BSBCMM401
Make a presentation
Release 1

Learner guide

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Make a presentation

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Learner guide

Aspire Version 1.1

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Contents

Before you begin

This learner guide is based on the unit of competency *BSBCMM401 Make a presentation*, 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 and case studies	Examples of completed documents that may be used in a workplace are included in this learner guide. You can use these examples as models to help you complete practice tasks and learning checkpoints. Case studies highlight 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.
Video clips	Where QR codes appear, learners can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: www.aspirelr.com.au/help
Summary	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 outlines specific foundation skills noted for your learning in this learner guide.

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 or modify presentations • Interprets audience reactions and changes words or non-verbal features accordingly
Interact with others	• Selects and uses appropriate conventions and protocols to encourage interaction or to present information • Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals • Recognises the need to alter personal communication style in response to the needs or expectations of others
Get the work done	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas • 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 a presentation	1A Plan and document the presentation approach and intended outcomes	❑ Confident ❑ Basic understanding ❑ Not confident
	1B Choose appropriate presentation strategies, format and delivery methods	❑ Confident ❑ Basic understanding ❑ Not confident
	1C Select appropriate presentation aids, materials and techniques	❑ Confident ❑ Basic understanding ❑ Not confident
	1D Brief others involved in the presentation on their roles and responsibilities within the presentation	❑ Confident ❑ Basic understanding ❑ Not confident
	1E Select techniques to evaluate the effectiveness of the presentation	❑ Confident ❑ Basic understanding ❑ Not confident
Topic 2 Deliver a presentation	2A Explain and discuss the desired outcomes of the presentation with the audience	❑ Confident ❑ Basic understanding ❑ Not confident
	2B Use aids, materials and examples to support audience understanding of the key concepts and central ideas	❑ Confident ❑ Basic understanding ❑ Not confident
	2C Monitor the communication of participants to attain presentation outcomes	❑ Confident ❑ Basic understanding ❑ Not confident
	2D Use persuasive communication techniques to secure audience interest	❑ Confident ❑ Basic understanding ❑ Not confident
	2E Provide opportunities for participants to seek clarification, and adjust the presentation to meet participant needs and preferences	❑ Confident ❑ Basic understanding ❑ Not confident
	2F Summarise key concepts and ideas to facilitate understanding	❑ Confident ❑ Basic understanding ❑ Not confident

Topic	Key outcome	Rate your confidence in each section
Topic 3 Review the presentation	3A Implement techniques to review the effectiveness of the presentation and discuss reactions	❑ Confident ❑ Basic understanding ❑ Not confident
	3B Use feedback to make changes to the central ideas presented	❑ Confident ❑ Basic understanding ❑ Not confident

Topic 1
Prepare a presentation

Organisations regularly use presentations as a method for communicating with their stakeholders. These stakeholders are the people who have an interest in the activities of the organisation; for example, employees, customers, suppliers, shareholders or even members of the wider community. Presentations can be used to share information, build the brand or reputation of the organisation, persuade people to take a course of action or make a decision and engage with stakeholders.

When you are making a presentation on behalf of an organisation, you have an opportunity to enhance the organisation's profile by making a professional presentation that provides value to the audience. A clear understanding of the purpose of the presentation and the characteristics of the target audience is the key to selecting the elements that comprise a successful presentation.

In this topic you will learn how to:

1A   Plan and document the presentation approach and intended outcomes
1B   Choose appropriate presentation strategies, format and delivery methods
1C   Select appropriate presentation aids, materials and techniques
1D   Brief others involved in the presentation on their roles and responsibilities within the presentation
1E   Select techniques to evaluate the effectiveness of the presentation

1A | Plan and document the presentation approach and intended outcomes

Presentations are a method for sharing information with groups of people ranging from a team within an organisation to large-scale seminars involving a variety of personnel. Presentations often have a sales, marketing and promotional focus, but they can be used to deliver information on any topic; for example, explaining new policies and procedures, or for regular staff meetings.

The intended outcomes of presentations to external groups such as customers, clients or shareholders, are determined by the objectives of the presentation and the information needs of the audience. These desired outcomes are usually clearly stated in the invitation to attend the presentation.

Presentations of all types rely on meticulous planning, effective use of appropriate presentation aids, materials and techniques and, most importantly, presenters with highly effective communication skills.

Plan for a presentation

Effective and careful planning is a key component of a successful presentation. If you are asked to make a presentation, then you are responsible for planning, sequencing and prioritising the tasks and your own workload to make sure the presentation is ready within the time lines you are given and that it achieves its intended outcomes. Poor planning results in ineffective presentations.

Identify what you want to achieve with the presentation so you can select the right content and the most appropriate method for delivering that content. All presentations have a purpose, whether it be to provide information, to persuade people to take a particular course of action or to make a decision on a particular matter. The intended outcomes of the presentation are your focus in the planning stage. It can be useful to collaborate with relevant people to identify the outcomes and approach for the presentation.

Use the intended outcomes to plan the presentation strategy, format and delivery methods; to help you select presentation aids, materials and techniques; to involve others in the presentation; and to seek any technical and administrative support required. Careful planning is essential if you are to deliver an effective presentation.

Seek information from others

During the initial planning phase you may need to consult with a number of people in order to gather the information required to develop the presentation. For example, you may need to discuss the presentation brief with the person who gave it to you to clarify and confirm the details; you may need to talk with an information technology specialist to identify the technology required for the approach you wish to take; and your administrative officer may need to be consulted about the venue.

Here are examples of a range of listening and questioning techniques that can be used to gather information.

Listening and questioning techniques
Use closed questions when you want a definitive response; for example, 'The presentation will start at 10.00 am. Is that right?'
Use open questions to elicit a detailed response; for example, 'Why do you think I need to include a guest speaker?'
Use probing questions to ask the person to expand on their initial response; for example, 'That's great. What more can you tell me?'
Speak clearly and frame your question so it is unambiguous.
Listen carefully to the response. Don't interrupt or signal that you know what the answer will be.
Be aware of a person's body language as they are speaking so you can interpret their level of understanding.
It is useful to paraphrase a response in order to clarify the intended meaning and ensure there is no misunderstanding.

Review and analyse documents

In the initial stages of your planning you need to check any documents that relate to the presentation to confirm requirements.

Things to check when analysing workplace documents
❑ The brief you have been given to clarify what is required
❑ A draft of the intended presentation approach
❑ The qualifications of potential guest speakers
❑ Any memorandums of understanding or contracts with potential guest speakers
❑ Documents relating to the hire of a venue
❑ The budget
❑ Conference information, if applicable
❑ An overview of the potential audience

Research presentation content

It is crucial that the information you present is relevant and well researched. An audience needs to be confident that you and your organisation can be trusted to provide current and accurate information. Material that is not relevant, is of a poor quality or has no factual basis does not help promote the organisation.

Research should be appropriate to your topic, the purpose of the talk and the needs and interests of your audience. You may already have the information and data you need in the form of a report, the organisation's policies and procedures or other documentation relevant to the presentation. Sometimes you may have to do additional research by speaking with other professionals, contacting industry professional groups, reading articles in industry journals or conducting internet research.

Here are some tips for guiding your research.

Recent is best	**Check your facts**
Focus your research on the most recent findings, unless you specifically need earlier data.	Seek academic journals and papers for more-detailed information about a topic. Read the abstracts, which give a concise summary of the main body of the paper. Include anecdotal information to illustrate key points, give your presentation some interest to help the audience remember it afterwards.
Check your sources	**Reference appropriately**
Make sure you are not infringing copyright by reproducing information without permission; that you do not use confidential or restricted information without permission; or reveal any details that could cause distress for a staff member or client.	You may need to cite the sources you have referred to, particularly for formal presentations such as a conference. Use an accepted format to show where you have found your information. Be aware of plagiarism and copyright laws.

Identify outcomes

A successful presentation is measured by how well it achieves its purpose. The intended outcomes for the presentation should be written from the target audience's perspective and define what the audience should know, understand or be able to do as a result of the attending the presentation. For example, shareholders may be invited to attend an annual general meeting, which includes several presentations; the purpose of each presentation being to share information about overall performance and the objectives of a specific part of the organisation's operations.

How you identify the intended outcomes is determined by your role in the organisation and whether the presentation is intended for an internal or external audience. For example, you may be given a brief that clearly identifies the intended outcomes of the presentation; you may develop a list yourself; or you may need to consult others to generate a list of desired outcomes.

Outcomes may include to:

- motivate team members
- foster an interest in sustainability
- create a change in employees' attitudes to work
- increase sales and overall market share
- understand operational change.

Document the presentation approach

Presentation formats and delivery methods are the ways in which the presentation content can be delivered to the target audience. The role of the presenter includes identifying the purpose of a specific presentation and the characteristics of its target audience. Using this information, the presenter evaluates a range of formats and delivery methods and selects those that have the greatest potential to communicate the central idea or concept to the target audience and thereby achieve the presentation's intended outcomes.

Documenting the details of your presentation in a clear and structured format keeps you on track during both the planning and delivery of the presentation. Check whether the organisation has a template for this purpose; if not, develop a document to record information relevant to planning, including presentation strategies, materials and evaluation techniques. You should also outline the content and suggested timing of the introduction, main information sections and conclusion.

Presentation duration

The overall presentation duration is likely to be predetermined by timetabling or other organisational constraints. For example, where you are one of a number of presenters at a workshop, your presentation will be given a specific time allocation. Plan your presentation so you don't encroach on the time available for the remaining presentations. Allocate time for each part of the presentation to ensure you cover all the necessary components as outlined below.

Presentation components
• Your welcome and any introductions
• 'Get to know you' activities (icebreakers) or exercises designed to energise the group
• Topics and activities
• A session recap
• Your session evaluation
• The session close

Learning resources and materials

A presentation plan or session plan should also include a list of presentation aids and materials to be used by the presenter and participants. When planning the presentation, consider the aids and materials you will need. Depending on the presentation you may need:

- diagrams or charts
- posters
- models
- video, audio, DVDs or other electronic learning materials
- equipment such as whiteboards and whiteboard markers/erasers
- flip charts
- general stationery
- overhead/data projectors
- DVD players, computers and printers
- evaluation forms.

Source your materials well before the presentation and ensure everything is in working order.

Draft a plan for the presentation

Initial preparations should include a draft plan that outlines your approach and how you intend to deliver the information. This may change following consultation with others.

Your organisation may have a template to use for this purpose, designed to suit the different presentations that are regularly given in the organisation, such as staff meetings, information sessions or induction training. For example, a marketing department may have a template for planning promotional presentations to customers.

For a more complicated presentation some people prepare a storyboard; a series of rough sketches/outlines used to show the flow of the presentation and depict the main idea for each section. Storyboards give a visual representation of the final presentation. They are relatively inexpensive to prepare and useful for consultation with stakeholders and designers.

A presentation plan should identify the following:

- Date, venue and time
- The name of the session
- The intended learning outcomes of the session
- The length of the session
- How each learning outcome is going to be achieved (topics and activities such as demonstrations)
- How long each topic will take
- What resources you need for each topic or activity
- Time allocated for questions

Example: prepare a delivery plan

A session delivery plan should be formatted so it is easy to refer to during your presentation.

Date: 23 August

Venue: Conference Room 2, Westerway Council Offices, 28 Raven Street

Time: 9.00 am to 12.45 pm

Session plan	
Session name	WHS issues in the workplace
Target audience	Team leaders and managers
Learning outcomes	As a result of attending this program, participants should be able to: • understand the legal and practical responsibilities for providing a safe working environment • apply this knowledge to their own workplace • bring about changes in their own workplace to make it safer.
Name of presenter	Malcom Reid
Duration of session	3 hours, 45 minutes
Resources	• Clock/watch • Pens and paper for participants to take notes • Whiteboard, whiteboard pens and eraser • Butcher's paper/large piece of paper • Data projector and prepared slides • TV and DVD player • DVD: 'WHS in the workplace - the do's and don'ts' • Handouts • Refreshments

Time	Content	Resources required/notes
9.00–9.35	• Why we are here • Learning outcomes • Housekeeping (WHS, breaks, contact details, getting help)	
	Getting to know each other	Icebreaker activity
9.35–9.55	Introduction to WHS: • Current legislation • Duty-of-care responsibilities • Reporting hazards • WHS policies and procedures • Emergency procedures	Slide notes
9.55–10.00	View DVD: 'WHS in the workplace – the do's and don'ts'	DVD

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10.00-10.30	Debrief DVD in group discussion WHS processes: • WHS audits • WHS committee • Risk management	Handout: Overview of WHS issues
10.30–10.45	Morning tea	
10.45–11.00	WHS in my workplace: • Fire and emergency procedures • General work instructions • First-aid facilities • Training • PPE	Handout: Survey
11.00–11.30	Legislation: • Relevant legislation • New issues	Handout: Legislation
11.30–12.00	How well do you know your duty of care?	Handout: Duty-of-care responsibilities
12.00–12.30	Current issues (brainstorm)	Butcher's paper to list responses
12.30–12.45	Debrief	
12.45–1.00	Evaluation of session	Survey form

Practice task 1

Read the scenario, then complete the tasks that follow.

Scenario

You are a team leader, responsible for the performance of eight team members. Until recently, the team had an excellent record for achieving their objectives. Three months ago, it was necessary to employ four new team members over a period of three weeks following the unexpected promotion of existing team members to various positions in the organisation.

The four new members of the team are young workers, with considerably less work experience than other members of the team. They are developing their skills and knowledge in the technical aspects of their roles; however, it is becoming increasingly clear that they are not a good 'fit' with other team members. There have been several instances of conflict between team members in recent weeks and the most senior member of the team is currently on sick leave.

A review of this month's performance figures reveals that it is unlikely that the team will reach their target. You feel that missing out on this month's bonus will only add to the team's poor morale.

You decide to schedule a team-building presentation at next week's team meeting. Your first step is to identify the outcomes of your presentation, plan the presentation approach and gather relevant documents as background information for the presentation.

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1. Identify and record what you consider to be appropriate outcomes for the team-building presentation.

2. Describe the presentation approach that you will use.

3. What documents might you analyse to identify information relevant to your presentation?

1B | Choose appropriate presentation strategies, format and delivery methods

Presenters have a range of choices to consider when they are selecting their presentation strategies, formats and delivery methods. You need to know what to choose to enhance the presentation and use your presentation skills to their greatest effect.

The strategies and methods you choose will vary according to the context in which the presentation is to be delivered as well as the characteristics of the audience/learners. You may also need to consider constraints related to the location, the resources available for your use and the contribution that you may require from other people.

Factors to consider during planning

Careful and thorough planning is critical to the execution of a professional presentation. The effectiveness of your presentation will be judged on whether the intended outcomes are achieved, whether the presentation format and delivery methods are appropriate for the target audience and whether you operate within the constraints of such factors as the budget, venue and availability of resources. Initial planning should include gathering information about the constraints affecting the presentation.

Here are some examples of areas to consider when planning your presentation.

Venue	
	• Size of the room
	• Available technology
	• Flexibility in seating arrangements
	• Availability of break-out rooms
	• Lighting (adequate, flexible)
	• Access for people with mobility issues

Budget	
	• Available amount
	• Procedure for authorising purchases of resources and stationery
	• Records that needed to be maintained by the presenter

Personnel	• Availability of technicians to assist with equipment and technology
	• Other presenters (coordinate timing and presentation content)
	• Support personnel (to facilitate break-out groups, distribute materials, collect evaluation forms)
	• Administrative support (to coordinate attendance, organise resources and materials, manage registrations, produce documents)
	• Specialist personnel (including language, literacy and numeracy specialists, WHS personnel and industry representatives)

Aids and materials	The availability of resources is a key consideration in the presentation strategy that you choose:
	• Consider the resources you believe will most enhance the presentation and be appropriate for the target audience.
	• Find out if your preferred aids/materials are available for your use or whether they need to be purchased.
	• The budget available for the purchase or hire of resources may be a constraint; you may need to modify your presentation strategy to use available aids and materials.

Content creators	Organisations that use presentations to communicate with customers may rely on presenting marketing information in different ways.
	A range of people are involved in creating content that is used in different media like television, radio, email and social networking sites. Personnel can include:
	• marketing officers
	• information technology staff
	• copywriters
	• instructional designers
	• editors
	• web designers.

Identify the target audience

Find out as much as you can about the people who will attend your presentation. The characteristics and needs of the audience determine how you structure and deliver the presentation, its length, the resources required and the presentation strategies you use. This also includes presentation skills you may need to be aware of, such as your rate of speech, tone and the specific language you use.

Some characteristics may lead you to seek advice and support from specialists such as language, literacy and numeracy (LLN) specialists, or organisations with expertise in working with different cultures or with learners who have special needs.

Gather audience information

How you gather information about the target audience depends on the number of people attending and the purpose of the presentation. If it is a large audience, it may not be practical or desirable for the organiser to gather details about individual audience members. It is important, however, that a process is available to participants to advise the organiser or presenter of any specific characteristics or needs that should be considered to ensure equitable participation and access to the venue and presentation. Presentations that occur in workplace settings provide a greater opportunity to gather information about individual audience members.

Here are some characteristics you need to consider when preparing a presentation.

Age of audience members

Various age groups interpret information differently. The target audience may be of diverse ages (in a presentation to a community group, for example) or the majority of members may be of a similar age (a presentation to a sporting team or school group). While it is important to avoid stereotyping the members of the target audience, be aware that their life experiences can shape the way they interpret information and respond to what you say.

When making a presentation to a group of people of a similar age, find out as much as you can about the characteristics of the group, including their preferred method for receiving information. For example, older audience members may prefer to receive printed materials rather than being given a DVD containing presentation materials.

Cultural and language backgrounds

Reflect on the diversity of members of the target audience and plan a presentation that includes culturally relevant presentation strategies.

- Learn about their cultural background to ensure that you understand differences in communication, body language, male/female interactions and terminology.
- Be mindful of any religious or spiritual beliefs that audience members hold that may affect their participation in the presentation, and accommodate these sensitively.
- Avoid colloquial words and phrases that may cause confusion.
- Model behaviour and attitudes that promote culturally inclusive work practices. Avoid slang/colloquialisms and cultural stereotypes in your language and in any anecdotes, humour and support materials that you use.

Educational background and general knowledge

Consider your audience's prior work experience, qualifications and general life experience. These factors may influence their understanding, how actively they participate in the presentation session, and the existing skills and knowledge you can build on. Knowing this kind of information in advance is helpful for planning, but you must also be prepared to respond to what you learn during a presentation.

Integrate activities into the presentation that ask people to draw on their experience and strengths, and to work collaboratively. Make sure information on slides and handouts is in plain English, and clear and easy to read. Always define technical words or industry jargon.

Gender

In general, avoid trying to customise your presentation to suit the characteristics of a specific gender unless you have specialised knowledge in the area of gender differences, such as the way each gender interprets body language, their communication styles and methods of processing information.

In your delivery, model non-sexist language and avoid cultural (including gender-based) stereotypes; for example, use case studies that include women in non-traditional roles and reflect the diversity of modern family structures.

Be aware of how you will promote equal participation in the presentation by asking questions of both men and women and encouraging women to take the lead in group activities, where relevant.

Physical ability

The target audience may include people of varying physical abilities. Compliance with anti-discrimination legislation and organisational access and equity policies may demand that an environment is provided to accommodate the needs of individual audience members. If presentations include skills practice, participation in simulations or operation of equipment or technology, you should be aware of your obligations and be mindful of duty-of-care considerations.

To accommodate specific needs you may:

• request the support of an aid such as a scribe

• ensure that any special equipment is available

• ensure that there is appropriate access to the venue and facilities

• arrange specialist support

• modify the environment

• use adaptive equipment and technology.

Language, literacy and numeracy

Audience members who experience difficulty with LLN may feel vulnerable or inadequate and be embarrassed to speak out or participate. Identify any LLN issues before your presentation and arrange appropriate support. This may be challenging when you are presenting to a large group or where details about individual audience members are unknown.

Presenters can promote and encourage a supportive learning environment by ensuring that there are multiple learning experiences so that all audience members have an opportunity to participate in an appropriate way. Providing resources, using audio-visual displays that are pitched at an appropriate level, and including relevant diagrams and images is also helpful.

Previous experience with the topic

Audience members may have previous experience with a topic that is the focus of a presentation. This experience may have been gained at work, in previous training and education or in their general life experience. Be aware that these factors may influence a person's attitude toward the topic, their attention levels during the presentation and the types of questions they ask.

Presentation format and delivery

The format of a presentation refers to how it is structured and delivered. Presentations may be delivered by one or more people, be entirely verbal, make use of electronic equipment, or involve a range of materials and aids. Skilled presenters prefer to use a variety of delivery strategies to reinforce the central ideas of the presentation.

When determining the format, or combination of formats, for a presentation, carefully consider the purpose of the presentation and the characteristics of the target audience.

Here is a range of different formats that need to be considered when delivering a presentation.

Individual presentation

An address to an audience made by one person is appropriate for a wide range of purposes. An individual presentation may be easier and less expensive to organise than a team presentation.

Target audiences include staff members, customers, community groups, professional bodies and shareholders at an annual general meeting.

Team presentation

Members of a group may share delivery of a presentation for customers (sales team presentation), shareholders (at an AGM) members of a sector that need information from multiple experts (at a conference).

Team presentations are effective when the purpose is to:

- build the image of the organisation
- introduce staff to customers
- expose audience to a range of ideas and perspectives
- share information from technical or subject experts
- maintain audience interest during long presentations.

Guest speaker

Guest speakers can contribute information in their area of expertise. They may be engaged to make a presentation that is topical and entertaining or as keynote speakers on a conference theme.

Check the presentation budget before agreeing to pay a guest speaker fee.

Brief the guest speaker on any organisational policies (for example, culturally inclusive practices, access and equity, WHS, ethical behaviour) and codes of practice. Explain your expectations of their contribution.

Group activities

Participants may be divided into groups led by a facilitator or presenter. This technique may be used for discussing new ideas or when you wish people to actively participate in the presentation. Tasks for activities must be well prepared and timed. Groups should be monitored during the presentation to ensure understanding.

Presentation delivery

Choose ways in which you can deliver the presentation to suit the requirements of the presentation brief and the audience.

Here are some common strategies that can be applied individually or in combination to meet the needs of a presentation.

Presentation delivery strategies

Oral presentation

Oral presentations are excellent for sharing information quickly and efficiently with groups of people. Oral presentations:

- ensure that a whole group receives the same information at the same time
- are appropriate where low levels of audience participation will not impact on learning
- work best where the learning outcomes do not require skills practice
- may be recorded for further use.

Electronic presentation

Many presentations are delivered using an overhead projector and slides. This is suitable for small and large groups. It is useful for people who like to read written text as well as listen.

Handouts of the presentation are valuable for participants. The presenter can write delivery notes to accompany the slides in a section that is hidden to viewers.

Audiovisual

Presentations may be structured around the showing of a video. For example, an advertising video of a new product may be shown rather than relying on a description alone.

Remote delivery

Arrangements may need to be made for online technology for remote presentations; for example, by video or phone conferencing or webinars. Remember that simply listening to a presenter (or watching via technology such as Skype) is a passive method of gaining information. Opportunities for interaction can be made available, such as 'text chat' during a webinar, to ensure your audience stays engaged and interested.

Presentation strategies

The presentation may involve specific strategies that need to be incorporated into the session plan. These strategies depend on the nature of the presentation and the target audience.

Here are some strategies that may be used.

Demonstration

Demonstrations are appropriate if the purpose of the presentation is to introduce new products, explain product features or promote sales. Likewise, presentations that are designed to train audience members to perform a task, use a piece of equipment or technology, or follow strict protocols are likely to be enhanced by a demonstration. Keep in mind that they are more effective if participants are active; and feedback must follow immediately after practice.

Questions

You may develop a series of questions to be used strategically during a presentation to encourage reflective thinking and discussion, and to check understanding of the presentation's content. Alternatively, the presentation could involve an individual or panel that is asked a series of structured questions by a facilitator, where the questions are designed to elicit information relevant to the topic and purpose of the presentation.

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Case studies

Participants are given information and asked to make a decision or solve a problem concerning the situation. Well-constructed case studies give participants an opportunity to think laterally and generate solutions to help them in their workplace. Ensure you spend time giving clear instructions about the purpose and outcome expected to ensure everyone understands. Case studies may be difficult for learners who have reading or language barriers.

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Discussion

Presentations should include opportunities for participants to ask questions or discuss ideas. Either stagger these throughout the presentation or provide a question time at the conclusion of the actual presentation. The introduction to the presentation should explain the opportunities for discussion that will be available during the session.

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Seek advice and support from others

Most presentations are not prepared in isolation. Depending on your job role you may be asked to give a presentation yourself, delegate a presentation to another person, or arrange for a presentation that involves planning the program, identifying outcomes, sourcing speakers and preparing resources. Seek further information from the person giving you the brief, stakeholders and experienced colleagues.

In all instances you need to ask specific questions to confirm and clarify your understanding of the brief, listen closely to the responses and document the results. Use closed questions for definitive answers and open-ended questions to obtain additional information. For example:

- 'Is the presentation to take place in our boardroom?'
- 'What do you think of having a guest speaker to provide technical information?'
- 'I am not sure we can achieve that outcome in the time available. How can we modify the presentation?'

Observe legislative and organisational requirements

Familiarise yourself with any legislative, regulatory or code-of-practice requirements that apply. These should be written into organisational policies and procedures, so if you follow these, you are complying with legal obligations. For example, a policy that ensures wheelchair access to your building meets the *Disability Discrimination Act 1992* (Cth). Similarly, there should be procedures to follow to ensure that the venue is safe and healthy and complies with the *Work Health and Safety Act 2011* (Cth) or the health and safety Act in your state/territory. Always use your organisation's templates and style sheets.

Here are tips for ensuring a presentation observes legislative requirements.

Privacy

When handling and reviewing personal information about participants, be mindful that you have legal and ethical obligations in relation to how you store that information and how you use it. You must comply with workplace privacy and confidentiality policies and procedures. *The Privacy Act 1988* (Cth) regulates how various types of organisations can use personal information, including the information provided by employees and customers. Never use information without a person's knowledge and prior approval.

Anti-discrimination

All workplaces must comply with anti-discrimination and equal opportunity legislation such as the *Age Discrimination Act 2004* (Cth), *Disability Discrimination Act 1992* (Cth), *Racial Discrimination Act 1975* (Cth) and the *Sex Discrimination Act 1984* (Cth). To ensure your presentation is inclusive, you need to take into account gender, age, religion, ethnicity, family situations and sexual preferences.

You must ensure that your presentation strategy provides an equal opportunity for all audience members to participate including people with disabilities; Aboriginal or Torres Strait Islander people; and people with a language background other than English; and those with a hearing or visual impairment.

Consumer protection

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 the text is within the law. You may need to brief other presenters, as any false statements made by them will reflect on your organisation.

WHS

Health and safety Acts prescribe the need for all environments to be free from hazards and risks. When preparing a presentation, ensure that the venue has been risk assessed and has sufficient air movement, is well lit and free from unnecessary noise. Check that all cords are protected to avoid anyone tripping over them, and make sure equipment is in good working order. Presentation introductions should always include emergency procedures and indicate exits and facilities for participants.

Example: select the presentation format and delivery methods

Jack works for a government department. He is asked to make a presentation to community group representatives about funding opportunities available from the state government.

Jack prepares himself by speaking with executive officers of several prominent groups planning to attend the information session and learns that very few funding applications from the region were successful the previous year. He anticipates that some members of the target audience will have a negative attitude toward the department. He also expects that he will be asked questions about why funding applications have been unsuccessful and how better outcomes can be achieved.

During the preparation stage, Jack undertakes additional research about some of the issues directly confronting the agencies to enable him to address what he anticipates will be some challenging, if not aggressive, questioning.

Jack makes sure the venue is comfortable and accessible by wheelchairs. He prepares handouts about the funding process, making sure the language is non-bureaucratic.

Jack decides that he will invite a representative from an organisation that successfully applied for funding last year and prepares the case study as an example.

Jack then prepares a draft session plan. He decides the presentation will be a mix of information provided on electronic slides, the guest speaker, and discussion and question time following each point.

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Practice task 2

Read the scenario, then answer the questions that follow.

Scenario

You are asked to deliver an information session to employees in your organisation on workplace bullying and harassment.

The purpose of the presentation is to ensure that employees understand their rights, responsibilities and obligations under the legislation and relevant workplace policies and procedures.

You are allocated approximately three hours for employees to attend training. You have a reasonable budget for stationery, printing and sundries.

The presentation is to be delivered in an appropriate location in your workplace.

1. Why is it important to know the budget allocated to the presentation?

2. What might you need to know about the audience before you begin?

3. Prepare a plan to deliver this presentation in your current workplace or one with which you are familiar. List the format, delivery methods and presentation strategies you will use to suit the characteristics of the target audience, location and resources.

1C Select appropriate presentation aids, materials and techniques

Whatever the purpose of your presentation, you want it to be memorable and interesting. There is little point in presenting a session if the target audience is not interested or engaged with the concept or ideas being presented. Your role is to use the various tools and techniques available to you to ensure that the audience understands and remembers the presentation's central message.

Identify the options that are available for adding interest to a presentation, and use them to create a memorable presentation. The aids and materials you select must suit the format and purpose of the presentation and enhance audience understanding of the key concepts and ideas.

The importance of using a variety of aids

Many people appreciate visual cues or an opportunity to interact with the presentation content as a way to assimilate information rather than just being a passive audience member listening to a verbal presentation.

People have different learning styles; that is, they understand and absorb information in various ways. They may learn most effectively by reading, viewing images and diagrams or practically applying content. Incorporating presentation aids and materials into your presentation can effectively support an audience's different learning styles by adding impact and interest to your presentation which engages the audience and complements the written content.

However, avoid making visual aids the focus as they may detract from the message. Review the content and decide where a specific aid or additional material would most effectively support the content. Update the session plan to include these details.

Technological presentation aids

Many presentations make use of digital tools to deliver and enhance presentations. Make sure you can use the technology efficiently and correctly. Consult with experienced presenters, technology experts and colleagues, subscribe to technology journals and enrol in training courses to learn more.

Organise in advance to have technical support and troubleshooting information available during the presentation. If possible, arrive at the presentation venue early to check your equipment, access and room arrangements.

Be familiar with current and emerging technologies such as:

- presentation software
- animations
- videos
- music
- creative software programs
- teleconferencing and videoconferencing.

Slides and an overhead projector

Many presentations make use of overhead projectors. They are easy to use and appropriate to audience settings of 20 to 50 people. Slides can be prepared relatively quickly, easily and inexpensively using software programs such as Microsoft PowerPoint. Slides are best used to display charts, illustrations or diagrams and for summarising key points. They can be used in many venues without dimming the lights, enabling you to maintain eye contact with the audience, and participants to read and refer to notes. Check that a suitable area is available to display the projected image.

Here are some tips for preparing slides.

Preparing slides
Slides should be simple and contain only one message. Use point form with few words and with a maximum of six points per slide.
Avoid using complicated effects. Animation or sound effects can be distracting.
Use a single, standard font, preferably in 18-point size. Only use bold and colour for emphasis. Different font sizes can be used to show hierarchy of ideas and concepts.
Use the same background consistently throughout your presentation. It should be simple and contrast sharply with the font colour.
Be cautious in your use of clip art to avoid detracting from credibility.
Proofread your slides for spelling and grammar errors and confirm you have copyright permission before incorporating any images, graphs or charts created by others.

Computer presentations

Software and electronic platforms are central to many presentations as they can help you communicate with your audience easily and visually.

A presentation using a computer may seem an easy choice, but you need to consider the individual needs of audience members and research any barriers that participants may experience. You also need to be wary of over-using special effects. Plan the method you will use to display the computer presentation. Check the organisation's style guide for format and layout information. Ensure you are comfortable with the technology and can use the computer, projector, laser pointer and other necessary equipment.

Advantages of using computer presentations
• The software is easy to use.
• This type of presentation is relatively inexpensive to prepare and present.
• Presentations can be used on multiple platforms (face-to-face, LMS, social networking).
• You can revise and re-use the files.
• Artwork, animation, diagrams, audio or video can easily be integrated into this type of presentation.

Computer simulations

Computer simulations allow participants to interact with people and objects, solve problems and make decisions using software that seeks to replicate a particular environment.

Marketing specialists use simulations to immerse customers in an environment where they are able to trial products or services and understand features and benefits. There is evidence that potential buyers who have had the opportunity to use a product and develop a sense of ownership are more likely to make a purchase.

Interactive simulations and computer games provide learning through experience and are particularly useful in training presentations. There is evidence that simulations are useful for engaging the interest of inexperienced learners and those with low skill levels, and may also shorten learning times.

Consider the following aspects before selecting a simulation:

- Computer simulations may be expensive and time-consuming to develop and trial.
- Specialist developers, instructional designers and copywriters may be involved in this type of project.
- Arrange, where necessary, other facilitators or support staff to assist participants.
- Have a contingency plan to deal with technical issues.
- Investigate what opportunities exist for participants to continue to use the simulation after the presentation.
- Plan how you will create a record of the participants' experience of using the simulation.

Video and audio recordings

Video and audio recordings are effective for reinforcing content and demonstrating the application of concepts and ideas. Audiovisuals can be used to entertain, promote discussion, give other viewpoints or perspectives and share information from experts or industry leaders. However, these resources should be used with caution; they can be expensive and may quickly become dated.

Audio presentations may also be recorded and distributed online. When choosing a recording medium, consider audience access to technology. For example, a presentation for older people may miss its target market if it is only available as a podcast.

In the planning and preparation stage:

- always preview a resource before using it, as flaws in the recording or outdated fashion or technology can detract from its credibility

- ensure that audiovisual material is appropriate to age and culture and is not likely to cause offence
- check copyright and public broadcast restrictions
- make all necessary technical arrangements in advance; know how to use the equipment, and have a contingency plan for equipment failure.

Whiteboards

Whiteboards have been used extensively in presentations for many years. More recently, smart boards with touchscreen technology have begun to replace whiteboards, particularly in schools and training organisations.

Whiteboards are useful in presentations where you intend to write down key points as your presentation progresses, and especially if you are inviting contributions from the audience.

Here are a number of aspects that need to be considered prior to the use of a whiteboard.

Considerations
• Consider the lighting, size of the venue and location of the whiteboard to determine whether it will be easily viewed by all members of the audience.
• Make sure you have a personal supply of whiteboard markers (not permanent markers) and erasers.
• Practise your skills for writing legibly on a whiteboard: it is not as easy as it appears.
• Practise printing 'screenshots' off the (electronic) whiteboard beforehand if you intend to do this during the presentation.

Models

Use models to demonstrate how something works, looks, sounds or feels, or when explaining detailed technical information or complex ideas and concepts.

In your planning and preparation, ensure you consider how many models you require, how and where they are to be displayed for accessibility and how they are to be used. You may also need to arrange security for expensive, commercially sensitive or confidential property.

Here are some points to consider when using models in your presentation.

Types of models	Models in action
• A physical representation of a product or process • A three-dimensional computer representation of an object • A two-dimensional visual representation of information, such as a map • A written or verbal description of a situation, such as a business model	• Sales presentations allowing customers to feel and use an item • Marketing presentations to secure 'buy-in' from the target market • Community information sessions to present complex concepts • Training to demonstrate the outcome of a completed work process

Diagrams, charts and posters

A well-chosen chart or diagram is visually pleasing and illustrates and clarifies information. It can often convey much more to your audience than text or the spoken word. Consider using graphs to present numerical information. Diagrams, charts and posters are particularly effective for displaying data that shows trends, patterns, relationships and proportions.

Here are some tips to keep in mind when selecting visual aids.

Visual aids
• Visual aids can stimulate questions and the exchange of ideas between the presenter and participants.
• Visual aids should be of professional quality so they do not detract attention from the central ideas and concepts being presented.
• Consider how elements such as colour and text are used. Organisations may have specific requirements about colours used with their brands or logos.
• Keep text to a minimum and provide a verbal explanation.
• Ensure that diagrams, charts and posters are accessible to the audience.
• Visual aids should comply with the organisation's access and equity policies, taking into account any LLN needs or disabilities.
• Venue size, display space, lighting, seating arrangements and audience size may influence how you use visual aids.

Paper-based materials

Your session plan should include a list of the paper-based materials that you and the participants will use. The materials can be purchased off the shelf or developed in-house. Arrange sufficient copies of materials for all participants, with extra copies for contingencies such as late registrations, imperfect copies or replacements for participants who lose theirs.

Paper-based materials can include:

- activity worksheets and case studies
- learner workbooks and trainer guides
- folders containing company information, biographies of presenters and key points
- assessment handouts (for training presentations)
- evaluation forms.

Presentation techniques

Presentations can be enhanced by using new technology and equipment, and techniques that add colour, sound, images and video to create interest, add emphasis and reinforce ideas and concepts.

Be cautious when selecting the techniques that you will use to enhance your presentation: including too many can overwhelm the content. Select techniques based on the intended outcomes of the presentation. Keep in mind what the presentation is meant to achieve and the characteristics of the target audience. Evaluate each available technique by asking, 'How will this technique help me achieve the presentation outcomes with this target audience?'

Here is some information about presentation techniques.

Use animations in presentations

Animations are used to engage the audience and sustain their attention; visuals with sound reinforce learning and understanding. They are useful for demonstrating how a product, service or work practice looks in action.

They must be appropriate for the audience (age, gender, education and cultural background) and avoid stereotypes. Software is available for presenters and participants to create their own animations.

Use live action in presentations
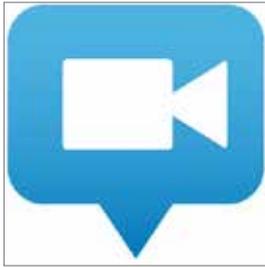
Live action is cinematography not produced using animation. It is used extensively in advertising and marketing to show real people using products or services, and for online learning presentations. Content must be appropriate for the audience and avoid stereotypes.

Live action should be professionally recorded if it will be used to communicate information to customers. Check and comply with copyright restrictions before distributing video recorded by another person.

Use music in presentations

Music can be used to add interest and create a specific mood or atmosphere, or to emphasise and reinforce key concepts and ideas, or build brand awareness.

Select music that is appropriate for the audience. Check relevant organisational policies; and check and comply with any copyright restrictions. Investigate the suitability of the venue for broadcasting music during your presentation (acoustics, volume, equipment).

Use sound effects in presentations

Sound effects may be associated with the organisation's brand; used to emphasise important points; or used during demonstrations. Plan how you can use sound effects to maximum advantage. Using excessive or poorly chosen sound effects can distract the audience and detract from central ideas and concepts.

Confirm that the sound effects are culturally appropriate and unlikely to cause offence. Check copyright restrictions if you will be using sound effects from another source. Consider the technology required and capacity of venue acoustics to support effective sound effects.

Use black and white in presentations
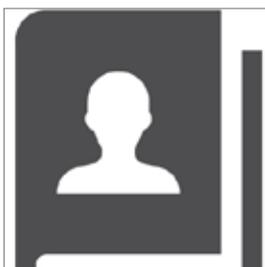
Black and white offers a distinctive, contrasting effect in visual media, which can add drama or atmosphere. This is appropriate for communicating large amounts of text (it is often easier to read than colour text). White space is used to improve readability and for effect.

Using black and white is less expensive than colour and generally improves readability, but may be disconcerting for some audiences. Dramatic contrast can add interest or emphasise key points.

Use colour in presentations

Used correctly, colour can increase the impact a message has on an audience, create a specific feeling or mood and improve both the interest and clarity of a presenter's message. Follow design principles for using colour to ensure readability, emphasise key points, avoid confusion and create mood.

Consider audience access and technology for viewing or printing colour presentations. Check venue lighting before selecting background intensity: generally, the darker the room, the darker the background should be.

Use signature elements in presentations

Elements such as slogans, logos and packaging are designed to create a unique identity for the organisation. Presentations made on behalf of such organisations should incorporate appropriate slogans, logos, jingles, and colours in the various visual and aural components of the presentation.

Check with the marketing manager for detailed information on using signature elements correctly and ensure that you discuss how the elements are to be used in slideshows, promotions to advertise the presentation, or printed presentation materials.

Use humour in presentations

Humour can entertain, engage, and build brand awareness. It can create a more positive, relaxed atmosphere where people may be more interactive and receptive to the central message. However, it must be used sparingly during a presentation.

Jokes or funny personal anecdotes should be brief and relevant to the central message of the presentation; they should bring some insight, perspective or added value. Ensure the humour is not offensive and that it is culturally appropriate.

Make final preparations

During the planning and preparation stage, finalise the ways in which you intend to incorporate presentation aids and materials to enhance your presentation. Use a range of delivery methods, presentation aids and materials so audience experiences are varied, interesting and challenging.

Use a checklist or action plan to ensure that activities such as software installation, risk assessment, printing or modification to suit the individual needs of participants are completed in advance of the presentation. Your final preparations should include the following points.

Final preparation tips

- If you are not already familiar with the equipment or technology you intend to use, arrange for training and practice well ahead of time.
- Organise technical support and ensure that you obtain any troubleshooting information you need and have it available during the presentation.
- Practise using your aids and materials with the equipment provided; deliver a 'dress rehearsal' if you can.
- Ask an observer, or record a rehearsal, for feedback on your use of equipment, aids and materials, delivery rate, voice level and language use.
- Check that the sequencing of the information is logical, clear and sustains interest level.

Example: select presentation aids and techniques

Patrick is a human resources officer for Craddock Engineering. He has been asked to deliver a presentation to a group of organisations to explain Craddock's 'Life and Work Balance Program' that has been running successfully for two years. He reviews the presentation outcomes and considers the characteristics of the audience. He knows that some will be sceptical of the program and many will be there because they have been told to attend. From experience, he knows that he is going to have to work hard to keep participants actively engaged during the presentation.

Patrick creates a table to plan how he will use presentation aids and techniques to reinforce understanding of the knowledge component of the presentation. He allocates sufficient time for questions.

Here is some of the information that can be found on Patrick's table.

Presentation aids and techniques	Rationale
Animation	A brief humorous animation shows the dangers of overwork
Slide show	Slides will describe the rationale for the program: • How the program is introduced to staff through the induction session • The events the organisation provides for staff • The opportunity for flexible working hours • Graphs showing the decline in staff days off since the program was introduced
Guest speaker	A staff member to provide a testimonial on their experiences
Discussion	Time for participants to discuss, ask questions and make suggestions
Electronic whiteboard	For discussion points Easy to print out and disseminate

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Presentation aids and techniques	Rationale
Paper-based materials	• A pre-session checklist that participants complete at the beginning of the session • A handout with a case study illustrating a healthy work–life balance • A work–life balance checklist to complete in the following month • An evaluation form for the presentation

Practice task 3

1. What is the rationale behind selecting a range of aids for a presentation?

2. What digital tools may be used in a presentation?

3. What advice might you give a new presenter about the use of visual aids?

1D | Brief others involved in the presentation on their roles and responsibilities within the presentation

Whether you are making a presentation in your own work environment, for another organisation or in another venue, you need to collaborate with other people to ensure that each aspect of your presentation is delivered as planned. Establish and follow strategies for briefing others who are involved either directly in the presentation or in a behind-the-scenes capacity.

To avoid overlooking important detail, create a checklist or action plan that lists the activities to be undertaken before and during the presentation. During this planning stage, consider the method you will use to monitor whether everyone involved is on track with their assigned activities.

Brief others

The number of people involved in a presentation depends on the purpose of the presentation, the location, and the size of the target audience. You may be responsible for coordinating any other people involved in the presentation. Presentations that involve multiple speakers or that are strategic to the organisation such as a new product launch may be coordinated by a project team with roles assigned by a project leader.

You need teamwork, interpersonal and organisational skills to ensure that the other people involved in the presentation understand their roles and responsibilities, including how to read the schedule of required activities.

The importance of briefing others

No two presentations are exactly the same. A range of variables, including content, objectives, target audience, presenter, timing and venue can shape the preparation and delivery of the presentation. Your briefing must ensure that the people who are contributing to the presentation have all the information they need to be able to complete their tasks in a timely manner and to the required standard.

Do not assume that if a person has completed similar tasks for another presentation they will know what the expectations are for your presentation. A briefing should clearly explain what the other person is required to contribute specifically to this presentation. You can then refer to the briefing in subsequent discussions leading up to the presentation, using it as a checklist in the final stages of preparation and even during the presentation, if required.

Specific administrative responsibilities

There may be a number of people directly or indirectly involved with the presentation who you need to include in any briefings.

Here is a description of the specific responsibilities of various internal and external people who may be involved in providing technical and administrative support.

Event manager

Specialist event managers are employed by large organisations and venues. They can provide expert advice about facilities, information technology, catering and staging.

IT personnel

Communication and information technology are an important part of most presentations. Specialists in this area can assist you in identifying your equipment needs and may be able to coach you in how to use the equipment. It may be necessary to have an IT specialist install or modify equipment for the presentation.

Support personnel

Support personnel work behind the scenes to check the layout, lighting, power and seating arrangements; confirm arrangements for audience members with special needs; and distribute presentation materials at the presentation. They may also be asked to assist with the use of technology.

Health and safety representative

Arrange with the health and safety representative to conduct a venue audit and risk assessment prior to the presentation, and evaluate the risk involved in a demonstration or simulation, especially if the presentation involves using tools, equipment, machinery or hazardous materials. Appropriate measures must be implemented to minimise or eliminate the risks associated with any identified hazards.

First-aid officer

You should familiarise yourself with the first-aid and emergency procedures for the location where you are making your presentation. Discuss any relevant needs with the first-aid officer well before the presentation.

Administrative personnel

Administrative personnel are integral to organisational success. They send out invitations, announcements and pre-reading, and confirm attendance; register participants; produce name tags and other resources such as handouts and pamphlets; and address financial matters. They may also take notes during the presentation.

Support responsibilities

You may need to enlist the support of a range of personnel who can provide information to help the presentation content.

Here is a description of the specific responsibilities of various internal and external people who may be involved.

Co-presenters

A coordinator should be assigned to an event that includes multiple presenters. Presenters should receive clear instructions regarding how their presentation contributes to the event's overall purpose, the timing of their session, the availability of support on the day of the presentation, contact details for relevant parties and the availability of resources.

Content creators

Content creators such as copywriters, editors, web designers, and instructional designers, specialise in developing material to communicate information targeted to specific audience types and for specific media and purposes. This may include slides, animations, media releases and advertising copy.

Subject experts

An expert (such as a tradesperson, skilled operator or qualified person) can provide guidance and technical information about processes and systems. They may be asked to confirm that the content is accurate and current and that the tools and equipment used in any presentation meet current manufacturer and WHS standards. They may also be asked to ensure the equipment is being used in a safe manner.

Specialist support personnel

LLN specialists can provide support to participants who experience challenges in language, literacy or numeracy. Disability workers provide advice to presenters on equipment and modifications that can be made to address the needs of audience members who have a disability. They can also arrange other services such as scribes or interpreters.

Marketing team

Keep marketing team members informed about your presentation because they can offer input into how to use the logo and company branding in the presentation, as well as provide marketing material such as posters and catalogues, if appropriate.

Contributors

As part of your preparation, consider when you need to brief support staff or other contributors to the presentation. Where you have previous experience working with any of the contributors, you may also consider how reliable they were and the quality of their past performance.

Think about each contributor's role and responsibilities.

Questions to ask about the contributors may include:

- What contribution is expected from this person to the preparation, delivery or evaluation of the presentation?
- What type of risk does this person's role pose to the presentation?
- In what ways do other contributors rely on this person?
- What is the lead time on the activities this person needs to complete?
- Is this person involved in preparing for the presentation or are they only involved during the presentation?
- What other work pressures does this person have?
- How much time will they need to spend planning for the presentation?
- What methods will be used to communicate with them?

Communicate the brief

Your goal in briefing other people is to secure their interest in and commitment to making the presentation a success and clearly explain the performance standards that are expected.

Generally, it is advisable to make contact as early as possible with people who are expected to contribute to the presentation. Follow organisational policies and procedures. Confirm the preferred communication method, the level of detail required and any records you are required to maintain on briefings, communication and meetings with contributors to the presentation.

Here are some tips for communicating the brief to others.

Communicating the brief
• Details of the brief can be given verbally and later confirmed in writing, addressing any questions or issues that were discussed in the verbal briefing.
• Provide the date of the presentation, venue, purpose, the coordinator's contact details, an outline of the contributor's role and responsibilities.
• Contributors can be given a communication plan that describes the process for liaison in the lead-up to the presentation.
• Remember that you need to maintain regular contact with these people during the preparation for the presentation.
• Identify and follow the policies and procedures of the location where you are delivering your presentation.
• Always consider the communication needs of people from diverse backgrounds and abilities when sharing information.
• Ensure that you include an opportunity for the other person to ask questions and clarify your requirements.

Example: brief others in a presentation

Ken is to provide a group learning presentation to new members of his team. The purpose is to provide them with the skills and knowledge required to operate and maintain a chainsaw with a concrete-cutting blade. Ken knows from experience that he needs to allow ample time to organise this type of presentation.

Expert staff operators, Lloyd and Peter, will assist Ken during the presentation by each overseeing a group of three learners. Ken, Lloyd and Peter meet at the training venue a week before the session and discuss their responsibilities. Together they complete the following tasks:

• Confirm the standard operating procedures for the task.

• Carry out a risk assessment.

• Review a portfolio of documents that includes learner notes and learner guides, operating procedures for the chainsaw, safety information, incident reports and emergency procedures.

Ken arranges to meet with Lloyd and Peter 30 minutes before the presentation to revise the key points from the briefing.

Ken contacts the college's facilities officer to book the use of Workshop 1 for the presentation. Ken completes a form that is available on the college's intranet to advise the facilities officer of his technology and furniture requirements for the session.

Because using a chainsaw is a high-risk activity, there are also WHS and risk and hazard assessment processes that Ken must follow. Ken's session plan and risk mitigation procedures need the approval of the WHS officer. Ken completes the appropriate forms and submits these for approval.

Practice task 4

Read the case study, then complete the following table, identifying the various people Louise needs to brief as she prepares her presentation.

Case study

Louise is employed by a community services organisation in an area where a significant proportion of the local population are Sudanese refugees. The organisation provides support to local residents in finding work and accessing community groups, along with information about sport and recreational activities. At a team meeting, many of the case workers agree that their clients are not familiar with local facilities and amenities, including parks and sporting facilities.

Louise is to deliver a presentation at a local hall about the facilities available to the local community. She wants to distribute printed information to the audience about the facilities, their costs and locations. A budget is allocated for printing costs, refreshments, venue hire and promotional activities. Louise thinks it will be possible to interest the local newspaper in running a short piece to promote the presentation.

Person to be briefed	When to brief them	Information to be included in the brief

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Person to be briefed	When to brief them	Information to be included in the brief

1E Select techniques to evaluate the effectiveness of the presentation

It is important to know how well a presentation went and if it achieved the intended outcome. In the planning stage, it is crucial that you consider how you are going to evaluate the effectiveness of the presentation. The evaluation method you select will largely reflect the purpose of the presentation and the type of participants.

You need to consider:

- What aspects of the presentation should be evaluated?
- When will you evaluate the presentation?
- Who will be involved in providing feedback?
- How will you conduct the evaluation?

What needs evaluating?

Your objective in conducting an evaluation is to determine how effective the presentation was in achieving its intended outcomes and highlight areas for improvement in the future. The evaluation technique should primarily gather information about the changes in participant behaviour, knowledge or attitudes that are the intended outcomes of the presentation.

To determine the success of a presentation you may ask participants to complete a questionnaire about its effectiveness and how it could be improved and whether their knowledge, attitudes or behaviour have changed as a result of the presentation.

It is also important to gather feedback on the individual components that make up a presentation to determine which were successful.

Areas to evaluate should include:

- content
- presenter (voice, pace, timing, engagement)
- quality of venue, facilities and catering
- audience engagement
- support for individual participants
- quality and suitability of materials and handouts
- effectiveness of presentation aids and technology.

When it needs evaluating

Evaluating immediately after a presentation can be worthwhile to review presentation techniques and delivery style, although sufficient time may need to pass before the outcomes are met. For example, a presentation to promote a new product may be evaluated by checking sales figures for the following month.

Here are some tips for evaluating before and after a presentation.

Before the presentation

Arrange for a sample audience (customers, a critical friend or a mentor) to observe a rehearsal and give you constructive feedback. Adopt a positive attitude to any changes they suggest and evaluate these against the intended outcomes of the presentation. Refine the presentation so the audience is more likely to enjoy the session and give you positive feedback about your delivery style.

After the presentation

Conduct the evaluation immediately following the conclusion of the presentation. Provide a questionnaire to complete and hand in. People are generally motivated to share their feelings and communicate directly with the presenter. Immediate post-presentation evaluation is likely to receive a greater number of responses than evaluations conducted at a later stage.

How to use evaluation methods

Your preparation for the presentation is not complete unless you have selected the evaluation tool you intend to use. You should be guided by any information in your workplace policies and procedures that recommends a preferred evaluation method.

You can expect that if you choose to use questionnaires completed at the end of your session as your only evaluation tool, the quality of the information you gather may not be sufficient enough for you to conduct a meaningful analysis of your presentation and identify opportunities for improvement.

Evaluation methods may include:

- focus groups
- one-on-one interviews
- participant surveys
- critical friends
- action research.

Focus groups

A focus group may be used as an audience for a proposed presentation, to test their reaction to the idea. Or the group may form after a presentation, bringing together a representative sample of the audience, to explore their evaluation of the presentation in depth through group discussion. The greatest challenges in using focus groups are organising a venue, writing the discussion questions and gaining sufficient participants.

Focus groups offer the advantage that the facilitator can ask participants to elaborate or clarify points, or ask for specific examples to support the points raised.

A facilitator asks participants for specific feedback about:

- their impressions of the presentation
- any change in their behaviour or attitudes following the presentation
- their self-assessment of the knowledge they acquired as a result of the presentation
- whether outcomes were achieved.

One-on-one interviews

Interviews are an effective method to fully understand the participants' impressions or experiences, or learn more about their answers to questionnaires. Although they are time-consuming, one-on-one interviews can be conducted with various people involved in the presentation. Audience members, co-presenters, support and administration team members, technicians and specialist personnel who assisted in organising the presentation or were on hand during the presentation may provide valuable feedback on the planning and delivery of the presentation.

Plan how you will record the response; for example, summarise key points or record the interview (with the interviewee's permission). Consider the following tips about interviews.

Interview tips
• Structured interviews use pre-formatted questions to provide comparable data.
• Unstructured interviews allow the interviewer to ask probing questions to gather more information about specific points as they are raised.
• The data gathered in an interview can be difficult to quantify for analysis.
• The interviewer needs to be careful to record the feedback accurately and not influence or bias the information recorded.

Participant surveys

Participant surveys are usually conducted at the conclusion of a presentation, although the audience should be told about this in your introductory comments. This is perhaps the most frequently used technique, and is useful when you want to gather information from a large number of people. To encourage honesty and completion, people do not have to put their names to these forms. However, you may like to ask additional things such as where they are from, their age (if appropriate), reason for attending, what they enjoyed the most, and ideas for improvement.

A survey must be well-constructed, clearly written and targeted to achieve its aim. For ease of analysis it is best to use methods such as circling or ticking a response. Do not include too many questions as people may be discouraged to complete a long survey. Always include a space for them to record their own comments.

Depending on the circumstances, respondents may use a hard copy or electronic survey form to complete.

Here is a range of aspects to consider when selecting to use a survey.

Time	**Construction**
Surveys require a significant investment in resources. Time must be spent on planning, developing and testing the survey tool. Time is also spent following up the return of surveys. A reasonable response rate (30 per cent is a benchmark) is required in order to draw valid conclusions about the quality of the training.	Questionnaires and surveys must be developed carefully, as people prefer surveys that are easy to understand and quick to complete. A poorly constructed set of questions can cause respondents to provide incorrect information, or discourage them from answering the questions sensibly and accurately. Use an internet search engine to find examples of electronic surveys tools that you can use.
Completion	**Development**
Be clear about how the respondents should complete the form. Do they need to circle an answer, write brief notes, tick a box or provide a rating? Do they need to provide their name and other details? If you ask them to comment on an issue, leave plenty of room for their response. Provide space at the end of the survey for respondents to make any additional comments.	If your organisation does not have feedback forms, you will need to develop them yourself. The more practice you have in preparing questionnaires, the better you will become at asking specific and probing questions. Seek feedback from colleagues about the clarity of your first draft and whether responses will provide you with the data you require.

Critical friends

A critical friend can be a source of valuable feedback on your performance. A critical friend is a person with whom you have a professional relationship. The relationship should be based on trust, support, openness and a desire to foster personal development.

A critical friend must understand the intended outcomes of the presentation and your personal goals for improving your own performance. They should be a skilled observer and listener. They can ask questions and challenge you to reflect critically on your performance by providing a different perspective, and they can provide valuable feedback at all stages of your presentation work.

Prepare a review form 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 in achieving outcomes.

Action research

Action research is a popular method used by presenters to improve their practice, especially if the presentation involves a training element. The objective of action research is to implement improvements by analysing existing practice and identifying elements for change.

The cyclic nature of action research is reflected in the use of action as a means of research; that is, planned change is implemented, monitored and analysed.

Here are the steps to take in action research.

Action research
Identify and reflect on the presentation.
Develop a strategy to improve professional practice.
Put the solution into action and gather data to analyse and identify outcomes.
Reflect on the outcomes to identify further opportunities to improve future presentations.
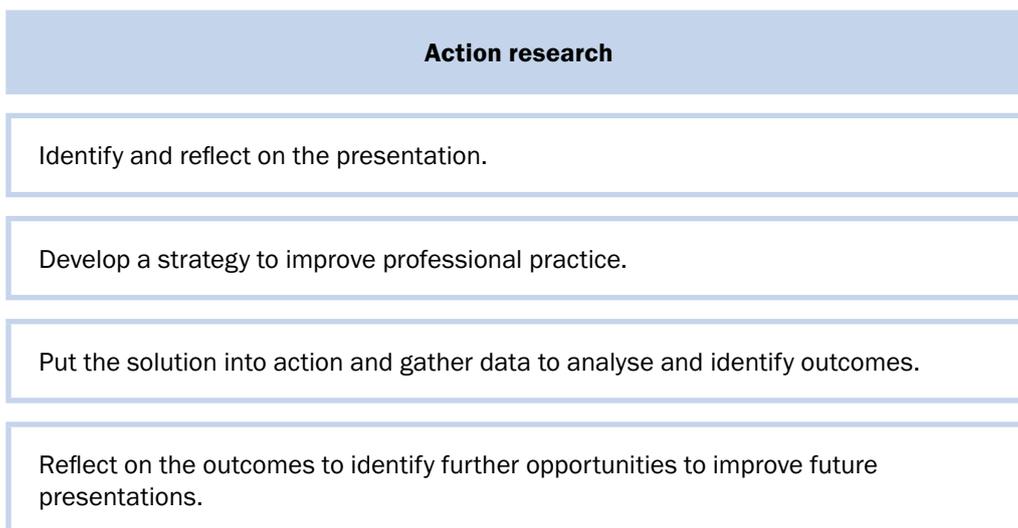
Example: a feedback form

A well-constructed feedback form can provide valuable information about a presentation. Here is a commonly used feedback form.

Please complete this survey and hand it in to the facilitator.		
Rating: 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = strongly disagree, 5 = doesn't apply		
		Comments
1. The venue was appropriate	1 2 3 4 5	
2. Facilities were comfortable and accessible.	1 2 3 4 5	
3. The presenter was knowledgeable.	1 2 3 4 5	
4. The content was what I needed and easily understood.	1 2 3 4 5	
5. The style of presentation was engaging.	1 2 3 4 5	
6. The use of aids and technology was appropriate and helpful.	1 2 3 4 5	
7. The length of the presentation was appropriate.	1 2 3 4 5	
8. Support was provided to those in the audience who needed it.	1 2 3 4 5	
9. Handout material was valuable.	1 2 3 4 5	
Additional comments:		
Thank you for taking the time to complete our survey.		

Practice task 5

Review the example feedback form on the previous page, then answer the following questions.

1. Is the form presented in a clear and easy-to-read style? Give reasons for your response.

2. Why do you think there is no space for the participant to put their name?

3. List three additional questions you may ask about a presentation.

4. What other collection methods will help review a presentation?

Summary

1. The intended outcomes for the presentation must be written from the target audience's perspective and define what participants should know, understand or be able to do as a result of the attending the presentation.

2. Documenting presentation details in a clear and well-structured way helps you stay on track during both the planning and actual delivery of the presentation.

3. Audience member characteristics and needs must shape how you structure and deliver the presentation, the length of the presentation, any resources required and the presentation strategies you use.

4. It is important to identify the presentation skills you may need to be aware of, such as rate of speech, choice of tone and the kind of language you use.

5. The purpose of aids and materials used in a presentation is to enhance the likelihood of achieving the intended outcomes.

6. You may be required to coordinate other people involved in the presentation. It is advisable to make contact as early as possible and brief the people who are contributing to the presentation to ensure they have all the information they need to be able to complete their tasks and activities in a timely manner and to the required standard.

7. Selecting the techniques you will use to evaluate the effectiveness of your presentation during the preparation stage will ensure that you collect meaningful data to use to improve future presentations.

Learning checkpoint 1
Prepare a presentation

This learning checkpoint allows you to review your skills and knowledge in preparing a presentation.

Part A

1. Identify three areas of legislation that must be complied with when making a presentation and describe a situation where they need to be addressed. Complete this table.

Area	Legislation	Situation

2. Explain why the strategic use of presentation aids and materials is crucial for the audience.

3.   Explain how you might use two digital tools in a presentation.

4.   Why is it important to brief others who are involved in a presentation? Give examples of who may need to be briefed and why.

5.   What kind of documents may need to be reviewed to identify information relevant to a presentation?

6. When preparing a presentation, what responsibilities do you have to ensure the planning fits in with your other tasks?

Part B

Read the case study, and then answer the questions that follow.

Case study

Claire is responsible for making sure that current legislation is identified, reflected in the organisation's policies and procedures and summarised in language that everyone can understand. She is asked to prepare a one-hour presentation for the organisation's 10 board members about new work health and safety legislation and how it is affecting the organisation. It is, to take place in the organisation's meeting room.

This is the first time Claire has been asked to do this so she is a bit nervous. She knows that the board members are experienced and come from highly educated backgrounds, so she assumes they will be comfortable with the legal language. She chooses an electronic presentation so she can show them the specific legislation and use graphs to show the impact on staff absences.

She identifies and reviews the legislative documents and uses the fine details to fill the slides that make up the presentation. She produces speaker notes that contain additional, detailed information. She knows the rule about minimising text on each slide but she wants to get all the information in as it is essential to her talk.

Claire briefs the organisation's IT coordinator who makes sure the equipment is set up correctly and safely. She checks that the chairs are comfortable and arranged so everyone can see the screen, then arranges with the administration officer for morning tea to be supplied after the presentation. She makes sure the evaluation survey is ready to distribute.

Claire delivers her presentation. Because she is nervous she speaks too quickly. The audience seems confused and some board members appear to fall asleep. She has left time for questions but no-one seems keen and she thinks they have understood her message. She later discovers through her evaluation that the audience wanted a general outline of the legislation and the details she presented to them on the slides and in her notes were far too complicated.

1. Complete the presentation plan Claire may have prepared for her session by completing this table.

Presentation plan			
Presentation title			
Learning outcomes			
Target audience			
Location			
Duration of session			
Parties to be briefed			
Topic/content	**Presentation strategy**	**Format**	**Presentation aids, materials and techniques**

2. What should Claire have done better to plan the approach?
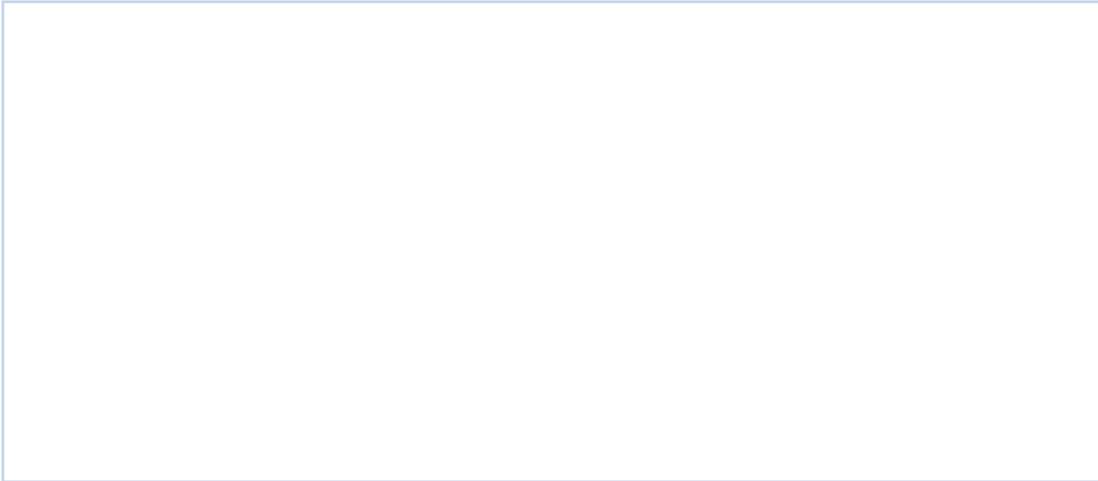
3. Claire did not develop material to convey information to the target audience in an engaging way. What could she have done to improve her use of aids and presentation techniques?
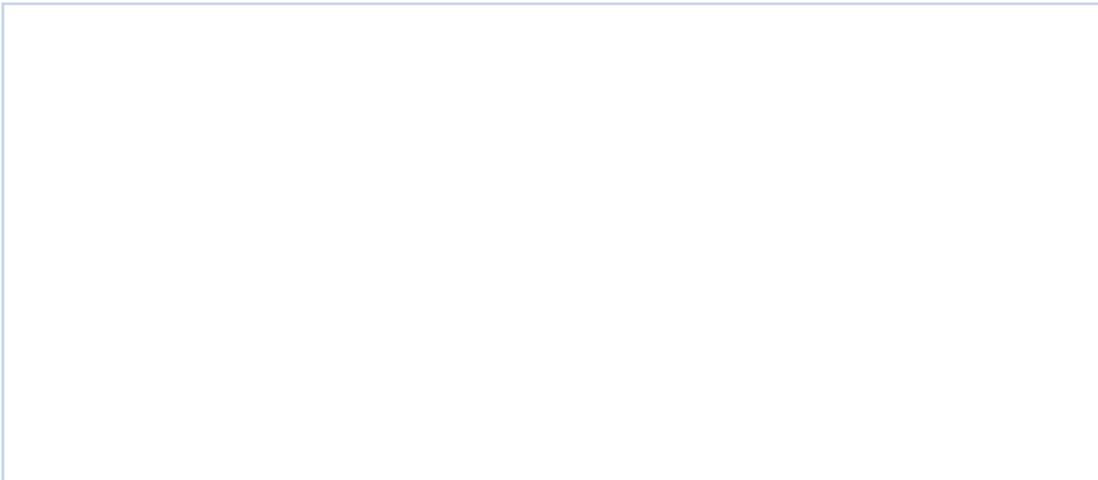
4. Complete this feedback form as if you were a board member. Provide areas for improvement in the 'Additional comments' section.

Please complete this survey and hand it in to the facilitator. Rating: 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = strongly disagree, 5 = doesn't apply		
		Comments
1. The venue was appropriate	1 2 3 4 5	
2. Facilities were comfortable and accessible.	1 2 3 4 5	
3. The presenter was knowledgeable.	1 2 3 4 5	
4. The content was what I needed and easily understood.	1 2 3 4 5	
5. The style of presentation was engaging.	1 2 3 4 5	
6. The use of aids and technology was appropriate and helpful.	1 2 3 4 5	
7. The length of the presentation was appropriate.	1 2 3 4 5	
8. Support was provided to those in the audience who needed it.	1 2 3 4 5	
9. Handout material was valuable.	1 2 3 4 5	
Additional comments:		
Thank you for taking the time to complete our survey.		

5. Write three questions Claire could ask herself when preparing a presentation in the future.

6. List two other methods that could Claire have used to evaluate her presentation.

Topic 2
Deliver a presentation

The way you introduce a presentation or training session, its delivery style and the aids and materials you use have a great deal to do with how well you capture and hold your audience's interest. Persuasive communication is central to an effective presentation; part of what makes a good communicator is the ability to maintain audience interest and make adjustments throughout the presentation to accommodate audience needs.

In this topic you will learn how to:

2A   Explain and discuss the desired outcomes of the presentation with the audience

2B   Use aids, materials and examples to support audience understanding of the key concepts and central ideas

2C   Monitor the communication of participants to attain presentation outcomes

2D   Use persuasive communication techniques to secure audience interest

2E   Provide opportunities for participants to seek clarification, and adjust the presentation to meet participant needs and preferences

2F   Summarise key concepts and ideas to facilitate understanding

2A | Explain and discuss the desired outcomes of the presentation with the audience

The introduction to a presentation sets the scene for what is to come. It allows the audience to settle in as the facilitator describes how the presentation will be conducted.

The introduction is one part of the presentation you can safely assume audience members will not interrupt. Practise explaining the intended outcomes of the session aloud, perhaps with a 'critical friend' observing and giving feedback on whether the outcomes are described in a way that make them relevant to the audience.

Use the introduction to:

- provide an 'acknowledgment of country' to respect Aboriginal people who own the land on which the presentation is occurring
- welcome the audience and begin to build rapport
- introduce yourself and establish your credibility with the audience
- explain the purpose and intended outcomes of the presentation
- outline the structure of the presentation
- explain housekeeping arrangements, including WHS information
- explain any activities the audience may be asked to undertake
- let the audience know that they will be asked to give feedback on the presentation.

Presentation introductions

Even experienced presenters can be nervous before beginning a presentation. However, if you are well-prepared and well-rehearsed (without over-rehearsing to the point where you may appear stilted and insincere) you will feel more in control of the presentation. Your most effective tool for overcoming nerves is a carefully prepared session plan, along with presentation aids and materials you have tested and a clear idea of what you are aiming to achieve.

Your initial comments to the audience should engage their interest and begin developing rapport. Here are some tips to get you started.

Build a rapport

The words you choose and the way you deliver them will immediately affect the audience's impression of you. A confident start demonstrates that you are in control and that they should pay attention. Create a positive impression by clearly telling the audience why they are there and what you are going to do for them.

Tell a joke

A joke or a story may work well when used by an experienced presenter. Less experienced presenters, however, may find that using these techniques only makes them feel more nervous. Jokes or stories delivered unsuccessfully can have a dampening effect on the remainder of the introduction.

Allocate time

Allocate time to establish your credibility with the audience. You may want to mention your qualifications, experience and membership of professional or industry bodies to the audience.

Be introduced

In some cases, another person may introduce you. An introduction by a person the audience respects, such as their organisation's CEO, adds to your credibility. Having another person describe your achievements is also often more comfortable for both the audience and you.

Presentation desired outcomes

It is critical that participants understand what they can expect to achieve by attending the presentation. Put yourself in the place of participants to determine how you can explain outcomes in terms that are meaningful to them.

If you explain outcomes concisely, clearly, in audience-appropriate language and in terms that the audience can relate to, they are more likely to be attentive and receptive to the information you are presenting. Clearly articulated outcomes engage the interest of participants, motivate them and help them to focus on the most important elements of the presentation.

It is useful to record the intended outcomes as dot points and display them to the audience, revealing each outcome individually with an appropriate explanation.

Provide an opportunity for participants to acknowledge and clarify the outcomes of the presentation with you. In doing this, you can respond to any questions or concerns that participants may have that could act as potential barriers to a positive reaction to the presentation.

Example: explain desired outcomes

Janelle is delivering a two-hour presentation to staff about the new product that is to be launched next week and the marketing campaign that will follow.

The session begins with an overview of what the talk is about and the benefits from attending the session. Janelle thinks of this as telling the audience 'what's in it for them'.

Janelle is using an electronic slide show as the basis of her presentation along with examples of the product. She has a slide that clearly states the desired outcomes. It reads as follows:

'Following this session, you will be able to:

•   understand the features and benefits of the new product

•   know how the product will benefit our organisation

•   be aware of the activities that make up the marketing campaign.'

She draws the audience's attention to each outcome and explains the benefit to them in their work role. She asks the audience if they are happy with the proposed outcomes and if there are any others they would like to add. This provides the opportunity for the audience to feel part of the presentation as well as tailoring it to meet their needs.

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Practice task 6

Why is it important to explain the intended outcomes of a presentation in the introductory section before the presentation gets underway?

2B Use aids, materials and examples to support audience understanding of the key concepts and central ideas

The presentation methods you choose and how well you use presentation aids, materials and examples all contribute to an effective presentation that keeps participants interested, actively involved and motivated to take action following the presentation. If you are well-prepared and confident in using your aids and materials, your ability to incorporate these seamlessly into the presentation will be enhanced.

The primary purpose of presentation aids, materials and examples is to offer participants additional methods for understanding and assimilating the information in the body of the presentation. This is the area where key concepts and central ideas are discussed. Complex terminology, research findings, technical information and challenging or diverse opinions are not always easily explained using plain English. When used in a way that doesn't interrupt the flow of your delivery, visuals or other supporting aids and materials can reinforce complex content.

Focus on key concepts

Make sure all presentation aids are written or presented clearly and concisely. Using too much information or technological enhancements may mean the central idea gets lost. Keep text to a minimum and focus on the message you wish to get across.

Think of ways of making sure the key concepts of the presentation are clearly stated and understood by the audience.

Strategies include:

- providing a summary of key ideas on a whiteboard before the session
- using brief, dot-pointed statements in slides
- producing diagrams and charts that are easy to follow and clearly show the intended outcome
- repeating key concepts in different ways, such as on a slide, verbally and in a written summary
- bringing the audience back to the focus of the presentation if a discussion steers it away.

Use aids correctly and effectively

Watch experienced presenters and see how they use aids and materials to enhance their presentations. It takes practice to handle technology efficiently and to use printed material effectively so the presentation is delivered smoothly and engages the audience.

Always keep in mind that the methods and aids you use are there to reinforce the message of your presentation and help the audience understand the ideas and concepts contained in the content. Depending on the type of presentation, there may be a presentation pack that holds a summary, presentation notes and additional resources.

Let the audience know if they are required to take notes during the presentation; remember that lights may have been dimmed.

Here are some suggestions for using aids correctly and effectively.

Using presentation aids

Slide presentations

Check that the slides can be read from various points in the venue. Position yourself to the side of the screen so you do not obstruct the audience's view.

Avoid turning to read from the slides. Instead, face the audience so you can look people in the eye. Be guided by your own notes or use the handout view function.

Be familiar with using a laser pointer; but only use it when necessary otherwise it becomes annoying for the audience.

Diagrams, charts and posters

Ensure that the visual aids you have chosen and prepared look professional, are visible to all parts of the audience and enhance the presentation.

If you are using presentation graphics software, provide notes pages and encourage the audience to use them to record key points about your message. Invite audience interaction, comment and discussion about diagrams or charts by asking questions.

Models

Integrating models into your presentation can cause interruptions to the flow of a presentation if people have to move around. Make sure models are easily accessible to participants.

It may be better to use diagrams or computer graphics during the presentation and provide physical models for the audience to look at during a break. Be sure the models are clearly explained, so when people inspect them they understand what they are looking at.

Video and audio recordings

Position the recording at the point where you want to start playing. Ensure monitors are visible and audible from all parts of the venue.

Introduce the recording by telling the audience what to look for. Link the recording to the presentation outcomes.

Monitor the audience to check that they are paying attention. Be wary of playing a recording after a lunchbreak, when the audience is more likely to lose focus if they are not engaged actively.

Whiteboard

Face the audience as much as possible; write information on the whiteboard in short bursts so your back is not to the audience for long. Talk as you write to keep the audience's attention.

Avoid reading from the whiteboard; the audience can read the information themselves. Position yourself to the side so the audience can see the board.

Tell participants whether they are to copy the information or if it is provided in their materials. Or appoint a scribe instead.

Paper-based material and handouts

Distribute materials so participants are not distracted during the presentation. Distributing handouts prior to the presentation allows the audience to look through material in advance, rather than while you are speaking, when they may miss key points.

When participants already have the written material, you can easily direct them to relevant points without interrupting the flow of the presentation.

Evaluation forms can be distributed at the conclusion or be in their presentation packs.

Examples and case studies

Examples help participants understand how concepts and ideas work in practice. They take the information you are giving from theory to practical application. You may draw on your own experience or information you have gathered about the organisation while preparing for the presentation or you may encourage audience members to share their experiences.

You need to carefully monitor timing when exploring examples and ensure you do not allow examples to lead you away from your main points.

Example: use aids effectively to support understanding

Dane's organisation has a new system to perform quality assurance checks. Production workers and supervisors need full training in its use. Dane will lead the training.

The group all understand how to do quality assurance checks and the purpose of them; however, the process they are required to follow has changed. Dane uses several presentation aids and materials in his presentation:

- A series of PowerPoint slides progressively describe and compare the two quality assurance procedures. Visual learners can see points of comparison and contrast. Each participant also receives a copy of the final slides that shows the full detail of the new system and summarises the main changes.

- As the presentation progresses, Dane provides some information on why the changes are occurring and the benefits to the organisation's management, staff and customers.

- The quality assurance manager delivers a brief oral presentation to explain how implementing the new system will help the company achieve cost savings and improve outcomes for customers.

- Dane demonstrates the end-to-end process, including how to log into the new system and what workers will need to do using a simple scenario.

- As the demonstration progresses, Dane refers to a PowerPoint slide showing the complete process, so participants can align the steps in the process with what they are required to do.

- Participants are asked to brainstorm and discuss the strengths and weaknesses of the new system, focusing on strategies to deal with any likely flaws or problems.

- Dane demonstrates how to access a podcast and tutorial from the intranet that participants can use to revise the concepts covered in the presentation and to practise their skills.

- After a group discussion, Dane concludes by reviewing related policies and procedures that staff must adhere to, and gives the group a quick-reference guide to the system.

- Dane then provides the group with a series of scenarios and asks learners to practise the new system using these. Participants can complete the tasks individually or in pairs.

Practice task 7

Select one or more aids for a specific presentation delivery and describe how you would use them effectively to focus on the key concepts of a presentation. Use this table.

Presentation	Presentation aid/s	How they supported key concepts

2C | Monitor the communication of participants to attain presentation outcomes

Participants are rarely inactive during a presentation. They communicate their reactions to the presentation and the performance of the presenter 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 in order to achieve the outcomes that were planned for the presentation.

Understanding how to respond appropriately to the verbal and nonverbal messages from participants requires presenters to apply their knowledge of effective communication.

Monitoring participants

It can be hard for participants 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, frustration or enjoyment.

Presenters need to be able to correctly interpret the cues given by participants to identify whether the delivery style needs modification or if presentation content should be changed.

Presenters have to monitor participant reactions and make quick decisions about corrections to content and delivery style.

Verbal cues

Verbal cues such as participants verbalising an issue or problem, asking a question or muttering under their breath are indications that your central idea is not being transferred as effectively as it should be.

However, participants may also use verbal cues to demonstrate positive responses. Indications that participants are interested in the content of the presentation and are reflecting on how they may use the information in the future include:

• discussing practical applications of the central idea

• suggesting further improvements

• asking for further information.

Nonverbal cues

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.

Consider also the influence of culture on communication. The way people communicate can reflect their cultural backgrounds; for example, in some Asian cultures a person nodding their head is not necessarily signalling that they agree with you. Wherever possible, be aware of the cultural makeup of your audience so you can take any cultural differences into consideration.

Here are examples of positive and negative nonverbal cues.

Positive nonverbal cues

Be alert to nonverbal cues that indicate if the presentation is going well and the planned outcomes are likely to be achieved.

Examples that show that participants are responding positively to the presentation include:

- smiling
- leaning forward
- nodding
- watching the presenter.

Negative nonverbal cues

Nonverbal cues indicating a negative response such as disagreement or boredom include:

- 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 negative attitudes

You must maintain your connection with the audience. Disengaged, uninterested audiences are unlikely to remember the key points from your presentation, as are people who do not understand your message.

Restless individuals may distract other people from your presentation. Negative comments from the audience have the potential to take over the discussion, encourage other participants to focus on problems and create a general air of negativity. You need to be able to think and act quickly to resolve problems such as these.

A change to your delivery style could involve:

- shifting the pace of your delivery
- using presentation aids or materials in a different way (for example, stopping the DVD and asking a question)
- injecting humour or an anecdote to re-engage interest or relieve tension
- asking participants to complete an activity
- forming break-out groups
- taking a short break
- confronting any negative comments or issues and their proponents directly.

Deal effectively with lack of understanding

Even if participants are enjoying the presentation, they may give verbal and nonverbal cues that indicate they do not understand the material or they are missing the point. It is important to check that you are interpreting these cues correctly before proceeding with the presentation, particularly when you are delivering training.

Signs that a participant does not understand something or is not confident that they will be able to apply the learning should be addressed as quickly as possible, as this may impact on their ability to learn more complex or difficult concepts later in the presentation. Handle situations such as this sensitively; it may be best left for a private conversation later.

Here are some strategies for dealing with cues that indicate confusion.

Dealing with participants who don't understand
Paraphrase any queries or concerns to ensure you understand the issue and then suggest solutions or alternatives.
Ask the participant to expand on why they are confused or unsure and lead them towards the solution.
Invite other participants to share their experience or knowledge of the topic.
Give the information again in a different format, such as using a demonstration.
Arrange for additional support where necessary, or provide presentation materials in a format suitable for an audience member with a specific need.

Deal effectively with constraints

Your ability to monitor and respond to individual audience members will be constrained by the context of the presentation. Incorporating presentation strategies such as demonstrations, group work and role-plays allows you opportunities to interact with and observe participants individually. You will be able to gather direct feedback to confirm your evaluation of how participants are progressing.

Here are some ways to handle constraints.

Small groups

During a presentation to a small group in a workplace you will be able to respond to questions quickly, give further instructions and provide additional time for discussion. There is more opportunity for one-on-one discussion. Others in the group may be called on to provide support or offer suggestions. Participants in small groups feel more comfortable in explaining how they feel and whether they understand or not.

Large groups

Making a presentation in a large auditorium or where you are restricted from changing content or delivery style will limit your options for responding to audience cues. In some cases, it may be impossible to see the audience if you are speaking under lights. If it is possible to measure audience reaction, you may need to alter the presentation to include more pauses for comments or discussion. You may decide to delete slides that are additional to the topic. If you find it difficult to monitor participants, you may need to wait for the formal evaluation, to gauge audience reaction.

Individual needs

If you become aware of an issue with an individual audience member, you may need to modify the presentation to ensure you are providing an equitable experience for all participants. Handle this type of situation sensitively by not drawing attention to the needs of individual participants or discussing their personal information so others can hear. For example, if you become aware that an audience member has a disability that will affect their participation in a discussion, approach them discreetly during a break to discuss how their needs can be accommodated.

Answer difficult questions

Sometimes you may be presenting information that is controversial or provokes strong audience opinions; people may become angry, disappointed, upset or confused. In these instances, questions and answers need to be handled carefully and sensitively to avoid the situation deteriorating into a verbal disagreement. Always maintain organisational standards and remain professional, fair and ethical.

Here is how to handle difficult questions.

Taking questions	Persistent questioner
Be clear about when and how you will take questions from the audience, and how much time is allocated to each one. Ensure you take questions from a range of people, not just those with the loudest voices or most assertive personalities. Even though these types of situations can be challenging, remember to remain professional and dignified. If you cannot answer a question, say so clearly and firmly.	Sometimes people are determined to keep the focus on themselves and may become aggressive or overly challenging by continuing to ask questions or repeating a previously stated point or argument. Take quick and decisive action. Be firm but polite, and focus on moving the situation on. Avoid returning your eye contact to the person as this may encourage them to continue speaking.

Example: detect cues

An organisation's induction program includes a presentation by the human resources manager, Robert, to explain the terms and conditions of new employees' employment. Robert knows that because he is giving his presentation after lunch he needs to monitor participants for information overload and post-lunch tiredness.

After explaining the employment contract, Robert plays a short DVD of employees talking about the various programs the organisation has introduced to improve working conditions, and some professional development options.

During the DVD presentation, Robert sits to the side of the audience to observe and monitor participants. He stops the DVD five minutes before the end after noticing that some of the audience seem to have lost concentration.

Shifting the emphasis of the session, Robert organises the participants into groups of four and assigns each group the task of identifying three policies that will be particularly relevant to their roles. Robert spends time with each group, listening to the discussion and the types of questions that are being asked, and observing how effectively the participants are working in teams.

Several participants use the group activity to ask Robert questions about the earlier section of the presentation. Once the larger group is reconvened, Robert is relieved to find that participants appear re-energised and happy that they have had an opportunity to ask questions and make comments.

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Practice task 8

Deliver a presentation to a small group. Pay attention to the verbal and nonverbal communication of participants. Write a paragraph about what cues you detected and how you responded to these communication signals during your presentation.

2D Use persuasive communication techniques to secure audience interest

Presentations of all types rely on communicating the central message successfully to the target audience. Where the objective of the presentation is to encourage the target audience to take action or change their attitudes or beliefs, you also need to use communication techniques that have the power to persuade.

Effective communication is the key to any presentation. You need to connect with the audience, use language that is accessible to everyone and keep them interested. Once you have their interest, you can use the remainder of the presentation to convince them of the idea or concept and, hopefully, gain their agreement to take specific action.

Verbal communication techniques

Speak clearly, using an appropriate tone, pace and volume. Vary the pitch of your voice to avoid a monotone presentation that encourages boredom in listeners. 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. Shouting 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 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 participants' understanding.

Colloquial words and phrases

Avoid using Australian colloquialisms or slang that may confuse people whose first language is not English. Terms 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.

Don't use sexist language or cultural stereotypes that are likely to offend participants.

Reflect on your language

Continually check that your verbal communication is clear, jargon free and culturally appropriate. Address any weaknesses or areas that need improvement by self-assessing or partnering with a critical friend.

Reflect on your use of language by considering the following questions:

- Are you using language at an appropriate level for the audience or learners?
- Have you contextualised your language so it is appropriate to their situation?
- Are you using language that is culturally appropriate?
- Are your explanations and instructions free from unfamiliar jargon or concepts?
- Do you frame concepts in a way that is meaningful by relating them to participants' work or life experiences?
- What impression do you create with your pitch and tone?
- How often do you use fillers such as 'um' and 'ah'?
- Do you regularly repeat certain phrases such as 'at the end of the day' or 'moving forward'?

Nonverbal communication

Nonverbal communication is an important part of persuasion. 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-threatening 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. Participants 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.

Establish your credibility

A presentation that aims to persuade participants requires communication techniques that are specifically targeted at connecting with the audience on an emotional level.

In order to interest an audience and persuade people to take action or change their attitudes or behaviour, you must have a high degree of credibility and knowledge of the topic. Credibility is the audience's perception of how qualified you are to talk about a topic.

You can establish your credibility by:

- being introduced by a person the audience respects, who explains why you have been asked to deliver the presentation
- outlining your expertise, qualifications or experience
- using your communication skills to demonstrate your commitment.

Use evidence

Marketing, advertising and sales experts use evidence in various ways in presentations. Evidence such as quantifiable data, statistical information, expert opinions, testimonials, images and media reports may be used to secure interest and convince the target audience that they are being given reliable, credible information. This can reassure them that they will be making the correct decision in changing their attitudes or behaviour.

- Make sure that the evidence you choose is current and accurate. Any mistakes or contradictory information will detract from your message.
- Evidence may be shared with the audience verbally; however, it can be more effective to use images or present the information graphically to reinforce your message.

Create word pictures

Telling a story or sharing personal anecdotes is more powerful when you include enough detail for participants to visualise the events and empathise with the people involved, which is known as creating word pictures. Once the audience is hooked, you may then explain how they can achieve or avoid similar outcomes. For example, a presenter may secure the audience's interest by telling the story of an innovative individual such as Apple founder Steve Jobs, and use the remainder of the presentation to explain how to be proactive in finding opportunities for innovation and change.

Example: gain and maintain the audience's interest

Trade shows and exhibitions are popular with manufacturers and distributors that want to showcase new products and services to potential customers. Shaun, the product manager for a floor covering manufacturer, enjoys presenting at these types of events as he is able to assess the public's reaction to the company's products and promotional material.

At a recent home show seminar, Shaun is given the opportunity to make a presentation of the company's new vinyl flooring products from the central stage. A feature of the presentation is a model that displays product samples in various rooms of a house.
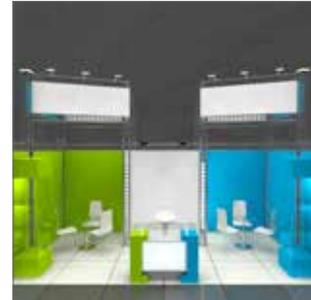
Shaun begins the presentation with a brief, humorous anecdote about the problems he has maintaining a nice home with five sons. He uses eye contact to connect with as many people as he can during the introduction. Confident that he has the audience's attention, Shaun moves on to talk about product features, using word pictures reinforced by a slideshow presentation running in the background.

To give credibility to his claims about the durability of the product, Shaun shows photos of how a major retailer is using the product in their produce section, making the point that if the product can withstand thousands of trolleys, it is tough enough for all homes, including his own. Shaun briefly touches on some statistical evidence of the durability and cost-effectiveness of the product when it is compared to other similar products.

Finally, he invites customers to meet him at the company's exhibition stand where he has a team available to help them design solutions for their homes.

Practice task 9

Select three key communication techniques you would use in a presentation to engage an audience's interest and persuade them to continue to pay attention. Complete **this table** to explain how you will use each technique.

Communication technique	In action
	I will:
	I will:
	I will:

2E Provide opportunities for participants to seek clarification, and adjust the presentation to meet participant needs and preferences

Presenters use comments and questions to gauge the audience's reaction to presentation content. Astute presenters interpret the clues given in the audience's questions and comments and adjust their presentation strategies to make the content more appealing to the target audience.

A positive sign that participants are engaged and interested in a presentation is their eagerness to ask questions. Questions about presentation content, whether they seek clarification or express views, indicate that participants are processing information and thinking about how the presentation's content applies to their own situation or context.

Provide opportunities for people to ask questions

Always provide time for the audience to interact or to query an issue. Some people feel let down if they are not allowed to comment or pose a question to the presenter about an issue that arises from the presentation.

Set the ground rules for asking and answering questions in your introduction to the presentation. Explain to the audience when you will take questions.

Here are strategies to use to take questions.

At the start

It is useful to provide an opportunity for participants to ask questions after you have made the introductory remarks and set the scene for the presentation. Participants may need clarification of concepts or ideas early on, and may become distracted or frustrated, and not understand later material if they have to hold their question until the conclusion. They may forget their question or have difficulties making a cognitive link back to earlier information. It also lets them know that you are willing to explain anything they are unsure of and are flexible to change any aspect of the presentation to suit their needs. If you prefer questions at the end of the presentation, consider having an assistant record the questions for you to respond to later in the presentation.

During

You may prefer to have questions asked throughout the presentation although you may need to be flexible on this to meet your audience needs. Your plan may be to use questioning to encourage audience participation and to monitor reactions to the presentation's central ideas and concepts. Let the audience know how to indicate that they have questions; for example, if they should raise a hand. Acknowledge (either verbally or using body language) that you have noticed that a person is waiting to ask a question so they do not become agitated and distract other people.

In the break

When appropriate, you may prefer to invite audience members to write their questions on a whiteboard during a break in the presentation, so the information can then be referred to visually as well as verbally. This strategy is useful as the basis for workshopping or discussion activities after a formal presentation. This approach also means audience members can ask questions as you move around the room, and encourages anyone who is hesitant to ask questions in a large group to feel able to question you in a less intimidating way.

At the end

Many presenters prefer to ask their audience to keep questions until the end of the presentation, so they do not disrupt the flow of the presentation. Time may be allocated near the conclusion of the presentation, perhaps before your final summary, so you are then free to wrap up the presentation by summarising key concepts and ideas.

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 participant'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 questioner, 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 participant 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 participant 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 participant 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 participant 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

Participants 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.

Adjust the presentation

Reflect on the types of information that participants want clarified and determine whether it is necessary to adjust the presentation in some way. Adjustments often relate to reassessing delivery style so it is more responsive to the characteristics of the target audience.

Respond to participants respectfully and avoid showing frustration or annoyance if it becomes clear that some participants have not assimilated the information presented. Think on your feet to identify and overcome any barriers to communication. During the presentation, check whether any adjustments you have made are having the desired effect.

There are a number of actions you can take to adjust the presentation to address the needs of the target audience and ensure the intended outcomes are achieved.

Making adjustments to a presentation

- Slow the pace of your delivery and reinforce central ideas.
- Use more inclusive language and examples to ensure your message is more easily understood by people with diverse backgrounds and abilities.
- Use a variety of delivery techniques to explain important concepts and skills.
- Give constructive feedback to build confidence.
- Arrange additional materials that are appropriate for LLN proficiency of the group.
- Access specialist assistance, equipment or technology to support participants with additional needs.

Example: adjust a presentation

Mahtab is a team leader in a bank contact centre. She has been invited by the local secondary college to present a talk on banking as a career, current banking methods and financial products and services that banks provide.

Mahtab introduces herself and explains what she is going to talk about. She asks if there are any questions but the students are quiet. She delivers the first part of the talk using a keynote presentation that takes 10 minutes. At the end, Mahtab asks learners if they have any questions.

Mahtab is surprised to find that many of the participants are now asking her questions that indicate they have minimal knowledge about the general range of services offered by banks and the types of careers offered. She spends more time than she has allocated clarifying the basic services used by retail banking customers.

During the coffee break, Mahtab reflects on the characteristics of her audience. She makes an educated guess that with the advent of new technologies, many of the group may not have visited a branch and are only familiar with online banking.

Mahtab realises she has made incorrect assumptions about the group's current knowledge and that she will need to adjust her presentation. She needs to explain terminology in more detail, use case studies to demonstrate product benefits and encourage the participants to ask questions during the session rather than waiting until the end.
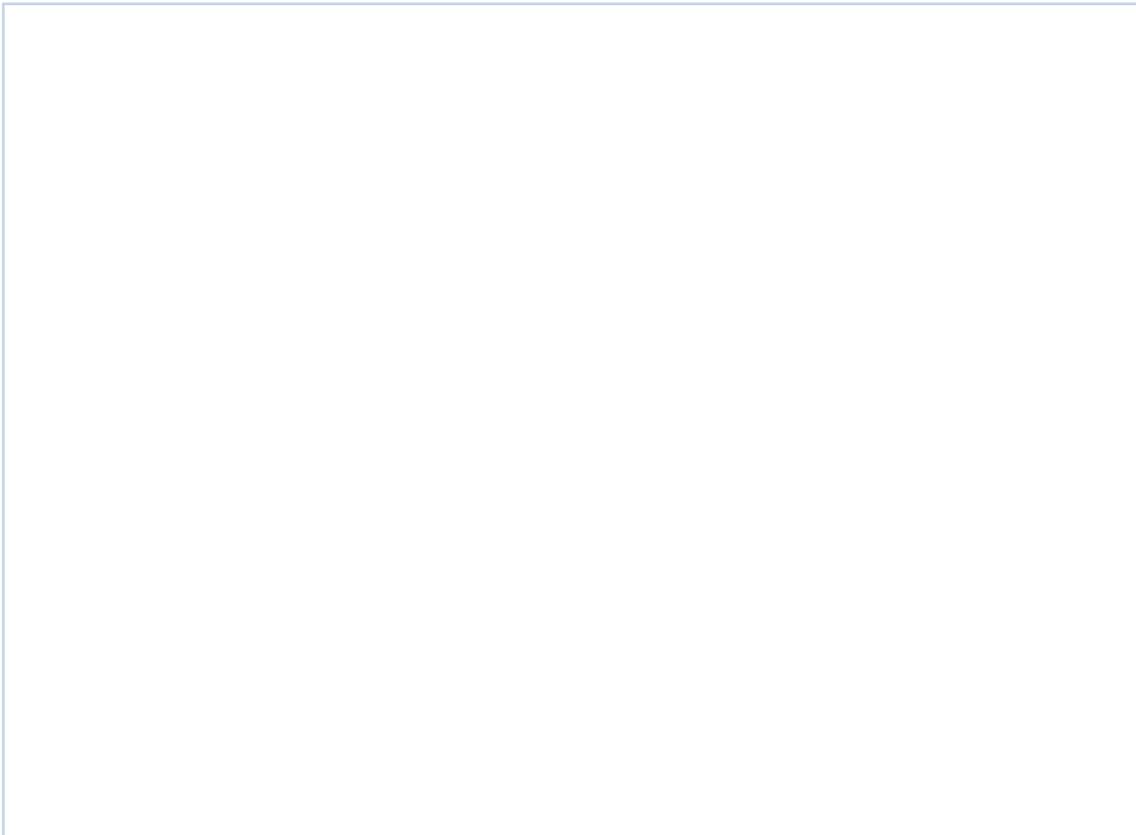
Practice task 10

Prepare and deliver a presentation of no more than 15 minutes to a small group. In the presentation explain key aspects of legislation that affects business operations. Select a piece of legislation that is relevant to your workplace or training organisation, such as anti-discrimination, WHS, privacy laws or environmental protection. Your presentation must offer opportunities for participants to seek clarification on the central ideas and concepts.

Following your presentation, ask participants to give you feedback, including their evaluation of how effectively you dealt with questions and comments from the audience.

Write a reflective statement that describes how you adjusted the presentation based on your interactions with participants. Incorporate your analysis of the feedback you have received in your critical reflection.

2F | Summarise key concepts and ideas to facilitate understanding

Participants can easily become overloaded with information in a presentation that involves many new ideas or new ways of doing things, or where they need to understand technical or complex information. Summarising key concepts and ideas at various points throughout the presentation can give participants an opportunity to clarify what they have heard before moving on.

Before you deliver the presentation ask yourself:

- What are the key concepts and ideas?
- When will I reinforce the key concepts and ideas?
- What methods will I use to summarise this information?

When should you summarise?

The body of a presentation may be divided into topics, each including a key concept or idea and the information that will assist the audience to understand and apply it.

Skilled presenters reinforce their message by summarising key concepts and ideas at various stages throughout the presentation. This usually occurs at the end of each topic to consolidate the central message and ensure the audience is ready to move on to the next section of the presentation.

You may find it helpful to think of each topic area as a mini-presentation.

Here is a process to follow for each topic.

Steps to summarise
Explain why the audience will want to pay attention (how the concept or idea in this section is linked to the presentation outcomes).
Outline the approach that will be used in the section; for example, a demonstration.
Deliver relevant information.
Respond to questions or comments.
Summarise the key concepts and ideas.

Apply learning principles

There are some basic learning principles that may help you understand how people understand new information. Primacy and recency are important considerations when you are deciding how frequently you should summarise key concepts and ideas. These fundamental principles are likely to apply to most people and are useful when developing your session plan and presentation activities.

If you break down your presentation into topics and sub-topics, you can use the principles of primacy and recency several times in one presentation.

Here is an explanation of primacy and recency.

Primacy

- The principle of primacy refers to the need to understand things correctly the first time, as it can be difficult to 'unlearn' something once it is learnt.
- Session plans need to be structured and delivered in a logical and sequential manner.
- Reinforce the skill or knowledge being developed and ensure that participants learn each idea or concept before progressing to the next.

Recency

- Recency involves applying new skills or knowledge as soon as possible after the presentation so they are practised and remembered.
- End-of-session activities help reinforce learning, as does recapping at the beginning of the next session.
- Revision helps learners to recall skills or knowledge developed during the previous session. It also leads into the next section of the presentation and shows how the two sessions link.

Summarise key concepts

As you deliver your presentation, scan participants for signals that you are maintaining their attention and that they are engaging with the ideas and concepts being presented.

Before summarising key concepts and ideas you must have the audience's attention. You can signal to participants that you are about to share important information in two ways:

1. Announce that you are about to summarise the key points; for example, 'I will now summarise the key points that we have covered in this section …'

2. Tell a story that demonstrates the application of the ideas or concepts and use it to lead in to the summary; for example, 'This experience shows us how clients benefit from using this product. The key benefits to your clients that we have examined in this section are …'

Communicate the key points

Your summary will be enhanced if you make it brief and use a combination of strategies to communicate the key points.

Here are three strategies.

Use visual aids

Use visual aids to summarise key points and provide supporting printed notes. Emphasise the importance of what you are saying and hold the audience's attention by using effective communication skills such as eye contact, pauses, lowering your tone of voice and standing still.

Have a break

Following the summary, you may want to give participants a short break so they can approach the next topic refreshed. This may also give you an opportunity to gather informal feedback from participants on their reactions to the presentation.

Revise the key points

Revising the key points from a session helps to consolidate learning and prepare learners for the following topic. In a training session, reminding learners that they will be assessed on their understanding of essential knowledge covered in the session emphasises the importance of your summary.

Example: summarise key concepts

Cindy is delivering a presentation on overcoming language barriers when interacting with staff and customers. Cindy has divided the two-hour presentation into three topics, with a break between topics 2 and 3:

- Topic 1: Identifying the cultural mix

- Topic 2: Identifying a range of communication barriers

- Topic 3: Identifying strategies to overcome the barriers

After she presents the first topic, Cindy pauses and checks the whiteboard where she has listed the cultural mix she has brainstormed with participants. She prints these out and distributes them as a reminder to the group.

During the second topic, she describes case studies and stories from her experiences of people who are disengaged because of communication barriers. She then stops and ask questions to reinforce the reasons for the barriers.

During the break she speaks with participants to gauge their understanding and interest. They begin to tell her stories from their own neighbourhood and relate what has been discussed to their personal experiences.

At the conclusion of the presentation, Cindy debriefs the group. She knows that in a session involving multiple delivery methods (instruction, brainstorming and discussion) there is a risk that people may lose focus. A clear, brief summary of the key ideas that have been covered in the session will help consolidate the learning and understanding.

Cindy presents a PowerPoint slide listing the key concepts, and includes these in the printed materials given to the group. She has planned a follow-up session to explore people's experiences based on the ideas she has discussed, so encourages them to read the material before the next session.

Practice task 11

Why is it important to reinforce key concepts during a presentation?

Summary

1. Clearly articulated outcomes help participants focus on what is important in the presentation. When participants know what is expected of them, they can take more responsibility for their participation and learning, which in turn increases their motivation and enhances their learning.

2. Presentation aids and materials offer participants additional methods for understanding and assimilating key concepts and central ideas.

3. Presenters and trainers need to be able to interpret the verbal and nonverbal cues that communicate a participant's response to a presentation. Trainers may need to modify their delivery style or change the content of the presentation to meet learner needs.

4. Presentations are often used to persuade audiences to adopt specific attitudes or behaviours, and to take appropriate action. An important part of this process is securing the audience's interest in what you are offering.

5. Effective verbal and nonverbal communication skills help presenters successfully communicate the central concepts and ideas in a presentation.

6. Questions about the content of the presentation are a positive sign that participants are engaged and interested, and that they are processing information and thinking about how the content of the presentation applies to their situation or context.

7. Summarise key points at various stages throughout the presentation to give participants an opportunity to reflect on what they have heard before moving on.

Learning checkpoint 2
Deliver a presentation

This learning checkpoint allows you to review your skills and knowledge in delivering a presentation.

Part A

1. Why is it crucial that a presenter explains the desired outcomes of the presentation during the introduction?

2. Describe at least eight of the key principles of communication a presenter should incorporate in their delivery.

3. Describe the role of presentation aids and materials.

4. How can you make sure the words and nonverbal language used in a presentation are appropriate to the audience and context?
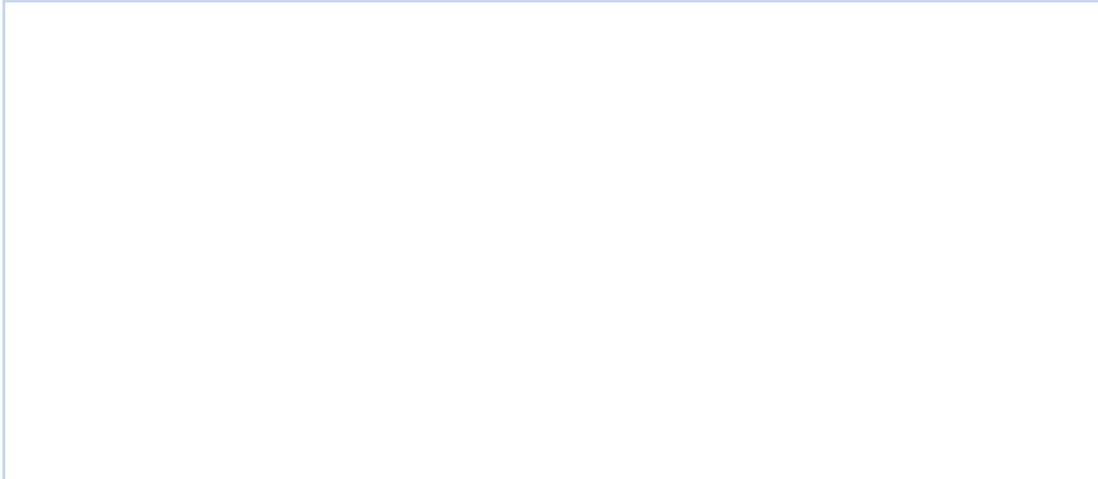
Part B

Read the case study, answer the questions that follow.

Case study

Miranda gives a presentation to 50 staff members about the policies, procedures and rationale behind the organisation's moves towards being environmentally sustainable. She is aware that her audience is made up of people from different backgrounds and abilities so makes sure she speaks clearly and at an appropriate pace, uses visuals as well as verbal explanations and reinforces the learning with a dot-pointed handout of the presentation. She knows she must avoid over-emphasising technical terms and showing too many graphs of statistics.

Her format and strategies include:

- visuals of rubbish tips, office waste, overuse of paper, huge electricity bills as an introduction
- slides with key concepts and a list of sustainability measures the workplace may adopt
- case studies from other workplaces to demonstrate how environmental sustainability can be managed successfully
- a pile of general items for recycling
- breaks for questions and discussion
- conclusion and reinforcement of the main concept of environmental sustainability and ways staff are to contribute
- a handout of the presentation.

Miranda introduces the topic of environmental sustainability with a definition, and shows dramatic graphics of poor environmental practices. She describes the outline of the talk and what understanding she expects the staff to go away with. She asks the audience if they have any questions.

continued ...

... continued

> Miranda varies the talk between the slides, telling the audience case studies and repeating key ideas before moving on to the next stage of the presentation. During the talk she watches the audience carefully for signs of interest, boredom or frustration because they don't understand. She notices some staff whispering, some are nudging each other, while others are taking notes. She realises that she forgot to tell them about the handout they will receive at the end of the talk so stops to explain this.
>
> At this point she decides to ask a couple of questions and finds that the staff are very interested; their reactions were because they agreed with what she was saying and wanted to tell each other of their own experiences. Miranda then allows extra time for discussion so people can share their experiences. During this time, several staff ask similar questions about sustainability procedures, indicating that she hasn't explained it well or has rushed through this part. She returns to the slide and paraphrases the information, then asks further questions to reinforce the knowledge.
>
> Because of the additional time taken in discussion that she had not planned for, Miranda decides there is no need to summarise the points at the end as the presentation is summarised in the handout sheets. She simply thanks everyone for attending.

1. Do you think the presenter used aids and examples well to support the key concepts and central ideas? Why or why not? Provide examples to justify your response.

2. How did the presenter encourage interaction during the delivery?

3. What did the presenter do to interpret audience reactions?

4. How did the presenter alter her personal communication style in response to the needs or expectations of others during the delivery?

5. The presenter decided that as the presentation was summarised in the handout sheets there was no need to summarise the points at the end. Do you think this was acceptable or would you have done it differently? Justify your response.

Topic 3
Review the presentation

When audience members reflect on a presentation, they usually focus on two key areas: the presenter's performance and the content of the presentation. They will also have formed an opinion about the venue, catering, other audience members, the supplementary material distributed and the various other components that added to their experience of the presentation. Gathering feedback about these elements is important as a mechanism for improving future presentations.

A key evaluation step is to compare the actual outcomes of the presentation against the intended outcomes. Evaluation tools gather qualitative and/or quantitative data that can be analysed to identify and understand the effectiveness of the presentation in reaching the audience and achieving the desired outcomes.

In this topic you will learn how to:

3A   Implement techniques to review the effectiveness of the presentation and discuss reactions

3B   Use feedback to make changes to the central ideas presented

3A | Implement techniques to review the effectiveness of the presentation and discuss reactions

Following the presentation, you need to gather feedback to review how successful the presentation was in terms of audience reaction to the presentation and the achievement of outcomes. In the planning stage you should have selected the review method/s you wish to use.

The organisation for which you made the presentation may require a report detailing the effectiveness of the presentation in achieving the intended outcomes. Your analysis of the strengths and weaknesses of the presentation based on review and evaluation can contribute to improved performances, decision-making and help with planning future directions and activities.

Implement the selected technique

Evaluation techniques include survey forms, focus groups, one-on-one interviews, or a critical friend. You may have decided to use a combination of methods to develop a more accurate and reliable assessment of the effectiveness of your presentation activities.

Be prepared with the materials you need to implement the selected review method, such as:

- introductory remarks you need to make to describe what you want from participants
- questionnaires and survey forms
- pens if required
- a list of interview questions
- a list of discussion questions for focus groups
- a comfortable venue
- refreshments if required.

Implement a survey

You should have explained to audience members during your introduction that they will be asked to complete an evaluation at the end of the presentation.

Here are the steps to follow when implementing a survey.

1. At the completion of the presentation ask the audience to take a few minutes to complete the evaluation form.

2. People may want to download the form from your organisation's website. Provide the address so they can complete it as others are completing the hard copy form.

3. Explain the benefits of evaluation to participants. Reassure them that their feedback is valued and that it will be analysed to strengthen future presentations.

4. Emphasise that they do not have to put their name on the form. This may help encourage honest responses.

5. Collect the forms as soon as they are completed to guarantee a good return.

6. Gather anecdotal feedback as audience members hand in their form to gauge whether the presentation has been successful.

Conduct an interview

Your aim with an interview is to discuss reactions to the presentation by using a range of open, closed and probing questions. One-on-one interviews can reveal aspects of a presentation that may not become apparent through a survey. The interviewee has the opportunity to explain in detail what they thought of the presenter's knowledge, delivery, materials and aids used, the supporting information provided, and how well they absorbed the information. There is also the opportunity for the interviewee to ask their own questions.

Always behave ethically by complying with organisational policies and procedures such as those related to privacy and equal opportunity.

Follow these steps to conduct an interview:

1. Be sure the interviewee is comfortable and explain the interview process.

2. Start the recorder if that is how you will record the interview (with the interviewee's permission).

3. Ask the questions on your interview form and write notes on the responses. Be brief as you don't want to be looking down and writing for too long.

4. Maintain eye contact.

5. Don't rush. Provide sufficient time for the person to respond.

6. Allow time for them to ask you questions.

7. Show appreciation for the other person's contribution to the evaluation process.

Implement a focus group

To be effective, focus groups need to be well-organised and directed. If you have chosen to conduct a focus group you need to select members based on their interest, experience and willingness to participate. Focus groups provide an excellent opportunity to discuss the presentation in depth with audience members.

Here are some steps to follow when implementing a focus group.

Implement a focus group
• Seek the services of an experienced facilitator. It is not wise to conduct the group yourself if you have been the presenter. Arrange for the facilitator to debrief you or have an audiovisual recording made of the session. • Provide a suitable venue; a questionnaire with structured and unstructured questions; supporting material; and refreshments if required. • The session should allow people to interact, share their experiences and perceptions and bounce ideas off each other. Focus group interaction is used to generate data; questions should encourage participant interaction rather than having them answer the facilitator directly. • Allow time to explore ideas generated by the group and pursue interesting comments by asking more probing questions. • Responses may be written on a whiteboard.

Seek feedback

Before the presentation, ensure the person you have asked to review your presentation understands their role in providing feedback, the intended outcomes of the session, how they will record their observations, and how they are to provide feedback.

Ask them to observe you and record feedback during your presentation on the review form you have prepared. Encourage them to be honest and provide as much information as they wish. You can also have a casual conversation afterwards to discuss and clarify some of the comments made.

Their feedback may challenge you, question you, offer you a different perspective and support your critical reflection.

Here is an example of a blank feedback form for an observer.

Presentation observation checklist	
Presenter:	**Presentation title:**
Opening How did the presenter establish their credibility?	
Delivery Comment on eye contact, body language, voice, language, humour, enthusiasm, sincerity, nervousness, preparation, pauses, use of notes, etc.	
Persuasion Comment on use of word pictures, evidence, stories, positive vocabulary, positive gesturing	

Highlights	Points for improvement

Conclusions

Were intended objectives met?

Audience response:

Personal reaction/conclusion:

Observer:

Evaluate sources of feedback

While the target audience is the primary source of feedback, it is important to consider whether other people may be in a position to comment on the presentation, your performance and the core message you delivered.

Personnel who have assisted with the presentation or were on hand when it was delivered may be able to provide you with feedback from a different perspective from the audience. They may include other staff, technicians, administrative personnel, content specialists and co-presenters. Through a survey or personal interview they can share with you their thoughts about the presentation and how effectively behind-the-scenes aspects of the presentation were managed.

Areas you could discuss with these people include:

- use of audiovisual equipment
- room arrangements
- coordination with event managers and co-presenters
- WHS issues related to the presentation
- skills and knowledge of experts and specialist providers involved
- their observations of audience reactions
- teamwork
- time management.

Seek feedback on presentations

Regardless of the method used, your main intention should be to obtain feedback that will help you improve.

Here are some areas that presenters may focus on and discuss when evaluating audience reactions for specific types of presentations, whether through a survey, interview or anecdotal reporting.

General presentation

Keep in mind the following when seeking reactions to a presentation:
- Accuracy and currency of information
- Suitability of the presentation format for the needs of the audience
- Credibility of the presenter
- Presenter's delivery style and duration of the session
- Whether an appropriate amount of detail was included
- Quality of presentation materials
- Opportunities to ask questions and make comments

Sales proposal

If the presentation was a sales proposal, then consider the:
- likelihood of the customer proceeding with the proposal
- reasons why the customer accepts or objects to the proposal
- changes the customer would like made to the proposal.

Promotion

If you were promoting a particular product, service or process, check the:
- relevance of the content to the audience
- level of audience interest
- duration of the presentation
- audience's ability to relate to the presenter
- suitability of cost and timing of program activities
- opportunity to take the action promoted
- creativity and innovation in presentation materials.

Public relations

If the presentation was designed to promote the organisation, then consider:
- the appropriateness of the communication medium
- whether the media channel reached the target audience
- the impact of the central idea or message on the target audience
- the target audience's attitudes to the company/product/ service or person who is the campaign focus.

Market trial

If you presented a product, service or idea as a trial, check:

- the audience reaction to the item that is the campaign focus
- the suitability of the presentation method and techniques
- whether communication channels were appropriate to the target audience
- changes in attitudes, behaviour or knowledge as a result of the presentation
- suggestions for improvements from the target audience.

Training

If your presentation was a training session about a new process or to develop people's skills and knowledge, then consider:

- the value of the training
- elements of the training that can be improved or were considered highlights
- relevance to learners' job roles/individual needs
- contextualisation
- session duration
- quality of learning materials
- where learners believe the training will lead them.

Discuss findings

It is important to debrief and discuss the findings from a review with your supervisor, colleagues, support personnel and, where appropriate, the people who provided the feedback. Often, colleagues and those involved in the presentation can provide more comprehensive feedback and be more honest and encouraging. You may need to clarify a statement or suggestion, or confirm the findings and agree that improvements need to be made.

Always approach a discussion with an open mind and be prepared to listen to other people's reactions and ideas as they may come from a perspective completely different from your own.

Discussions may be formal with arranged meetings and an agenda, or informal chats. Regardless of the format, the intention should be to ascertain whether the presentation delivered the intended outcomes for both the audience and the organisation.

Example: review a presentation

Max is a health consultant employed to deliver presentations to organisations. As part of the service and his organisation's procedures, he is required to seek feedback on the presentation to improve the content and delivery for future presentations. At the beginning of the session he tells participants that they will be asked to complete an evaluation when he has finished his talk. He uses the organisation's feedback form that asks a series of questions about the expertise of the presenter, the format of the presentation, whether outcomes were achieved, and whether participants were satisfied with the content and the support they received. Responses require participants to select 'agree', 'disagree' and 'strongly disagree' to a range of statements and add comments if desired.

During the question session at the end of the presentation, Max makes note of any additional verbal comments that he receives that relate to the delivery of the content, particularly where people have not understood what he has said.

Max then distributes the forms, gives people an opportunity to complete them, and collects them for later review.

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Practice task 12

1. Why is it important to review a presentation?

2. Describe an effective technique for reviewing a presentation.

3. Why is it important to discuss evaluation results with others?

3B | Use feedback to make changes to the central ideas presented

Measuring audience reaction to the central idea or message of a presentation is crucial to find out whether the presentation successfully achieved its outcomes and to identify areas for improvement.

Feedback may indicate that changes need to be made to the central idea before proceeding with any further presentations or related activities, or for the presenter to improve their presentation delivery style. Content may need to be updated or adjusted to be more relevant to the audience.

Analyse feedback and make recommendations to improve the current approach for future presentations. Follow organisational procedures to conduct a review using feedback from the audience or other key people, and then propose any recommendations for change.

Continuous improvement

Planning and delivering a presentation are only parts of the presentation process. Analysing the feedback gathered identifies any improvements that can be incorporated into the next presentation.

Consider the continuous improvement cycle.
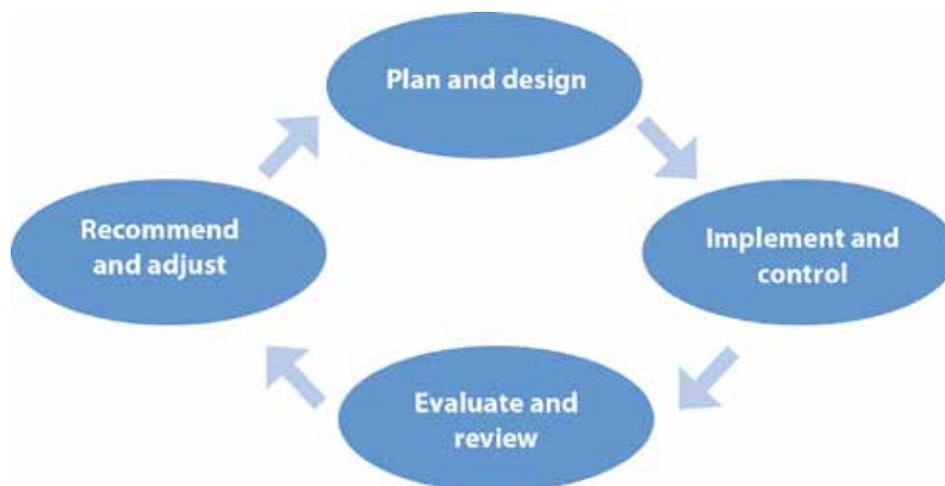
Collate and analyse feedback

Analyse the feedback and prepare notes against a prepared evaluation tool. This may be an organisational form that collects both qualitative data (words that describe the audience member's experience of the presentation) and/or quantitative data (a numerical rating or score).

Feedback responses should be collated under various aspects of the presentation.

Feedback categories
• Intended outcome; for example, was it achieved? Why or why not? Were key messages repeated at intervals?
• The presenter; for example, were they knowledgeable, credible, engaging, a good communicator?
• The content; for example, was it relevant and appropriate to the audience? Was the content accurate? Was it current?
• Format; for example, was time allowed for questions and discussion?
• Time; for example, was the timing sufficient and well managed?
• Support material; for example, was it helpful?
• Audience; for example, was the audience interested and engaged?
• Venue and facilities; for example, was it comfortable, accessible?

Identify and discuss improvements

Information from feedback is particularly important to organisations where the presentation is a component of their marketing, promotion or public relations activities. Customer feedback on the product, service or branding helps the organisation decide whether to proceed with a campaign, to refine their product offering or to change the way they communicate with the target audience.

Discuss the feedback with your supervisor and colleagues and brainstorm a range of improvements that may need to be implemented. Think laterally to review current practices and develop new ideas where possible.

Here is a list of improvements that may be made.

Presentation improvements
Change the way the presentation is delivered.
Use more examples of the product to illustrate a key point.
Use more relevant case studies.
Focus on the key message in different ways throughout the presentation.

| Use plain English and less-technical terms. |

| Be more innovative with presentation aids and supporting material. |

| Provide training to the presenter to improve their delivery technique. |

Report improvements

The organisation responsible for the presentation will be keen to receive a report of audience reactions to the central idea of the presentation.

When choosing a method with which to communicate the evaluation outcomes, be sensitive to the potential impact of reporting negative audience reactions.

Remember that changes to organisational strategies, campaigns or product offerings may be expensive, time-consuming and potentially damaging to the organisation's image or reputation. Bring your findings, supporting evidence and recommendations to the attention of relevant stakeholders with caution and sensitivity.

Present recommendations

Once feedback is gathered and analysed, findings are reported to relevant stakeholders. In some instances, this may be a verbal discussion, while other circumstances may require a written report.

Check whether you are required to make specific recommendations for improvement in addition to summarising the feedback. Recommendations may mean improvements to a product, a change of approach to promotional activities, or training to improve a presenter's delivery.

Recommendations must be directed to the right people using an appropriate format to increase the likelihood of their implementation. Present your report in a format that will engage interest and that clearly identifies in the opening paragraphs the benefits to be achieved from implementing the recommendations.

The recommendations should state the following:

- The rationale behind the proposal
- A summary of the recommendations
- The costs and benefits of implementing each of the recommendations
- Any supporting evidence for the recommendations

Example: use feedback to make improvements

Here are some examples of how feedback can be used to change the central idea presented to the target audience.

Example 1

Central idea

The marketing team make a presentation to a focus group during the preliminary stage of a project to rebrand the company as 'green' (environmentally responsible).

Feedback

The focus group are positive in response to the 'greening' of the company and agree that a new logo and advertisements to promote the company as environmentally responsible.

They give a negative reaction to the use of a controversial environmentalist as a key figure in advertisements.

Changes

The marketing team prepare a report summarising the outcomes of the focus group interviews and recommend that a musician with strong links to environmental issues be used in the advertisements instead.

Example 2

Central idea

A team leader has prepared a presentation to promote his organisation's safety record. It is to be delivered at a national conference. The key message is delivered through a series of case studies. He practises on his staff, and then asks them to complete the feedback form he has developed.

Feedback

Analysis of the surveys completed by participants indicates that many of the case studies used are too specific and may not be relevant to a wider audience. The presentation seems too formal and the presenter paid too much attention to legislation and theory.

Changes

The presenter consults with the WHS Officer to gather more relevant case studies and to translate the theory into information more relevant to the target audience.

... continued

Example 3

Central idea

A new member of the sales team makes a presentation of products to potential clients. He asks a colleague to act as a critical friend to see that the selling message reflects the organisation's image and the delivery techniques are appropriate.

Feedback

The critical friend explains that while he built a good rapport with the clients, and the pace and timing of the delivery was fine, he rushed the explanation of the products, and used industry jargon the customers did not understand. The main message (benefits of their product over the competitors' products) was lost.

Changes

The salesperson prepares a list of product benefits that he can use in the next presentation. He also watches other salespeople as they make presentations to identify how the key message is communicated.

Practice task 13

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

Case study

Emily has just completed a presentation at a trade fair to promote her organisation, using slides and an information pack. This was her first time presenting in an external environment so she is nervously awaiting the feedback forms the audience have completed for her. One of her questions was written to identify whether the audience understood her key message:

Why their organisation is the lead retailer for sustainable and green products and the strategies her organisation uses to differentiate them from competitors.

After she analyses the forms, Emily discovers that some people were confused by the amount of information provided and the lengthy information sheets she distributed after the talk. She can clearly see where improvements need to be made.

... continued

1. Why is it important for Emily to measure audience reaction to the central message of her presentation?

2. What changes might Emily make to a future presentation?

Summary

1. Evaluating audience reactions to the ideas and concepts of a presentation allows you to analyse its strengths and weaknesses, which helps the organisation plan future directions and activities.

2. The implementation of evaluation techniques needs to be approached methodically.

3. Personal interviews and focus groups offer an opportunity to examine specific aspects of the presentation in detail.

4. Use a focus group when you want the members of the group to interact, sharing their experiences and perceptions. A focus group led by a skilled moderator or facilitator is a good method for exploring reactions, generating ideas and eliciting opinions.

5. The final step of the evaluation process is to analyse feedback, discuss the findings with others and develop recommendations to improve the organisation's presentation approach.

Learning checkpoint 3
Review the presentation

This learning checkpoint allows you to review your skills and knowledge in reviewing the presentation.

Part A

1. List at least three collection methods you could use to review a presentation and provide relevant feedback.

2. List at least three personnel who can provide feedback about your presentation.

3. What is the role of feedback?

Part B

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

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Case study

Brandon is about to make a 30-minute presentation about achieving work–life balance to a small group via an electronic presentation. He intends to use slides and a guest speaker who is to speak for 10 minutes on a healthy lifestyle. He has prepared a brief evaluation survey that lists the areas the audience are to evaluate, including his style of presentation, whether he achieved the intended outcomes, timing, quality of presentation materials, and opportunities for interaction. He has also asked a colleague, Danni, to review the presentation. Brandon has given her a page listing aspects of the presentation he would like her to comment on.

Following the presentation Brandon collects the forms and analyses the audience's comments. He finds that:

- his key message seems to be lost in the amount of information he provided, although people appreciated the information and thought it was useful
- the presentation was bit rushed and there was not much time for discussion and questions
- the guest speaker was very engaging so made Brandon's delivery seem a little dull
- the slides had a bit too much information on them
- people wanted more of a variety in the slides such as pictures or photos
- the meeting room was very comfortable
- everyone loved the morning tea.

He collects Danni's form and analyses her comments.

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Presentation: Achieving a satisfactory work–life balance

Outcome: Staff understand and apply techniques and practices to achieve a healthy balance between work and their personal life.

Presenter: Brandon M   **Date:** 4 August   **Reviewer:** Danni

Rating

1= very good; 2= satisfactory; 3= could improve

Delivery	Rating
Greeted the audience warmly and clearly described what to expect from the presentation.	1
Used a voice that was clear and everyone could hear easily.	1
Delivered a talk designed in a logical way from beginning to middle and end.	1
Used effective examples and illustrations.	3
Summarised the main points before finishing.	3
Met time lines.	2

... continued

Audience participation	Rating
Involved the audience.	3
Broke up talk at appropriate points to confirm understanding of key points.	3
Handled questions and comments calmly and politely.	2
Presentation aids and materials	**Rating**
Used key words rather than sentences on slides.	3
Used visual aids.	3
Made sure materials could be read easily from where I was sitting.	2
Talked to the audience rather than to the screen or flipchart.	1

Please use the space below to specify:

- **Ways the presenter may connect better with and engage the audience; be more inclusive:**

  Have more time for discussion and questions. People were interested and wanted to know more but you cut them off because time was running out. You could have extended the session by taking on more questions because judging by their body language people were keen to continue.

- **Ways the presenter may get across the key message better:**

  You could have used case studies so the audience could relate to what you were trying to get across. The guest speaker was livelier and related their experiences better than you did. Your voice was clear but a bit monotone at times. You should have had key points on a slide and referred to them as they were discussed.

- **Ways the presenter may use visual aids that better inform/educate the audience:**

  The presentation covered all of the requirements of the brief and followed the delivery plan, but the slides had too much information on them and were a bit boring. More graphics would have been nice.

1. Describe how Brandon would have prepared Danni to implement her review.

2. Describe how Brandon would have implemented the evaluation form.

3. Why is it important that Brandon discusses Danni's feedback with her?

4. Document at least three changes that Brandon should make to his next presentation.