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Presentation Skills

In this unit we will look at:

- An overview of the FETAC Level 6 Presentation Assignment 2 (Skills Demonstration)
- What is a presentation?
- Designing a presentation – deciding what you want to say
- How to ‘mind map’ a presentation
- What is brainstorming?
- How to add structure and organise the points
- How to source information
- How to plan a presentation
- The key points to preparing a presentation
- The three Vs of an oral presentation

‘To speak and to speak well are two things. A fool may talk, but a wise man speaks.’

– BEN JONSON

Overview of FETAC Level 6 Marking Sheet 2 – Skills Demonstration

As in Chapter 2, the guidelines given in this chapter are useful for anyone undertaking a Level 6 FETAC Train the Trainer course. However, the general points on presentation skills are useful for anyone giving a formal presentation in another setting.

The FETAC Level 6 Marking Sheet 2, Skills Demonstration, is usually interpreted as a presentation task. Entitled ‘Skills Demonstration’, it is listed in the module descriptor as Marking Sheet 2, although it is often delivered before the training assignment itself. Let’s now look at the individual criteria for the skills demonstration, as stated in the module descriptor E30179 FETAC Level 6 Train the Trainer booklet for Marking Sheet 2. The criteria also serve as a good point of reference for any other Train the Trainer

course that includes a section on presentation skills. A brief description of each point in the marking criteria for the session is detailed below.

What is a skills demonstration?

The FETAC module descriptor does not define in exact terms what a skills demonstration is, nor does it mention the word ‘presentation’ in the assessment title, but as the brief clearly alludes to a presentation in the assessment criteria, it is interpreted by practically all course providers that Marking Sheet 2 relates to the delivery of a presentation on a subject of the trainee’s choosing. Therefore, for the purpose of this book, the suggested techniques used for the skills demonstration relate to the preparation and delivery of an oral presentation, aided by the use of some other components, such as visual aids, audio, props, images and multimedia.

Requirements

Similar to the training assignment, there are no boundaries regarding the topic of the presentation as long as it adheres to the assessment criteria. The brief does not stipulate an exact time specification, but the advisable standard is usually 10 to 15 minutes. An effective presentation is the result of three key components: planning, preparation and rehearsal. The FETAC Level 6 Skills Demonstration brief covers the marking criteria for key areas, such as the planning and execution of the presentation, the vocal and visual presentation style, the use of learner handouts and multimedia and achievement of the learning outcomes as well as the overall cohesiveness of the delivery on the day.

Time planned and executed

This refers to the ability to roughly adhere to the timings for the stages of the presentation, e.g. ‘Introduction – 2 minutes’, as stipulated in a pre-prepared lesson plan, as well as having an overall awareness of time allowed for the whole presentation. The assessor will also be looking at the candidate’s ability to smoothly transition from one point to another. Marks are usually deducted for more than two or three minutes over or under the time allowed for delivery.

Presentation of talk

This relates to the ability to present the points outlined in your speech in a manner that shows integrity, conviction, interest and clarity. Vocal clarity in terms of vocal pitch, pace, volume and tone are assessed as well as an awareness of body language, eye contact and the level of engagement achieved with the audience.

Visual presentation

Visual presentation refers to the use of appropriate and stimulating visual aids at significant milestones during the lesson delivery, e.g. PowerPoint, flipchart, realia, pictures, photographs, video clips, audio, diagrams, maps, graphs, pie charts.

Learner handouts and materials supplied to learners, with explanation of purpose and rationale for use

This relates to the distribution of relevant handouts or other learner materials to enable participants to have a clearer understanding of the presentation's aims and objectives, e.g. pamphlets, questionnaires, promotional literature and session notes, as well as an explanation of their purpose and a rationale for their use. Marks are also awarded for the appropriate use of handouts that are aligned with the learning objectives of the presentation.

Learning outcomes addressed appropriately

The last assessment criteria point relates to the achievement of the aims and objectives of the session plan as stated in the session plan in relation to content, timings, methods, instructions and resources used.

What is a presentation?

A presentation can range from a formal and precisely rehearsed speech to an impromptu decision to say a few words without a script. We sometimes refer to a presentation as a 'talk', which might be a less daunting prospect to certain people. In marketing terms, the idea of attending a talk can be less off-putting to a potential customer than a presentation, as it suggests that somebody will tell you about a product or service but not necessarily pressure you into buying it or subscribing to it. However, this is rarely the case; a talk is invariably another word for a sales pitch or a promotion of a concept or idea.

The word 'speech' can often instil dread in a person, as it sounds formal. Speeches are synonymous with important or monumental events. We probably cast our minds back to a time when we were asked to make a farewell or thank you speech and found it quite embarrassing or terrifying. We may also associate speeches with sobbing actresses at the Academy Awards collecting their Oscars or think about the famous speech by King George VI of England declaring that Britain was at war. When we hear the word 'presentation', we usually assume that the person is going to present or deliver some new idea or concept to an audience or attempt to impart some knowledge to them. Presentations always have at least one primary objective or purpose, such as to inform,

inspire, educate, promote, encourage, entertain or influence. The setting can be informal, like a few words of thanks at the end of an occasion; semi-formal, such as a boss's speech at a retirement dinner; or very formal, such as a presidential inaugural address. One thing that all three have in common is that few people can deliver a speech with absolute ease. In fact, stage fright, sometimes referred to as 'communication apprehension', is very common, even among seasoned professionals such as politicians, TV presenters or stage performers.

Designing a presentation – deciding what you want to say

The most important thing about delivering a presentation is preparation. You may have the option of choosing your own topic, but in a working environment the topic may be decided for you. If you have free reign to choose a topic, the scope may seem very large to choose from, so make a list of topics that interest you and then narrow it down to one or two that meet the following criteria:

- I am really interested in this topic
- I have some knowledge on this topic
- I can easily access information about this topic
- Preparing a presentation in which I will explore and develop this topic would be something that is useful to me, either professionally or personally
- I am confident and comfortable discussing this topic

How to 'mind map' a presentation

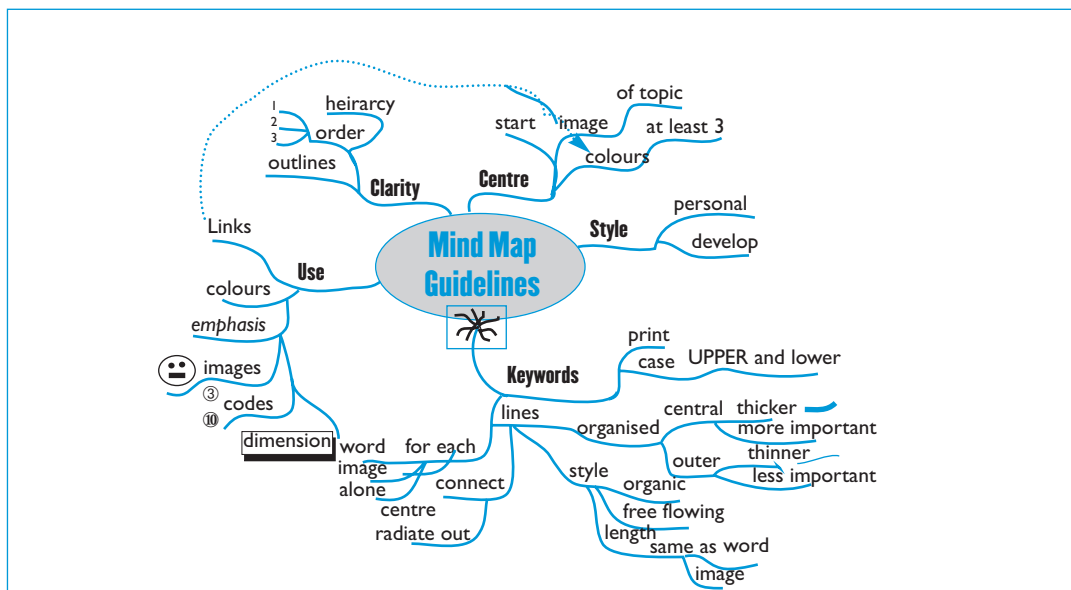
Once you have narrowed it down to a couple of possible topics, there is little or no point in trying to start writing a presentation off the cuff. This often results in a person wasting time by starting and then abandoning it after deciding they would have been better off choosing another topic. Preparation, forethought and planning will yield far better results and a mind map is a simple technique that can help you to generate ideas. All you need to create a mind map is a piece of paper and a pencil. A mind map works by placing one word or phrase in a centre circle and then allowing other ideas to sprout from the main one as you think about possible ways to develop your speech. It doesn't matter what words or phrases are jotted down initially; it is a creative process and all ideas should be written down. You can then formulate the structure of your speech by selecting the ideas you consider to be most relevant and eliminating the information that no longer seems as important. You may have to prioritise some information based on the time that you have to deliver the speech, e.g. four points may have to be cut back to three. Mind maps encourage a creative flow, as generally speaking, one idea will trigger another and so on.

Before long your page is brimming with ideas that you can use as the basis of your presentation.

Task

Try a few different examples of mind mapping ideas for a presentation. Write down all your ideas and decide what information is relevant and what can be discarded. Try to formulate three main points that could form the basis of your presentation. You may need to try it a couple of times before you get a good flow of creativity.

FIGURE 3.1: MIND MAP GUIDELINES



What is brainstorming?

If it is a group or collaborative presentation, brainstorming works in a similar way to mind maps. However, only one person should be nominated to be the scribe who will write down the ideas, otherwise it becomes a very disjointed process with many different streams of ideas. There should always be unanimous agreement on the final decision for a topic if it is a group presentation, and this should naturally occur if everybody is given the opportunity to contribute ideas in the brainstorming process. One idea may ultimately win out over another, but at least the initial process is from a shared ideas pool.

One drawback to collaborative writing is that it may lead to a disjointed style, so it may be better to appoint one person in the group who has a literary flair to try to make

the speech sound cohesive by slightly paraphrasing the text to unify the varying writing styles.

How to add structure and organise points

'Presentations are like drilling for oil. If you don't strike early, stop boring and sit down!'
– Shell Oil

A well-structured speech will have a key purpose and will be easy to follow and understand, not a series of rambling and incoherent points or observations about something. If delivered well, it will create an impact and may even be memorable for some time to come. There are certain simple techniques and strategies that can be used in presentation writing and delivery. Use short sentences, as they are easy to follow, and an enthusiastic and dynamic opening will engage the audience from the start. Many accomplished public speakers know how to 'hook' an audience by creating an interesting opening. A good first impression can be the difference between 'hooking' your audience or losing their attention entirely.

A good presentation opening contains one of the following techniques for grabbing attention:

- Make a strong opening statement: 'Facebook – like it or loathe it, it's here to stay.'
- Use a relevant quotation: 'You don't get to make 500 million friends without making a few enemies' (this is the tagline for the movie *The Social Network*).
- Ask a rhetorical question: 'You've all heard of Facebook, right?'
- Tell a joke (if appropriate): 'Why is Facebook like jail? Because you sit around writing on walls all day.'
- Flash a surprising statistic: '750 million people worldwide now use it – what is it?'
- Show a very short video clip – relevant and engaging, no more than two minutes long.
- Show an image – the instantly recognisable 'f' symbol of Facebook.
- Use a slogan: 'Facebook helps you connect and share with the people in your life' (this is the official website slogan).
- Ascertain audience familiarity with the subject: 'Is there anyone in this room who has not heard of Facebook?'
- Invite a show of hands to demonstrate a point: 'How many people in this room use Facebook?'

How to source information

If the nature of the presentation is informative, efforts should be taken to ensure that factual information is accurate and that statistics are correct and up to date. Internet sources are not always reliable, so try to support your findings by checking them with more than one source. The presentation itself can be informative, emotive, inspiring, entertaining, descriptive, promotional, demonstrative, narrative, persuasive, argumentative, instructional or any other number of purposes that the speaker chooses to identify as an objective. The presentation should have a good structure, which consists of an appropriate introduction to the topic, two to three key points and a conclusion. When planning the timings, it is your job as a presenter to recap at the end and offer the audience a chance to ask any questions they may have.

A solid presentation structure has key objectives and specific learning outcomes. The presenter should demonstrate effective oral communication skills, aided by the use of visual aids, learner materials, multimedia, realia (objects), images and non-verbal communication skills. Strong presentation skills are key to the delivery of practically all training programmes that involve tutor–trainee interaction, so it is vital to develop and improve your individual presentation skills in order to confidently deliver content and transmit knowledge or skills in an effective way. Most presenters nowadays choose to deliver their presentation using visual aids, such as in the format of a PowerPoint presentation, while others choose to keep it simpler and choose a manual flipchart pad or flashcards. The important thing is that the presentation is clear and well constructed and has clear objectives. In other words, your audience should leave understanding your overall message, which ideally will make a lasting impression on them.

How to plan a presentation

For many of us, public speaking is a daunting experience and one which we would rather avoid, but the ability to address others in a group can form the backbone of many types of training. If the trainer lacks the confidence to clearly communicate with the learners, talk the learners through a process or demonstration, articulate theory, answer questions, give instructions or explain concepts, the training can fall short of being effective, regardless of how skilled the trainer is. Planning a presentation involves concentration and effort. Selecting a topic, formulating it into manageable units, selecting support materials and practising the delivery can all take considerable time and focus. For most of us, rehearsal is key; only very experienced public speakers can confidently deliver speeches without much forward planning.

The starting point for any good presentation is the selection of the topic and the

process of gathering as many ideas from which to begin as possible. Presentations can be quite formulaic in terms of structure, but there are a variety of techniques available to make a presentation both more engaging for the audience and interesting for the presenter to deliver. Ideally, a good presentation will adhere to the tried and tested formula of having a strong introduction in which the aims for the presentation are outlined, followed by a series of points, usually a main point and some sub-points that reinforce the main idea of the presentation. Before finishing a presentation by reaching a conclusion, there is usually a recap of the main information that was provided and an opportunity to invite audience questions. This is always followed by a strong closing statement, where the audience is thanked for their passive participation and left with a final thought to take away with them.

The following maxim is useful when planning a speech or a presentation:

Tell 'em what you are gonna tell 'em, tell 'em, then tell 'em what you've told 'em.

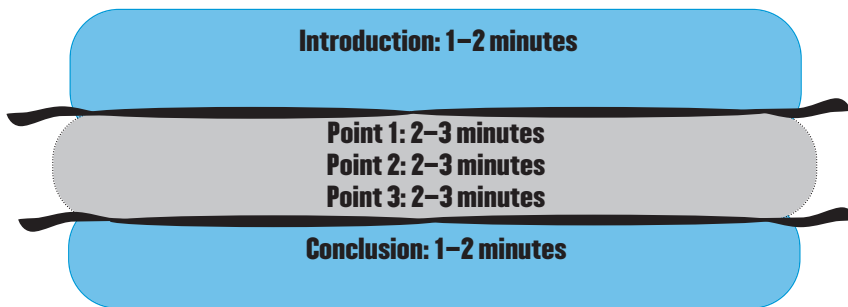
Introductions and conclusions should be of approximately equal duration and provide a support mechanism and framework for the two or three main points that you want to convey to your audience. Therefore, a well-rounded presentation must contain the following components:

- An introduction, in which you tell the audience your name and briefly outline your credentials, explain to them why you are there to talk to them, what you would like them to do while you are speaking and provide them with any other instructions, such as that it is not necessary to take notes as there will be a handout at the end.
- 'A good speech is like a pencil: it must have a point!' The main body, where you cover your two or three main points selected from your mind map, should be logically organised and flow smoothly. Verbal and visual 'signposts' are used, such as discourse markers, change in vocal intonation, images or diagrams on slides, some video footage or sound effects, facial expressions and gestures.
- A conclusion, where you recap the main point that you would like them to remember and wrap up the presentation, such as by thanking them for their attention, leaving them with a final thought, image or quotation and inviting their questions.

A speech is like a love affair. Any fool can start it, but to end it requires considerable skill.'

—Lord Mancroft, *Reader's Digest*, February 1967

Training tip: A good analogy used for describing the proportions of a well-structured presentation is to think of a hamburger as the main content (the ‘meat’ of the speech), which represents the filling, and the introduction and the conclusion are the bun holding the whole thing together.



What is the objective of your presentation?

The objective is the main thrust of the presentation. It is the reason why you are speaking in the first place. If you cannot think of an objective for the presentation, there is little point in delivering it! It may be defined in one word, one sentence or in a few words, such as ‘to inform’, ‘to raise awareness’ or ‘to persuade’.

What is your tutor-trainer looking out for?

As stipulated in the Marking Sheet, tutors will be assessing the effectiveness of visual presentation, e.g. the use of learner materials, audio-visuals, multimedia, imagery, charts, graphs or diagrams, and other means of communication, e.g. PowerPoint, flipcharts. In addition, marks are awarded for demonstrating an awareness of timings and the ability to employ strong presentation skills such as vocal clarity and body language. All presentations should have an overall objective and a series of aims or learning outcomes. The ability to demonstrate that you have achieved your objective by the end of your presentation is also assessed.

What are the key points for preparing a presentation?

What do you want to say?

The first thing you need to consider is how to convey your message. What is the main thing that you want your audience to take from your presentation? Consider not only

what you are saying, but how you are saying it, both in your choice of words and your method of delivery. Is it light-hearted, whimsical or entertaining or is the topic more serious? This will help to guide you in deciding what type of presentation you want to give.

It is helpful to practise delivery. This can be done by recording yourself and playing it back or by practising in front of a mirror. Most of us squirm when watching ourselves in video footage, as invariably we don't like the sound of our voice or we overanalyse every minute detail of our body language on camera. The main thing to remember is that people know what we look and sound like, so they are not nearly as surprised to hear us talk as we are ourselves! To get an objective opinion, it may be a good idea to ask a friend or colleague to listen to you or watch the footage, as it is can be difficult to judge yourself.

In relation to the delivery of a good speech, some of the things to look out for are pace, volume, body language, vocal intonation and variation and the use of strong eye contact. Regarding content, well-formulated points and good structure are essential in addition to the use of appropriate visual and audio-visual aids, where necessary.

Presentations should be tailor-made to suit the audience

You must ensure that a presentation is tailored to its audience. For example, if you are delivering your presentation to different sectors or in different regions, it may need to be tweaked and modified before each delivery, including or omitting certain pieces of information that are necessary or irrelevant. Also, if the audience is comprised of novices as opposed to people who are very familiar with the topic, then it may require an increased level of simplicity in terms of delivery. Similarly, it may be possible to skip the basics and condense the information to fewer slides if the audience is familiar with the information being presented.

Preparation is everything

Allow ample time for preparation. Make a copy of your presentation on a back-up disc or memory stick in case the original is corrupted. Mount screens high enough for everyone to see and remove any competing visuals from the walls, as they will only be distractions. If you are using props or passing around an exhibit, be sure to plan exactly when to do it at an appropriate point in the presentation and make a note of this in the margin of your script. Technology can be unreliable, so it is better to have a strategy for dealing with the possibility of technology failing, such as having some appropriate copies of pictures or photos to pass around to illustrate a point.

Practice makes perfect

Many people find public speaking a nerve-wracking experience. Finding the confidence to speak effectively and clearly is essential in order to deliver a presentation. This confidence will be greatly improved if you are knowledgeable on the subject matter, as you will focus on the content and forget about your self-consciousness and nervousness. If you have practised what you are going to say, it will make the experience a lot easier. Rehearsal can help you to think not only about the content, but the manner of delivery. This will help you to add tone and inflection to your voice, adding emphasis to the important parts and making the rest of the speech flow with ease. Time your visuals to coincide with your comments – mistiming can be distracting and often ‘throws’ the audience.

Keep it short and simple

Delivering a speech to a confused audience is a pointless exercise. Information should be clearly organised into manageable units or digestible chunks. One way of doing this is to summarise points made at the end of each major section, either by using a summary slide or by inviting questions from the audience.

Try not to overdo your presentation with elaborate animation schemes, oscillating words and graphics, sound effects, props, video footage, images or ‘tricks’. Let the content speak for itself, but use relevant images or support materials where necessary. A picture speaks a thousand words – sometimes one strong image can be far more effective than a long sequence of images. Avoid too many slides if you are using PowerPoint and especially avoid cramming the slides with bullet points. Adults do not need to see a clip art image on every slide to understand the main points. If you are using a flipchart with hand-written content, ensure the text is legible and big enough to be seen clearly.

Death by PowerPoint – don’t put all your presentation on the slides

If the audience can read the entire presentation content from the slides, it means the presenter is surplus to requirements. Presentation slides are an aid to delivery but not the entire basis of the event itself. They are supposed to be used as a supplementary mechanism so that key words reinforce what the presenter is saying and create more impact. In this way, the presenter can expand on key points in more detail. Do not transcribe all the content onto your slides, as you will only end up reading the content verbatim to the audience, who will quickly lose patience and become bored.

Your job as a speaker is to inform the audience of information beyond what the slides display. This may involve explaining an image or diagram in more detail or expanding on information that is only summarised in bullet points. Slides can be useful for getting the audience to guess answers or predict information, for example an acronym may be put

on a slide and the audience is asked to speculate on what each letter of the acronym stands for. Afterwards, the correct information can be displayed a word at a time on the screen using an animation scheme. For example, it is engaging to ask the audience a question, give them a few moments to contemplate it, then flash the answer in a series of bullet points revealed one at a time, such as, 'Have you ever heard the expression, always KISS your work? Keep... It ... Short ... and ... Simple.'

Get familiar with your surroundings

When delivering a presentation, it is a good idea to orientate yourself with the space beforehand if possible so that you can get used to the room and be aware of its set-up. Check the seats to the extreme left and right to see if the screen is visible. Also, check that your equipment works. For example, if you are using PowerPoint and if your presentation is on a pen drive or memory stick, check that it is compatible with the software in the venue. Other things include checking that speakers work or that you have internet Wi-Fi access if you are showing a video clip if it is not already uploaded. Failure to check minor technical issues can be detrimental to your presentation and affect your overall confidence for future presentations.

Use multimedia and visual aids

While an appropriate visual aid can help to build up a clear picture for the audience of what is being discussed, the over-use of pictures, diagrams and other visual aids should be avoided. Visual aids can display facts in an alternative format, for example statistics can be easier to digest in graph form, but too many of them can detract attention away from the main message. However, if used wisely, a photo, map or pie chart, etc. can be a useful addition to a presentation. Visual aids should be stimulating and relevant and not too confusing. Sometimes the use of sophisticated multimedia is a thinly veiled disguise for a presentation lacking in content or substance.

Overall, if used properly, visual aids can support and enhance a presentation and can reinforce verbal information. Colour, font and lay-out are important, as certain colours can be difficult to look at for extended periods of time and a splash of colour is generally more effective than black and white. Sometimes slides must contain a company logo, but try not to make it too big on the slide. There are many slide templates available which can be adapted for different presentation themes. Over-cluttered slides crammed with gimmicky clip art icons or too much text can be distracting. Generally, a sans serif font is appropriate for a PowerPoint presentation in a size that is big enough for every person in the room to see clearly.

Relax, breathe deeply and don't forget to smile!

The key to successful public speaking is awareness of your own body language and how you speak. If your body language is confident and relaxed and your voice is audible and interesting to listen to, the audience will pick up on this and will engage with you. A few stretches or vocal warm-up exercises beforehand will also help to improve your delivery. If you suffer from dry throat, it is essential to keep a glass of water at close reach. When you feel comfortable and know what your key points are, you will relax into the delivery and your presentation will flow better. Try to smile, as this helps to relax your facial muscles. Do not worry about minor vocal stumbles or redundancies, such as repeating a word or mispronouncing something or forgetting your cue. If your topic and overall delivery are engaging, the audience will be listening attentively, not judging you on every word you say. That said, using your voice effectively is crucial for a good oral presentation.

The three Vs of an oral presentation

Volume (what people hear)

The volume of the presentation should not be the same throughout, as variation adds interest to a presentation. If you are not using a microphone, your voice should be loud enough for everyone in the room to hear without deafening the people in the front row or causing the people at the back of the room to strain. Ask a friend to help you practise projecting your voice in an empty room or an open space. Your voice should be slightly louder when emphasising a key point, but for the most part be articulate, clear and consistent. Avoid sounding monotonous or droning, or there is a danger of your audience 'switching off'. If you have a habit of dropping the final consonant sound on words in everyday speech, you may need to make a conscious effort to enunciate your speech and focus on your diction. If you are a fast speaker, you will need to consciously slow down. Stressing key words and using rising and falling inflection helps when posing rhetorical questions to the audience: 'Would *you* let your child do *this*?'

The overall vocal energy you convey will make your presentation sound more dynamic and engaging. Do not underestimate the power of the pause – sometimes it is more effective to stop talking for a moment, which allows the audience to absorb what you have said and build up an image of it before being able to fully understand it. The pace should not be too fast or too slow. Rehearsal or suggested timings on cue cards can help to combat the problem of finishing too fast or too slowly.

Visual (what people see while they are listening)

As the saying goes, 'the eyes are the window to the soul', so eye contact is essential in

public speaking. If you can see your audience, you must engage with them. Do not focus on one person throughout the whole speech, which can be intimidating for that person and alienating for the rest of the people in the room. In a small-scale presentation, try to maintain individual eye contact with every person in the room, even if it is just for a matter of seconds. Even in large-scale auditoriums, where the audience is submerged in darkness, engage the audience by looking down at them rather than focusing on a point in the distance, such as the back wall. Try to look around the whole room. Facial expression can also be effective in successfully conveying a message or engaging an audience. Hand gestures are a powerful means of communication and used by all the great orators in the world, such as presidents, preachers, performers and politicians. Unnecessary gestures are distracting, such as fidgeting with objects, shuffling your hands in your pockets and playing with your hair.

Physical stance should be open and relaxed, with an awareness of good posture. Visualisation techniques, such as imagining a piece of string pulling your head upwards, can enable a person to keep their shoulders and back straight, which will prevent slouching. This can be achieved by standing with your feet slightly apart, your weight evenly distributed, one foot slightly in front of the other. Arms should rest at elbow length and allow for one or both hands to be used to signal or gesture with. This will also allow you to pivot from the waist upwards but maintain firm contact with the floor.

Moving around the stage or floor may not be necessary, unless you are a very comfortable and experienced public speaker. Closed body language, such as crossed arms or legs, body facing inwards and hands in pockets, creates an instant barrier between the presenter and the audience. A podium may be used if you need a microphone but it should not be used to hide behind. Therefore, ensure beforehand that the microphone has been adjusted to the correct height for you and that you can be seen by your audience. If you are holding an object such as an electronic slide-changer device, prop, script or cue cards, you may find that your hands are occupied and this is perfectly fine.

Should there be any interaction with the audience, be aware of the individual's personal space and do not make unnecessary physical contact with them. Do not turn your back to the audience for prolonged periods of time.

Verbal (what people say and how it is interpreted)

What you say is as important as how you say it, but remember that an audience will only retain about 10 per cent of the information from hearing it alone. A striking image can be just as effective as a piece of information. A sound effect, diagram, prop or short video clip may reinforce the message. The language used, however, can impact on the way the

message is delivered to and interpreted by the audience. An informative presentation is not likely to be delivered in a way that is as emotive as a persuasive speech. Affirmative language can be encouraging and inspiring, rather than negative language, which has the opposite effect. Presentations that are jargon-heavy may be too difficult for certain audiences to understand and in certain situations the register may even be too formal. Equally, presentations that are too informal or too conversational do not have the impact of a well-rehearsed speech where the words have been chosen carefully. Generally speaking, taboos for presenting are to use inappropriate humour, slang, bad language or display a lack of cultural awareness, as all of these elements can be offensive.

These are all considerations when writing a presentation script or a speech. Taking all of this into consideration, avoid over-preparation of your speech, as the integrity of the message might be lost if you sound too rehearsed or contrived. Try not to use convoluted language and excessive wordage. If you are focused and sincere, you will usually win the attention of your audience.

Summary: Some quick presentation tips

- Believe in yourself. Be confident in your own abilities.
- Get enough sleep the night before. There is nothing more off-putting than a yawning presenter!
- Record your own voice at home and play it back so that you get used to listening to how you sound.
- Make sure you can be seen and heard and maintain good eye contact throughout.
- Watch your body language and eliminate bad habits like clearing your throat or scratching your head.
- Slow down and use pauses effectively.
- From time to time, angle your body in the opposite direction to give the other side of the audience your full attention. Don't block the projector screen.
- **And finally:** prepare, practise and present!

Chapter 3 review

1. Name three items of assessment criteria for the FETAC Skills Demonstration assignment.
2. List three techniques for grabbing attention in a presentation introduction.
3. Suggest three objectives for a presentation in terms of verbs, e.g. to inform, to entertain.
4. List three key points for preparing a successful presentation.
5. List the three Vs of oral presentations.