How this book works

This Book of Readings has three sections: Intention, Extension and Retention

INTENTION
This is the content that we “intend” to cover as part of the training. This content forms part of the requisite information needed to complete this unit. This section includes key concepts, definitions and examples to support the learners through the material and is arranged in the order of the delivery.

EXTENSION
This section provides more in-depth explanations of the key course content. It includes additional readings, references and examples to extend and elaborate upon the initial learning. It provides an enduring resource for future referral and use.

RETENTION
This section is designed for you to reflect upon your own learning and add any action items that will help you transfer the concepts and techniques learned in the course to your own settings. This may include tips, tricks, templates or websites to review.

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ABN 87270642119
## Facilitation Skills Cluster

<table>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEDEL401A</td>
<td>Plan, organise and deliver group-based learning</td>
</tr>
<tr>
<td>TAEDEL301A</td>
<td>Provide work skill instruction</td>
</tr>
<tr>
<td>BSBCMM401A</td>
<td>Make a presentation</td>
</tr>
</tbody>
</table>

The units in the Facilitation Skills cluster focus upon developing facilitation, presentation and instructional skills suitable for group-based delivery.
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INTENTION
Introduction to the facilitation P.A.S.S.W.O.R.D

There are a number of key considerations when facilitating learning. In this book of readings we use P.A.S.S.W.O.R.D. to unlock success.

<table>
<thead>
<tr>
<th>Planning</th>
<th>If you fail to plan, you plan to fail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Training shouldn’t be seen as a one-size-fits all.</td>
</tr>
<tr>
<td>Standards</td>
<td>Identifying the right benchmarks helps to set the right expectations.</td>
</tr>
<tr>
<td>Strategies</td>
<td>Find the balance between the best way best way to teach it and the best way to learn it.</td>
</tr>
<tr>
<td>WOW factor</td>
<td>Make training memorable. Identify ways to attract and maintain interest.</td>
</tr>
<tr>
<td>Organisational Constraints</td>
<td>Identify the non-training barriers that impact upon the success of the program.</td>
</tr>
<tr>
<td>Resources</td>
<td>Use materials that support and enhance the learning.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Find the most effective ways to communicate your message.</td>
</tr>
</tbody>
</table>

These keys to success will be covered in more detail over the following pages.
Planning

What is a session plan?

Put simply, this is the trainer’s blueprint for success! It is a structured document which outlines the outcomes, content, sequence, delivery, resources, timing and assessment for a training session.

Developing a session plan

There are 7 steps to developing a successful session plan:

<table>
<thead>
<tr>
<th>1. Determine the objective</th>
<th>What do you want your audience to walk away with? As Stephen Covey wrote, “begin with the end in mind”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Select the <strong>content</strong> that will support this objective</td>
<td>Divide the content into “need to know” and “nice to know”. This will help to prioritise the information to be covered.</td>
</tr>
</tbody>
</table>
| 3. Create the **sequence** of content | The ideal structure of the plan consists of an introduction, body and conclusion.  

The role of the introduction is to grab the audience’s attention and orient them to the purpose and direction of the session.  

The body should be broken down into bite-sized segments of content and activities and arranged in a logical order.  

The conclusion should refer back to the objectives, re-cap key points, and provide a link to future sessions and actions. |
| 4. Decide on how you will **deliver** this content | To make for a more engaging session, a combination of delivery methods (e.g. lecture, role play, video, case study, demonstration) should be used. There should also be a balance in trainer and participant involvement. |
| 5. **Allocate time** | When it comes to time, there are two key considerations; ‘duration’, how long each segment takes and ‘timing’, when certain content is covered. |
| 6. **Allocate resources** | What will you use to deliver your content? |
| 7. **Determine assessment.** | How will you confirm that the objective was met? |
SAMPLE SESSION PLAN

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Working with Fruit and Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Session Title</td>
<td>Peeling Bananas</td>
</tr>
<tr>
<td>Total Time</td>
<td>120 min</td>
</tr>
<tr>
<td>Objective</td>
<td>Demonstrate how to peel a Banana safely</td>
</tr>
<tr>
<td>Assessment Overview</td>
<td>Observation of student peeling techniques, Quiz for knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Topics/Content</th>
<th>Method of Delivery</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRO</td>
<td>Introduce self and session – describe the link between this session and the previous sessions</td>
<td>Lecture</td>
<td>5 min</td>
</tr>
<tr>
<td></td>
<td>Outline the objectives for today</td>
<td>PowerPoint</td>
<td>5 min</td>
</tr>
<tr>
<td></td>
<td>Engage the group with Bananas in Pyjamas Game as Warm-Up</td>
<td>Music</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>Identify Safety Requirements – highlighting “health and hygiene”, “allergies” and “dangers in unsafe peeling”. (Remind the students of their duty of care)</td>
<td>Lecture / PowerPoint</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Pose the question “What is a Banana?” and board the results. Follow up with a text-book definition and charts to illustrate the features of a banana.</td>
<td>Discussion / Board work</td>
<td>15 min</td>
</tr>
<tr>
<td>BODY</td>
<td>Outline Types of Bananas and engage a discussion over the students’ favourite types. Show video to highlight the variety available</td>
<td>Discussion / Video</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>Demonstrate Peeling Techniques</td>
<td>Demonstration</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>Students to practice the peeling at least three times</td>
<td>Student practice</td>
<td>25 min</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>Feedback to students on their performance</td>
<td>Q &amp; A</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>Restate key points and quiz the students with some key questions from the session</td>
<td>Lecture / Quiz</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>Link to next session on Toasted Banana Sandwiches.</td>
<td>Lecture / PowerPoint</td>
<td>5 min</td>
</tr>
</tbody>
</table>
Benefits of a session plan

Without a plan for the training, it is more likely that things can go wrong. For example:

- time is lost because steps are missed out
- participants get frustrated because they have difficulty following the session
- equipment isn’t set up or doesn’t work when it is needed.

The use of session plans will:

- give both the trainer and participants a clear idea of what they will be doing
- clearly outline the methods and activities to be used
- provide a record of the training
- be useful if another trainer needs to take over at short notice.

 Audience

How does the audience influence our decisions?

The following learner characteristics should be considered when developing a learning solution:

- size of the group
- experience level
- educational background
- age
- gender
- ethnicity
- physical challenges (sight, hearing, mobility etc.)
- access to technology
- language, literacy and numeracy proficiency.
Standards

What standards could the training be based on?

- Competency Standards (e.g. Units of Competency found at www.training.gov.au)
- Industry Standards (e.g. Codes of conduct)
- Enterprise Standards (e.g. Standard Operating Procedures)
- Regulatory/Compliance Standards (e.g. Quality Framework)

Strategies

What are some common presentation strategies?

- **Oral Presentation**: straight public speaking, unsupported by visual aids, little audience participation
- **Discussions**: Requires high level of audience participation
- **Questioning**: involves and maintains audience interest, enlivens presentation, reinforces or provokes thought
- **Case studies**: everyone loves a story and these allow for real life scenarios
- **Brainstorming**: many ideas expressed without discussion or evaluation
- **Group or pair work**: allows audience to participate
- **Role play**: builds confidence, but can be time consuming
- **Visual aids**: create interest and can reinforce key points
## Presentation Strategies – Advantages and Disadvantages

<table>
<thead>
<tr>
<th>Presentation Strategy</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Lecture:** Verbal presentation by trainer | • covers a lot of ground  
• large numbers  
• no interruptions  
• complete control over content | • passive learning  
• no questions/feedback  
• no use of trainee experience  
• cannot progressively evaluate |
| **Lecture/Discussion:** Lecture followed by large group discussion | • As for Lecture, plus:  
• more motivation to listen  
• allows for Q&A and feedback  
• discussion can be controlled  
• can reinforce key points of lecture | • ‘comment hoggers’  
• selected participation  
• you don’t know what non-contributors think |
| **Modified lecture:** Lecture mixed with student activity, e.g. individual or small group work | • As for Lecture/Discussion, plus;  
• trainees contribute from own experience  
• trainees learn from sharing  
• trainees control more of content  
• greater participation | • trainer may have difficulty controlling discussion  
• may require additional help to facilitate  
• could run out of time if groups are too ‘enthusiastic’ |
| **Debate:** (An organised argument between persons with opposing points of view) | • clear focus  
• shows opposing views  
• enhances listening skills  
• any number can view | • polarised (rigid) approach to issues  
• limited participation  
• depends on speakers’ abilities |
| **Discussion:** (Structured exchange of ideas and knowledge) | • high participation  
• cross fertilisation  
• allows for questions/feedback  
• fosters ‘idea building’ | • some find threatening  
• ‘pooling of ignorance’  
• ‘comment hoggers’  
• deviation from subject |
| **Buzz groups:** (Leaderless small groups with set mission and time limit) | • high involvement  
• non-threatening  
• enjoyable  
• feedback to trainer  
• many ideas quickly | • possible lack of depth  
• can lose direction if not monitored |
| **Brainstorming:** (Many ideas expressed without discussion or evaluation) | • breaks down inhibitions  
• creative and stimulating  
• quantity of ideas  
• non-threatening  
• fun | • requires leadership of process  
• few quality ideas  
• little trainer input to content |
| **Questioning:** (Trainer-led inquiry to reinforce key points and extend content.) | • interactive  
• useful checking for understanding activity  
• enables feedback | • can be intimidating  
• answers can be dominated by a few |
| **Independent study:** (Trainer becomes an additional resource, in the trainee’s pursuit of his or her goals) | • flexible  
• learner is responsible | • isolation — no group interaction  
• difficult to control  
• limited feedback/checks on progress  
• depends on trainee motivation |
<p>| <strong>Films, videos, clips:</strong> | • mass audience | • equipment |</p>
<table>
<thead>
<tr>
<th>Presentation Strategy</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Resources)</td>
<td>• popular with adults&lt;br&gt;• flexible&lt;br&gt;• entertaining</td>
<td>• preparation&lt;br&gt;• can be passive&lt;br&gt;• old or poor quality</td>
</tr>
<tr>
<td><strong>Tutorial:</strong>&lt;br&gt; (Where each trainee is assigned a topic for presentation)</td>
<td>• individualised&lt;br&gt;• varying styles of presentation&lt;br&gt;• allows assessment of understanding of topic&lt;br&gt;• learning trainee's responsibility</td>
<td>• difficult to control&lt;br&gt;• may be boring</td>
</tr>
<tr>
<td><strong>Self-discovery:</strong>&lt;br&gt; (Students discover attitudes and feelings)</td>
<td>• potential for attitude change&lt;br&gt;• high involvement&lt;br&gt;• fun&lt;br&gt;• caters for various levels of learning</td>
<td>• difficult to control&lt;br&gt;• ‘lazy’ students&lt;br&gt;• unforeseen circumstances&lt;br&gt;• can lead to negative experiences</td>
</tr>
<tr>
<td><strong>Case study:</strong>&lt;br&gt; (A situation or event to be analysed)</td>
<td>• involvement and interaction&lt;br&gt;• depth and detail&lt;br&gt;• application of knowledge/skills&lt;br&gt;• close to reality</td>
<td>• could produce ‘stereotyped’ answers&lt;br&gt;• requires time to analyse a report</td>
</tr>
<tr>
<td><strong>Role-Play:</strong>&lt;br&gt; (Activities which mimic real-life action/events)</td>
<td>• flexible for numbers of observers&lt;br&gt;• efficient in changing attitudes and behaviour&lt;br&gt;• can be fun&lt;br&gt;• provides confidence for real-life situations</td>
<td>• time consuming&lt;br&gt;• unpredictable&lt;br&gt;• threatening to some&lt;br&gt;• feedback must be handled well</td>
</tr>
<tr>
<td><strong>Demonstration:</strong>&lt;br&gt; of ‘how it should be done’, normally step-by-step)</td>
<td>• understanding skills&lt;br&gt;• promotes visual interest&lt;br&gt;• step-by-step approach shown</td>
<td>• trainer must be a good ‘model’&lt;br&gt;• large groups difficult&lt;br&gt;• needs to be a simple process</td>
</tr>
<tr>
<td><strong>Group Work</strong>&lt;br&gt; (Participants working together to complete a task)</td>
<td>• high involvement&lt;br&gt;• uses group strengths&lt;br&gt;• helps to make the content real</td>
<td>• requires guidance&lt;br&gt;• requires more time&lt;br&gt;• sometimes difficult to reach consensus</td>
</tr>
<tr>
<td><strong>Exhibit:</strong>&lt;br&gt; (a display of materials to aid learning)</td>
<td>• real&lt;br&gt;• interesting&lt;br&gt;• complements theory</td>
<td>• limiting for large groups&lt;br&gt;• requires space</td>
</tr>
<tr>
<td><strong>Field Trip:</strong>&lt;br&gt; (A planned tour)</td>
<td>• practical&lt;br&gt;• experiential&lt;br&gt;• firsthand observation&lt;br&gt;• individual learning</td>
<td>• time and cost&lt;br&gt;• identifying important items&lt;br&gt;• logistics</td>
</tr>
<tr>
<td><strong>Simulation/games:</strong>&lt;br&gt; (Experimental learning where students discover concepts and principles)</td>
<td>• increases understanding of principles&lt;br&gt;• high involvement&lt;br&gt;• fun</td>
<td>• ‘lazy’ students&lt;br&gt;• may be viewed as ‘childish’</td>
</tr>
</tbody>
</table>
WOW Factor

The “WOW factor” consists of those elements that make training memorable. Here are 5 things to consider when creating “WOW” moments in your training:

The 5 E’s to create the WOW factor in training

Energy
Put simply, you get out of it, what you put in. When your audience sees that you are putting in the effort they will be compelled to work hard too. It is like a pendulum and as trainers we want it to swing in our favour.

Enthusiasm
If the trainer is not enthusiastic about their content, how can they expect their participants to be enthused? Far too many trainers are “just going through the motions” and do not invest enough of themselves in their presentations. Enthusiasm can be infectious. Conversely, a lack of enthusiasm can be terminal.

Engagement
Sometimes it is the little things that make the biggest difference when it comes to engagement. Anticipatory items like colourful posters on the walls and tactile items (“fiddles”) on the tables to greet participants tells the audience that this is not like traditional training.

Entertainment
Like it or not, training is part education and part entertainment. But there are some simple things that we can all do with our performance that can assist in attracting and maintaining the attention of the audience and transform our training into edutainment. For instance, music could be used effectively in a variety of ways:

- As an introduction to signpost the beginning of the session;
- During get-to-know-you activities to promote positive networking;
- During small group discussions to signal the duration of the activity.

Exceeding Expectations
Before expectations can be exceeded, it is important to identify what the participants’ present expectations are - then continue to aim higher than these. Simple ways to exceed expectations in training include providing prompt feedback, supplying additional resources or links to pertinent content, being responsive to preferences (e.g. break times, room temperature) and adding little touches to make the experience more memorable (e.g. preparing visually attractive meals, enthusiastically decorating the room in a theme and recognising key events in the participants’ lives).
Organisational Constraints

Overcoming organisational constraints in training is a tricky puzzle that most trainers will encounter during their careers. As training systems continue to grow and become more complex, the chance for things to go wrong will increase.

There are a number of organisational constraints that affect the success of training. These include:

- Time available
- Timeframe to have training completed
- Availability of specialist personnel
- Funding
- Access to training space
- Access to the workplace for skill practice
- Support for the training from management
- Competing operational demands.

Trainers should therefore look at contingency management functions to reduce the impact of these constraints.

Resources

What presentation aids can be used in a presentation?

- multimedia including computer simulations, screen grabs and presentations
- slides
- whiteboards, SMART boards and blackboards
- flip charts, diagrams, charts and posters
- video clips and audio recordings
- handouts
- models and diagrams.

Resource design considerations

- size of text (bigger the better! – at least 18 point font for slides)
- 6/6 rule (six points a slide, six words per point)
- use of whitespace (at least 25% - this helps to draw the eye to text)
- use boarders to frame content
- colour (darker colours for text, lighter colours for background)
- use images as metaphors and to support text.
The difference between a presentation strategy and a presentation aid

A presentation strategy refers to how the content is presented, whereas a presentation aid is the physical item used to present that content. For instance, a session could be presented using the strategy of Power Point. However the aids would be a laptop computer and data projector.

What logistical issues should be considered? (Date, Venue and Resources)

- When and where will the presentation be held?
- How long will the presentation be?
- Do you need aids e.g. speaker notes/audience handouts?
- Do you need to order special equipment?
- Do you need to setup yourself or will assistance be provided?
- If inexperienced, can you check the venue and/or equipment beforehand.

Delivery

What makes for an effective presentation?

A good presenter has the ability to engage their audience from beginning to end and compel them to take action. However success is built in the preparation prior to the presentation.

Verbal and Non-verbal cues

<table>
<thead>
<tr>
<th>Non-Verbal</th>
<th>Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiling</td>
<td>Volume</td>
</tr>
<tr>
<td>Frowning</td>
<td>Speed</td>
</tr>
<tr>
<td>Raising eyebrows</td>
<td>Pausing for Effect</td>
</tr>
<tr>
<td>Nodding head</td>
<td>Variation of Tone</td>
</tr>
<tr>
<td>Gesturing</td>
<td>Variation of Pace</td>
</tr>
<tr>
<td>Standing still or pacing</td>
<td>Asking Effective Questions</td>
</tr>
</tbody>
</table>
# Delivery Mechanics

<table>
<thead>
<tr>
<th>Posture</th>
<th>Stand up straight, with your feet hip-width apart and your knees relaxed. Rest your arms at your sides, and resist the urge to “fidget.” This “speaker ready position” is the one that you want to assume most of the time. Of course you will be adding natural gestures and body movements to this position as you begin to speak. This approach helps you look alert and enthusiastic – even though that may not be how you really feel. It also signals to your audience that you are open and approachable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance</td>
<td>Get close to your audience if you can. If you are on a raised platform, position yourself in the middle front as you begin to speak. Avoid over-using the lectern if possible. It is okay to place your notes there and refer to them occasionally, but try to move away from it and closer to your audience whenever possible.</td>
</tr>
<tr>
<td>Breathing</td>
<td>Many vocal problems can be traced to improper breathing habits. Your breathing is the fuel for your voice and the source of its power or lack thereof. Breathe deeply from the diaphragm, not the chest. Before you begin your presentation, take several deep breaths through the nostrils, exhaling through the mouth. As you present, pause for 2–3 seconds occasionally and take a deep breath. The audience will appreciate the pause as it allows them to absorb your message, even though it may feel to you like it is an eternity. This will also help you to manage the nerves.</td>
</tr>
<tr>
<td>Volume</td>
<td>Make sure that you always “speak to the back of the room,” projecting your voice so that all can hear. You can increase the volume of your voice by exhaling more fully. To speak softer, exhale more slowly with greater control. Use some variation in your volume to keep the interest of the audience.</td>
</tr>
<tr>
<td>Pace</td>
<td>You can add variety to your presentation by varying the pace of your voice. As you share an exciting point, you may wish to pick up the speed. When making an important point you want the audience to remember, slow down. Be aware of any tendencies you have to speak so quickly that the audience members don’t catch your meaning.</td>
</tr>
<tr>
<td>Pitch</td>
<td>As with volume and pace, your voice pitch will communicate best when you use a variety of high and low tones. A constant high pitch can be irritating to the listeners, while a constant low tone can become monotonous or boring. Usually when you are excited or enthusiastic your voice tone rises. To produce a lower tone, inhale and exhale deeply, allowing the air to vibrate freely.</td>
</tr>
<tr>
<td>Facial Expressions</td>
<td>Make sure your facial expressions match the tone of your words and the content of your message. If the topic is serious or sad, keep a neutral expression on your face. If your content is happy, exciting or inspirational, match your expressions to that context. Smile whenever appropriate. Your smile is communicated through both your mouth and your eyes. One of the most powerful ways you build influence with others is to smile at them.</td>
</tr>
</tbody>
</table>
Vocal Exercises

Volume
Make your vocal style more interesting by making parts of your speech louder, while making other parts softer. To really grab attention, occasionally speak in a whisper.

Exercise: Say the word “No” over and over, starting very softly (almost whispering) and working your way to very loud (almost shouting).

Speed
Mix it up. Don’t get caught in the habit of speaking so quickly that your audience can’t follow you. On the other hand, don’t put your audience to sleep by talking too slowly.

Exercise: Take one of points from the Delivery Mechanics section of this Book of Readings (on the previous page) and practice reading the passage slowly and then speeding up to see the difference in impact.

The Pause
A pause can add drama to your speech. It can be used for emphasis, effect, and mood. A pause captures your audience’s attention, allows you to appear more controlled, and gives everyone a chance to think.

Exercise: Read the following quote from Ethel R. Page without pausing:

“As tools become rusty, so does the mind. A garden uncared for soon becomes smothered in weeds. A talent neglected withers and dies.”

Now read the same passage, pausing at the “<pause>” marks.

“As tools become rusty <pause> so does the mind. <pause> A garden uncared for <pause> soon becomes <pause> smothered in weeds. A talent neglected <pause> withers and dies.”

Inflection
Make your voice go up and down – like a roller coaster. It will capture your audience’s attention and you are guaranteed to have an interesting voice.

Exercise: Practice reciting the “do, re, mi” scale, going from a low tone to a high tone.
Emphasis

The use of emphasis will help your listeners isolate the key points you want them to remember.

**Exercise:** Practise emphasising the underlined word:

- *I did not say he stole the money.*
- *I did not say he stole the money.*
- *I did not say he stole the money.*
- *I did not say he stole the money.*

Articulation

Articulate your words by using the full range of motion of your lips, tongue, teeth and throat.

**Exercise:** Repeat over and over as quickly as you can “The tip of the tongue, the lips, and the teeth.”

Vocal and Non-Verbal Exercises

First practice: Choose a phrase below, and prepare to say the phrase with no gestures, using only the power of your voice to communicate the meaning. Get coaching from others around you and try the phrase again. Pay attention to volume, speed, inflection, tone and emphasis. (Remember, no gestures the first time. Sit on your hands if you need to!)

- a. *A perfect summer day is when the sun is shining, the breeze is blowing, the birds are singing, and the lawn mower is broken.* – James Dent
- b. *Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.* – Margaret Mead
- c. *Enjoy the little things, for one day you may look back and realize they were the big things.* – Robert Brault
- d. *“Habit is a cable. We weave a thread of it each day, and at last we cannot break it.”* – Horace Mann
- e. *“You can clutch the past so tightly to your chest that it leaves your arms too full to embrace the present.”* – Jan Gildewell
- f. *“The greatest thing in this world is not so much where you stand, but in what direction you are moving.”* – Johann Wolfgang von Goethe
Use of storytelling to anchor a message

Storytelling is one of the oldest and most powerful ways of passing on information and promoting reinforcement of content. It is a great tool for educators to create context and authenticity of the message. This is because it enables them to:

- **Share norms and values**: Stories act as a medium for passing on values and creating vision.
- **Develop trust and commitment**: Personal stories can communicate one's own ability and commitment, as well as conveying openness by sharing something personal.
- **Share tacit knowledge**: Enables trainers to articulate unwritten knowledge and communicate with feeling.
- **Facilitate unlearning**: Unlearning often requires more than rational arguments. It needs an intuitive and emotional anchor, which stories can provide.
- **Generate emotional connection**: We connect with stories emotionally and a story that has had an impact on us will be easily recalled long into the future.

Dealing with difficult situations

- Say ‘thank you for those ideas’ to an incessant talker
- Ask them to summarise the point so that others can add their ideas
- Establish a procedure whereby equal opportunity for input is given to all members of the audience
- Conduct ‘ice-breaker’ activities that encourage shy people to contribute
- Direct questions to noncontributors
- Establish and review any ‘ground rules’.

How can the presentation be evaluated?

- **Critical family and friends** - Presenting in front of friends/family and getting their feedback.
- **Focus group interviews** - Presenting in front of focus groups and conducting interviews afterwards.
- **One-on-one interviews with participants** - Ask participants how useful the presentation was for them.
- **Written feedback from participants** - Hand out a list of questions where participants rate various aspects of the presentation.
### Topic ideas

<table>
<thead>
<tr>
<th>Work-based tasks</th>
<th>Sports and Recreation</th>
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<tr>
<td>• Communication with others</td>
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<td>• Delegation techniques</td>
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<td>• PPE for work</td>
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<td>• Manual handling techniques</td>
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<td>• Telephone etiquette</td>
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<td>• Report writing</td>
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<td>• Complaints handling</td>
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<td>• Completing forms</td>
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<td>• Budgeting</td>
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<td>• How to play a particular sport (e.g. rules of golf)</td>
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<td>• How to play a particular card game (e.g. poker)</td>
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<td>• Yoga techniques</td>
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<td>• Fitness techniques</td>
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<td>• Planning for a hike</td>
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<td>• Silver service</td>
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<td>• Using chopsticks</td>
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<td>• Creating a menu</td>
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<td>• Planning a dinner party</td>
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<td>• How to prepare/cook a particular meal</td>
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<td>• Preparing and serving a beverage</td>
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<td>• Caring for an aged client</td>
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<td>• Information about a particular community group</td>
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<td>• First Aid techniques</td>
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<td>• How to take blood pressure</td>
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<td>• Community programs</td>
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<td>• Volunteering</td>
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<td>• Child safety</td>
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<td>• Confidentiality with clients</td>
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<th>Travel and Tourism</th>
<th>Art and Crafts</th>
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<td>• Information on a particular destination</td>
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<td>• Travel tips</td>
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<td>• Learning a foreign language</td>
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<td>• Planning a trip</td>
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<td>• Bag packing techniques</td>
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<td>• World travel facts</td>
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<td>• Travel safety</td>
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<td>• Origami</td>
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<td>• Napkin folding</td>
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<td>• How to sketch</td>
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<td>• Scrapbooking</td>
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<td>• Brush techniques (painting)</td>
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<td>• How to draw a cartoon</td>
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<td>• Making recycled art</td>
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<td>• How to wrap a present</td>
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EXTENSION
**TAEDEL401A - Plan, organise and deliver group-based learning**

Interpret the learning environment and delivery requirements

**What is learning?**

Learning itself cannot be observed directly, it is inferred by observing the performance of the individual. If an individual performs a new task to the standards specified, it is assumed that learning has taken place and that there has been some change in behaviour.

Learning always involves a change in the person who is learning. This change will involve a change in the knowledge, skills or attitudes of the individual.

**Knowledge** refers to learning facts, principles, concepts, rules and theories necessary for solving problems.

**Skills** refer to manipulating objects, tools, equipment and machinery. Skills have both a physical and mental aspect.

**Attitudes** refer to developing feelings, values and emotions.

In complex learning situations there is always integration between the learning of knowledge, skills and attitudes.

**How do adults learn?**

**Adult learning principles**

One of the most dramatic changes in the training of adults in recent years has been the rediscovery of how adults learn. Those unfamiliar with the training industry may wonder why it took so long for the industry to acknowledge the fact that they were dealing with adults and not with school children.

Whether checking the design of a training program or actually observing the training in progress, there are a number of principles which should be evident:

1. **Adults learn by doing**

   Adults retain both knowledge and skills better if they have the opportunity to act on what they have learned. Skills should be practised and knowledge used for some intelligent purpose such as problem solving. Learning activities should be structured to facilitate this. Therefore, as knowledge and/or skills are gained, there should be immediate opportunity for application.
2. **Adults learn when they have a need to learn**

Adults like learning things which relate to their current needs – the “what’s it in for me” syndrome. They want to learn what is relevant to them, not what is relevant to other students or the presenter. This means that the trainer has to make considerable effort to find out what the students want to learn. This learner-directed model of training is very different from what most inexperienced trainers feel comfortable with. Their preference is often for a teacher-directed program because it gives them a feeling of control and security. Unfortunately, this approach is least likely to engage the learners and makes learning a rather haphazard affair.

3. **Adults learn by solving problems**

Training is about improving the capacity to do work and the most challenging part of any job is its problem-solving aspects. So in one way or another, most training is about improving the learner’s capacity to solve problems. It is logical then that adults actually enjoy solving problems, particularly those that derive directly from their personal experience. Training should reflect this desire and provide regular opportunity for the learners to apply their learning to real life problems, rather than to the abstract demonstration of knowledge.

4. **Different adults learn in different ways**

Not everyone learns in the same way. There are differences in learning styles and preferences and trainers need to take account of these differences. For example, some people learn best by actively doing; others prefer a more reflective approach. Some people are most effective when dealing with concrete experience; others approach learning through a process of abstract conceptualisation. Consequently, trainers need to be sensitive to these differences so that all the types of learners represented in a group will have the opportunity to integrate their learning in their preferred way.

5. **Adults like variety in learning activities**

Adults have a low tolerance for monotony; they also have a habit of voting with their feet and simply not attending boring lectures. This means more interesting and more effective training techniques have to be employed by the presenter. As well as lectures (keep them short), use group discussion, syndicate exercises, role plays, field trips, case studies, diary writing, reading, reflection periods, analytical instruments, simulations, project work, practice sessions, instructional games, experiments, problem-solving exercises, computer-based training, and anything else that supports learning.

**What types of learning styles are there?**

According to learning style theory, there are three distinct ways that people learn. Moreover, a person may be a visual learner, an auditory learner, a kinaesthetic learner (VAK), or a combination of all three.
Visual learners need to see what is going on. Visual learners can be identified because they like reading and watching television and enjoy looking at photos, plans or cartoons. They will be attracted during training to words like “see, look, appear, picture, make clear, and overview”. Further to this, they are likely to have strong spelling and writing skills. They may not talk much and dislike listening for too long and they may be distracted by untidiness or movement. A visual learner can be trained best by using:

- posters, charts and graphs
- visual displays
- booklets, brochures and handouts
- variety of colour and shape
- clear layout with headings and plenty of white space

Aural/Auditory learners learn by listening. Auditory learners can be identified because they love to talk, are attracted to sound (and distracted by noise), and prefer to hear things rather than read them. They may read in a ‘talking’ style, hearing the text as they go and may appear to daydream whilst ‘talking’ inside their head. Furthermore, they often enjoy the telephone and music. An auditory learner can be trained best by using:

- question and answer
- lectures and stories
- audio tapes
- discussion pairs or groups
- variety in tone, rate, pitch and volume
- music or slogans

Kinaesthetic learners learn by doing. Kinaesthetic learners can be identified because they move around a lot, tap pens or shift in their seat. They may want lots of breaks, enjoy games and do not really like reading. Additionally, they will remember most effectively through practice. A kinaesthetic learner can be trained best by using:

- team activities
- hands-on experience
- role-plays
- note taking
- emotional discussions
Prepare session plans

What are the steps in preparing a session plan?

There are seven steps for success in writing an effective session plan.

1. Determine the outcome/objective
2. Select the content that will support this objective
3. Create the sequence of content (e.g. Intro, body, conclusion)
4. Decide on how you will deliver this content (e.g. lecture, role-play, video, case study, demonstration etc.)
5. Allocate times (including individual times for each item of the content)
6. Allocate resources
7. Determine assessment

What influences are there on session plan design?

In designing a session, it is important to know about the environment in which the learning will take place. For example, it will be crucial to have knowledge of the required Training Package and its competency standards as well as the relevant national standards, codes of practice, and Commonwealth and State and Territory legislation.

Who are the target group?

Target group learners may include:

<table>
<thead>
<tr>
<th>Existing workers</th>
<th>Individuals changing careers</th>
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<tr>
<td>School leavers</td>
<td>Unemployed people</td>
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<tr>
<td>Apprentices or trainees</td>
<td>Learners who have a disability</td>
</tr>
<tr>
<td>Individuals learning new skills</td>
<td>Indigenous Australians</td>
</tr>
<tr>
<td>Individuals seeking to upgrade skills and knowledge</td>
<td>Overseas students</td>
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<td></td>
<td>Recent migrants</td>
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</table>

There are many different ways to find out about a target group of learners. It may be through information received from employers, company files or discussions with supervisors or the individuals themselves. Observation of learners in the workplace is another method of gathering data. At times, a more accurate picture of the learners can be developed by speaking directly with them. When building the profile of the learners it is necessary to understand their characteristics and consider how these will impact on the session design. Characteristics may include:

- Level and breadth of work experience
- Level of previous experiences of formal education
- Skill or competency profile
- Socioeconomic background, age, gender, range of abilities
- Cultural background and needs
- Special needs – physical or psychological
- Motivation for learning
- Language, literacy and numeracy needs of learners.
Why plan training sessions?

To conduct effective training sessions, they have to be planned. A session plan should take into account a number of factors including:

- The information that the trainer wants to present to the participants
- The training outcomes of! the session
- The activities and tasks that will be facilitated
- The training environment, room and equipment
- Possible assessment methods
- The characteristics of the participants in training
- The approach, delivery approach and techniques of delivery

A session plan is a set of notes a trainer prepares to detail the logical order that they want to occur in the training session. The layout of the notes depends on each trainer and what they find most useful. An organised trainer with an accurate training plan will find positive results from using a plan.

When commencing the writing of session plans, it may be easier to do a couple of drafts before developing the final version. This process means the trainer can add, remove and modify ideas as they progress through the draft versions.
Prepare resources needed for delivery

What resources and training aids are needed for delivery?

Resources are anything that are used for training, such as materials, equipment, brochures, competency standards, OH&S requirements and so on.

Equipment or training aids are the things that trainers use when conducting their training session. These include such things as whiteboard, projector, computers, flip charts, video players, charts and posters.

Does the training environment need to be planned for?

For learning to take place effectively, a comfortable learning environment needs to be created. For this to occur the trainer will need to plan and arrange the environment and resources needed for the training session.

Whether training is on-the-job or in a training room, there are a number of things that should be considered before the training begins.

- How many participants will be at the training?
- Is the size of the location adequate?
- Is the location available?
- How will tables and chairs be arranged?
- Does the area have adequate lighting?
- Is the area quiet enough?
- Is the temperature comfortable? Is there adequate ventilation?
- Is the location accessible?
- Where the facilities are located - for example, the toilets?
- Does the location have enough power points?
- Are training aids available?
- Are there any WHS requirements to be considered?

Picking a Room

Hold the training in a room appropriate to the size of the group. If there is a choice between a room that is a little too small and one that is a little too large, select the latter. There are ways to make a large room look smaller and cosier, but there’s nothing that can be done about overcrowding. It will be important to know the room layout in order to determine the best placement of people. It is optimal to arrange it so the audience has enough room and the equipment is protected from being knocked around.

Seating

Be sure the chairs are comfortable. Uncomfortable chairs can decrease your audience’s attention span. Use chairs with armrests whenever possible. Are there enough chairs and tables for the number of participants expected? Are the exits clear when the room set-up is complete?
Visibility
Avoid or minimise any obstructing posts or columns that interfere with visibility of either the speaker, the video screen, or the group members. Everybody should be able to see when seated. Avoid placing an aisle in the centre of the audience. Centre seating affords the best sightlines, so place aisles at either side.

Physical Arrangement
The physical arrangement of the space can greatly influence the level of trainer control and affects the sightlines (how well participants can see each other, the trainer, and any visuals). Here are six common arrangements used in presentations and training programs and their effect on group involvement.

(H=High; M=Medium; L=Low)

<table>
<thead>
<tr>
<th></th>
<th>CLASSROOM</th>
<th>U SHAPE</th>
<th>HALF ROUND</th>
<th>CHEVRON</th>
<th>RECTANGLE</th>
<th>SOLID RECTANGLE</th>
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<tr>
<td>Control</td>
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<td>Sightlines</td>
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<td>Participation</td>
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Lighting
Make sure the room is well lit but not so bright that the glare from lights distracts participants. The room should be dark enough for projection, yet light enough for note taking.

Power
Are electrical outlets adequate and conveniently located? How much extension cord will be needed to bring power to the equipment? Is it sufficient to run the equipment?
BSBCMM401A – Make a Presentation

Deliver a Presentation

Presentations V’s Training

Many similarities exist between presentations and training. Training often involves “presentation” as a method of instruction. Presentations may result in increased knowledge of participants, just as training does. However, it often does not have the same robustness around reinforcement of learning and the gathering of evidence to support competency acquisition. Both presentations and training try to choose the most effective way to offer information to an audience. However, the presenter’s intent differs between presentations and training. Put simply, the presenter is trying to get a message across, whereas the trainer aims at engaging learning.

Purpose

There are six main purposes of presentations: inform, instruct, entertain, inspire, activate and persuade. Training, on the other hand, seeks only to inform and instruct. (The other purposes of presentations may increase the motivation and appreciation of trainees, but are not the central focus of training.) Training seeks to improve the skills necessary to accomplish tasks successfully, which is not the aim of a presentation.

Interaction

Presentations tend to focus on the presenter’s actions, while attendees remain passive recipients. Conversely, training focuses on the attendees, who participate with both the presenter and the material.

During training, instructors may divide the audience into smaller groups of between two and six participants to conduct discussions or complete practice exercises, whereas, presentations rarely require active audience participation. Presentations require less time to attend than training and rarely have formal assessment. Within the competency-base context, training lasts longer than a single presentation and can involve a series of assessment activities before, during and after the course of instruction.
How to Deliver an Effective Presentation

- **Make an Emotional Connection with the Audience.** Consciously or not, the audience forms a bias for or against a presenter within seconds. We all make a tentative judgment about everyone we meet on scant evidence, though we may not admit it because we see ourselves as rational beings. More than anything else, it’s the personal impression you make that determines whether or not the audience accepts your message. You must come across as likable and trustworthy.

  The key to being likable is simple: Show you like the audience and they’ll reciprocate. Once they like you they’ll give you the benefit of the doubt on trustworthiness. You’ll get a strong start toward likability if before you begin speaking you take a bit of time to look around the audience warmly, enthusiastically and with a big smile.

- **Maintain steady eye contact with the audience throughout.** If you don’t, you will quickly signal that you don’t want to be there, that you aren’t really committed to your message or even that you’re a shifty character. By speaking with genuine feeling you’ll make it clear you believe deeply in what you’re saying. This will encourage the audience to believe in it, too. Practice the presentation so well that you don’t need a script. A script is a barrier against making an emotional connection because it keeps you from making eye contact and communicating your passion for your message.

- **Show them your humanity.** This is particularly important for speakers who have power over the audience. Tell them some stories that reveal your vulnerability and express the values you have in common with them.

- **The audience has to know that you know your subject.** Presenters whose expertise isn’t recognised by the audience shouldn’t try to establish it by describing their credentials. Let the person introducing you describe them and endorse you enthusiastically.

- **People like people who are similar to themselves.** Be yourself, but also try to fit in with the members of the audience as much as possible. Speak to the audience’s level of knowledge. Cite references they recognize and respect. Express the feelings you share with them.

- **Present with Energy.** Capture the audience’s attention right away by telling a dramatic story and keep the energy level high all through your presentation. To get them excited about your idea you have to show them your own excitement about it. Walk in strong, move confidently to where you’ll present, stand tall, smile, survey the room and begin to speak, with conviction. Underscore important points with movement: your whole body, your arms, your hands, your head and your changing facial expressions. Vary your voice pitch and pace, using a dramatic pause when you get to something important. Use mostly short sentences, dynamic words, onomatopoeia (“bang!” , “boo-hoo”) and active verbs. Move closer to the audience at key points. Wade into the audience if it’s appropriate. Come to the presentation well rested so you can stay energetic.
• **Keep reading the audience.** If you feel their interest flagging, do something unexpected: Pause abruptly, change your voice level or tempo, bring out a hidden prop, ask a question or involve the audience in an exercise.

• **Spell Out the Payoff for the Audience.** If you’re presenting information, give lots of attention to describing its relevance and applicability rather than telling every little detail. If you want the audience to accept a change you’re announcing, focus on the benefits for them. Every audience wants know “what’s in it for me?” Appeal to the head, with evidence the audience will find credible, and the heart, with inspiring descriptions of the payoff.

The payoff might be crystal clear to you—but never assume it is for the audience. Restate your key points in different ways, with examples and analogies. Make them memorable with sound bites that use alliteration, acronyms or rhymes.

### The Power of Voice and Gestures

The words “voice,” “vocation,” and “avocation” all share the common Latin root, “Vocare.” This word literally means to call, invoke, or name. There is a deep connection between our voice and our calling – our passion in life. The voice emerges from the mysterious intersection of our body, mind, emotions, and spirit. For something to get created, it must make the arduous journey from the world of imagination to the physical world, and our voice is the primary vehicle for making that journey.

Your voice says a lot about you. The sound of your voice reveals detailed information about your health, your mood, your level of energy, your ethnicity, your education level, and more. Long before they process the meaning of your words, listeners are busy making up their minds about you based on the clues your voice reveals.

And here is the good news: The voice you have right now is not your fate. It’s not fixed and permanent. You can change it if you choose to do so. Voices change all the time. You’ve changed yours over and over during your lifetime, sometimes on purpose, sometimes unconsciously. Some aspects of how you sound are fairly fixed, such as your physiology, gender, culture, language, and history. Other parts of your voice, though, were patched together by a series of unconscious decisions you’ve made in your life.

For example, while some of your voice pitch is determined by your gender and physiology, much of it can be altered by your posture and breathing. And using your voice pitch well can have an impact on your success. People with higher-pitched voices send the message of being nervous or lacking in confidence. People with lower-pitched voices sound more confident and competent. Simple things like standing or sitting with a straight back, expanding your diaphragm and breathing deeply can help you lower the pitch of your voice. Voice training and practice can make a huge difference in the effectiveness of your communication skills.
Besides your voice, non-verbal messages are a key to effective communication. Body language, facial expressions, movement and gestures are the additional elements that convert your words into meaning. In his famous studies on the impact of communication, UCLA Professor Albert Mehrabian found that when there is any question about the consistency of your message, listeners will believe your gestures first and your words last. Your words and your body language must be congruent to be effective.

Each of us has the power to use movement and gestures more effectively in our communications. And there is no one set method that works for everyone. Effective gestures show up in different delivery styles. Yet there are certain things that work, and many things that don’t work. For example, one of the biggest challenges with gestures when speaking is what to do with the hands. In casual conversation we usually use our hands naturally and comfortably, but in front of a group of people, many presenters struggle with what to do with their hands. Common approaches include:

- scrubbing the hands
- rubbing the hands together
- praying with the hands
- playing with a ring or jewellery
- steeple-chasing the hands
- tugging on sleeves or cuffs.

The quick answer to being more effective with your hands is to assume a “base position” while standing, and then use the hands to express the meaning of the words. The base position is simply standing up straight with the hands resting comfortably at your sides. This is a natural position that takes no effort. Our wrists, arms and shoulders are in a natural position, and with little effort can then move to add expression to a thought.
Tips 1: Prior Preparation

a. Practice

To help your sub-conscious, conduct at least one trial run of your presentation – preferably at the actual venue. You can check out the acoustics of the room, where you’ll stand, what you can see etc. If you are unable to practice at the actual venue, practice at home or another venue you have access to instead, using your aids as you intend to on the day of the presentation. Check your timing, pronunciation and general phrasing. Even though you might feel silly talking to an empty room, it’s amazing how much confidence you’ll feel on the day after having practiced your presentation.

b. Setup the venue

Go to the venue early or preferably the day before and ensure that:

- the room is arranged appropriately
- resources are ready
- equipment is turned on and overhead displays are ready
- administrative resources are ready such as sign on sheets, name badges and stationery
- refreshments are provided
- you are familiar with amenities, emergency procedures and other requirements
- organisational requirements are adhered to such as complying with safety obligations
Tips 2: Preparing yourself

a. Relax
Take a couple of deep breaths to calm yourself. Tighten your muscles and then relax them. You have nothing to worry about because you have prepared yourself thoroughly AND you have practiced many times.

b. First Impressions
When you first start your presentation take your time – don’t rush. Make eye contact with the audience and smile. You’re sure to find friendly faces.

c. Your Plan
Have your plan and any resources and equipment on hand. Don’t read from your plan. Be spontaneous, only use the plan as a guide or a prompt.

d. Body language
Move naturally as you normally would move, and use gestures which match your words. Be aware of how people sometimes interpret body language, don’t slouch or fold your arms and don’t pace back and forth across the floor. This can distract the audience. Remember to stand clear of visual aids so that all audience members can see the displays. Remember to face your audience.

e. Eye contact
Distribute your attention regularly around the room and make eye contact with all participants.

f. Your voice
Speak with enthusiasm. You know a lot about this topic and you can inspire the audience. Use your voice to capture people’s attention and keep it.

• Speak clearly
• Speak at a reasonable rate
• Try not to ‘umm’ and ‘ah’ too much
• Pause at appropriate times
• Modulate volume and inflections to give emphasis to important points
• If you lose your place – don’t panic; just look at your plan to guide you.

Presenting is like a jigsaw puzzle where all the pieces fit together to make an enjoyable experience for the audience and for you, the presenter.
Tips 3: Presentation Aids

a. Visual aids

Visual aids enhance a presentation by adding interesting and informative dimensions to it. They emphasise the key points that you want to make. Use visual aids when you want to:

- focus audience attention on a particular point
- reinforce your verbal material
- stimulate interest
- illustrate elements that are difficult to visualise and
- to maintain a logical order of key points

Prepare your aids carefully. If not of a high standard they will detract from your session and distract the audience. Poor quality resources may also project a poor overall image. The audience may think that low quality resources are representative of all the other features of the presentation.

Ensure that any equipment necessary to display visual aids and other physical resources such as models, are in working order, you have access to them and that you know how to use it.

There are many aids that can be used effectively in a presentation, some of the most common examples being:

- PowerPoint, keynote or flash slideshows
- videos and DVD/CDs
- YouTube clips
- music
- screen grabs
- handouts
- maps and charts
- whiteboards, flipcharts, SMART boards
- models or diagrams

b. Maps, charts, handouts and other material

When producing visual aids, the rule is - keep it simple. If you need to provide complex facts and figures to the audience, provide them in the form of a handout in an easy to read font. Allow the audience enough time to process this complex information. Alternatively, if time is an issue, ask the audience to study the handouts in their own time when the presentation ends. Instead of providing a handout, it is quite common to email a copy of electronic slideshows to the audience soon after the presentation.

c. Audience handouts

Handouts can take a number of different forms and be given out before a presentation, progressively during the session, or at the end. Like slides, handouts should contain accurate, neat and relevant material.
Slideshows are probably the most commonly used visual aids used in presentations. They are easy and reliable to use. You can use a slideshow as a prompt for your talk instead of using cue cards or brief notes. The slides may contain the key points which guide your presentation. When designing your slides you should:

- keep slides simple, uncluttered and neat
- use dark colours and keep to a minimum of three different colours
- use a consistent theme
- do not use too many slides. Frequent changing of slides can be annoying
- make sure the audience can see the screen
- allow enough time for the audience to jot down notes from the slides
- allow enough time for the audience to absorb the information on the screen

**Power Point design tips**

<table>
<thead>
<tr>
<th>Start with a slide on the outline of the presentation</th>
<th>Use point form. Not long sentences</th>
<th>6/6 rule. Six points per slide Six words per point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use minimum 18pt font size</td>
<td>Avoid complicated fonts</td>
<td>CAPITALS ONLY IS DIFFICULT TO READ</td>
</tr>
<tr>
<td>Show one point at a time</td>
<td>Use pictures, graphs, diagrams</td>
<td>Be cautious with colour and animation</td>
</tr>
</tbody>
</table>

**Slide show shortcuts**

<table>
<thead>
<tr>
<th>Start a presentation from the beginning.</th>
<th>F5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to slide number.</td>
<td>Number + ENTER</td>
</tr>
<tr>
<td>Display a blank black slide, or return to the presentation from a blank black slide.</td>
<td>B or PERIOD</td>
</tr>
<tr>
<td>Display a blank white slide, or return to the presentation from a blank white slide.</td>
<td>W or COMMA</td>
</tr>
<tr>
<td>Stop or restart an automatic presentation.</td>
<td>S</td>
</tr>
<tr>
<td>End a presentation.</td>
<td>ESC or HYPHEN</td>
</tr>
</tbody>
</table>
Tips 4: Setting the Scene

How can the desired outcomes of the presentation be discussed with the target audience?

The introduction is a critical element of a presentation; it’s where you lay the foundations of developing a rapport with your audience. In addition to welcoming the audience and capturing their attention, an effective introduction will clarify the purpose of the presentation and present an outline of what will follow. The introduction is also an appropriate time to state the specific objectives and set the pace for the presentation.

The introduction acts as a ‘road map’ for the audience. In addition to stating the purpose, it enables the audience to preview the flow of material, the structure of the session and the presenter’s position. An effective introduction will instil confidence in the audience that the session will be one of structure and professionalism.

Questioning

Questioning is a great way to draw from the experience of the participants and is an excellent way to create an inclusive environment for learning. Be sure to know the responses you are trying to illicit so that questions can be used to steer discussions to a predetermined end point.

- **Fact-based questions**: used to elicit factual information from another person about an outside topic. An “outside topic” is one about which facts can be discovered, verified, and shared independent of the teacher or student. Examples of fact-based questions include: “What is the purpose of the physical layer?” and “How do you change the security settings?”
- **Experience-based questions**: used to learn about the other person’s experience with a product or problem or to probe a given scenario. Examples include “What problems have you had with the security settings and your users?” and “How would you build this application, based on your current programming practices?”
- **Opinion-based questions**: used to elicit an opinion or value judgment from another person. The classic “What do you think?” is an example of this type. There can be no wrong answers to these questions, since an opinion does not require any basis in fact.
- **Rhetorical questions**: A rhetorical question is one that has an obvious answer such as “Who here would like to earn more money without having to put in any more effort?” Immediately, you will gain attention.

Anecdotes and other examples

An anecdote is a short story that is used to help illustrate a point. Anecdotes may establish empathy with an audience and can be sad, funny or interesting in some other way. Be selective in their use and ensure they do add to the presentation and are not being used just because you think you should have an anecdote.
Tips 5: Dealing with difficulties

All presenters, even those who are very experienced, occasionally have to deal with difficult situations. It may be that some audience members are too noisy or exhibit inappropriate behaviours to the presenter or to other members of the audience.

In cases such as these, you will need to find ways to stop a negative impact being made on the audience and the presentation. Here are a few examples for you to consider:

- say ‘thank you for those ideas’ to an incessant talker and then ask for input from other members from the audience
- if a person continues to ‘waffle’ about a point, ask them to summarise the point so that others can add their ideas
- establish a procedure whereby equal opportunity for input is given to all members of the audience
- conduct ‘ice-breaker’ activities that encourage shy people to contribute
- direct questions to audience members that have not participated as yet
- establish and review any ‘ground rules’ such as respecting the rights of all individuals in the audience

In order to stay ‘connected’ with the audience you will need to be aware of their reactions throughout the presentation. Most people find it difficult to maintain concentration for an extended period of time. You need to monitor their verbal responses and non-verbal communication behaviour and change your tactics if necessary. This is something that most presenters develop an ability to do over time, but it often still takes a conscious self-reminder to ensure this does happen with each new presentation. Being comfortable with the content and format of your presentation is generally what enables a presenter to be able to pick up on audience reaction and make any necessary changes to their presentation to keep the audience connected.
Tips 6: Persuasive communication techniques

Smile and treat your audience like friends. If you look and sound friendly and relaxed, your audience will ‘warm’ towards you. If you are nervous, your audience will be empathic, no doubt they know how you feel. Breathe deeply and follow your well-prepared plan. Generally, all public speakers are nervous before and during presentations. The skill is to control your nerves and get on with what you’ve practised and prepared for.

Effective verbal and non-verbal communication increases the likelihood of engaging an audience. In general:

• use ‘you’ words such as we, you and us where appropriate

• refer to matters that relate to or are relevant to this audience. This shows that you have researched your topic well and you are interested in the audience. For example, if you are talking to a group of people from a local service club and the purpose is to gain commitment for a fund raising project, you could refer to previous successful community service projects undertaken by this club. This approach demonstrates your interest and provides positive feedback

• be natural; your hands, facial expressions and your body should match your voice and your spoken words

• be aware of the non-verbal feedback generated by the audience. If you feel that you are losing their interest, move on to another point, give an illustration of the point you have just made, or invite questions or comment. Increasing audience participation is a proven way to regain audience interest

Confidence and energy are very appealing characteristics – especially when you are giving a presentation. Your energy suggests an enthusiasm and warmth for the subject matter and will stimulate your audience to feel enthusiastic as well.

How can non-verbal and verbal communication be used to promote attainment of presentation outcomes?

Building a rapport with your audience is critical to the ultimate success of the presentation. Understanding their interests, needs, problems and expectations in the context of this presentation, will help you to establish a positive relationship with them.

In order to ‘connect’ with each and every member of this audience you will need to engage them using both verbal and non-verbal communication techniques.

Here are some points to remember to build rapport and keep the audience’s interest in attaining the intended outcomes of the presentation:

• project your enthusiasm
• have a lively facial expression
• make eye contact with all your audience
• speak with lively intonation in your voice
• pronounce your words carefully
• do not speak too fast, too slowly or too softly
• pause where appropriate

• gesture where appropriate
• show energy and confidence through your posture
• be aware of the audience’s reactions to you
• respond to the audience’s behaviour
• make the audience feel comfortable
• share your knowledge
Tips 7: Non-verbal communication

There are many aspects of non-verbal communication, including body language, that help you to speak effectively to your audience. Non-verbal communication includes how you use your voice, gestures, facial expressions and the space around you to express yourself in the most effective manner. How might the following body language examples affect a presentation?

- Smiling
- Frowning
- Concentrating
- Raising eyebrows
- Nodding head
- Gesturing
- Standing still or pacing

Some of these may be useful to get your point across. In some cases they may be essential. Appropriate body language is not a mere add-on. Facial expressions and body movements provide the audience with important clues to interpret what you are saying.

Gestures and body language

*Gestures*

- Don’t use the same gesture over and over. Some people do this without realising it (especially when they are a bit nervous) but it can be distracting.
- Practice your gestures into your presentation. Choose specific gestures to include, such as using your fingers (held high) to number points, indicating ‘high’ and ‘low’ using your hand or arm, etc.

*Hands*

- Think about where you will put your hands when you aren’t using them for gesturing. It might feel a little strange to begin with but keeping your hands loosely by your sides can look best. Held together in front gives the ‘fig leaf’ look, and clasped behind you can also be awkward.
- If you are holding notes or cue cards, this solves what to do with your hands (although it does make it hard for gesturing). Hold your notes at waist height with one hand. If you get nervous your hand may start to shake, and this movement will be exaggerated by your paper. Just rest the hand holding your notes in your other hand. It looks fine and steadies any shakes.
- Keep your hands out of your pockets. Don’t jiggle, sway or rock. Watch any other distracting movements.

*Face*

- Make eye contact with your audience. This helps them to believe what you are saying, and will give you feedback on what they are thinking. Pausing and looking around at your audience at various points in your presentation is an effective strategy to use.
- With a smaller audience, facial expressions are more important. With a large venue and a large audience, larger gestures will be necessary.
Space

• How you use space is also a part of non-verbal communication. Getting physically close to your audience can make your presentation more personal, and moving around can keep their attention. However, this is not always culturally appropriate or effective – particularly with larger groups. You must always be aware of any protocols relevant to the communities you are addressing.

• A lectern can be useful but beware, it can also stifle a presentation. You may find that you lean on it too much or it may act as a barrier between you and the audience because of its formal appearance. Perhaps you could just use the lectern to position your notes so that you can glance at them occasionally or perhaps walk back to check your notes when necessary. If you decide to use the lectern, don’t hide behind it, don’t cling to it and don’t rely solely on it.

Cultural sensitivity

• It is important to be aware of cultural differences associated with various non-verbal behaviours. For example, in some cultures it is a sign of respect not to have direct eye contact with one’s elders. In other cultures, it is just the opposite – lack of eye contact indicates lack of respect. You need to be aware of cultural sensitivities in your presentation.

The types of non-verbal communication you use in your presentation will depend on you, the subject matter and the audience. Your aim is to create interest in your topic but not to distract the audience.

Make sure that your voice, gestures, facial expressions and movements are appropriate to the topic and reinforce the verbal message.

Remember, it is very important to practise your presentation in front of a mirror or with peers, colleagues or friends. Identify what works well – and what doesn’t. You want to appear confident and comfortable.
Tips 8: Verbal communication

Your voice should be strong and clear when presenting. Speak loudly enough for everyone to hear you. The audience must find your voice comfortable to listen to or it may be distracting. Speaking too softly may give the impression that you are unsure of what you are saying, and may make it more difficult for your audience to believe you.

Key words or concepts are important. State them slowly and clearly, for all to hear.

Watch the language that you use. For example, don’t use jargon or slang terms unless you are presenting to an audience that is representative of that type of language, and it is appropriate in this instance.

Keep your language simple as much as possible. Your aim is to communicate, not to show off your vocabulary!

Professional speakers often get voice training. They do exercises to improve their speaking voice – the strength, range, articulation and tone. You should practice and get feedback on how you sound.

Voice Speed

The trick is, don’t talk too slowly otherwise audience members might lose interest, but don’t talk too quickly or they might miss key points.

Some people slow down too much when presenting thinking that the audience needs this time to understand what is being said. If someone is speaking too slowly however, we tend to let our minds wander. So don’t slow down your speech too much.

On the other hand, if you have a tendency to talk fast try not to race through your material. Nerves often will make a person speak faster than normal. Don’t worry too much – just try to speak at your normal rate, don’t rush. And remember, people generally listen and understand faster than people talk.

Pausing

Silence draws attention. Pause if you want to give the audience time to think about what you’re saying. Slow down or pause if you’re explaining difficult information or if you want the audience to reflect on what you’ve said.

Pauses give emphasis to important points. You can pause before a point and the audience will tune in, or after a point to give time to think about what has been said. Pauses also add interest, and as an added bonus to you, give you time to think about what you’re going to say next.

Varied tone and speed

Vary the quality of your voice; don’t use the same volume and pitch throughout the presentation. Aim for ‘light and shade’ to keep the audience interest. Your audience will ‘switch off’ if you constantly talk loudly, or softly or in a monotone voice. Make sure your voice is not monotonous. You can speak louder or softer for emphasis. Speak faster to show excitement or to indicate speed of events; speak slower to indicate importance, things moving slowly or to give emphasis. Your tone of voice should match your spoken words, body language and topic.
Tips 9: Using questioning

Questions play a major role in clarifying ideas and concepts. Questions invite audience participation and get people to think about issues from a different perspective. They enable the presenter to gain feedback from the audience and enable the audience to clarify and reinforce key points. They also help gain presenter credibility. If your presentation contains complex content such as technical information, complicated concepts or training skills, you may need to progressively check audience understanding. Effective question and answer techniques will enable you to do this.

Three important questioning skills for a presenter to have are:
1. asking questions effectively to an audience
2. managing their answers appropriately
3. responding effectively to questions posed to the presenter

Ask effective questions
There are two types of questions: open-ended and closed questions.

Closed questions generally require a one-word response only such as ‘yes’ or ‘no’ and are therefore ineffective if detail is required. Closed questions often start with ‘is’ or ‘can’, ‘how many’ or ‘does’. Keep closed questions to a minimum as they don’t achieve much.

Open-ended questions on the other hand, stimulate thinking. Open-ended questions are an effective way to elicit a more detailed response and greater participation. Open-ended questions often start with ‘what’ or ‘how’, ‘when’ or ‘why’. Try to devise “thoughtful open-ended questions.

• Phrase your questions appropriately. You should be clear and concise and focus on one issue at a time. Ask reasonable and relevant questions based on what the audience is expected to know. Don’t ask trick questions. Challenge the audience with questions that provoke thoughtful responses.

• You can direct a question to an individual or to the audience as a whole. For example, ‘Joe, what is your experience with ...?’ if you only want Joe to respond. Alternatively, you could ask ‘What experiences have any of you ...’ and then nominate a person to answer.

Be sure to respect people’s responses to the questions. You want to encourage continued audience participation not discourage it by embarrassing people. Acknowledge their effort positively, reinforce the relevant parts of their answer and minimise potential embarrassment for wrong or incomplete answers.
### Some Do’s and Don’ts for Questions and Answers

<table>
<thead>
<tr>
<th><strong>DO prepare for questions</strong></th>
<th>Try to anticipate the questions that you will receive, and practise answering them.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO repeat the question</strong></td>
<td>You or audience members may not have heard the initial question, so you should repeat it.</td>
</tr>
<tr>
<td><strong>DO clarify the question</strong></td>
<td>You may need to rephrase the question to ensure that you and others are clear about it.</td>
</tr>
<tr>
<td><strong>DO be aware of body language</strong></td>
<td>Watch the person who asks the question. Try to interpret their body language. Be aware of your own body language too.</td>
</tr>
<tr>
<td><strong>DO value unanticipated questions</strong></td>
<td>Sometimes questions raised can result in unexpected but relevant and positive outcomes.</td>
</tr>
<tr>
<td><strong>DO maintain your composure</strong></td>
<td>Don’t panic if asked a question that you don’t know the answer to. You can re-direct the question to the audience to help find the answer or you can offer to find the answer at a later time and get back to the person.</td>
</tr>
<tr>
<td><strong>DO involve the audience</strong></td>
<td>Focus on the entire audience, not just individuals. Don’t ignore the person who asks the question, but don’t ignore the rest of the audience either.</td>
</tr>
<tr>
<td><strong>DON’T ‘waffle’ on</strong></td>
<td>Simply answer the question and avoid launching into irrelevant information unrelated to the question.</td>
</tr>
<tr>
<td><strong>DO thank the questioners</strong></td>
<td>At the end of the question time, thank everyone for their excellent questions and input.</td>
</tr>
</tbody>
</table>
Tips 10: Responding to and handling questions

Show respect

Audiences feel that they have really participated when they get an opportunity to ask questions and to express their own points of view. As a speaker you should treat each questioner with respect. They may be asking for clarification of an issue they have not quite grasped, or they may want further information or your opinion on something relevant to the session.

State when questions will be responded to

To help establish audience rapport at the start of your presentation, say how you will deal with questions – ‘I will leave time at the end of the presentation for questions’, or ‘I may invite the audience to ask questions at any time’. If a question is asked in the middle of a difficult explanation, you can say ‘Would you mind if I answered the question at a later time?’ Make a quick note to ensure that you remember to do this!

If some questions might not interest most of the audience, you could say ‘I’ll be happy to talk further about this with you after my presentation’.

How to control persistent questioners

Persistent questioners who want to take all the time for themselves need to be given a chance, then told that it is someone else’s turn. If they have further questions you can offer to answer them afterwards. Be aware of the audience’s reactions. Are they irritated by or interested in the questions being asked? Keep your eye on the clock and remember that there may be another speaker after you, so be brief in your answers.

Handling questions

- Paraphrase the question. Putting it in your own words helps you to talk about it using your language. This also ensures that you have understood the question.
- Repeat the question. Repeating the question helps you to make sure you’re answering exactly what was asked and gives you time to think. It also ensures that everyone in the audience heard the question.
- Answer a question with a question. Using a question as an answer can motivate the audience to think deeper and encourage further discussion.
- Tell a story. Using a real story gives credibility to whatever you say and adds personal interest.
- State the facts. Facts usually impress the audience – but make sure that they are facts and not just hearsay.
Tips 11: Summarising and concluding

The body or main part of your presentation should be logically structured, coherent and link the main points of the purpose of the session. It is the conclusion however where you will recap the main points and leave your audience with a clear summary of everything covered in the presentation.

No new material should be introduced in the conclusion. You should emphasise important aspects throughout the presentation, but you must alert the audience to the most important elements in the conclusion. What do you want them to remember? What do you want them to do? How do you want them to feel?

Your conclusion is critical to achieving the objectives set out in the beginning of this presentation.

In a persuasive presentation, the conclusion is an opportunity to drive the audience forward to your point of view. You channel them into actions that you want them to do. People generally remember what they hear last. They will often listen more attentively when they know that a presentation is about to end. Make it obvious that this is the end. For example, you may use phrases such as: ‘OK, to recap the main points...’, ‘In conclusion...’ or ‘Let’s revisit...’

Don’t ignore the power of using visual aids in the conclusion. Visual aids, when used competently, can reinforce your verbal and non-verbal messages. They can leave the audience with a more powerful reaction and entice further action on their part.

Effective conclusions always return to the introduction, especially if you used an ‘attention grabber’. Return to that anecdote or startling fact.

Introductions and conclusions are like the head and tail on a body. They belong together and are connected.
Presentation and layout design

There is much information and advice on the presentation and layout for specific formats and medium of your resource. Different guidelines apply for these. The basic principles of design apply to all design disciplines — writing, graphics, or art. The design principles you would use for developing a slide presentation would be similar to those you would use for a student guide, facilitator guide or audio visual clip.

Principles of good design

The purpose of a good layout and design of your resource is to maximise the learner’s engagement and experience. The intent is to communicate the content in an interesting, appealing and motivating way. Depending on the scope of your project you may be producing the resource yourself or you may have a desktop publisher or a printing department or company do this work for you.

There are many ways to present information visually and it would be best to speak to a person with desktop publishing skills for guidance. Some general guides are:

- When formatting, use as few fonts as possible. Avoid fancy fonts and lots of bold, underlining and capital letters. Generally fonts such as Times New Roman are good for large amounts of body text, because they are easier to read while fonts such as Arial are good for on-screen resources.

- Design a template (or ask your desktop expert for help) to provide a shell of a document to use to write the draft of your resource.
Layout

- use headings, subheadings, bullet points, and numbering whenever possible to break up the text
- use graphs and charts for clarity presenting numbers and statistics
- make paragraphs less than ten lines
- use consistent heading and text styles
- use lists and tables to simplify complex material
- make lists equal in structure (e.g. all start with a verb or is a full sentence)
- keep layout clear and clean, using white space for balance, order and to avoid overloading
- use pictures, photos, graphics, diagrams, tables
- use icons for quick and easy navigation around the resource and make sure you explain these at the outset
- use a serif font for the body of the printed work and sans-serif font for headings and captions and on screen text
- dark coloured on light coloured background is easier to read than light coloured type on dark background
- serif (fonts with tops and tails)
  - Book Antiqua
  - Century
  - Georgia
  - Wide Latin
- sans serif (fonts without tops and tails)
  - Arial
  - Calibri
  - Times New Roman
  - Verdana
Reviewing a Presentation

When should a review take place?

Presentation review should be taking place all through training. However, depending on what is being evaluated, the review may be more suitable at different times. If evaluating the effectiveness of training on workplace performance, then the best time to evaluate would be some time after participants have had time to go back and apply the skills and knowledge from the training. Evaluation the same afternoon as training would not be very effective.

When carrying out evaluation, the following things should be considered:

- How long will participants need to practice and apply the new skills and information?
- How long will it take before changes in productivity can be witnessed?
- What can be observed and evaluated during training?

Who is information gathered from?

The information needed to review a learning program can be gathered from a variety of people:

Participants
Participants can provide valuable information in order to evaluate the effectiveness of the training. As they are the ones involved in the training they are the ones who can provide feedback regarding the trainer, the content and structure of the program, as well as any improvements in their performance.

Trainer
The trainer also can offer valuable information regarding many aspects of the training program. The trainer is the one who is presenting the information, so they are able to comment on how well they thought participants learned new information and how well they progressed in general. The trainer can also provide information regarding on the job results if they are in the workplace.

Other people
Other people who might evaluate the effectiveness of a training program include supervisors, managers and assessors. It is difficult for these people to evaluate the trainer and the content of the training program unless they are involved and can observe these areas. However, these people are valuable for gathering information on participant progress and on the job results.
How can feedback be collected?

The information collected will be of two different kinds:

**Qualitative**
Qualitative data is difficult to measure and quantify but allows for feelings and attitudes to be included. Examples include:

- Participant attitude to program structure
- How participants feel about the information provided

Qualitative data is usually collected from open-ended questions and should be quoted as it is, or grouped together into similar responses. Care must be taken not to interpret the response. The people reading the report will then have the opportunity to draw their own conclusions.

**Quantitative**
Quantitative data is easy to measure and quantify and relates to outputs, costs and time. Examples include:

- Number of participants completing the program
- Costs of providing the training

**What criteria should the review be based on?**

There are several requirements that all evaluation methods should meet. No matter which method is selected, it should satisfy the following five criteria.

**Valid**
Does the evaluation method measure what it is designed to measure? For example, if information is needed on whether participants have learnt to drive a forklift, it makes sense to observe them driving a forklift, rather than give them a questionnaire.

**Reliable**
Is the information that the evaluation method has gathered consistent? If the same questionnaire was administered to the same participant two days later, the results should be the same, providing there has not been any new training.

**Clear**
All instructions and information given to the person providing feedback should be clear and simple to understand. Make sure that there are no ambiguities in any part of the process.

**Brief**
Keep the extent of the evaluation – the number of questions, for example – to a manageable level. If there is too much for participants to wade through, they may lose concentration or become frustrated. This could result in results not being consistent, not accurate and not completed.
Economical

The method used should not be too time consuming or costly to administer and analyse. If, for example, there is a large group of participants, a survey would be easier to administer than, say, a one-to-one interview.

What are the main types of evaluation?

Evaluation

There are four main levels of evaluation:

1. **Reaction evaluation**
   This measures the reaction of the trainees themselves to the training program or any of its components.

2. **Learning evaluation**
   This measures change in the trainee’s knowledge, attitudes and practices. A pre-training test (pre-test) is compared with post-training (post-test) results.

3. **Performance (behaviour) evaluation**
   This measures how the trainee’s job performance has altered after a period of time as a result of training. Performance before training is compared with that after training.

4. **Impact(Results) evaluation**
   This measures the effectiveness of the training by assessing the type and degree of change which the trainees have had on the organisation or target group with which they work.

If all these four levels of evaluation are carried out effectively they will show whether or not the training program is effective or if the money has been well spent. They will also provide information on which areas of the training program should be improved.

In reality, however, it is rarely possible to use all four levels of evaluation due to limited resources.
RETENTION
ACTION ITEMS
ACTION ITEMS
## APPENDIX A: SESSION PLANNING TEMPLATE

### SESSION PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Program Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Today’s Session Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Time</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Overview</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Aids/Resources</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Topics/Content</th>
<th>Methods of delivery</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Intro, body, conclusion</em></td>
<td>What you are going to cover?</td>
<td>How you are going to cover it?</td>
<td>Timeframe</td>
</tr>
</tbody>
</table>

**INTRO**

(Setting the scene, what to expect, connecting)

**BODY**

(Background, tell, show, do,)

**CONCLUSION**

(Key points, review, next session)
This is your opportunity to tell us what you thought of our training and trainers. We appreciate your assistance, as your feedback helps us to maintain and improve standards. Thanks for your time 😊

QUALIFICATION: Certificate IV in Training and Assessment

CLUSTER:

LOCATION: ADE BNE MEL NEW PER SYD (other: ____________)

DATE: / / 20___

Learning Leader/s: __________________________

Indicate how you felt the presenter performed:

Please tick ✓ Excellent Very Good Good Unsatisfactory

(A) Setting positive atmosphere for learning

(B) Demonstrating ideas/concepts

(C) Handling questions from the group

(D) Understanding the needs of the group

(E) Knowledge of the subject matter

(F) General presentation of the course

Would you like to recommend the course?

If so, list the contact details of the person or persons in the next box and we will send them an information pack. Thanks!

---

1. Nominate your favourite parts of the program:

2. Nominate your least favourite parts of the program:

3. What suggestions could you make to improve the program?

4. Overall, did it meet your expectations?

   Yes ☐ No ☐

5. Further comments?