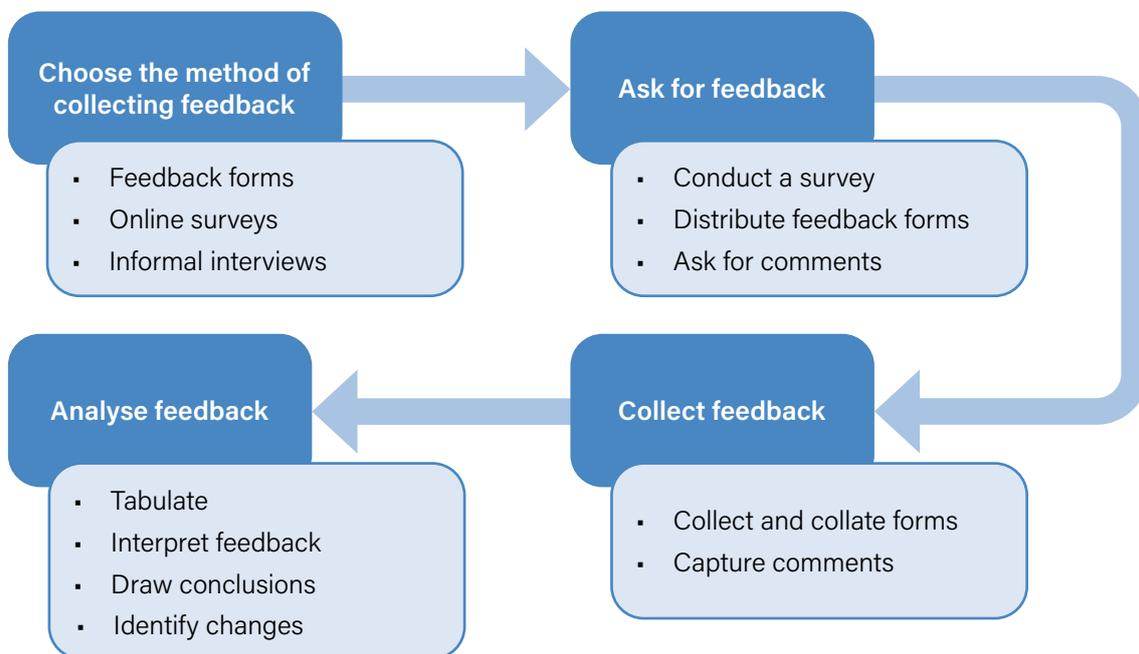Which of the following statements are correct? Select yes or no for each one.

a) Self-reflection is thinking about what went well, what might not have gone so well and ways you could improve.　　》Yes　　》No

b) Feedback can be difficult because of the personal judgements made about the presenter.　　》Yes　　》No

c) Informal comments about a presentation is not considered feedback.　　》Yes　　》No

d) Stakeholders who can discuss feedback on a presentation is anyone who was in the audience.　　》Yes　　》No

e) Emojis capture the reactions of the audience and give information on the effectiveness of a presentation.　　》Yes　　》No

3B Use feedback to make improvements

After receiving feedback, you should be able to identify the improvements that can be made.

This is the last step of the review process where you can reflect on the feedback provided by all stakeholders.

Here is a representation of the key steps of seeking feedback and analysing the results.

Choose the method of collecting feedback
- Feedback forms
- Online surveys
- Informal interviews

Ask for feedback
- Conduct a survey
- Distribute feedback forms
- Ask for comments

Analyse feedback
- Tabulate
- Interpret feedback
- Draw conclusions
- Identify changes

Collect feedback
- Collect and collate forms
- Capture comments

Identify areas for improvements

Collate the positives and negatives from your feedback to help you identify areas for improvement.

Discussion with a manager or colleague may help identify actions to improve specific skills. Discuss strategies for ways to improve the content of your presentation, your presentation style and the way you handle questions. There may be some changes you can implement immediately that relate to content and tools, and other areas of your presentation such as confidence and body language may only improve with practice. Use the list of improvements to build on your strengths; this is a positive approach that builds confidence.

For example, if one of the key presentation objectives is to persuade the audience to trial a new service, the audience would need to gain understanding of the advantages of the new service over the service that they are currently using. Your ability to speak clearly and explain the concept would be the top priority for evaluation and for improvement.

Some improvements are easy to make such as a technical issue that you can investigate and fix. Other aspects of the presentation may need more effort and time, such as rehearsing, adjusting your tone and monitoring your body language.

Here are some suggested improvements that may be needed:

Editing the content	· Changing the order of the information to improve the flow · Removing content that is unnecessary or irrelevant · Expanding on areas of importance such as key messages · Reinforcing key messages more often · Adding examples to help explain concepts · Fixing spelling and grammar mistakes · Adding in some research
Styling	Styling mostly applies to visual elements of the presentation and may include formatting and design, such as: · Reducing the number of words on a slide · Using colour to emphasise points · Using a style design for consistency · Using meaningful images, charts, graphs, etc.
Delivery mode	· Adjusting the time required to deliver the information · Changing a venue · Changing to a different software to meet the needs of the audience · Providing handouts in an email before a presentation
Communication style	· Adjusting verbal and non-verbal communication skills such as pitch, tone, use of language · Using a variety of different questioning techniques · Reading the reactions of the audience · Removing technical jargon or acronyms not everyone understands

Make the changes

Document the improvements you have gathered from others, from your self-reflection and the results of your evaluations. You may decide to create a list of actions to implement the things you want to improve.

To make meaningful changes, you need to understand:

- the reasons for the changes
- accept the need to change
- implement them.

You may be working on your own or as a part of a team. For example, if the marketing team is working on an important rebranding project, they would discuss the feedback as a team and make a group decision on adjustments. This may involve sharing and allocating tasks.
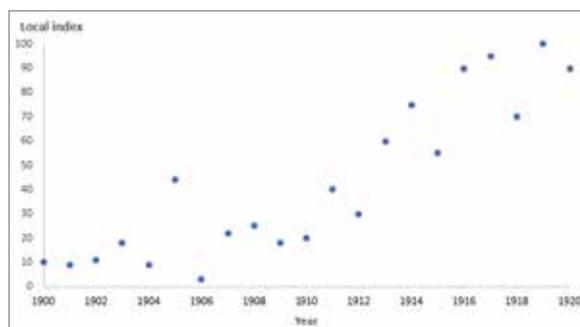
Make sure that any changes you make to the presentation meet the organisational and legal requirements. For example, new images that you downloaded are not subject to copyright and the material can be distributed for commercial use. It may be necessary to get approval from a manger or the rest of the team of changes to the content and give a reason for why it is necessary.

Example

Making improvements to charts in slides

Here is an example of a bar chart with lots of information and colour but may be difficult to read from a distance. Feedback from the audience indicated that the chart was not clear and difficult to understand. This may require increasing the size, using colour or a key or choosing another type of chart that conveys the data better.

A scatter chart may offer an alternative that is a simple way to demonstrate a change (over time).

Making changes

Michael works for a start-up digital marketing company, CrowdLink. His team made a sales pitch presentation for a prospective client and received negative feedback. As a result, the CrowdLink lost the sale and a potential client.

Michael's team got together to debrief. Tempers were running high because one participant left a feedback comment saying that the presenters were arrogant. Other comments indicated the audience could not fully comprehend the concept of SEO and 'social traffic".

Michael invites everyone to cool off and encourages everyone to reflect on improvements by asking the team, "What can we change to do better next time?"

The team gets to work and re-examines the feedback and watch a video recording of the presentation. It appears that presenter's body language and use of technical jargon were interpreted as arrogance. The team brainstorms a list of suggestions:

▪ Edit PPT slides to include definitions.

▪ Restructure key ideas of the service package.

▪ Include questions to confirm the audience's understanding.

▪ Adjust personal communication styles and pay special attention to body language.

Everybody agrees on the adjustments and allocate tasks: Sandra will work on the slides and definitions, Alex will review the structure of the service package, and all team members would come up with at least one question idea to engage the audience. Michael thinks it would be a good idea to take on a public speaking coach to train the team. He cannot afford to lose another sales pitch.

Practice Task 8

Question 1

Suggest two improvements that could be made if the audience did not respond to questions in the presentation because they were bored and had 'tuned out'.

Question 2

Suggest two things that could be done to improve presentation skills based on feedback that the presenter seemed nervous and not confident with public speaking.

Summary

- There are two key opportunities to ask for an evaluation of your presentation during the presentation, immediately after the presentation or after the event where the presentation took place.
- The audience and other stakeholders can provide you with feedback.
- To assess the outcomes of your presentations, evaluations need to be focused on specific criteria.
- Identify which aspects of the presentation are most critical to evaluate and how you will measure your success (the achievement of the outcomes).
- Use the evaluation tool to collate the responses from the audience so you can see trends and the reactions of the audience.
- As soon as possible after the presentation, reflect and write down your impressions and reaction.
- Self-reflection will allow you to consider the comments provided by others in relation to your own perceptions of your presentation performance.
- Always approach a discussion with an open mind and be prepared to listen to other people's reactions and ideas, as they may have a unique perspective from your own.
- Discussions may be formal with arranged meetings and an agenda, or informal chats or discussion such as over lunch or after a meeting.
- Discussion with a manager or colleague may help identify actions to improve specific skills.
  - Use these improvements to build on your strengths.
- Make sure that any changes you make to the presentation meet the organisational and legal requirements.

Learning Checkpoint 3
Review presentations
Read the case study and answer the questions that follow.

Case Study

Alison has extensive customer service experience and has worked in the hospitality industry most of her life. Due to COVID-19, Alison lost her hospitality position and started a new job in a local council as a community manager. Most of the stakeholders in the community organisations are from migrant and culturally diverse backgrounds.

Alison was asked to deliver a 30 minute presentation at a Neighbourhood House organisation about aspects of the new Strategic Plan and the impact it will have on the organisation. She prepared a twenty-slide PPT presentation with text and tables and printed 40 copies of the handout for the audience.

When she arrived, she was surprised to see only fifteen people in the audience, even though 40 people had responded.

Alison delivered her presentation with confidence and expressed herself well. Ten minutes into her presentation. she noticed some awkward facial expressions, but the audience was sitting quietly and listening, so she continued. Alison put some questions the audience, but no-one from the audience responded. Alison wanted to finish her presentation according to her time schedule and so told the audience they could ask their questions at the end of the presentation. When Alison finished, the participants thanked her and quickly left the room. Something went wrong but she wasn't sure what. Alison decides to follow up and ask the audience to evaluate her presentation.

1.   Identify two reasons why Alison should evaluate her presentation?
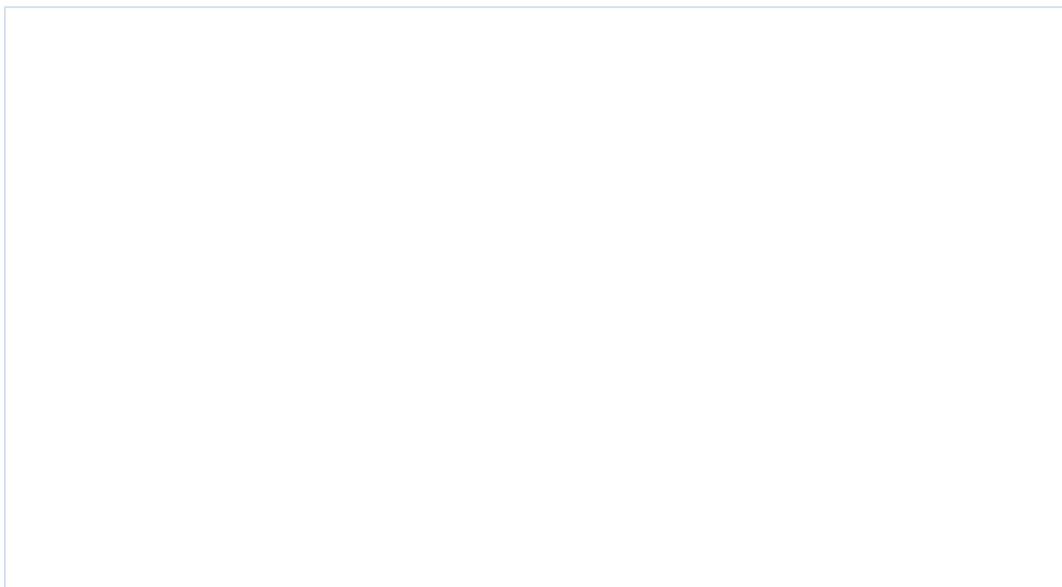
2. Which of the following ways Alison can effectively measure the evaluation she receives? Tick all that apply.

   ○ Ask the audience to provide their evaluation as soon as possible so they can accurately recall their experience.

   ○ Encourage the audience to share their experiences on Alison's social media account.

   ○ Discuss the results with an experienced colleague or a manager to identify improvements.

   ○ Use criteria that can be measured so it is easy to see where improvements are needed.

   ○ Ask each audience member a different set of questions so she can get a wide variety of responses.

3. Suggest at least three improvements Alison could make in response to the reactions from the audience. Explain your answers.